

**DEVELOPMENT AND IMPLEMENTATION OF DRAMA-  
BASED LESSONS IN COMMERCE IN STANDARD XI AT  
VADODARA**

*A Dissertation*

*Submitted in Partial Fulfilment of Requirement of the Degree of*  
**MASTER OF EDUCATION**



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**2020-2021**

## **DECLARATION**

I, Bindiya Gajjar, declare that the dissertation entitled "Development and Implementation of Drama – based Lessons in Commerce in Std XI at Vadodara" was conducted and submitted by me for partial fulfillment MEd. Program at The Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, is my original work and submitted earlier either to The Maharaja Sayajirao University of Baroda or to any other institution for any course requirement. I also declare that no chapter of this dissertation in whole or in part is taken from earlier work done either by me or any other person.

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**CERTIFICATE**

This is to certify that the research work contained in this dissertation entitled "Development and Implementation of Drama – based Lessons in Commerce in Std XI at Vadodara" submitted by Ms.Bindiya Gajjar to The Maharaja Sayajirao University of Baroda, Vadodara, Gujrat for the degree of Master of Education is a record of bonafide original work conducted by under my supervision and guidance. I certify that the dissertation work is fit for submission and evaluation.

**Dr.Bhavin Chauhan**

Guide

June 2021

Vadodara

## ACKNOWLEDGEMENT

First of all, I would like to thank and praise God, The almighty, for providing me this opportunity, granting me the capability, guiding me to proceed successfully, answering my prayers, and giving me strength to plod on during every phase of my life.

This dissertation results from the vision, guidance, support, comprise, and love of many individuals without whom it would have been impossible for me to accomplish it.

I am grateful to the Almighty for giving me the strength and courage to complete my project. I express my deep gratitude to **prof. R. C. Patel**, Head, Department of Education (CASE), Dean Faculty of Education and Psychology, Director IASE, Officiating Dean, The Maharaja Sayajirao University of Baroda, Vadodara, allows me to complete my dissertation by providing support and resource.

I would also like to say thanks to **Dr. Bhavin Chauhan**. The words fall too short of expressing my gratitude to him, whose constant support, guidance, inspiration, and sustained interest in my study have made this work possible. I take this opportunity to express my sincere gratitude to him, whose genuine concern helped me learn from my mistakes and whose instructions enabled me to focus on my strength and move forward.

I would also like to thank Dr. Rina Choudhary, who motivated me to achieve greater heights and taught me to trust myself. I owe my gratitude to **Prof. Ashuthosh Biswal**, M.Ed Convener, Department of Education.

I am very thankful from the bottom of my heart to all the XI standard students of Rameshvar Vidhyalaya for their involvement and participation in implementing the program. I am incredibly grateful for your readiness and cooperation in enriching this study. Without the support of students' effectiveness, the program has been possible. I thanks all my students for their sincere support and for giving feedback on the implementation program. And thanks to School Principal, Teachers, and students who help me in all activities, especially performing drama, provide extra time for me to organize activities properly.

I would also like to thanks **my classmates of M.Ed.** for providing a helping hand whenever needed.

I want to especially thank the librarians of the **CASE library** at the Department of Education and Psychology. They were accommodating to complete my work.

Finally, it is an honor to express my deepest gratitude to my family for demonstrating faith in me, only because I could devote two years to educating myself formally. I extend my utmost respect towards my parents for always motivating me to study further. Without the constant support, continual encouragement, love, and care from my husband Mr, Nikhil Gajjar, this endeavor would not have been possible.

**Place: Vadodara**

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# **CHAPTER 1**

# **CONCEPTUAL**

# **FRAMEWORK**

# **CHAPTER 1**

## **CONCEPTUAL FRAMEWORK**

### **1.1 INTRODUCTION:**

Education is the most powerful instrument to bring desirable changes to the students. The ultimate aim of Education is to ring out the best from an individual; the teacher is an agent who gets the differences in students from the entire education process. The teacher prepares the future generation to meet the challenges of modern society. The future of the nation depends upon the quality of Education. Education helps in directing a person to do the right things at the right time at the right place, which makes them more productive individuals as well as society. United Nation Educational Scientific and Cultural Organization(UNESCO 2004) reinforces that "the purpose of education is to ensure that all pupils acquire the knowledge, skills, and values necessary for the cognitive development of learners, to nurture the creative and emotional growth of learners" holistic development of students can e possible through different subjects and disciplines. Every issue has its objectives and importance. Subject content learns through activity play a significant role in the entire process of Education.

### **1.1 MEANING AND NATURE OF COMMERCE**

Business is a dynamic process that brings together technology, natural resources, and human initiative in a constantly changing global environment. To understand the framework in which a business operates, a detailed study of the organization and management of business processes and their interaction with the environment is required. Globalization has changed the way firms transact their business. Information technology is becoming a part of the business a part of business operations in more and more organizations. Computerized systems are fast replacing other systems. E-business and other related concepts are picking up quickly, which need to be emphasized in the curriculum.

The course in which affect business. It provides a way of looking at and interacting with the business environment.

It provides a way of looking at and interacting with the business environment. It recognizes and is influenced by social, political, legal, and economic forces. It allows students to appreciate that business is an integral component of social and ethical issues.

To acquire basic knowledge of the business world, a course in Business studies Would be helpful. It also informs students of various research and work options and bridges the gap between school and work.

All the activities concerned with business come under the study of Commerce. In other words, 'commerce' includes all those activities, which help the producer of the product send his goods in customers' hands through many channels. These channels/ means, which are also included in Commerce, maybe such transportation, banking, means of communication, insurance, marketing, management, finance, etc., or remove all the barriers of the goods distribution process.

Commerce education is also termed business studies or business education or organization of business and management. According to A Dictionary of Education edited by P.J. Hills (1982), the term Business Studies" covers a wide range of activities in Education and training. It usually means all those activities that educate and train people at all levels who work in organizations that deal in the purchase and sales of goods and services."

According to Good, "Business education is that area of education which develops skill, attitudes, and understanding essential for the successful direction of business relationships and an area of study dealing with principles and practices of teaching business subjects."

## **1.2 AIMS OF TEACHING COMMERCE**

- ❖ To develop an interest in Commerce
- ❖ To develop the abilities to integrate the business with a social system
- ❖ To enable the student to solve the commercial problems
- ❖ To make the child familiarized with the latest information of Commerce
- ❖ To develop thinking and logical reasoning power and decision making power
- ❖ To promote self-understanding and cultivate intellectual attitudes
- ❖ To encourage the child to be a forward beauty and prepare for technical professions such as bankers, cashier, accountant, clerk, managers, etc
- ❖ To bring harmonious development in the students
- ❖ To develop vocational skills

## **1.3 OBJECTIVES OF TEACHING COMMERCE AT HIGHER SECONDARY LEVEL**

The Central Board of Secondary Education (CBSE) has listed the following objectives of teaching Commerce (Business studies and Accountancy) at the higher secondary level:

- 1) To develop an interest in the theory and practice in business, trade, and industry.
- 2) To acquaint students with the theoretical foundations and practice of organizing, managing, and handling routine operations of a business firm.
- 3) To teach attitudes and values leading to integrating business with the social system with a positive approach.
- 4) To enable students to apply the principles and functions of management to specific aspects of the business.
- 5) To equip the students with essential fundamental knowledge for setting up, organizing, and handling routine operations of a small-scale factory.
- 6) To provide knowledge to the students about the different forms of business. (like; sole proprietorship, partnership firm, cooperative society, company, Hindu undivided family)
- 7) To familiarize the students with the basic concepts and practices of marketing. (buying and selling of Good with maximum profit)
- 8) To provide knowledge about the characteristics, advantages, and disadvantages of sole proprietorship and united Hindu Family Business.
- 9) To impart knowledge of methods considered helpful in maintaining records of proprietary and partnership firm companies and non-trading organizations.
- 10) To generate and promote awareness of students in modern techniques of maintaining accounting records with the help of computers. i.e., Tally ERP 9
- 11) To enable the students to analyze financial statements and interpret the results for decision-making. i.e., whether the business making a profit or loss
- 12) To equip the students with basic information on modern methods of office operations for effectively carrying out paperwork in a business office. i.e., a paradigm shift from manual accounting to computerized accounting.

