

# **EDUTAINMENT THROUGH THEATER**

“THEATER AS A FORMAL MODE OF TEACHING PUPILS IN CLASSROOM”

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RUNNING HEAD: Theater as a formal mode of teaching in classroom.

This research conducted after the author was selected for Award of National Fellowship 2002- 2003 – Senior & Junior – in the field of Contemporary Theater from Department of Culture, Govt. of India transferred to National School of Drama, under the title “**EDUTAINMENT THROUGH THEATER**”. I wish to acknowledge Smt.Veena Rajput, Additional Secretary, J&K Board of School Education, and Shri. Sunil Mengi, Principal, for providing us with teachers and space, to conduct experiments, during teachers refreshing program in his school ‘Shiksha Nikaten, Jammu’. We also wish to acknowledge Shri A.K.Khajuria, the coordinator of workshop, Shri Subash Gupta, Zonal Education Officer, Shri Satish Sharma, President JK United School Teachers Federation, for providing researcher with school and the permission to organize the workshop “as trail” to impart knowledge to teachers with this “edutainment technique” new mode of teaching with the help of theater arts. We must extend our thanks to Mr. Surinder Singh and Mr. Rohit Changotra for their assistance in videography and drafting.

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## **NATIONAL SCHOOL OF DRAMA**

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### **DECLARATION**

I hereby solemnly declare that the research work of mine titled “**Edutainment through Theater**” with the hypothesis/ problem “**Theater as a mode of formal teaching**”. Being submitted by me as a partial requirement for the Scheme of Award of National Junior Fellowship 2002- 2003 – Senior & Junior – in the field of Contemporary Theater. Both the literary and practical research work in written form is done by me under the supervision of Shri. A.N.ROY, Registrar, National School of Drama.

This embodies my own research which has not been submitted previously to any other University/Institution/ Department for any award or diploma to the best of my knowledge.

**Date: 10-03-2005**

**Candidate  
Narinder Sharma**

### **E N D R O S E M E N T**

**Shri. A.N.ROY  
REGISTRAR,  
NATIONAL SCHOOL OF DRAMA**



## **NATIONAL SCHOOL OF DRAMA**

**(An autonomous organization of Dept. of Culture,  
Govt. of India and co-operating member of iTi 'UNESCO' Paris)**

### **C E R T I F I C A T E**

This is to certify that Narinder Sharma has satisfactorily completed all the course requirements for the submission of the final research report in the book form, for the Award of Junior Fellowship 2002-2003 in the field of Contemporary Theater. This research work in the field of Contemporary Theater consisted of the following specialization:-

- a) **Edutainment through Theater**  
**“Drama as a Formal Mode of Teaching Pupils in Classroom”**

This is being submitted to the National School of Drama.

**Place:**

**Date:**

**Shri. A.N.ROY  
REGISTRAR,  
NATIONAL SCHOOL OF DRAMA**



## A B S T R A C T

The research work started due to the dissatisfaction with the state of theater in the field of education. Theater as an art is with less praise or liking of the people belonging to the any class of the society. Educationalists and theater artists tried their best to inculcate the sense of theater in general public by introducing it at basic, school level in most of the states under title Theater in Education. Much of the work is done in the field of theater, to introduce theater as the course of the daily school routine “**Theater in Education**” as an activity. With this research under title ‘Edutainment through Theater’, a successful attempt we made to shift theater from an off classroom activity to active classroom as a teaching mode to teach pupils. Assumption as a problem “**Theater as a Formal Mode of Teaching Pupils in Classroom**” earlier in synopsis made by an author to make theatre directly or indirectly applicable in the classroom teaching, where in students and teachers while staging drama exchange their experiences and this all rationally taken place under various trails made by author during the course of the final report submission in the form of book.

Author with the help of teachers applied ‘Edutainment Technique’ this very technique in creative teaching as a mode of teaching, to teach most of the subjects to pupils in the form of dramatic presentation in classroom, in Private, Semi Govt. and Govt. Schools.

“The general purpose of education is to foster the growth of what is individual in each human being, at the same time harmonizing the individuality thus educed with the organic unity of the social group to which the individual belongs (John Russell Brown, 1971:PP161)”.

# INTRODUCTION

## A) STATEMENT OF PROBLEM:-

Author in research under title 'Edutainment through Theater' with problem "Theater as a formal mode of teaching pupils in classroom" made significant contribution in the field of 'Theater in Education' Contemporary Theater by proving theater as an requirement of modern teaching.

"THEATER AS A FORMAL MODE OF TEACHING PUPILS IN CLASSROOM", a problem begun when author during the theater practice was able to motivate and convince pupils as contrary to the classroom teaching, where most of the students were escapers mentally being physically present in class. As the pupils shown their great interest in doing, in their own way, by exploring their own life experiences, made author to explore the theater arts as a component to be used in school curriculum.

As the theater is still the part time activity in most of the schools and that too is practiced when there is no schoolwork 'studies' or in vacations. Here author by keeping the need of today's pupil for its overall development, 'is the basic role of education' attempted to use theater as the formal mode to teach pupils in classroom by focusing upon,

- 1) Will the teachers be able to teach this way 'Edutainment Technique'
- 2) Work load of class curriculum and applying this Edutainment technique.
- 3) Duration of teachers training.
- 4) Syllabus of the teachers training

## B) BACKGROUND/ REVIEW OF LITERATURE:-

In earlier works stress has been given to drama as an activity, when pupil is free from its classroom work in school. Workshops and seminar were conducted to introduce drama in new way among school children, resulted as an activity in school's curriculum. It is true; it 'drama' provides exposure to pupil by

- i) Drama as a method of teaching; stimulating and achieving powerful learning resulting in lowering the rate of drop outs at the elementary level, a method to increase literary rate in India; adding realistic color to develop interest in children to learn(Prabjot S. Kulkarni,1994:PP4)

All human beings are sensitive to atmosphere and environment; the degree only varies from person to person. The teacher lives and experiences with her class, she/ he has all the opportunities to prepare a group, which is conducive to its members, sensitive to the environment, she can create emotionality within the group. She can make use of drama in various ways depending upon its need in the given situation viz. Instructive, Educational remedial, a part of activity or as a method of teaching the textual material or as a means of social adjustment. Here comes the role of a teacher as an actress, (teacher in role), director, composer, or story teller (Prabjot S. Kulkarni, 1994:PP4).

Dr. J. L. Moreno is generally credited with developing the technique of psychodrama. Psychodrama, first developed and widely used as a therapeutic technique, has been adapted to use in many types of situations, from vocational guidance to the classroom, where children may try playing out a problem situation to see how it may best be handled and to gain practice in needed social skills (Flyod LRuch, 1953:PP193).

From all above said it's clear, drama do help in providing the best to achieve the goal of education. Various educationists and psychologists stressed upon the usage of drama for the over all development of pupil.

It is hard to find the system or procedure to train a teacher in helping pupils in school, to achieve the goal education, how and by what means the theater arts is applicable as to the school's educational curriculum.

## B) PURPOSE AND RATIONALE /HYPOTHESIS/PROBLEM

Much of the work is done in the field 'Theater in Education', as an activity only. Nevertheless, one thing is missing, is '**role of the teacher**'. We do talk about theater, is purely students centered where in teacher has nothing to do. Here author feels, without taking teacher along, the meaning of education 'to draw out the best from the child' is useless or hard to achieve

A research "drama in education" submitted by Prabjot S.kulkarni was also limited up to the development the pupil by involving them in daily drama activity. Here even, she is stressed upon the drama that which is a not more than daily school activity. Sir Russell Brown's published work "Drama and the Theater" was very much near to my title, his work is also similar to the author's research problem 'Theater as a formal mode of teaching pupils in classroom', to use Theater/drama directly in classroom, by making class syllabus 'text books' as a script. With the stress to teacher and student relationship, is very essential to have a productive and fruitful teaching and learning session. This all can be achieved if teacher is theater literate.

"**Theater as a Formal Mode of Teaching Pupils in Classroom**" provides a vast scopes to pupil in exploring own self and surroundings. "The individual needs opportunity to explore the potential of his own personal resources and to be actually aware of the expressive resources at his command, which include:

- a) The use of the body in movement and dance and in the manipulation of an environment, including machines.
- b) The articulation of sound through the use of voice in speech and song and through the use of instrument – both primitive and sophisticated – in the creation of the rhythm and the melody.
- c) The use of visual symbols in painting, and the arrangement of objects into meaningful patterns as in sculpture, collage.
- d) The use of the written word.

((John Russell Brown, 1971:PP171)".

Here comes the part of the teacher to involve the pupil in exploring and to groom fully from every state, psychological, physical, and moral. Although definitions and comments are favoring drama as the mode to teach pupils, whereas the methodology to introduce theater as a medium to teach was to be explored, it's the threshold for an author to explore new sights in the field of Theater in Education.

## M E T H O D

### A) SUBJECT

To set new teaching methodology “Edutainment Technique” by applying theater as a mode to teach the textbook lesson in classroom, research is made in two sections firstly, with the private School Teachers and secondly with the Govt. School Teachers to make final report.

In first section, we were nine, one researcher and eight teachers belonging to semi govt. and private school. All the teachers were professional with experience of more than two years in teaching secondary classes. A sophisticated well settled society, as of classes, houses, and sections in school. Here class teacher works as the governor of the state, with the total control and authority. The students also well versed, good exposure, well-off financially with less strain of survival.

