

# DEVELOPMENT AND TRYOUT OF STREET PLAY ON RIGHT TO LIBERTY

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## Abstract

An experiment was done by the investigator to teach the fundamental right- Right to Liberty of the Indian Constitution through street play. The purpose of this research was to test the effectiveness of street play on a small scale. The researcher composed and performed a street play of 04 scenes on the Right to Liberty enumerated in Article 19 to 22 of the Indian Constitution to the trainees of B.Ed. This research was an experimental type of research, in which a single group pre-test – post test technique was used. The experiment was conducted on teacher trainees studying in the V.T.Choksi Sarvajanic College of Education, Surat. The average marks which were obtained by the teacher trainees in the pre-test was 04.12, while their average score in the post test was 42.08. The average score of teacher trainees increased by 38.68; which indicates the effectiveness of the teaching through street play technique.

**Keywords:** Street play, Right to Liberty

## INTRODUCTION

Man likes variety in food and teaching. Researcher has been teaching at the College of Education for a long time. His field of interest is to study the effectiveness of various teaching methods and techniques. Is it effective to teach through street play? This question haunted him. The present research is the result of efforts made to solve this question in a scientific manner.

## OBJECTIVES

1. To develop the street plays on Right to Liberty for B.Ed. trainees.
2. To tryout and examine the effectiveness of street play on B.Ed. trainees.

## HYPOTHESIS

There will be no significant difference between the mean score of pre-test and post-test scores obtained by the teacher trainees on the Right to Liberty unit of the constitution.

## REVIEW OF LITERATURE

The Research work which was done on Dramatization was reviewed to give the final touch to this study. The researcher reviewed many research reports: Babi(2006), Darji(1998), Dave(2013), Desai(1994), Deshmukh(2012), Gohil(2020), Gohil(2023), Gurjar(2004), Kajariya(2017), Kolsawala(2017), Pandya(2008), Patel(2009), Raval(2007), Shrimali(2012), Tandel(1999), Thaker(2019) and Vagani(1996) in which were play was developed and tried out. Based on these previous researches, it was easy to outline the research design. This study also helped a lot in the development of Street play on Liberty.

## SIGNIFICANCE OF STUDY

The researcher knew how to use street play technique in class room. It was observed that trainees became bore in lecture method. A teacher must know how to use various teaching techniques in the class room. This research shows how effective it is to teach through street play. It will be helpful to the trainees as well as teachers also.

## LIMITATION

1. The street play on Right to Liberty was developed by trainees in Gujarati.
2. The test which was used in pre-test and post-test was teacher made test. It was not standardized.
3. There were 49 students in sample and the sample was purposive. All students were from the teacher education college where the researcher works.
4. The data was collected by pre-test and post-test only.

### Research Design:

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

### Sample:

The sample of this work was Purposive. First year B.Ed. trainees of the academic year: 2019-20 of V.T.Choksi Sarvajanic College of Education, Surat was selected for sample. There were 49 students in the sample.

### Tools:

1. Test
  - a. A teacher made test was developed to know the trainees' achievement score on pre-test and post test on Right to Liberty.
  - b. The test consisted of 10 objective type questions with one mark, 05 short answer questions with two marks and 06 essay type questions with five marks. The test was 50 marks. The test time was 90 minutes.

### Research Design

Step	Session	Period
Step-1	Pre-Test	02
Step-2	Development of street play on Right to Liberty in workshop	08
Step-3	Presentation and discussion of street play which was prepared by trainees in the class room.	03
Step-4	Post-Test	02
Total=15 period, Time=15 hours		

### Data Collection:

At the beginning of the experiment, the trainees were given the pre-test and at the end of the experiment, they were given the post- test. The data were collected in this way.

### Data Analysis:

The following statistical technique was used for data analysis.

	Number of Students	Mean	S.D.	T-test
Pre- Test	49	04.12	0.86	Significant at 0.01 level
Post- Test	49	42.08	4.19	

The average score of the trainees in the pre-test was 04.12 and the average score in the post test was 42.08. The difference of 38.68 average marks was observed between the two tests. This difference was due to the use of Street Play Technique. Therefore, it can be said that the teaching of street play was effective. The data presented in table indicated that there is significant difference between the result of pre-test and post-test. The mean score of post test is higher than post test. Thus the null hypothesis was rejected. So it can be said that street play technique is effective.

## DISCUSSION

Dramatization technique is very popular. Many researchers experimented these techniques in the classroom. Babi(2006), Pandya(2008), Kunjariya(2011), Deshmukh(2012), Dave(2013), Thaker(2014) and Kolsawala(2017) worked on this technique. They presented the findings of their experiment to the world of education. This research is an attempt in little bit different direction than the above research. It was on Teaching through street play. The trainees performed this street play during the block teaching program. The researcher humbly believes that teaching through street play is an effective practice. Yes, it is not possible to teach all the units with this technique, but if there is any unit that touches the society, than it needs to be taught with this technique.

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