## **1.4 IMPORTANCE OF COMMERCE SUBJECT AT HIGHER SECONDARY LEVEL**

The commerce subject is an essential subject for the students because, through this subject, they get the knowledge about different types of business, about companies, economic and non-economic activities, different types of industries, etc. Students also gain knowledge about the management of foreign enterprises. The expansion of Trade, Commerce, Banking, Financial Institutions and the

introduction of various regulations in commercial activities resulted in the emergence of multiple forms of business enterprises. With the use of information technology, the importance of Commerce education has increased dramatically.

**Gupta R (2009)** has listed the importance of Commerce subject at the higher secondary level.

- a) **Provides knowledge about business factors:** - In the modern business world, competition is very tough, and risks are very high. Before starting any business, various problems and characteristics associated with the company must be appropriately analyzed. So, commerce subject helps to provide the knowledge about those business factors.
- b) **Develop an understanding of different business organizations:** - Commerce helps develop various business organizations like private-sector enterprise, public sector enterprise, and joint sector enterprises.
- c) **Provides knowledge about insurance:** - With the help of this subject, the students get knowledge about different types of insurance, the principle of insurance, and their uses for business enterprise.
- d) **Understanding of communication services:** - The students understand the importance and drawbacks of different modes of communication as postal and telecom postal services fax, internet, e-mail, World Wide Web, voice mail, unified messaging, etc., meaningfully.
- e) **Provides knowledge about emerging modes of business:** - Modern era is the era of globalization, change, and technology. In response to this, industry worldwide is changing its organization, way of working, and use of technology. The significant difference in business model is the emergence of e-business, e-commerce, and business processing outsourcing. The students get knowledge about the scope of e-business and the opportunities or benefits of e-business in the present scenario.
- f) **Development of business ethics:** Business ethics refers to the set of moral values or standards, or norms that govern a businessman's activities. Ethics define what is right and what is wrong. The students understand that the objective of business is to earn profit and adopt business ethics.
- g) **Provides knowledge about the sources of business finance:** - Adequate funds (finance) are essential to start any business or run an enterprise. In short, one can say that finance is the lifeblood of a business. The student gets the knowledge from which sources they can arrange the finance to start a business.

- h) **Prepare students to choose their occupation in the future:** - Commerce helps the students to select the proper professions (like a businessman, manager, accountant, work with any insurance companies, work with any communication services, etc.) in the future.

## **1.5 CONCEPT OF DRAMA BASED IESSON**

Drama based lesson allows students to improvise and construct meaning of a word, a concept, an idea, an experience or an event by utilization of theatre techniques and game process drama based activities create an environment in which students construct their knowledge through their experiences rather than imitating what has been taught. Drama based lesson is an exploratory and experiential approach to learning. San (1996) defined it as an instructional method for allowing students to improvise and construct the meaning of a word, a concept, an idea, an experience, or an event by utilization of theatre techniques and play processes. In this method, students construct their knowledge utilizing their experiences rather than imitating what has been taught in the environment created (Balton, 1986). Students are learning by doing, and they actively build their interpretations of the world. In this method, the role of the teacher is the facilitator of students' exploration, development, expression, and communication of ideas, concepts, and feelings rather than the direct information giver. Teachers can also control and guide activities, challenges and extent thought by talking role just as students.

## **1.6 Merits of Drama Based Lesson**

According to Dhand (1995)

- ❖ Promotes child-centered activities with fun.
- ❖ Help individualized.
- ❖ Encourages independence in learning.
- ❖ Involves flexibility.
- ❖ Provide a wide variety of manipulative open-ended and creative activities.
- ❖ Motivate the student's experience and active participation in the exploration of their environment.
- ❖ It makes students advanced at their rate that is attend with their ability, interest, and motivation
- ❖ Encourage self-reliance and the development of the initiative in all atmospheres of trust.
- ❖ Encourage children to follow many of their interests and desires to learn.



## **1.7 Demerits of Drama Based Lesson**

- ❖ It is time-consuming.
- ❖ It may lead to misunderstanding the concept if it is not prepared and performed properly.
- ❖ It is challenging to perform when the student-teacher ratio is high

## **1.8 The Importance of Drama based lesson in Education**

Drama is the most significant mode of learning and is an important activity for learning. It is a way of helping children to think about their individual or unique problems. Children can learn to explore issues, events, and connections, using drama. In drama, children draw on their knowledge and experience of the natural world to create a make-believe world; thus, drama is one of the few curriculum areas built on dreams and voice. Drama is an essential form of communication. Drama provides children with an opportunity to work together co-operatively. As a result, it gives children the chance to express themselves more effectively in everyday situations. This activity has educational value.

Another advantage is that drama is the opportunity to enter another world and explore various situations. It offers to escape from our everyday selves and to put on a role. It is easier to speak as somebody else. It is like hiding behind the mask. It gives a person freedom to express his/her feelings and without any anxiety.

Education is the process of helping people to find essential meaning in life. It involves both teaching and learning. Drama-in-Education, also known as creative drama, is an improvisational, non-exhibition, process centered form of drama. A leader guides participants to imagine, enact and reflect upon human experience.

Drama can help learners in the curriculum. Education and drama are similar as they are closely linked in the learning process, and they deal with children. Traditional Education is curriculum-centered. However, the new movement in Education, which has introduced child-centered Education, is combined with children's play. Child-centered Education is close to children's play rather than subject-centered Education.

Moreover, drama is seen as the "play way" to Education. Both imagination and play are inherent parts of practical Education. Thus drama is a vital part of Education in schools since drama is a natural means of learning and can be used effectively in teaching and learning.

## **1.9 Drama Activities in Education**

Via (1987) defines dramatic activities or techniques as "strategies to achieve either drama or theatre. "Maley and Dull" (1978) are activities that allow the student to use his personality in creating the material on which class is to be based. These activities draw on the natural ability of every person to imitate, mimic and express himself through gesture. They draw too on his imagination and memory. They are dramatic because they arouse our interest, which they do by drawing on the unpredictable power generated when one person is brought together with others. Each student brings a different life, a different background into the class. We can provide a lot of good practice, and there may also be a freeing from the constraints of culture and expected behavior, which can be personally and linguistically very liberating" Scrivener (1994) gives the following list of several drama activities.

**Role-play** - Role plays enable students to step outside themselves and accept and change into different characters. Students either improvise or create their characters, and they are given role cards. It has a stimulating effect in either case, and students feel freer to engage themselves in learning.

**Simulation** - In the initial stages of their learning, students become acquainted with various roles starting from the simpler ones, usually those they are used to from everyday life, i.e., a mother, a father, a shop assistant, a customer, a tourist, etc. before they take up more complex ones, i.e., a consultation, problem-solving, plays, etc.

**Drama games** - Wessel's (1987) points out that drama games should "involve action, exercise the imagination, involve both learning and acquisition and permit the expression of emotion." All the elements mentioned help students become actively engaged in learning and experience the dynamics of the learning experience. There are many games with various functions, i.e., ice-breakers, warm-ups, fillers, etc.

**Guided improvisation** - This kind of practice requires the teacher to guide students through the initial stage of an activity. When students join in and become part of the evolving activity, they use their imagination and improvisation, then the teacher steps out and becomes more like an observer who helps if there is a need. This help might be in the form of suggestions or even joining back in the

story if the students' progress is slow or finding the work too difficult. The following are examples of activities for guided improvisation: a scene of a crime, a company meeting, a summer camp at night, etc.

**Acting play scripts** - According to Cockett and Fox(1999), "it is important to remember that a script is not a drama so much as a proposal for drama" Script becomes a starting point that provides perfect space for each individual to utilize his or her talents and bring personal aspects into the learning experience. Students are presented with the Script by the teacher or even prepare their own. All the stages of preparation, practice, performance, or even the afterward analyses and evaluation can be very effective tools in learning and reinforcing the use of a foreign language.