In second section, we were two, researcher, and the govt. school teacher. Teacher with no means of comfort, unfurnished classrooms, less infrastructure, always in wait of students contrary to private school. Students belonging to lower class or poverty line community, with less exposure, poor, less study material, no ambition.

### C) PROCEDURE

The whole procedure took five phase/steps to conclude or coming to the result after working with the Govt., Semi Govt., and Private School Teachers by applying various techniques in making education ‘Classroom Teaching Edutainment Oriented’ more creative.

#### First Phase:-

Six days workshop ‘Basic Course in creative Teaching’ organized with private and semi govt. school teachers. This program was to get in touch with the schools, where in teachers have interests to continue with such programs, which will provide exposure to them in enriching their skills, to make teaching creative, an interesting, and an entertaining. This way it will be easy for us to get teachers directly, those who are already in teaching practice. As in first phase, we plan a syllabus for teachers training and this workshop will be helping us here too. During six days workshop, teachers introduced to various technicalities of theatre and relating it with various teaching methodologies. After the workshop teachers, generalized their learning while teaching in classroom. After the generalization, teacher participants submitted their report with its advantages and disadvantages, this report submission was must for all the teacher participants, and teachers report work helped us to make final program, to train teachers.

In this ‘Basic course in creative teaching’ 6-days workshop each day from 4:30pm to 6:30pm the working schedule was as-

Day	1 <sup>st</sup> Session (4:40pm to 5:15pm)	2 <sup>nd</sup> Session (5:40pm to 6:15pm)
02-06-2003	Inaugural Function Lecture by Mrs. Rasmita Dass Swain	Lecture Lecture by Narinder Sh.
03-06-2003	Lecture by Priyanka Sharma	Lecture by Narinder Sh.
04-06-2003	Lecture by Narinder Sharma	Lecture by Narinder Sh.
05-06-2003	Lecture by Narinder Sharma	Lecture by Narinder Sh.
06-06-2003	Lesson preparation, no Lecture	
07-06-2003	(10:30am to 11:30am) Demonstration	(11:30am to 12:30pm) Valedictory Function

Everyday between the sessions there was be a break for healthy discussion, to discuss the lecture with the mate teachers. It was must for everyone to attend this discussion session and lecture. This helped participants to write a daily report. All the participants submitted their daily reports. Last day was for valedictory function and certificate distribution.

Here in this phase we experimented with two things as-

- 1) Role of the teacher.
- 2) Teacher as a Drama performer.

In addition, the answer were also explored of above-mentioned problems, we will discuss after this. In first, "role of the teacher" we tried to explore the teacher-pupil relationship. As generally teacher in class remains with frowns on its face, fixed behavior, and one thing, blocks a teacher to have a face-to face interaction is book. Nevertheless, here we tried teacher with different characteristics, the teacher being sober, soft-spoken, very lenient, and with no fixed emotion. As the result of workshop a comparison drawn in Formal Teacher and Creative Teacher as-

FORMAL TEACHER	CREATIVE TEACHER
a) Teacher is limited upto text book only.	a) Teacher expands knowledge from textbook to universal.
b) One sided dialogue.	b) Both sided dialogue.
c) The teacher makes pupils to follow the instructions made years back.	c) Every New Year new thing comes out as to pupils' knowledge, teacher moves along.
d) Teacher imposes on pupil.	d) Teacher educes from pupil.
e) Teacher imposes its learning.	e) Teacher interacts with pupils, believes in extracting and relating the inter-action to the class room text.

- |   |  |
|---|--|
| f) Dialogue 'lecture' and black-board are the only modes to teach in class. | f) A creative Teacher other than black-board Dialogue makes use of other Components to teach or make pupil learnt like drama, music. |
| g) Attention remains limited to the preferred pupils of class.              | g) Attention given to the class as whole.  |
| h) Individual learning takes place.   | h) Group learning takes place.   |
| i) Question and answering in a formal way.                                  | i) Questioning and answering in a dramatic way and chance is provided to everyone to express it in its own way.                      |

### Second Phase

Here we in this phase we tried to answer some of the questions 'Sociometer Technique' (Page No.:-11) those were raised in and before the workshop, in first report we tried to make clear the importance of teachers training. This all helped us to make final teachers training program.

In last report, we raised some of the problems as-

a) Statement of the problem:-

- 1) Will the teachers be able to teach this way 'Edutainment Technique'
- 2) Work load of class curriculum and applying this Edutainment technique.
- 3) Duration of teachers training.
- 4) Syllabus of the teachers training

b) Purpose and Rationale:-

Basic Course in creative teaching 'Six Days Workshop' will be helpful in this way:-

- 1) Create awareness among the teachers about the various modes of teaching
- 2) Exposing teachers to the field of performance 'theatre'
- 3) Using theatre as a mode of teaching, to teach pupils in the classroom
- 4) Form a group of teachers, to practice this 'Edutainment Technique', in classroom to teach in regular way.

We got the answers of all above raised problems, from the response sheet in written that we got from the teachers and the students.

## Work sheet

Data collection started on 24<sup>th</sup> of Oct.

Inspected schools

{B.D.Bari Cantt, Tavishi scholars, Shiksha Nikaten High School.}

### Questionnaire.

Fill all the sentences in your own way "Expression"

(Use separate sheet if required)

Name..... Date.....

School.....

A} By using theatre as the mode of teaching the students were.....

B} For teacher and a student theatre as the mode of teaching is.....

C} In this technique teacher has to be .....

D} In class while performing text the students were .....

E} After the textual performance in class most of the students.....

F} Edutainment technique as a mode of teaching will be .....

G} To teach subject like ..... was .....

H} I felt that there is a need to .....

I} Time taken up by students to understand the problems and topics through edutainment technique was.....

(Please complete the sentences neatly; if possible provide us with case history)  
Fig. No:-001

### Third Phase

Here in this report the author collected the data in a questionnaire format from both teachers and students, after experiencing the edutaining session in classroom to teach and learn. The Total number of questionnaire received is thirty-eight '38', in which eight '8' are of teachers and thirty '30' of students. The evaluation made here, was for to clear up the problems like-

- 1) Will the teachers be able to teach this way 'Edutainment Technique'
- 2) Work load of class curriculum and applying this Edutainment technique.
- 3) What the duration should be of this 'Edutainment Technique' course, for to train teachers as best edutainers.
- 4) Syllabus of the teachers training

To have a clear detail of the above mentioned problems, the comparison of the various responses, in the form of questionnaire, was supportive to the research. Now need was to tally the data, questionnaire that was the ranking of the independent variable 'Edutainment'.

The treatment variable in which we manipulated the classroom text in the form of the script, how effective it was, and is the evaluation of dependent variables was only the answer. This all is an assumption that the present author made and this evaluation was the base, for to reach final rough draft of research. Here author find, transaction of classroom textbook in script was problematic for teacher and for students not having all the subject teachers trained in this 'edutainment technique' art of teaching.

As to teaches need was extend the training period, in which the teachers must go through all the components of the edutainment technique. The most important for the trainees is the syllabus and teachers must provide it from the beginning of the course.

Teachers were able to teach while edutaining the pupils and the pupils in response given the surprising result, with on noise, on spot answers without any preparation and the most important thing was the whole class involvement during the class room periods.

As the teachers were not prepared with the techniques of transcription, with result it was very time consuming for them to prepare every day lesson for a class. Teachers requested for to add-up time to train teachers in making transcription of textbook.

Two questions were still unanswered in front of us as-

- 1) What the duration should be of this 'Edutainment Technique' course, for to train teachers as best edutainers.
- 2) Syllabus of the teachers training



## Fourth Phase

In this phase the present author is exchanged its experiences with the experienced educationalists for to make up "Edutainment Technique" this mode for all the levels of teaching. Author; here in this phase shared the experiences that he had during the first trial workshop 'teachers in edutaining' to answer all the questions raised by the govt. school teachers in a seminar organized by 'JK UNITED SCHOOL TEACHER'S FEDRATION, JAMMU' a teacher's body. The seminar organized was to discuss the problems of teachers and to make them aware of this new 'edutainment technique' method of teaching.

Near about 80 teachers from all over, Jammu participated in this seminar organized by 'JK UNITED SCHOOL TEACHER'S FEDRATION, JAMMU'. In the conclusion, teachers raised the problems, which were quite opposite to the private school teachers to handle a class during teaching.

Last, there was only one-way, is to organize the camps in the particular zones like border area, hilly area and tribal area to understand their problems, to make 'Edutainment Technique' this mode of teaching more flexible, as it must be adopted by Govt. School Teachers as to their School's infrastructure.