**Prepared improvised Drama** - Students themselves work and perform a story, a situation, or many situations. They can also work within the given framework that is set by the teacher. It is students who are in charge of their work. The aspect of ownership provides further motivation to succeed in the activity. The whole class can be involved in a more complex drama, although it might be more beneficial to have the students work in smaller groups for practical reasons and affectivity.

Business studies will prepare students to analyze, manage, evaluate and respond to changes.

# **CHAPTER: 2**

## **REVIEW RELATED LITERATURE**

## CHAPTER: 2

### REVIEW RELATED LITERATURE

#### 2.1 INTRODUCTION

A review of related literature gives a clear idea to the researcher about the researchers that have been conducted in his/ her field of research. In this chapter, the researcher mentions the studies in which some of the relevant researches done in the past similar to the present study. The researcher has attempted to understand the objectives, sample and sampling techniques, research design, data collection tools, data analysis techniques, and the findings of the related studies. Based on the analysis of the review of related literature, the implication of the related literature is developed for the present study.

#### 2.2 REVIEW RELATED LITERATURE

**Saab (1988)** examined the effects of drama-based mathematics instruction on 87 sixth graders, comparing it with textbook-oriented mathematics instruction. In this pretest-posttest experimental study, groups difference were analyzed using student scores of mathematics achievement, attitudes toward mathematics, and creativity. Once the pre-tests for the three dependent variables were given, the experimental groups received eight weeks of drama activities during their regular mathematics classes. The control groups received textbook-oriented mathematics instruction without any of the drama methods integrated into their courses. All students were then subjected to a post-test in mathematics achievement test, mathematics attitude scale, and creativity test. The pre-test and post-test scores were analyzed through the analysis of covariance. The results showed that drama-based activities caused a significant increase in mathematics achievement levels related to mathematics computation.

**Kamen (1991)** conducted an ethnographic pilot study on fifth-grade students. The students were taught three different concepts with a Creative Drama strategy. The teacher used Creative Drama in her science and social science lessons and tested the Effectiveness of Creative Drama as an instructional strategy in the elementary science classroom. The data gathered included open-ended pre-tests and post-tests, interviews of the two teachers, and some of the students interviewed in a group. Results showed improved students' achievement. Students and teachers both reported a better understanding of the science concepts as an outcome of the Creative Drama. The students also said their enjoyment of the Creative Drama activities.

**Dupont (1992)** carried out a study to measure the increase in reading comprehension skills after exposing them to drama-based instruction. The sample consisted of three groups, each having 17 fifth-grade remedial reading students. The investigator used a pretest-posttest control group design. The first group was required to participate in dramatic activities that corresponded to the stories. The second group was instructed to only read and discuss by traditional methods. The control group continued with their usual curriculum during the treatment period. Groups were given the metropolitan reading comprehension test as pre and post-test measures. Analysis of variance showed that the first group achieved significant mean gain scores, whereas the other two groups' mean scores showed no gain as indicated by the pre-test and post-test scores. However, there were no significant differences between the post-test mean scores of the groups.

**Shukla (2000)** did research for Ph.D. in Gujarat University on video programs and Their Effectiveness. He wanted to compare the effectiveness o the video program and traditional classroom teaching. He conducted his experiment in three different colleges of Ahmadabad to maintain the secrecy of the research pattern. He also divided his method into two parts. One was discussing the video, and the other was without discussion. The third college was taught traditionally. At the end of the research, he found that the student and teachers who were part of the video program with discussion were far better at observing and communicating. Not only but also that they share a unique relation and bonding among them. Thus, He found that video programs helped develop skills in students at the university level.

**Culham (2003)** investigated the potential of drama as a conduit for language acquisition and intercultural exchange. Drawing from practice, this thesis identifies obstacles and opportunities encountered when drama is introduced to E.S.L. adult students. Interactive drama activities and student reactions are detailed in this study, focusing on the paralinguistic features that drama provides participants. Established Drama in Education activities have been modified to suit the needs of E.S.L. learners, and those adjustments and findings are detailed. The results of this research suggest that E.S.L. teachers can, through drama, access their students in significant ways and, in the process, promote language proficiency and encourage intercultural discovery. Espoused theory evidenced by interviews and personal observations is supported by research in the fields of Drama in Education and Second Language Education; extracts from E.S.L. student journals are also included. The findings of this study can be applied to language learners of all ages and levels, but this study has primarily involved adult E.S.L. learners at the lower levels.

**Warner and Andersen (2004)** carried out an interesting study on a class of pre-service teachers who were enrolled in a science and language arts method course and two sections of class two. One of the two-class teams experienced the drama-based instruction on science inquiry lesson; the other was the control group. The participants were separated into groups of three, each consisting of two pre-service teachers and one second-grader. In the drama-based instruction class, two students were given the role of zoologist who had to decide how to care for snails at the zoo, and they were asked advice about snails as an expert in the field. In the control group, the same pre-service teachers and a different group of class two students were engaged in the same science inquiry, but without the zoologist role of the students. The results revealed that the experimental group student showed deep levels of learning engagement. They generated their questions on expert scientists and then moved beyond role-playing to think and question talented scientists. In the control group, the second graders were able to engage in the inquiry lesson successfully but had to be assisted to a greater extent to further the inquiry. So drama-based instruction came out as a more promising technique.

**Duatepe (2005)** aimed to investigate the effect of drama-based instruction on seventh-grade students' achievement in geometry and their retention compared to traditional teaching. The study was conducted on three seventh-grade classes with 30 lessons. The data was collected through achievement tests and interviews. The quantitative analysis was carried out by using two multivariate covariance analyses. The results revealed that drama-based instruction had a significant effect on students' achievement and retention. According to the interview responses of the experimental group students and the teacher, significantly better performance of the practical group students was attributed to the potential of the drama-based instruction. It was declared that drama-based teaching made learning easy and understandable, and drama supported active involvement and created a collaborative studying environment.

**Ntclioglou (2006)** investigated the impact of integrated drama/E.S.L. lessons on second language learners' language skills. The dual focus of the study was to use drama to support the listening, reading, speaking, and writing skills of the language learners and examine issues of "Immigration, Canadian Identity, and Multiculturalism" through drama in an E.S.L./humanities first-year university course. Drama education strategies were designed to create a context for reflecting the narratives of E.S.L. learners' own lived experiences. The E.S.L. students negotiated between fictional and actual experiences, past and present, and made use of in-role and out-of-role reflection throughout. The use of verbal and non-verbal communication, collaboration, interpretation of information, imagination, and risk-taking in the safety of fiction supported students' significant engagement through drama.

The research findings suggest that the integration of drama helped students cross borders of cultures, identities, and literacies in the multicultural second language classroom.

**Marathi(2008)** conducted a study entitled "A study of the effectiveness of project-based learning in teaching 'organization of commerce' at standard XI. The study's objective is to determine the effectiveness of PBL in terms of students' achievements. Two schools were selected, from which one was the experiment group and another was a control group. It was found that most of the students were having positive reactions towards PBL. This method can reduce the problem of boredom that students generally feel in theory classes. It developed an interest in students towards the subject. The mean score of the experiment group is significantly higher than the mean score of a control group. There is a significant gain in terms of achievement of the experimental group students in learning the chapter.

**Paksu(2009)** investigated the effects of drama-based instruction on students' geometry achievement, geometric thinking level, attitudes toward mathematics, and retention of accomplishment compared to traditional teaching. The sample involved 102 students of class seven from a public school. Multivariate analyses of covariance revealed that drama-based instruction significantly affected students' achievement, retention of achievement, thinking level, and attitudes, regardless of gender, mathematics grade in the previous year, and prior perspectives and thinking levels. Drama-based instruction made learning easy and understanding better by providing the opportunity to contextualize geometric concepts and problems. Drama-based Education helped the students act as a character (role-playing), and communicate efficiently. The findings also revealed that their attitude, attention, and motivating level also improved along with achievement by studying in a collaborative learning environment.

**Gomez (2010)** studied the effectiveness of drama in teaching English as a second language (E.S.L.) instead of traditional instructional methods, specifically to enhance oral skills, including pronunciation and fluency. The students assessed were Spanish other tongue speakers and attended a public school in Madrid, Spain. Two classes from the same year group received instruction in the differing methods over three weeks. They have examined pre and post-instruction. Data was collected and analyzed using a two-tailed t-test for two independent samples with equal variance to determine whether either method was more effective. The researcher hypothesized that there would be no significant difference between the two methods. However, the study results concluded that teaching English through Drama was more effective than using traditional methods. The proposed null hypothesis was rejected.



**Akoguz (2010)**, in his study, examined the effect of drama on developing speaking skills. This study was carried out with voluntary students who participated in creative Drama workshops in educational parks of Turkey Association of Education Volunteers. The sample of the study involved two groups, the first group consisted of 22 students, who were aged 9 to 11 years, and the second group was aged 11 to 13 years. Throughout the creative drama workshop of 12 weeks, the students' speaking skills were observed, and these observations were registered regularly on the observation forms. The video records were checked to prove their accuracy. The research results showed that compared to the statements made about each subject at the beginning of the experiment, creative drama caused a remarkable difference in speaking skills at the end of the investigation. It was found out that especially the female students aged 9 to 11 years used exaggerated sentences at "frequently" level much more than the boys did in the following weeks; that they were more interested in their environment than the boys were at "usually" level and that they listened to the others silently and by demonstrating that they were listening.

**Cawton(2011)**, in their article entitled, "Activating Student Engagement through Drama-based Instruction," focus on the drama-based instruction techniques done through the Professional development Programme by Drama for Schools (D.F.S.). The D.F.S. strategies aim to connect student learning to their lived experiences consistent with authentic instruction principles. The focus of this mixed-methods study was on the relationship between the increase in precise instruction, level of student engagement, and articulation by teachers regarding the participation of their middle school students in classroom activities. Pre-post measures indicate that student engagement increased as a result of drama-based instruction strategies. Lesson plan measures also demonstrated how teachers changed their articulation of student engagement. Discussion focuses on how the relationship between the D.F.S. program structure, 64 participants' pedagogy, and student outcomes fit into and challenge the program's overall critical pedagogical framework. The purpose of this study was to investigate both constructs as a way of understanding proximal change in teacher perspectives on their teaching and student behavior. This lesson plan analysis tracked the month-to-month journey of teachers as they moved through the first year of the D.F.S. program. Lack of student engagement is a significant challenge for teachers; D.F.S. seeks to provide the support and structure to bring more voices into the classroom and to utilize the multiple strengths of a diverse student body. The authors presume that higher levels of student engagement, in both quantitative and qualitative representations of growth, will lead to more extraordinary teachers' engagement in their work. As an arts integration approach, drama-based instruction leverages the power of imagery, role-play, improvisation, and

dialogue in ways that connect students to curricular content, where teachers and students meet each other to make meaning in their everyday work.

**Dawson (2011)**, in their research entitled, "drama-based Instruction and Educational Research: Activating Praxis in an Interdisciplinary Partnership," focuses on drama-based instruction shaped by the theories of critical pedagogy and constructivism. This article discusses and troubles this interdisciplinary partnership through the lens of praxis, the continual cycle of thought, action, reflection, and response. In this article, the writers touch upon implications of activated praxis such as (a) how D.F.S. has evolved in its identity as a research-based program model; (b) how outcome measurement was embedded into program implementation; (c) the experience of disseminating findings in both arts-based and educational research spaces; and (d) how long-range planning was guided both by research and program priorities. They conclude with an identification of how this process has resulted in praxis for participants across all levels of the partnership. This article discusses how a collaboration between a drama-based instructional program and the research evaluation process shifted professional practice for both parties. The research approach seeks evidence of the effects of drama-based instruction; it also asks questions about its shortcomings and places where praxis has not occurred. The writers have both expressed on repeated occasions how our working relationship has broadened our theoretical perspectives and strengthened our work within our respective disciplines. The partnership has provided experiences to understand how our working relationship has broadened our theoretical perspectives and supported our work within our respective fields.

**Gaylor, Jennifer (2011)**, in her research entitled, "Effect of Professional Development on Drama in Education Implementation: A Quantitative Study," focuses on a correlational design to determine the relationship between professional development and the use of drama in education techniques in the general education classroom as a tool to increase students' critical thinking ability. Teachers from four different schools on Long Island were asked to participate in an online survey that focused on formal and informal training types in Drama in Education and the frequency with which they use drama in education techniques in the classroom. The sample comprised 104 participants. The central hypothesis of this study was that formal professional development in instructing teachers how to use drama in 77 education techniques in the classroom would increase the frequency with which teachers will use these techniques in the school. Findings indicated that there is a positive correlation between formal training in Drama in Education (professional conferences, school-based professional development, and university and college classes), and an increase in the frequency of Implementation of drama in education techniques in the classroom-proven with the "p" value for this

correlation being 0.313. The further study recommends using drama in education techniques in the classroom for the long-term benefits for administrators, educators, and students of formal training.

**Shah (2013)** investigated the topic of a study of the status of Commerce Education in the Gujarati medium higher secondary schools of Vadodara city. The main objectives of the study were a) To study the status of Commerce Education at higher secondary level mainly in terms of (i) Numbers of teachers available in school for teaching Commerce subjects (ii) Teacher's academic qualifications and professional qualifications. (iii) Number of periods allotted for different Commerce subjects per week. (iv) Methods of teaching followed in the classroom. (v) Practical activities related to Commerce (vi) Achievement in the last five years (in terms of passing percentage) b) To study the opinion of teachers and students regarding the present status of Commerce Education at the higher secondary level. c) To suggest remedial measures to bring Effectiveness in Commerce Education at the higher secondary level. The tool used for the study was a questionnaire prepared for both students and teachers. The survey method was adopted for the study. The study's significant findings were the number of teachers available in the school, number of sections in the school, teaching methods and number of period per week for teaching commerce subject, achievement in Commerce subject, etc.

**Sevim (2014)** Conducted a study to determine the effects of the drama method on speaking anxieties of pre-service teachers and their opinions about the technique. The mixed-method, including experimental design, quantitative, and basic qualitative research, was used in the study. The study was carried out with 77 first-grade students from day-time and evening education programs at Kazim Karabekir Faculty of Education, Atatürk University. Speaking Anxiety Scale (S.A.S.). Developed by Sevim, it was used to collect the data of the study. Paired and Independent Samples t-tests were used for the analysis of the research data. The study results revealed that the drama method was more effective for students than the activities carried out according to the current curriculum to control their speaking anxieties.

**Osama's (2016)** research on drama-based science teaching on students' understanding of scientific concepts and their attitude towards science learning. The study also aimed to examine if there is an interaction between students' achievement levels in science and drama-based instruction. The sample consisted of (87) 7th-grade students from the male public school in Amman-Jordan;(46) in the experimental group, and (41) in the control group. A pre-post scientific concepts test and attitude towards science learning scale were administered. The results indicate statistically significant differences between the study groups in favor of students in the experimental group on both study

variables, with no interaction between the teaching method and the student's achievement level in science. The study recommends employing drama in teaching science.

**Bhatt (2018)** researched the effectiveness of drama-based activities to develop the speaking skills of E.S.L. learners at the secondary level. The objectives of the study were 1. To develop drama-based activities to improve the speaking skills of E.S.L. learners. 2. To help learners acquire language by focusing on the message they are conveying, not the form of their utterance. 3. To enhance the speaking skills of E.S.L. learners. 4. To make language an active, motivating experience to evaluate their speaking skills. 5. Emulate the way students naturally acquire language through play, make-believe, and meaningful interaction. The researcher had taken non-randomized two groups pre-test post-test design from quasi-experiment design. There were two divisions in the school; divisions, A" and B." Each division had 70 students, out of which 46 students remain present in the experiment. The researcher has taken the pre-test and post-test as the primary tool of the study and raven's colored progressive matrices, listening tests, reading aloud tests, test on pauses, reading comprehension test was The investigator used a T-test value of 11.710 and P- the importance of 0.000, at the level of 0.04 also show the paired T-test analysis. This indicates that overall pre-tests mean scores and overall post-test means scores are remarkably like chalk and cheese. The mean 10.217 of the paired difference shows that the overall post-test mean score was higher than the comprehensive pre-test means to score. This indicates that overall pre-test mean scores regarding grammar, fluency, accuracy, and vocabulary are widely divergent. Thus, the drama-based activities were practical. The comprehensive pre-test means score and the overall post-test mean score of female learners have a T-value of 2.912 and 6.757 simultaneously: 9.800 and 5.986 in a male learner, and p-value of 0.000 and 0.027 level of 0.05 also show by the paired T-test analysis.