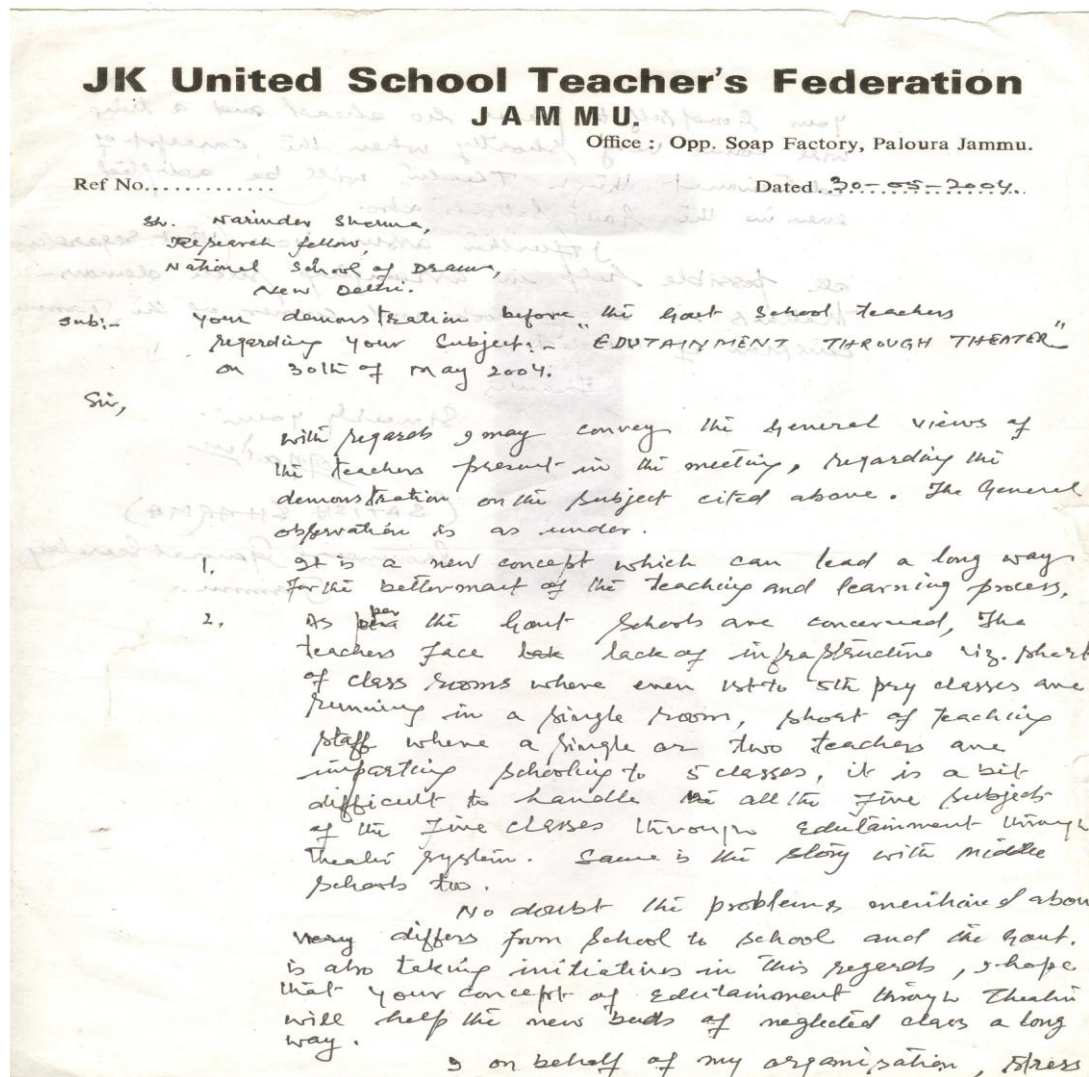


Fig. No:-002

JK United School Teacher's Federation

Your good help to please go ahead and a time  
will come very shortly when the concept of  
Educational thing in Thulu will be adopted  
even in the high schools also.

I further assure you that regarding  
all possible help in arranging such deman-  
-dations in every nook and corner of the Jammu  
division if needed.

Thanks

Sincerely yours.

Sharma

(SATISH SHARMA)

Provincial General Secretary,  
Jammu.

*[Faint, mostly illegible handwritten text, likely bleed-through from the reverse side of the page.]*

Fig. No:-003

### Fifth Phase

Researcher here tried to conclude its research's fieldwork by shifting its attention, from Private schools to Govt. schools. This time Govt. Primary School, Sanik Colony, Jammu was selected, for to experiment with the students those who belong to daily wagers community or poverty line community. As to teachers, children belonging to poverty line community were not exposed to the decorum of modern and socialized society. As the children in private schools belonging to middle or upper class get used to modernization and social decorum from the birth time, but to communicate with govt. school students one need to implement their dialect in teaching or to make them understand. In seminar Govt. school teachers raised this objection, "This very technique of teaching 'EDUTAINMENT' dose not go with govt. school's working conditions, where there is no shelter, no teachers or one teacher has to grip more then one class at same time under one roof. It is limited up to private schools with complete infrastructure."

The objections were heaved by the Govt. School teachers to adopt 'Edutainment Technique' as a mode of teaching to teach students in govt. schools. So to convince them 'Govt. Schoolteachers' and to make this teaching mode flexible, to be adopted by all teaching professionals, a program was made to introduce or to teach students while entertaining them with the help of theater arts through this 'EDUTAINMENT TECHNIQUE' teaching mode in govt. school. A demonstration program was organized in the Govt. Primary School, Sanik Colony - Jammu for to access the complexity in teaching by "Edutainment Technique."



# RESULTS

## A) TABLES AND FIGURES

A proof section, with the help of Questionnaire, Figures, Column, and Press reports here author is justifying its approach towards the theater in education with the concept, to teach pupils in class by playing drama.

**Work sheet**  
Data collection started on 24<sup>th</sup> of Oct.  
Inspected schools  
{B.D.Bari Cantt, Tavishi scholars, Shiksha Nikaten High School.}  
**Questionnaire.**  
Fill all the sentences in your own way "Expression"  
(Use separate sheet if required)

Name... Aarti Gupta Date... 1<sup>st</sup> Oct 2023  
School... Tavishi Scholars Public School (10+2)

A) By using theatre as the mode of teaching the students were... found very excited and were curious about their lesson which was being taught to them in an unusual manner as compared to the regular classroom teaching

B) For teacher and a student theatre as the mode of teaching is one of the student centred approach where the teacher acts as a facilitator.

C) In this technique teacher has to be well versed with the new concept of edutainment in order to apply it in regular classroom situation.

D) In class while performing text the students were found keen observers and showed active participation.

E) After the textual performance in class most of the students were found indulged in healthy discussion during the group session pertaining the delivered lesson.

F) Edutainment technique as a mode of teaching will be can be helpful to the teachers for making their lessons interesting.

G) To teach subject like pre nursery was very interesting for both the teachers and the tiny tots.

H) I felt that there is a need for more exposure to the teaching staff about the new concept of theatre in teaching.

I) Time taken up by students to understand the problems and topics through edutainment technique was... 35 minutes.

**Fig. No:-004**

(Please complete the sentences neatly; if possible provide us with case history)



## Work sheet

Data collection started on 24<sup>th</sup> of Oct.

Inspected schools

{B.D.Bari Cantt, Tavishi scholars, Shiksha Nikaten High School.}

### Questionnaire.

Fill all the sentences in your own way "Expression"

(Use separate sheet if required)

Name... Suman, Bhadraraj Date 1st Oct. 2023  
School... Tavishi Scholars Public (1st 2) School

A) By using theatre as the mode of teaching the students were observed to be taking keen interest in the lesson taught

B) For teacher and a student theatre as the mode of teaching is one of the best means of achieving educational goals in form of applying this new technique while teaching a particular lesson in regular classroom situation

C) In this technique teacher has to be a good planner, a good executor and intelligent facilitator

D) In class while performing text the students were attentive, keen observers, interested and active participants in whatever activity was taking place in the class during the delivery of the lesson.

E) After the textual performance in class most of the students were found involved in the subject taught, in the lesson and topic delivered and the student participation was maximum

F) Edutainment technique as a mode of teaching will have proved a best means of communicating things to the community as a whole and now in the classroom situation if applied will prove to be more effective.

G) To teach subject like Science, Math and Social-Science and language subject was interesting experience for both the teachers and students.

H) I felt that there is a need to more exposure towards edutainment technique as a mode of teaching. It can be proved to be a successful endeavour in teaching and learning process.

I) Time taken up by students to understand the problems and topics through edutainment technique was 35 minutes.

Fig. No:- 005



## Work sheet

Data collection started on 24<sup>th</sup> of Oct.

### Inspected schools

{B.D.Bari Cantt, Tavishi scholars, Shiksha Nikaten High School.}

### Questionnaire.

Fill all the sentences in your own way "Expression"

(Use separate sheet if required)

Name... Veeru Bakshi ..... Date... 1<sup>st</sup> Oct 2023  
School... Tavishi Scholars Public School (10+2) .

- A) By using theatre as the mode of teaching the students were... observed to be very enthusiastic to this new concept of teaching and learning a lesson in a classroom situation by means of drama.
- B) For teacher and a student theatre as the mode of teaching it can prove to be one of the skills to make the regular classroom teaching interesting.
- C) In this technique teacher has to be... well planned to achieve the aims for the lesson taught.
- D) In class while performing text the students were... showed keen interest in the lesson.
- E) After the textual performance in class most of the students... gave good response.
- F) Edutainment technique as a mode of teaching will be... can prove to be one of the effective skills to involve student participation.
- G) To teach subject like... Social science was a very good experience and the children were not found bored which they usually complain for the said subject.
- H) I felt that there is a need to... for special training for teachers in edutaining so that they may apply it in their regular teaching.
- I) Time taken up by students to understand the problems and topics through edutainment technique was... 35 minutes.

Fig. No:-006

## Work sheet

Data collection started on 24<sup>th</sup> of Oct.

Inspected schools

{B.D.Bari Cantt, Tavishi scholars, Shiksha Nikaten High School.}

### Questionnaire.

Fill all the sentences in your own way "Expression"  
(Use separate sheet if required)

Name..... KIRAN GUPTA ..... Date..... OCTOBER 1, 2003  
School..... SHIKSHA NIKETAN HIGH SCHOOL, GANDHI NAGAR.