**Zaghoul (2018)** undertook this by using creative drama in teaching to improve the communication and thinking skills for the students of preparatory Introduction 44 year at the Northern Border University. It aimed to measure the differences between the experimental and control groups in skills acquisition among students. The study was conducted on 140 students of both genders. The students were divided into four groups: each had 35 students. The study adopted an experimental approach by observing students' behavior through affecting their communication and thinking skills by using drama. The findings confirmed that using drama in teaching significantly affected the experimental group. The experimental group achieved better results than the control group. Furthermore, the study stressed the possibility of benefiting from the drama in teaching other practical courses at the university level and provided several recommendations in this regard as well.

**Brar(2020)** The primary purpose of this study was to investigate the effect of Creative Drama on the acquisition of concepts of Economics and Self- Confidence in students of class IX. Another purpose of this study was to investigate student's self-reported views related to creative drama-based instruction through an opinionnaire, narratives, and semi-structured interviews. The study was conducted in 3 private schools in Chandigarh with 180 class IX students, lasting four weeks. Ninety participants received Creative Drama Based Instruction (CDBI), and the other ninety received Traditional Instruction (T.I.). The data were collected through the Economics concept acquisition test (ECAT), Self-Confidence Inventory (S.C.I.), opinionnaire, narratives, and semi-structured interviews. The ECAT and S.C.I. were administered as both pre-test and post-test. In addition, interviews were conducted with randomly selected students. The quantitative analyses were carried out using independent samples t-test to gain ECAT and S.C.I. difference scores. The study results indicated a statistically significant mean difference between the students who received creative drama-based instruction and traditional instruction in terms of concept acquisition and self-confidence scores, in favor of CDBI. Furthermore, according to the experimental group students' narratives and semi-structured interview responses, significantly better performance of the experimental group students was attributable to the potential of the creative drama-based instruction to provide active involvement, work with friends and collaboratively, and provide self-awareness self-confidence.

### **2.3 IMPLICATIONS OF STUDIES FOR THE PRESENT RESEARCH**

The R.R.L., as mentioned above, mainly focused upon the educational system through the different learning processes. The various investigators have taken up other techniques and methods of teaching—the subject through an innovative manner, i.e. (Drama based). The primary focus of the investigation was on the growth and development of the students. The investigator mainly focused that the teaching method through drama is visually learning is a most effective teaching method because the visualization significantly impacts the thinking skills process and helps to remember appropriately.

Bhatt(2018), Ntcliogloa (2006), Saab(1988), and Dupont(1992). This all investigator conducted the study on the effectiveness of drama-based activities, method dramatization on teaching, and creative comprehension for developing skills. For teaching the senior secondary students. The major finding of this study was that the children's skill development was effective. As they have done both tests

based on the result, they have concluded that drama-based Education is the most effective way of teaching.

Osama (2016), Gomez (2010) this investigator did the study was on the two different subjects of the curriculum. The investigator comes across the finding that the teaching-learning process through drama-based Education was of teaching. The interaction between teachers and children is much active as compared to the other techniques of teaching.

Cawton(2011), Dawon(2011) has mainly focused on the student's behaviors and attitude. The investigator has kept track records on the student and, based on the investigation, has concluded that study through Drama technique in the classroom would help the student for the long term process and motivation to develop thinking.

Osama's (2016), sevim (2014), Cawton (2011), calham (2003), Nteliglous(2006) all investigators focused on the effect of drama on developing speaking skills and method of speaking. They have conducted the study with professional development on drama in education implementation and interactive drama activities and the integrated impact of drama.

### **Following Implications are drawn from the above observation:**

- ❖ Teaching through drama supports the grasping capacity of the students extensively.
- ❖ Plays and role-plays and their different develop societal potentials.
- ❖ Dramatization also makes the process of learning live.
- ❖ Drama is widely used at the elementary level to nourish the creative side of the learners.
- ❖ The teaching-learning process becomes jubilant through dramatic exercises.
- ❖ Students are made aware of many real-life situations through various role-plays.
- ❖ Drama can help the traditional pedagogical approaches to convert into learner-centric strategies.
- ❖ Drama is a method or a skill that unites in its various aspects of life, starting from essential human nature to the innermost feeling of a human being. It sometimes involves the non-verbal method of communication, which indirectly prepares the actors for situational behavior. It displays a variety of life structures and philosophy or learning in a short span. That is why it becomes essential to use it at the beginning of a child's schooling, where his mind and emotions are at the stage of formation. These are the inferences through which the researcher is inspired for the present research. And hence, in this research. He intends to use drama-based activities to develop the speaking skills Of E.S.L. learners at secondary with an

experiment which is never done in the past. The researcher talks about the methodology and the drama-based lesson in detail in the next content.

## **2.4 RATIONALE OF THE STUDY**

The ultimate aim of Education is the holistic development of the student and the manifestation of the best from the students. It can not only be helpful in academic achievement but also for a better life. In Education, there are many teaching methods and approaches for making the teaching-learning process effective. Students are with individual differences, different learning patterns, and style learns. Drama-based teaching imposes for better learning. Through these modes of learning, the teacher can create a participative environment in the classroom to make learning effective, engaging, helpful, and worthy. Drama-based teaching, there is a scope of involving multiple senses of the learners to a greater extent during the teaching-learning process. It gives a chance for self-learning, self-direction, and self-understanding to the student. It provides scope for using creativity and inner potential, and the teacher can make an interactive classroom environment, and students can learn the concept efficiently and effectively.

Recently the NCTE has also introduced a paper on "Drama and art in education" as part of two years B. Ed program commenced in 2015, thus focalizing drama as a significant mode of imparting classroom instructions.

The traditional way of teaching may lead to boredom among the students of the 11th standard. Today's young world is living in a cyber-tech environment where paper and pencil often affect the learning process because the new generation differs in many ways. So, the practitioners have to take the initiative to satisfy these diverse learners' demands while ensuring the integrity of quality targeted standards, knowing the when, why, and methods of teaching any subject, especially a vocational discipline like Commerce.

Commerce teaching is related to real-life situations. So, in commerce teaching, the traditional teaching method may create a monotonous classroom setting, and the content may become dull. If we use a drama-based method for teaching Commerce or any subject, it may encourage the students to learn interestingly. The drama-based learning method reduces the boredom among the students, and through activity-based learning, the teacher will teach the content effectively. To achieve the objectives of teaching commerce, given by the "Central Board of Secondary Education (CBSE)," the

investigator wants to study it. Most of the studies are an innovative way of teaching any subject (i.e., using I.C.T., organizing different activities). So, for making the content compelling and to the point, many of the teachers adopt a drama-based learning method, and many studies were taken irrespective of these aspects. No research was done to show the effectiveness of activity-based learning like drama in teaching commerce subjects. So, the investigator is planning to conduct a study that will focus on the effectiveness of drama-based learning in teaching Commerce at a higher secondary level.



# **CHAPTER 3**

## **METHODOLOGY OF THE STUDY**

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### **METHODOLOGY OF THE STUDY**

#### **3.1 INTRODUCTION**

The central aspect of any research was embodied in its methodology, which shares how the study was conducted step by step. It refers to the Plan and procedures used by the researcher for conducting the present study. This chapter is methodology oriented where the researcher has concentrated on the Plan and approach adopted to obtain answers to the research questions and attain the current study's objectives. This chapter includes Objectives of the study, Explanation of the Terms, Operationalization of the Terms, Delimitations of Study, Population of the study, the sample of the study, design of the study, Phases under the Plan and procedure, Tools for Data Collection, Procedure of Data Collection and Data Analysis. The complete detail of the methodology regarding the above aspects has been described as under.