- A} By using theatre as the mode of teaching the students were a bit surprised earlier, but later showed a keen interest in this new way.
- B} For teacher and a student theatre as the mode of teaching is a unique way to express their feelings.
- C} In this technique teacher has to be creative, sincere, hard-working and fully involved with the students.
- D} In class while performing text the students were very enthusiastic about their performances.
- E} After the textual performance in class most of the students felt happy and satisfied with their performances and learned a lot.
- F} Edutainment technique as a mode of teaching will be the future of teaching in the years to come.
- G} To teach subject like English was very interesting, as it required the participation of both teacher & students.
- H} I felt that there is a need to further modify the edutainment technique.
- I} Time taken up by students to understand the problems and topics through edutainment technique was about ten minutes.

Fig. No:- 007



## Work sheet

Data collection started on 24<sup>th</sup> of Oct.

Inspected schools

{B.D.Bari Cantt, Tavishi scholars, Shiksha Nikaten High School.}

### Questionnaire.

Fill all the sentences in your own way "Expression"

(Use separate sheet if required)

Name... S.U.N.I.T.A. ANAND ..... Date... 03-10-2003  
School... S.N.H.S. Sec. School Jeevan Nagar Dighiana Jm.

A) By using theatre as the mode of teaching the students were very interested to take part in the acting class and they showed very good performance in their studies.

B) For teacher and a student theatre as the mode of teaching is enable to help them to expose or show their hidden talent which is very effective for students and teachers for their studies.

C) In this technique teacher has to be learn different teaching methods to make their teaching creative and effective.

D) In class while performing text the students were listen to the teacher very carefully and asked some questions to the teacher pertaining to their topic.

E) After the textual performance in class most of the students taken active part in this play way method of teaching and learning and act like a actor or actresses.

F) Edutainment technique as a mode of teaching will be more effective as compare to the routine teaching.

G) To teach subject like Social Science was help and enable the students to learn this particular subject with great interest by using acting method.

H) I felt that there is a need to start more workshops for more teachers and students who are interested to make their teaching learning effective and creative by this method.

I) Time taken up by students to understand the problems and topics through edutainment technique was less.

Fig. No:- 008



## Work sheet

Data collection started on 24<sup>th</sup> of Oct.

Inspected schools

{B.D.Bari Cantt, Tavishi scholars, Shiksha Nikaten High School.}

### Questionnaire.

Fill all the sentences in your own way "Expression"

(Use separate sheet if required)

Name Sheetal Sharma Date 1st Oct 2023  
School Tavishi Scholars Public School (10+2)

A) By using theatre as the mode of teaching the students were found very thrilled and happy to learn their lesson in a new manner.

B) For teacher and a student theatre as the mode of teaching is very usefull and interesting.

C) In this technique teacher has to be more exposed to the new method and has to plan lessons accordingly.

D) In class while performing text the students were found interested in the whole class activity.

E) After the textual performance in class most of the students were found interested in the topic taught.

F) Edutainment technique as a mode of teaching will be helpful in making the regular class-room teaching interesting.

G) To teach subject like Math was a great experience to me.

H) I felt that there is a need to practise this new concept.

I) Time taken up by students to understand the problems and topics through edutainment technique was 35 minutes.

Fig. No:-009

## Work sheet

Data collection started on 24<sup>th</sup> of Oct.

Inspected schools

{B.D.Bari Cantt, Tavishi scholars, Shiksha Nikaten High School.}

### Questionnaire.

Fill all the sentences in your own way "Expression"

(Use separate sheet if required)

Name... *Mias Akhe Jolly* ..... Date *2<sup>nd</sup> Oct 2005*.  
School... *Army School B. D. Bari*

- A) By using theatre as the mode of teaching the students were *excited and showing interest towards their studies.*
- B) For teacher and a student theatre as the mode of teaching is *beneficial if used properly and only when teacher is able to change text into script.*
- C) In this technique teacher has to be *a person who is having mastery over his subject and the drama method he is using.*
- D) In class while performing text the students were *performing their role very well.*
- E) After the textual performance in class most of the students *were able to give response of teacher's questions asked from the text book.*
- F) Edutainment technique as a mode of teaching will be *fruitfull only if used properly with correct A.V aids also.*
- G) To teach subject like *English & Hindi* was *quite easy but to teach subject like Maths, Computers was quite difficult.*
- H) I felt that there is a need to *work more on it and to introduce it in B.Ed level.*
- I) Time taken up by students to understand the problems and topics through edutainment technique was *quite less as compared to the other methods.*

Fig. No:-010



## Work sheet

Data collection started on 24<sup>th</sup> of Oct.

Inspected schools

{B.D.Bari Cantt, Tavishi scholars, Shiksha Nikaten High School.}

### Questionnaire.

Fill all the sentences in your own way "Expression"

(Use separate sheet if required)

Name..... *Srujanika Duggal* ..... Date..... *2<sup>nd</sup> Oct. 2003.*  
School..... *Army School B.D. Bari.*

- A) By using theatre as the mode of teaching the students were..... *more interested*  
..... *in the topic.*
- B) For teacher and a student theatre as the mode of teaching is..... *an interesting way*  
..... *to deliver the lecture to students & on the part*  
..... *of a student it is easy to grasp the topic.*
- C) In this technique teacher has to be..... *perfect in his subject and*  
..... *should have the knowledge regarding the theatre*  
..... *teacher should have the knowledge to convert text to story*
- D) In class while performing text the students were..... *themselves involved*  
..... *in performing that text.*
- E) After the textual performance in class most of the students..... *were able to*  
..... *explain the topic delivered to them.*
- F) Edutainment technique as a mode of teaching will be..... *applicable and fruitful*  
..... *for few subjects like English Hindi & S.S.T. more than*  
..... *other subjects like Maths & science.*
- G) To teach subject like..... *Science this was* ..... *a little bit difficult.*  
..... *method.*
- H) I felt that there is a need to..... *develop this technique more, so*  
..... *a teacher teaching science & Maths can also*  
..... *use this method.*
- I) Time taken up by students to understand the problems and topics through edutainment technique  
was..... *comparatively less than the normal teaching.*

Fig. No:-011

## CONTENTS

Report of 1<sup>st</sup> Day (2<sup>nd</sup> June 2003)

The workshop began with an introductory speech delivered by Ms. Rashmita in which she explained the main motive and the aim of the workshop and she also highlighted its importance for increasing teacher's efficiency.

In her lecture she explained various qualities of an effective teacher which were as follows:

Punctuality

Hard Working nature

Concentration

Understanding

Regularity

Habit of Practising

Knowledge about values

Mastery over the subject Matter.

In addition to it she also told teachers that while teaching they should always understand the mental aptitude of a child and they should try to develop a habit of self study among students for increasing their creativity and concentration. In her

3.



lecture she gave more importance to the 'teach of values' and different 'personality features' of a child instead of filling his mind only with bookish knowledge.

The second session of the 1<sup>st</sup> Day workshop began with a lecture delivered by Mr. Navendra Sharma in which he laid emphasis on creativity in teaching and also demonstrated a method through which teachers can increase pupil's participation in a class.

In the end of the 1<sup>st</sup> Day workshop there was a speech delivered by the Principal of the host school (Mr. Mehta) and the Chief Guest (Mrs. Mangotra) in which they appreciated the work of Mr. Navendra Sharma for the organisation of a creative workshop having a new subject and they also thanked the participating teachers for their co-operation, participation & interest in the workshop.

4.

## Report of 2<sup>nd</sup> Day (3<sup>rd</sup> June 2003)

The second day of the creative workshop began with a lecture delivered by Mr. Navendra Sharma in which he explained the need of including theater in school's curriculum and the different roles of a teacher by which he can <sup>increase</sup> the effectiveness of his teaching. He explained the role of a teacher as a therapist, psychologist, dramatist, guide and a role model. The explanation of different terms like theater, drama, play, script, auditorium were also given to the teacher by him.

The second session of the 2<sup>nd</sup> day workshop included a general discussion among different teachers and Ms. Priyanka about a role of a teacher in the life of a child and about different agencies which influence the behaviour & psychology of a child. She explained the psychology of different age-groups and also gave a detail of personal characteristics of the best and worst child and youth workers.



### Report of 3<sup>rd</sup> Day (4<sup>th</sup> June 2003)

The third day of the innovative workshop was very interesting in which Mr. Navendra Sharma explained the difference among Naturalistic theater, Realistic theater, Live theater etc. Then he explained that a teacher can be a director and dramatist and how to convert text into a script.

On that day there was a small drama played by the participating teachers on the spot, which included the discussion on various questions and exercises given in the book based on the played script.

## Report of 4<sup>th</sup> Day (5<sup>th</sup> June 2003)

On the 4<sup>th</sup> day of the workshop, different games were played by the participating teachers which made them to understand different methods through which they can increase concentration and creativity among their students. All those games were very interesting and suitable for all age groups.

In the end there was a general discussion among teachers & Mr. Navendu Sharma on general problems teaching-learning process and there was a healthy discussion on gifted as well as deviant children.



## Report of the last Day (7<sup>th</sup> June 2003)

On 7<sup>th</sup> June 2003 'Closing Ceremony' of the workshop was organised in Shiksha Nikatan High - School Jeevan Nagar. The Chief Guest of the function was - Sh. Moti Lal Khera.

During the first session of the closing ceremony a demonstration was given by different participating teachers in their own subject which was very effective and impressive. In between there was a demonstration given by the respected Chief Guest on various parts of a drama and on a theatre.