#### **3.2 OBJECTIVE OF THE STUDY**

- ❖ To design drama based lesson for the teaching of Commerce
- ❖ To implement drama based lesson for the teaching of Commerce
- ❖ To find out the effectiveness of drama-based lesson in Commerce

#### **3.3 DESIGN OF THE STUDY**

This follows pre-experimental design, single group, pre-test, post-test design O1 X O2 where O1 represents the pre-test, X implementation of drama-based technique to teach Commerce, and O2 represents the post-test.

#### **3.3 VARIABLE OF THE STUDY**

The variables considered for the proposed study are as follows.

Independent variable: Implementation of drama based lesson

Dependent variable:

1. Achievement of the students of standards XI in the subject of Commerce.
2. The reaction of the students towards the drama-based technique.

#### **3.4 POPULATION**

All the students of Standard 11 (Gujarati Medium) of Vadodara city following the Gujarat Secondary and Higher Secondary Education Board syllabus constitute the population of the study.

### **3.5 SAMPLE OF THE STUDY**

The investigator selected the sample with the help of a purposive sampling technique from 40 GSHEB Gujarati medium schools of Vadodara city. One school was selected, and all XI students constituted the sample, i.e., 32 students.

### **3.6 DELIMITATION OF THE STUDY**

The proposed study will be delimited to students of the 11<sup>th</sup> standard of Gujarati medium schools of Vadodara city following the CBSE syllabus.

### **3.7 PLAN AND PROCEDURE**

#### **Phase.1: administration of the pre-test**

The investigator administered the test on thirty-two students to check their prior knowledge of the chosen topics. The time duration of the test was forty-five minutes and carried twenty-five marks.

#### **Phase. 2: experimentation**

After the completion of the pre-test, the investigator personally taught the drama-based techniques to the students. The investigator gave treatment to the students based on the pre-test score. The treatment provided was planned for five days, i.e., one period per day.

#### **Phase 3: Implementation of post-test and reaction scale**

After Implementation of treatment, the investigator has conducted the parallel achievement test, i.e., post-test.

Later reaction scale was administered to the students of standard XI to know and collect their reaction regarding the technique applied to them in teaching commerce concepts.

#### **Phase. 4: Administration of the study**

The effectiveness of the study was observed in two ways.

- 1 Administration of pre-test and post-test.

- 2 Reaction obtained by the students after the completion of teaching.

### **3.8 DESCRIPTION OF TOOLS**

**Achievement test:** Investigator had prepared pre-test and post-test, keeping in mind the content, importance, and usage. The pre-test and post-test both comprise twenty-five marks. Both tests are parallel to each other. Each of them includes 25 questions, and each carries one mark. The time duration to complete both the test was 45 minutes; the topics included in the test were based on the objectives formulated to enhance the students' achievement in Commerce.

**Reaction scale:** Investigator prepared reaction scale to obtain reactions of students towards drama-based techniques to teach Commerce. The reaction scale is also known as the Likert scale, consists of 15 statements. Ranging from strongly agree, agree, undecided, disagree, strongly disagree was prepared. The time allowed to fill the reaction scale was given 30 minutes.

The concerned subject experts validated all the tools under the following criterion.

- 1 Instruction provided for each question like marks for each question, to solve questions in space provided, etc
- 2 Appropriateness and logical relevancy of test items like duration of the test, whether the question is appropriate according to the content, or whether the questions are rational or not.

### **3.9 DATA COLLECTION**

Data was collected by the investigator personally after seeking permission from the principal of Rameshvar Vidyalaya selected as a sample for the study in the third semester

### **3.10 DATA ANALYSIS**

The collected data obtained from the achievement test was analyzed by employing quantitative analysis techniques by computing the mean and T-test. The data collected from the reaction scale was analyzed through frequency and percentage.

# **CHAPTER 4**

## **DATA ANALYSIS AND INTERPRETATION**

## **CHAPTER 4**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 INTRODUCTION**

The present chapter is devoted to the analysis and interpretation of the findings based on the objective of the present study. As one of the objectives of the present study is to study the effectiveness of drama-based lessons in terms of calculation speed, pre-test, and post-test and an opinionnaire was used to collect data. As mentioned in the previous chapter, data obtained through tools in a step-by-step procedure has been analyzed qualitatively using suitable statistical techniques. The analysis of the data is followed by its interpretation so that a helpful conclusion can be drawn.

#### **4.2 STATISTICAL TECHNIQUE USED FOR DATA ANALYSIS**

<b>OBJECTIVES NO</b>	<b>OBJECTIVE</b>	<b>TOOLS USED FOR DATA COLLECTION</b>	<b>STATISTICAL TECHNIQUE USED FOR DATA ANALYSIS</b>
<b>1</b>	To find out the Effectiveness of Drama- Based Lesson in Commerce	Pre-test Post-test	Mean Medium Mode Standard deviation
<b>2</b>	To find out the reaction scale of the students about the drama based lesson	Reaction scale	Frequency and percentage

#### **4.3 DATA ANALYSIS AND INTERPRETATION OF PRE-TEST AND POST- TEST SCORE OF STUDENTS**

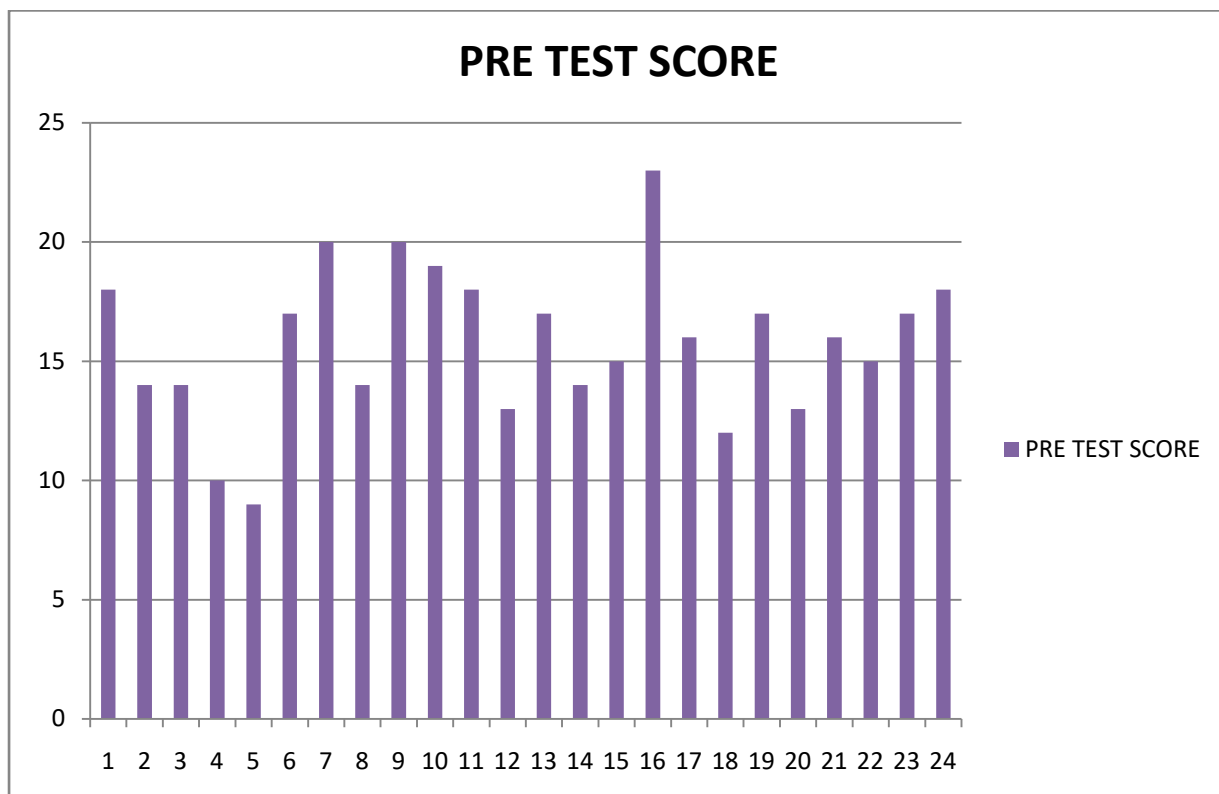
The pre-test and post-test both comprise 25 marks; both tests are parallel to each other. Each of them contains 25 questions, and each carries one mark. The topics included in the test were based on

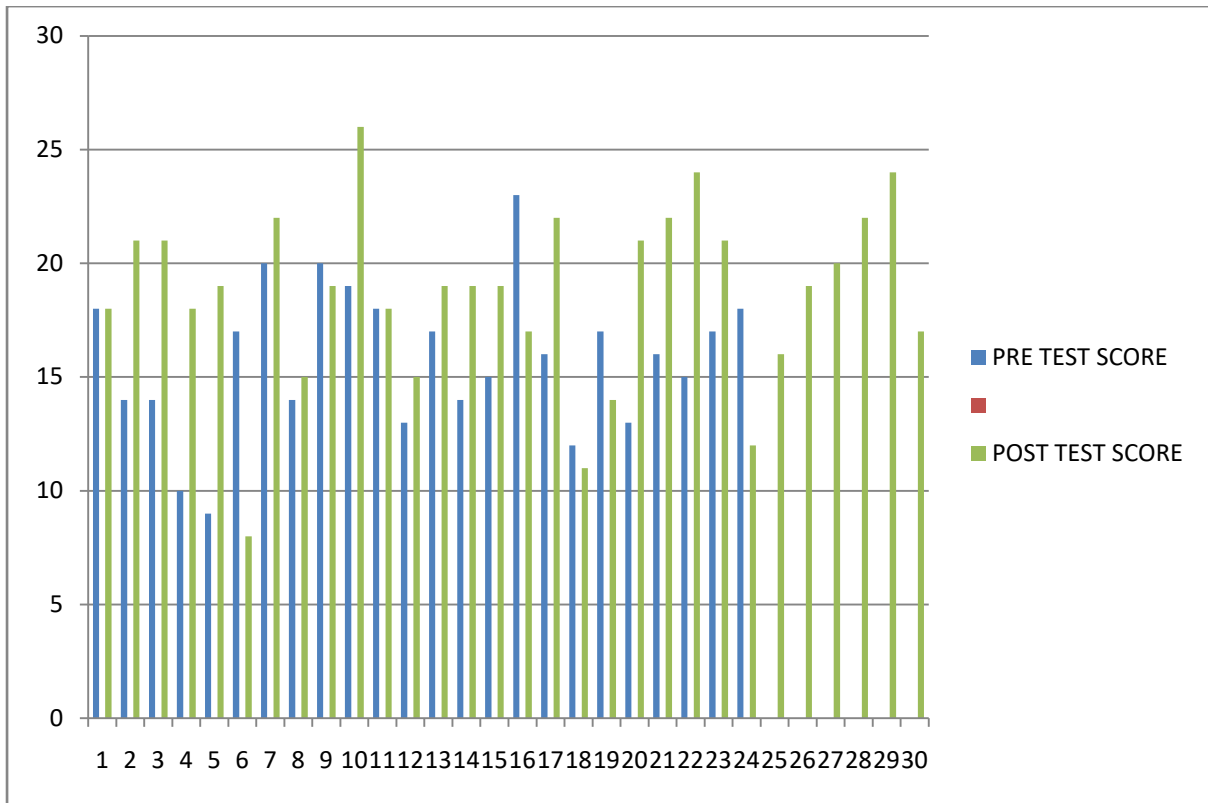
drama-based techniques like role-playing and drama. The data analysis and its interpretation of test pre-test and post-test ranks of the scores attend by the students are given below.

**TABLE 2 SUMMARY OF MEAN, STANDARD DEVIATION, MEAN RANK FOR THE MEAN ACHIEVEMENT SCORE OF PRE-TEST AND POST-TEST**

TEST	N	MEAN	STANDARD DEVIATION	STANDARD ERROR OF MEAN
PRE-TEST	24	15.79	3.24	0.66
POST-TEST	30	18.65	3.98	0.73

From the table no 2 it was found that the mean achievement score of pre test and post test of standard XI students were 15.79 and 18.65 repectively. The standard deviation from the means for the achievement were found to be 3.24 and 3.98 respectively for experimental and control group students with Standard Error of Means of 0.66 and 0.73 for the respective groups.





#### 4.4 DATA ANALYSIS AND INTERPRETATION OF REACTION SCALE

**TABLE NO 4: FREQUENCY AND PERCENTAGE WISE DISTRIBUTION OF OPINION TO ENDED ITEMS:**

SR.NO	QUESTION	STRONG LY AGREE	AGREE	UNDERST ANDING	STRONG LY DISAGR EE	DISAGR EE	INTENSIT Y INDEX
1	નાટક દ્વારા વિષયવસ્તુની રજુઆત વિદ્યાર્થીઓના પ્રશ્નો દૂર કરે છે?	17	12	0	0	1	4.30
2	વિદ્યાર્થીઓને પ્રવૃત્તિ માટે ક્ષણવેલો સમય યોગ્ય હતો?	19	09	1	0	1	4.17



<b>3</b>	નવીન પ્રકારનીરીત અપનાવાથી શિક્ષણને વધારે રસમય બનાવી શકાય છે?	<b>15</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4.40</b>
<b>4</b>	નાટક દ્વારા ભણાવાથી વિદ્યાર્થીઓનું અધ્યયન અસરકારક બને છે?	<b>16</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>4.37</b>
<b>5</b>	રોલ પ્લે દ્વારા આપવામાં આવેલ શિક્ષણ વિષયવસ્તુને સમજવામાં સરળ બનાવે છે?	<b>10</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>4.23</b>
<b>6</b>	વિદ્યાર્થીઓ અન્યસાથે મળીને નવીન રીત શીખવાનો/ પ્રયાસ કરતા થયા?	<b>18</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4.60</b>
<b>7</b>	નાટકની ભાગીદારી દ્વારા વિદ્યાર્થીઓપાઠને લાંબોસમય યાદ રાખી શક છે ?	<b>12</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>4.30</b>
<b>8</b>	રોલ પ્લેદ્વારા ભણવામાં આવેલપાઠને વિદ્યાર્થીઓરસમાં વધારોકર્યો?	<b>12</b>	<b>16</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>4.27</b>

9	શિક્ષકઅને વિદ્યાર્થીઓ જૂથચર્ચાદ્વારા નાટકમાં ભાગીદારી નોંધાવી નેવિષયને સરળ બનાવ્યો?	14	14	1	0	1	4.33
10	નાટકમાં ભાગીદારી દ્વારા વિદ્યાર્થીઓના કોશલ્યો ,કલ્પનાશક્તિઅને વિચારશક્તિમાં પરિવર્તનઆવ્યું?	14	14	1	1	0	4.37
11	વિદ્યાર્થીઓ રોલપ્લેનેટ્રામાં જેવી પ્રવૃત્તિમાં ભાગલ ઈકોમેર્સ વિષયમાં નવીનરીતે અધ્યયનકર્તુ ?	17	12	0	1	0	4.50
12	રોલપ્લેદ્વારા વિદ્યાર્થીઓ એબેક અને વીમાના ખ્યાલની સમજ મેળવી?	17	13	0	0	0	4.57
13	શિક્ષક દ્વારા અપનાવામાં આવેલ પ્રવૃત્તિ રસમયહ તી ?	14	13	0	2	1	4.23
14	નાટક દ્વારા વિદ્યાર્થીઓ ઈકોમેર્સ અમે ભાગીદારીપરેઢી નોઅર્થ સમજ્યા ?	16	12	2	0	0	4.47
15	વિદ્યાર્થીઓ નાટકની ભાગીદારીદ્વારા પોતાના વિચારો અભિવ્યક્ત કરતા	18	10	1	0	1	4.47