Then in the end, certificates were distributed to the participating teachers and speeches were given by the Chief guest & the distinguished guests. The workshop was concluded by vote of thanks given by the director of the workshop - Mr. Navendra Sharma to all the guests and participating teachers.

### Conclusion:-

The six days creative workshop organised by Mr. Narendra Sharma was very good in following respects:-

1. The subject or the objective of the workshop was totally different and new.
2. The contents of the whole programme were very simple and very much related to teacher practice.
3. The discussion on various problems was very healthy.
4. The teachers were introduced to new games which can help them to increase creativity and concentration among their students.
5. In the workshop every teacher was free to express their views and problems which helped them to learn from each other also.
6. The self experience given by resource person of their own life was of a great help for teachers to understand the different psychology of children.



7. Generally it is a belief of a teacher to give extra and challenging work to gifted children and teachers always encourage them as much as possible but through this workshop teachers learnt about different healthy and productive method through which they can deal with such children in a better manner.
8. All the methods taught in the workshop were based on 'learning by doing'. By using such methods teachers can really improve her teaching and can also increase motivation of her students.
9. The main emphasis of the workshop was to deal with average and below average students.
10. In the end, on the closing ceremony day the demonstration given by different school teachers really helped them to gain mastery over the taught methods and contents.

Report Submitted By:-

Miss Ashu Jolly (Teacher)

Army School B.D. Baxi



2EO  
Per mandal  
Sh. Subash Gupta  
as applicant for one day  
methodology - education  
Special  
JSP Jammu

Dated: 16 - 02 - 2005

Shri. Subash Gupta  
Zonal Education Officer  
Jammu

Sub, "Organizing a One day Demonstration Program In Govt. Primary Secondary,  
Sanik Colony, Jammu."

Sir,

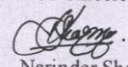
You will be glad to know, here in Jammu we are trying and came up with the professional approach with scientific and artistic temper in pedagogy. From last two years we were exploring the best possibilities to make pupil understand and answer the question from text book on its own, without any stress, in fun.

This new approach 'EDUTAINMENT THROUGH THEATRE ARTS' other than academic knowledge, provides worldly exposure to pupil to interpret with individual expression. Teacher too remains a guide, helper, judge, instructor and an artist too in this teaching-learning course.

Here with us Sir Manjeet Singh teacher from Primary School, Sanik Colony is generalizing same 'EDUTAINMENT' approach in teaching, we request you to please permit us 'researchers' with media persons and educationalists to organize one day demonstration program, in same school "Primary Secondary school, Sanik Colony", in your presence, where new approach is in progress.

We look forward to hear it from you.

Thanking you  
You Sincerely



Narinder Sharma  
Researcher 'National School of Drama'  
Arts Point Building  
Plot No:20, Lane No:3, Sec No:6  
Nanak Nagar, Jammu-180004.

Chief Education Officer's Consent, Fig. No:-020



# STATE TIMES

THE BOLD VOICE OF J&K

Email:statetimes@rediffmail.com

Sunday June 8, 2003

## Good expression by speakers attracts audience: Kamu

STAFF REPORTER

JAMMU, June 7—A person who can attract or invite the attention of the audience or listener through his or her expression or body language can help others to understand his teachings better.

Addressing the valedictory function of six-day workshop for teachers, 'Teachers in Edutaining', Mr Moti Lal Kamu stressed on the demonstration of the topic through body instead of delivering bore and long lectures, which he said were not helping the students or listeners in learning or keeping them in mind. Mr. Kamu, a reputed theatre practitioner said that often, while watching television or listening to lectures, most of the persons indulged in gossip, the viewers could easily miss the scene. "This clearly indicates that the persons who are demonstrating could not muster the attention of the viewers," he said. Mr. Kamu, who was the chief guest on the occasion shared his experiences with the students and teachers saying that during his college days, he had a chance to attend the lecture of Prof. Adi Hussain, in which

Prof. had described about 'Shakuntla' a Sanskrit drama in English language. "It was strange for me that a Muslim Prof. was describing the Sanskrit play in English, with effective and glorious action and that impressed me, then I joined the Sanskrit department," he disclosed.

He also quoted the example of Hussein, who was continuously demonstrating the 'Holy Ramayan' in the guise of Shiri Tulsi Dass and other holy scriptures for more than four hours and no one blinked the eyes. It was only due to his body expression in his lecture to magnetise the spectators towards his teachings.

Suggesting the students, who were present on the occasion, Mr. Kamu said that after listening to the teacher, the students should interact with each other on the concerned topic. "By writing you (students) will also rectify your spellings," he further added.

Ms Santosh Mangotra, a prominent social reformer suggested the students to respect the teachers and parents. She also said, "Every student should have an ambition but should not be over ambitious." She also congratulated the teachers for demonstrating the same, which they had learned within six days, inspite of scorching heat. She further hoped that the teachers would also practise the same while coaching their students at their respective institutions.

The workshop was organised by the Ankurna Natya

Mandir, under the guidance of Mr. Narinder Sharma, its president. Others who spoke on the occasion included Ms. Pooja Malhotra Principal, Tiny Scholar Higher Secondary School, Mr. Rajeshwar Singh, Principal, Shiksha Niketan Higher Secondary School, Jeevan Nagar and Pardeep Singh, a senior journalist.

The teachers who participated in workshop were Ms. Sunita Anand, Sonia Raina both of Shiksha Niketan Higher Secondary School, Gandhi Nagar, Ritu, Kiran Gupta, both of Shiksha Niketan High School, Gandhi Nagar, Suman Bhardwaj, Sheetal Bhardwaj, Veenu Bakshi, Aarti Gupta, Mr. Chander Kant all of Tiny Scholar Higher Secondary School, Priyanka Duggal, Ashu Jolly, Charu Jamwal and Sukhdev Singh all of Army School BD Bari. Ms. Pooja Malhotra presented the vote of thanks.

## BJP accuses Cong playing with peoples' sentiments

ST NEWS SERVICE

JAMMU, June 7—Pradesh Bhartiya Janta Party (BJP) today accused Congress and the Panthers Party for playing on the tunes of pro-militant Peoples Democratic Party (PDP) for the sake of power and money, outraging the sensitive of the people of Jammu and Ladakh in whose name they contested the 2002 Assembly elections and won as many as 19 seats and not making their stand clear on the National Conference (NC) demand which seeks for Jammu and Kashmir (J&K) greater autonomy, bordering on sovereignty, on purely communal basis.

In a press statement issued here today by the party spokesperson, Prof. Hari Om. He has said that it has been the fundamental belief of the J&K BJP that the political aims of both these parties were not really noble and that both of them were giving their overt and covert support to the NC's pro-semi-independence consistent

efforts as also religious, political which was parochial, anti Ladakh and an ethnic minority

Prof. Hari Om had been view that the both Congress were doubtful these parties overtime not on the national Kashmir and h sponsored sec in the state, but political fate. Ladakh and th ments in Kashi

He further s had warned th their part to re ments of thei in Jammu and to explain awa autonomy of t has been de 1992 would s Jammities a reject them as

## Transport authorities in deep slumber

STAFF REPORTER

JAMMU, June 7—Regional Transport Office, Jammu, seems to be in deep slumber as it has done nothing to end the confusion regarding fares, which of late has become a major cause of quarrel among the commuters and the conductors, said Advocate Ved Parkash Balotra, president, Residents Welfare Association Gandhinagar, in a press conference.

While addressing, he



STATE TIMES  
The BOLD  
VOICE of  
J&K

TODAY'S ENGAGEMENTS

Press report 'Private School Teachers', Fig. No:-021



# The Himalayan Mail

Regd No. JM-577 RNI No. 68860/96 Vol. VIII No. 139

JAMMU | TUESDAY | JUNE 3, 2003 | 8 PAGES Re 1.00

6

NEWS

The Himalayan Mail ■ JAMMU ■ TUESDAY ■ JUNE 3, 2003

## Inculcating interest among students

EXPRESS NEWS SERVICE  
JAMMU, JUNE 2

To uplift the standards of education in strictorn state, the Ankurna Natya Mandir has started a six day workshop regarding edu-tainment for teachers of Jammu region.

Narendra, the main organiser of the workshop, said the main purpose behind this programme is to train teachers in such a way that once they enter classrooms they can inculcate interest in students.

"It is the teacher who can make student enjoy education than considering it to be a burden," said Narendra.

Santosh Mangotra, a known social-worker, was the chief guest during the workshop held at Shiksha Niketan Mandir here today. She appreciated the role of Narendra for organising such workshop which she



Teachers carefully listening to Santosh Mangotra, chief guest, during the 6-day workshop on edutaining teachers at Shiksha Niketan High School on Monday. Express photo by Neeraj Upadhyay

said in longer run will serve the society. The teachers from vari-

ous schools like Army School B.D. Bari, Army School, Modern School and Kaluchak, J.K. Public School, Shiksha Niketan High School, Modern School and R.N. Tagore High School

participated. Earlier, Rasmita Swain, a psychologist and resource person while addressing the teachers present tried to explain them the means they can use to catch the attention of the students in the classrooms.

Rasmita said that no teacher can be a role model unless she herself/himself is well prepared before entering the class. She asked the teachers to make the students participate in lectures to generate their interest.

Narendra, who is himself a theatre person tried to explain teachers the importance of theatre in making students get involved in classroom. Narendra in the coming days said is going to explain teachers that how they can be therapists too. This he said will not only generate confidence among students but also make teachers earn their confidence.

## Employees concern over globalisation

EXPRESS NEWS SERVICE  
JAMMU, JUNE 2

THE All Jammu and Kashmir Workers and Employees Joint Association Committee expressed serious concern over the pathetic condition of both central and state government employees following globalisation.

The Committee members said that apart from leaving a deep-rooted effect on the economy, globalisation has led to the building of inroads for multinational and foreign ventures which are eating into the hard-earned profits of developing and Third World countries.

The meeting also expressed concern over state government's attitude in

redressing the long-pending demands of the public sector employees.

They asked the state government to concede the demands of the employees to avoid confrontation with them.

Those who were present in the meeting included Karam Chand, Anchal Bakshi, C.K. Sudan, Dwinder Pal, Ject Singh Jamwal, Des Raj Bali, Jai Kala, Balbir Singh, Lal Singh, Sarjit Singh, Shakti Gupta, Jaswant Singh, Parven Kesar, Amrik Singh, Ravi Singh, Sham Lal, Subash Chander Dubey, Prahlad Singh, Ravi Kumar, Vijay Kumar, Gensh Khajuria, Vijay Sharma, Abdul Rashid, Mohan Lal and Mulkh Raj.

at the annual general body meeting of shareholders, which was chaired by Bank's Chairman M.Y. Khan at

legislators.

Mufti was reacting to a question raised by some National Conference legislators about the custodial

statement on alleged human rights violations.

Soon after the House assembled and mourned death of two former ministers, NC

Press Report "Private School Teachers," Fig. No:-022

# THE KASHMIR TIMES

Internet Edition : [www.kashmirtimes.com](http://www.kashmirtimes.com) E-mail : [vbhasin@sanchurnet.in](mailto:vbhasin@sanchurnet.in) [jmt\\_prabod@sanchurnet.in](mailto:jmt_prabod@sanchurnet.in) [kashmirtimes@hotmail.com](mailto:kashmirtimes@hotmail.com)

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**DyCM provoking lawyers: BJP**  
Page-5

**Bollywood Director On Indo-Pak Ties**  
Page-13

**46 new trains announced**  
Page-8

**533 STRAND PASSENGERS AIRLIFTED**

JAMMU, Sunday February 27, 2005 Pages: 16 Price Rs. 2/- Surcharge for Kashmir, Ladakh & D

**competition for school children**  
KTNEWSERVICE  
JAMMU, Feb 26: Fifty students from different schools took part in a district level essay competition here today.  
Neha Mahajan Cavalry high school Samba, Jasvinder Kour of Hr Sec School Miran Sahib, Indu Sharma of Hr Sec School Chowki Choura, Davinder Kour of Hr Sec School Channi Himmat and Shivani Sharma of Hr Sec School Jourian, all bagged prizes.  
The topic of the essay was 'National integration and communal harmony'. Romesh Chowdhary senior HoD DIET Jammu was the chief guest.

**Jammu theatrist conducts "edutainment workshop"**  
KTNEWSERVICE  
JAMMU, Feb 26: Narinder Sharma, an alumnus of National School of Drama, conducted seven-day workshop at Government Primary School, Sainik Colony in which the children were taught using an innovative "edutainment technique".  
During the workshop, Narinder, the son of the soil, proved that the theatre, an expression for entertainment, can be used as a medium of teaching and thus can help effectively in the overall development of young souls. On the same topic, Narinder will be releasing a book next month.  
As a part of the workshop, earlier Narinder imparted training to the primary teacher of the school Manjeet Chib in teaching children using the medium of theatre. Narinder maintained that his technique makes the learning process easier and enjoyable.  
The workshop was conducted under the supervision of Anand Kishore Khajuria, who appreciated the endeavours of Narinder and suggested that the government should conduct workshops during summer vacations. The participants extended their gratitude to Zonal Education Officer Subash Gupta.

**THE KASHMIR TIMES, JAMMU**  
Sunday, February 27, 2005 3

**NOTICE**  
(Published in pursuance of Clause (6) of Regulation 3 of Central Electricity Regulatory Commission (Procedure for making of application for determination of tariff, publication of the application and other related matters) Regulations, 2004.)

Press Report "Govt. School Teachers," Fig. No:-023

# जन्म जागरण

23 फरवरी, 2005

दैनिक जागरण

जालंधर

दैनिक जागरण

जम्मू-कश्मीर

जालंधर, 23 फरवरी, 2005 11

अभिनय के बाहर धरना और प्रदर्शन करना पड़ेगा।

## अभिनय माध्यम से शिक्षा आज की जरूरत: नरेंद्र

अरुणाचल प्रदेश के जम्मू शहर के युवा राकेश शर्मा ने नाटकों व संगीत के जरिए शिक्षा को आज की जरूरत बताया है। दैनिक जालंधर में सात दिन की कार्यशाला के समापन पर उन्होंने कहा कि नाटक का उपयोग शिक्षा के माध्यम से भी होना चाहिए। शिक्षकों को इस विषय पर अधिष्ठान दिया जाना चाहिए ताकि वे बच्चों की शिक्षा व उनके पूर्ण विकास में सहायक हों। नरेंद्र शर्मा ने जेडईओ सुभाष गुप्ता के सहयोग से इस कार्यशाला का आयोजन किया था, जिसमें शिक्षक मंजीत चिब, आनंद किशोर खजुरिया व अन्य ने बच्चों को नाटकों के जरिए शिक्षा ग्रहण करने का प्रशिक्षण दिया। कार्यशाला के समापन पर मंजीत चिब ने कहा कि नाटक के माध्यम से बच्चों को पढ़ाने का तरीका काफी सफल रहा। शिक्षक आनंद किशोर खजुरिया ने कहा कि इस तरह की कार्यशाला बच्चों के विकास के लिए काफी सफल साबित होगा। नरेंद्र शर्मा ने कहा कि जेडईओ, सुभाष गुप्ता को काफी सहयोग रहा है। उन्होंने प्रशिक्षण में भी ऐसी कार्यशालाओं के आयोजन पर जोर दिया।

## हरियाचक्क बिजली घर को चालू किया जाए

हीरागढ़: सोहीमोक, महीन, बनेरगढ़ के लोगों ने हरियाचक्क में बनाए गए बिजली घर को अप्रैल माह से पहले चालू करने की मांग की है। नंबरदार रमेश चंद्र, नेका नेता राम लाल, मास्टर जोगिन्द्र, चिब सेवा के बिलावर हीरागढ़ प्रभान गगन सिंह, सरपंच हरखस लाल ने बताया कि क्षेत्र में बिजली के लिए कितनी भी संकड़ों परसेट लगाए हुए हैं जिन्हें चलाने में मुश्किल आ रही है। उन्होंने बताया कि सोही मोक बिजली घर से बिजली दी जा रही है, जहां गर्मी गर्मी के मौसम में लोड बढ़ जाता है और बार-बार बिजली बंद हो जाती है। उन्होंने बताया कि क्षेत्र के करीब 40 गांवों को बिजली सलाई करने के लिए हरियाचक्क में नया बिजली घर बनाया गया है, जिसमें 10 केवी का ट्रांसफार्मर भी लगा चुका है लेकिन इसे चालू नहीं किया गया। लोगों ने सरकार से मांग की है कि जहां जल्द से जल्द बिजली देना शुरू की जाए।

## कौंसिलरों को डोगरी में शपथ दिलाई जाए

उधमपुर: शहर की वार्ड न 2 से विजय घोषित उम्मीदवार राकेश गुप्ता ने 28 फरवरी को होने वाले शपथ ग्रहण समारोह में डोगरी भागा में शपथ दिलाने की मांग की है। राकेश गुप्ता ने जारी एक बयान में कहा है कि 'डोगरी भागा को देज के संविधान के अंतर्गत शब्दों में शामिल कर लिया गया है, इसी के चलते जिला प्रशासन को चाहिए कि 28 फरवरी को आयोजित किया जा रहा शपथ समारोह के दिन डोगरी भागा को प्राथमिकता देते हुए सभी कौंसिलरों को डोगरी भागा में ही शपथ दिलवाए। उन्होंने कहा कि ऐसा करने से डोगरा संस्कृति से जुड़े लोगों की आस्था तथा विश्वास में वृद्धि होगी तथा डोगरी की भावनाओं को सम्मान भी मिलेगा। गुप्ता ने कहा कि उधमपुर जिला राज्य के मध्य में होते हुए इसकी पहचान बाकी जिलों की तुलना में डोगरा संस्कृति तथा परम्पराओं से जुड़ी हुई है। शहर के विभिन्न वार्डों से चुने गए कौंसिलरों को भाग्यशाली बनाते हुए उन्होंने कहा कि डोगरी में शपथ ग्रहण करना हम सब के लिए गर्व की बात होगी।

## भंडारा कल

पौनी: ब्लाक के कोठियां गांव में नवनिर्मित मंदिर में गुरु रवि दास जी के जन्म दिवस के उपलक्ष्य में 24 फरवरी को भंडारा का आयोजन किया जा रहा है। यह कमेटी की उर से मंदिर में कल से भजन कीर्तन शुरू किया जाएगा। कमेटी के सदस्य प्रीतम चंद, तेज राम, रमेश चंद्र ने लोगों से भंडारे में पहुंचने की अपील की है। जागरण टीम

देने के लिए आभार व्यक्त किया। विभाग की ओर से विजेताओं को प्रस्कार व प्रमाणपत्र भी दिए गए।

प्रस्कार व प्रमाणपत्र भी दिए गए।

अधिकांशों की मांगें मंजूर हो चुकी हैं।

Under the Dynamic Leadership of Capt. Amrinder Singh Chaudhary Jagjit Singh, Local Govt., L...

## IMPROVEMENT



Capt Amrinder Singh  
Chief Minister, Punjab



## MULTI STOREY (SEMI FINISHED & SELF FINANCIAL)

### RAJIV ENCLAVE (Shaheed Bhagat Singh Nagar)

**HIG Flats : 108 nos.** 7 storeyed comprising 3 bed rooms, Drawing-Dinn Kitchen, Store, 3 Toilets, 3 Balconies and Car Garage. Total built up area 1 sq. ft. (app.). The floor wise tentative cost : 1st Rs 15.10 lac, 2nd Rs 15.1ac, Rs. 14.90 lac, 4th Rs. 14.80 lac, 5th Rs. 14.70 lac & 6th Floor Rs 14.60 lac. The initial deposit with each application form is Rs 1.50 lac.

**HIG (Super Flats) : 54 nos.** 3,4,5 storeyed comprising 1 servant room addition to accommodation of HIG Flats. Built up area 1900 sq. ft.(app.). Floor wise tentative cost of flat : 1st Rs 15.60 lac, 2nd Rs 15.50 lac, 3rd Rs 15.40 lac and 4th Rs. 15.30 lac. The initial deposit with each application is Rs 1.55 lac.

\* There is an additional facility of Lifts, Community Terrace, Club House Indoor Swimming Pool & Green I

**PUNJAB NATIONAL BANK :** Abohar-Gaushala Road, Amritsar-Lawrence Road, Bathinda-Civil Chandigarh-Sector 17-C, Doraha, Hoshiarpur-Railway Road, Jalandhar-IBB, Civil Lines, Khanna Colony, Ludhiana-BRS Nagar, Chandigarh Road, Chaura Bazar, Civil Lines, Dhandarh Katan, Durg F Feroze Gandhi Market, Industrial Area, Model Town, Mohali-Phase-1, Patiala-The Mall-S.S.T. Phagwara-G.T. Road, Sangrur-Patala Gate, Banga, Gurdaspur, Pathankot, Morinda, Mandi Gobind Singh & Rehar.

Note : The loan facilities for earnest money/installments is also available with

**Last Date of Submission of Application**

D.C. GARG  
Executive Officer, ☎: 2412666  
BHUWINDER S. BASANT  
GURDIAL KAUR KHANGURA

NAVKAAR JAIN  
MALKIAT KAUR  
SANJIV TALWAR

MAJ  
Sup  
SUB  
SURI

Press Report "Govt. School Teachers," Fig. No:-024



## B) STATISTICAL PRESENTATION

### EVALUATION OF DEPENDENT VARIABLES –

Present author makes a Statistical presentation by referring the fig. no.004 to 011. Here in the questionnaire we given the codes against to their names as-

Names	Code
a) Aarti Gupta	0
b) Suman Bhardwaj	1
c) Veena Bakshi	2
d) Kiran Gupta	3
e) Sunita Anand	4
f) Sheetal Sharma	5
g) Ashu Jolly	6
h) Priyanka Duggal	7

### SCORING OF THE QUESTIONS

Score of eight teachers as to the question wise is below the teachers remarks- Each question in the questionnaire is ranked in four categories; the score of each category will clear the present author about the results of introducing this 'edutainment technique' in classroom. The result of the total score from questionnaire will decide the section, the total sections are four '4'. Four sections are as 1 = A, 2 = B, 3 = C, 4 = D.

The sum of score from 30 to 36, remain in the section 'A.'  
'A' section belongs to the teachers those who believe, edutainment technique is a complete mode as it came to them and there is no need or chance for any further modification.

The score in-between 18 to 30, then it will be considered in section 'B'.  
'B' section. In this section teacher do believe, it 'Edutainment technique' is very helpful in teaching and does believe that there is a need to develop this drama technique. For to make its maximum usage, in all subjects its modification is required.

The score in-between 0 to 18 will leads to the section 'C'.  
The teachers with this score do not consider this 'edutainment technique' to be useful in classroom for to teach and learn. The teachers of this section do believe in the normal mode of teaching, is the best way to educe the best from pupils.

Ranking between -36 to 0 leads to section 'C'  
This category of teachers do not like any sort of the interference during their lecture, can take pupils out of the printed textbook's words. They do not consider drama as the part of education and according to them, this drama should have different place or time to practice, after the school hours.



QUESTIONS	TEACHERS							REMARKS
	0	1	2	3	4	5	6	
1 By using theatre as the mode of teaching the students were	A	a	a	a	a	a	a	a
2 For teacher and the student theatre as the mode of teaching	A	a	a	a	a	a	a	a
3 In this technique teacher has to be	A	a	a	a	a	a	a	a
4 In class, while performing text the students were	A	a	a	a	a	a	a	a
5 After the textual performance in the class most of the students	A	a	a	a	a	a	a	a
6 Edutainment technique as the mode of teaching will be	D	d	d	d	d	d	a	a
7 To teach subjects it was	D	d	d	d	d	d	d	d
8 I felt that there is need to	C	c	c	b	c	c	b	b
9 Time taken up by students to understand the problems and topics through this technique was	A	a	a	a	a	a	a	a

Column No:-001

### QUESTIONS WITH SCORE

- 1) By using theatre as the mode of teaching the students were:-
  - a) Excited and Interested “4”
  - b) As usual “0”
  - c) Bored”-2”
  - e) They forced to use old teaching technique “-4”
  
- 2) For teachers and students, theatre as the mode of teaching:-
  - a) Is useful into teach and learn in better & expressive way “4”
  - b) Is mere entertainment “-2”
  - c) Is un-able to go according to the classroom decorum “0”
  - d) Where they get in problem like noise and argument “-4”
  
- 3) In this technique teacher has to be-
  - a) Master in the drama and the related subject “4”
  - c) Talkative and over smart “-4”
  - d) Good drama director “0”
  - e) Good script writer “-2”

- 4) In classroom while performing the text the students were-
- Fully involved in lesson and learn their self “4”
  - Enjoying acting only “0”
  - Confused “-2”
  - Shifting from their related topic “-4”
- 5) After the textual performance in the class most of the students-
- Able to answer each and every question “4”
  - Get in over acting “-2”
  - Were tired “0”
  - Passed comments on the performers “-4”
- 6) Edutainment technique as the mode of teaching will be
- Helpful for to teach some subjects only “0”
  - Disturbance in completing the syllabus “-2”
  - Long process and time consuming “-4”
  - Takes very less time in making students understand “2”
- 7) To teach subject in class by this technique ‘Edutainment’, it was-
- Very easy “4”
  - Very boredom “-4”
  - Tough “-2”
  - Limited to some subjects”0”
- 8) I felt, to master the ‘edutainment’ technique there is a need to-
- Learn a drama first “ 0”
  - Modify this technique “4”
  - Make teachers and students aware of this technique “2”
  - keep drama away from school’s curriculum, it is only for art work “-4’
- 9) Time taken-up by pupils in classroom session to understand the problems and the topics through edutainment technique was-
- Very less “4”
  - Equal to the general teaching “0”
  - More then the general teaching “-2”
  - Differs from student to student “2”

# D I S C U S S I O N

## A) SUPPORT OR NON SUPPORT OF HYPOTHESIS/ PROBLEM:-

Theater as a formal mode of teaching pupils in class as a problem with Hypothesis edutainment through theater, to find out how rationally academics requires it the sufficient data with figures and columns is presented in chapter "Report."

Before concluding, the final assessment is required, of the data collected in the report section as from Fig. No: - 005 to 011 as-

Remarks of the teachers as to their answer wise-

TEACHERS NAME	CODE	SCORE
Aarti Gupta	000	28
Suman Bhardwaj	001	28
Veena Bakshi	002	28
Kiran Gupta	003	30
Sunita Anand	004	28
Sheetal Sharma	005	28
Ashu Jolly	006	28
Priyanka Duggal	007	28

## b) INTERPERTATION OF TEACHERS SCORE

The data that the present author is having of eight teachers from different schools, after having the exposure to the theatre and the modification of this theatre art, to teach in class with the help of it in the form of 'edutainment technique'. The data presented above proves after referring the column 001 at page no 36 we came to interpret.

Out of eight teachers, only one teacher with code no. 003 'Kiran Gupta' falls in the section 'A' and the rest of seven teachers in section 'B' that remains with the score 36 to 30 and 18 to 30 respectively.

To support our hypothesis 'edutainment through theater,' the above provided fig. No:-021 and 022 are quite positive in the response. Theater in education is workable with its direct implication in teaching methodology for to entertain pupils in class while teaching from the text books of their course while giving drama presentation.

In second phase working with Govt., school teacher was also fruitful for both teacher and the pupils of Govt. school. To support Fig No:-023 and 024 are provided above, in page no.35 and 36 respectively. As to the press release, the training program was beneficial for the development of pupils belonging to the neglected community, with low means of survival.

## B) PRACTICAL AND THEORETICAL IMPLICATIONS

Implication of theater arts in education as an activity was widely accepted globally, where director or teacher concerned do organize a workshop during the vacations or for annual day presentation by organizing a stage show.

Theater as a formal mode of teaching is a new concept and to use it skillfully teacher has to be theater literate or must be associated with professional or amateur theater productions. According the reports and data provided by Teachers, Theater as a mode to teach is a lengthy process, because of transcription. Transcribing class text book into drama script is lengthy and quite exhaustive business. It was repeatedly requested by teachers to provide them with extra training program to master the art of transcription the classroom text book into the drama script.

The researcher here, provided research, would be as guide with the objective to make professional teacher aware of this 'edutainment technique' as a formal teaching mode, with its usage and teachers training.

To experiment with the govt. school teacher and students, to indulge in common medium of interactions in class by introducing 'Edutaining Technique' theatre arts, from 7th Feb. 2005 to 12<sup>th</sup> of Feb.2005 the work organized, in Govt. Primary School, Sanik Colony - Jammu.

## ATTENDANCE

CLASS	DAYS					
	Mon	Tues	Wed.	Thu.	Fri.	Sat.
4 <sup>th</sup>	3	2	2	7	5	4
5 <sup>th</sup>	3	5	3	6	4	5

Column No:- 002

Highest number of students present in class 4<sup>th</sup> is 7; the average attendance of class is 3.83 'Presence of four student's everyday out of seven'.

Highest number of students present in class 5<sup>th</sup> is 6; the average attendance of class is 4.33 'Presence of four student's everyday out of six'.

Roll call never crossed above no.13, even by adding both 4<sup>th</sup> and 5<sup>th</sup> class.

In six days researcher realized the need of education 'Education means drawing out the best and inculcating the best in child of their interest. If a child is with false values, unsocial gestures, rough dialect, and a socially un-fit, as to the

society, is coming to school, means that pupil is ready to refine, for to tune up itself with the modern mode of communication and interaction' and started working with pupils, to make same with students from govt. school.

Procedure of the conduction, to make teacher skillful with 'Edutainment Technique', a new mode of teaching pupils in class, with the help of drama 'Theater Arts'.

#### On 1<sup>st</sup> day

Introduction session was organized, text book consulted for lesson planning, and pupils were prepared for next day's class with small home work to make an observation from school to home and again from home to school and narrate it in sequence wise with out any written help.

#### 2<sup>nd</sup> day

Students were exposed to the theatre art activity and its basic function; students from both 5<sup>th</sup> and 6<sup>th</sup> class were involved to make a play by Tran scripting it from their English text book because of less attendance, and with demonstration of drama in English researcher understood the problem of students 'Low English Vocabulary'.

#### 3<sup>rd</sup> day

Enactment of 'SALMA' lesson from English textbook was done to strengthen the English expressions, but English phobia was the hindrance to communicate, Games like Echo in Circle, Auto-Biography, were introduced to make up pupils fluent in English by improving their vocabulary and get use to it 'English'. Researcher with the teacher explored the possibilities of Edutainment Technique as a mode to teach in govt. school and reshaping it as to their needs as lesson planning, teaching various subjects.

#### 4<sup>th</sup> day

Transcription of lesson no. 22 "SALMA" of English from class 5<sup>th</sup> was repeated and was performed with the help of students from class 4<sup>th</sup> because of less presence in both the classes. After the performance, question-answer session was organized. Researcher learned these students inability, to answer any question in English, students were unable in making concentration, game loin and goat was introduced with the repetition of autobiography, echo in circle. Transcription of lesson 'Azadhi' from class 5<sup>th</sup> was done with its performance, as history text book was in Hindi, served the purpose and all the students were answerable to any question asked for, in their own expression.

#### 5<sup>th</sup> day

In class 4<sup>th</sup> Lesion no. 17<sup>th</sup> "Hamare Adhikar Aur Kartaviya" of Social Study's Text book performed, as to the text book without Tran scripting it in drama form. As the lesson was in the script form so Researcher here made an attempt in finding the alternatives and reading took place among the students, according to textbook's lesson. The characterizing as to the book and part played by:-

## CHARACTER

Sawita  
Itwari  
Mohan  
Adhyapak  
Ramesh

## STUDENT

Salama  
Ramesh  
Jatinder  
Lakshmi  
Sahil

In this session researcher observed the students inefficiency in answering the question related to the text book, because of the less group activity, where in no planning, pre determine, and synergy concept was lacking, no competition and interaction.

### 6<sup>th</sup> day

Whole activity revised; teacher with students were astonished because of the theater's impact, by helping students to there all round development. Students have shown their interest in studies, with the zeal, to be first in answering the question in more refined and accurate way.

Teacher's satisfaction with the pupils verbal and written expression of an answer to the question asked was the main issue. As the students were, belong to an Illiterate community with low means and less exposure. Atmosphere for proper mental grooming was must to be provided, to serve the purpose of education, in school class as a society must work together for to achieve there aim as to the curriculum. "Edutainment technique" the direct involvement of theater arts in education provides worldly knowledge, helps in making positive expression, initiates the creative impulse with the individual expression helped the Govt. school teacher in same way as to the private school teacher. Here the researcher to make teaching result oriented reanalyzed the whole teacher training process.

Finally, teacher's training program "EDUTAINMENT TECHNIQUE" drafted to its final shape.

A teacher must go through the two month course, for to be a creative teacher in using edutainment technique skillfully as a mode of teaching to teach pupils in class. Syllabus of two months 'three hours daily' teacher's training program to use drama as a formal mode of teaching is following-

Training program is in six units, ten days for each unit and two days for each topic in unit. Daily Three hours are divided in two sessions, one hour twenty-five minutes for each session with ten minutes break in-between the sessions.

## FIRST SESSION

## BREAK

## SECOND SESSION

### FIRST TEN DAYS OF (THEORY)

- |   |                         |
|---|-------------------------|
| 1) Meaning of theater                   | Drama and Play          |
| 2) Theater, its kind's                  | Presentation Techniques |
| 3) Need of drama                        | Need of Play            |
| 4) Improvisations                       | Acting and Stage Prop   |
| 5) Discussion 'clarification of doubts' |                         |

### SECOND TEN DAYS OF (PRACTICAL)

- 1) Acting and its style
- 2) Theater games
- 3) Improvisations
- 4) Drama presentations "play"
- 5) Discussion 'clarification of doubts'

### THIRD TEN DAYS OF (PRACTICALS AND THEORY)

- |   |                          |
|---|--------------------------|
| 1) Individual Psychology                | Characterization         |
| 2) Motivation & Observation             | Mannerism                |
| 3) Emotions "special senses"            | Role Play                |
| 4) Synergy                              | Chief Objective of Drama |
| 5) Discussion 'clarification of doubts' |                          |

### FORTH TEN DAYS OF (PRACTICALS AND THEORY)

- |   |                     |
|---|---------------------|
| 1) Script                               | Text Book's Lessons |
| 2) Script adoption                      | Transcription       |
| 3) Audience psychology                  | Lesson's Objective  |
| 4) Drama improvisations                 | Lesson Performance  |
| 5) Discussion 'clarification of doubts' |                     |

### FIFTH TEN DAYS OF (PRACTICAL)

- 1) Drama in history, civics, and geography 'Full day'
- 2) Drama in English and Hindi 'Full day'
- 3) Play in science 'Full day'
- 4) Play in math 'Full day'
- 5) Discussion 'clarification of doubts'

### SIXTH TEN DAYS OF (PRACTICALS OF SUBJECT SPECIALISATION)

These ten days course participants will remain free to work on the projects assign by the resource person for to master the subjects of their choice with device edutainment. This ten days session, project oriented is a major part of the course; participant must submit its project report for the successful completion.



Fig. No:-025. "Theater as a formal mode"

### C) CONCLUSION

Finally "Edutainment technique" the teaching mode, is useful for all the subjects to teach formally in class by teacher. As we know, there are two basic modes of education – formal and informal – and drama has a part to play in both. In formal education takes place incidentally – before schooling begins, outside the influence of school and when schooling has been completed. Perhaps its most important element for a every young child is play: the mother plays with child and child plays alone. It is within play that the roots of drama lie.

*"Play is survival's need, by birth inculcates the relaxation, remembering, cognition, proving, sharing, and enjoying in child"*

Drama 'Exploratory Play' in childhood stage "Primary School level"

As well as 'exploratory' play, there is what Peter Slade refers to as 'personal' and 'projected' play. In 'personal' play children begin to learn their future role by watching and imitating their future roles by watching and imitating their parents; this is gradually extended to include other people with whom they come into contact. When they dress up and assume other roles – mother, father, doctor, bride, king, cowboy, policemen, soldier – or when they are whirr like aero planes and growls like tigers, the game is personalized and takes on aspect of drama.

In 'projected' play they use objects as symbols: a pebble becomes a gun. They believe, while they are playing, that the symbols are indeed the objects. The use of symbols in this way is another aspect of drama.

Drama at teenage "Secondary School Level"

The child who enters the secondary school at eleven-plus, emerges – four, five, six or seven years later – a young adult. During those years, tremendous physical and personality changes take place, and by the time he reaches his late teens, he has usually acquired a more stable outlook and assumed some responsibility for himself. His education becomes more specialized in the secondary school, and his contact with drama generally be through a drama or



English specialist. There will, of course, be exceptions to this, especially with the growing influence in schools of physical education and 'movement.' However, all teachers of this age range have to come to terms with spurts in growth and changes in characteristics (John Russell Brown, 1971:169).

In nutshell theater arts as the formal mode of teacher to teach in class is the best medium, helps in the personality development by providing the maximum to the pupil in course of their studies.

*"The general purpose of education is to foster the growth of what is individual in each human being, at the same time harmonizing the individuality thus educed with the organic unity of the social group to which the individual belongs"* (John Russell Brown, 1971:161).

Here we see an immediate relationship between education and drama, in that drama encourages the development of individual personal resources. These resources are those of sensory perception, physical and verbal skills and emotional control. Only in theater are all these resources brought into play and exercised in conjunction with one another.

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