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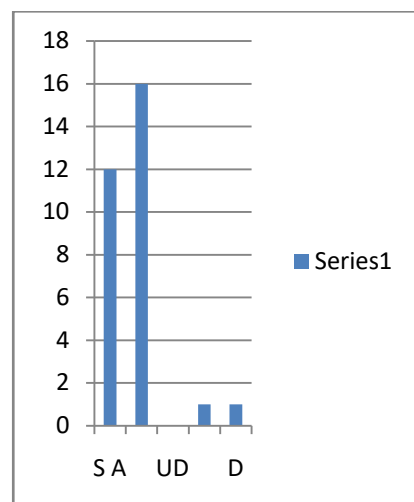
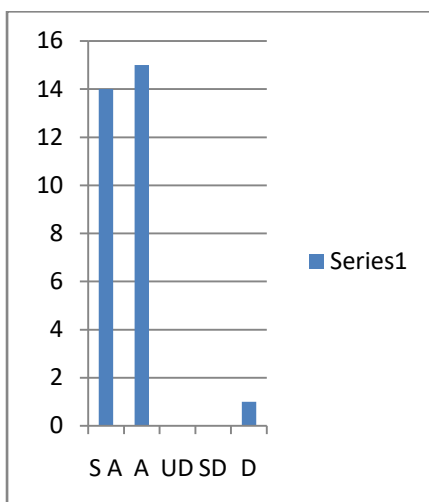
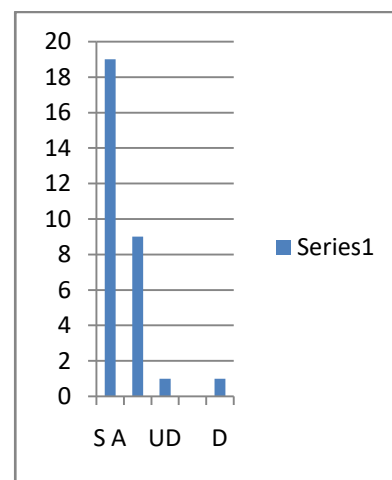
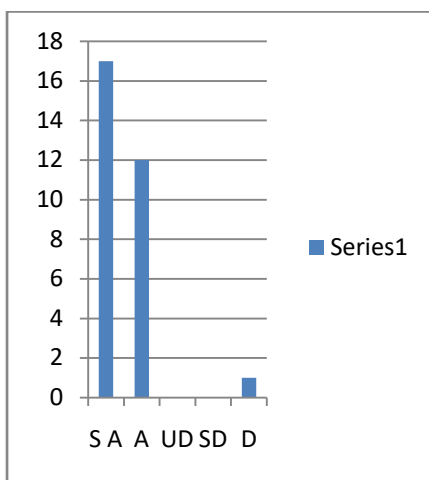
## 4.5 STATMENT WISE DATA INTERPRETATION

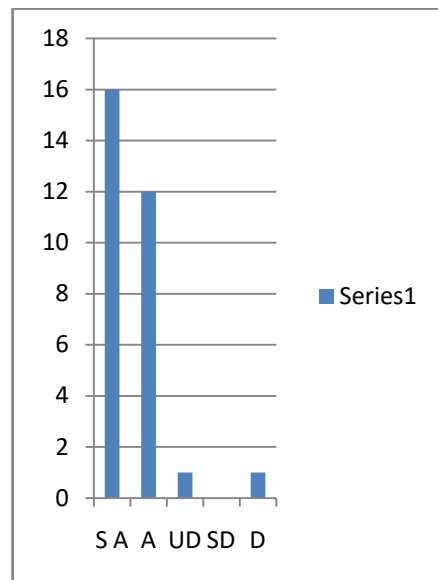
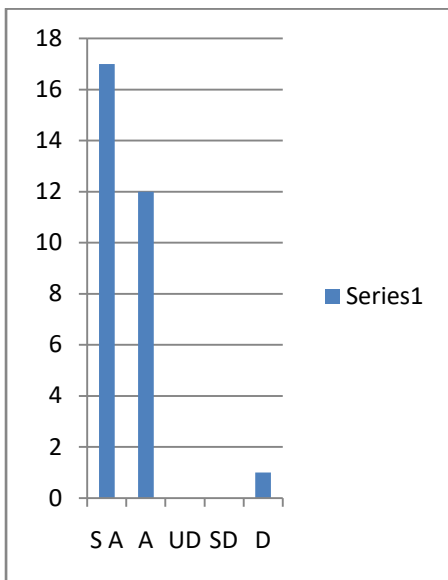
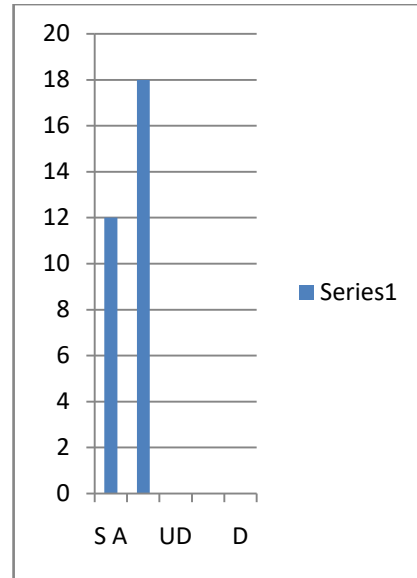
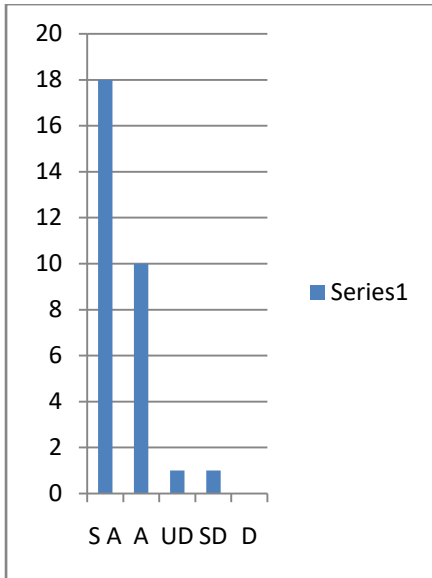
Reading table according to questions given below, it can be observed that,

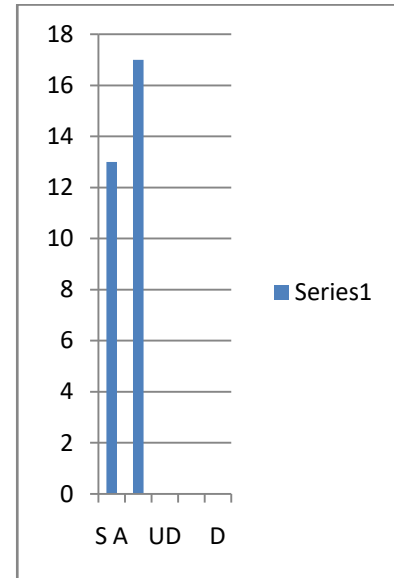
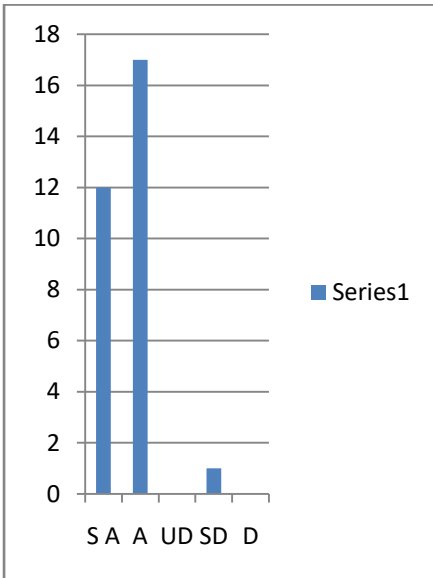
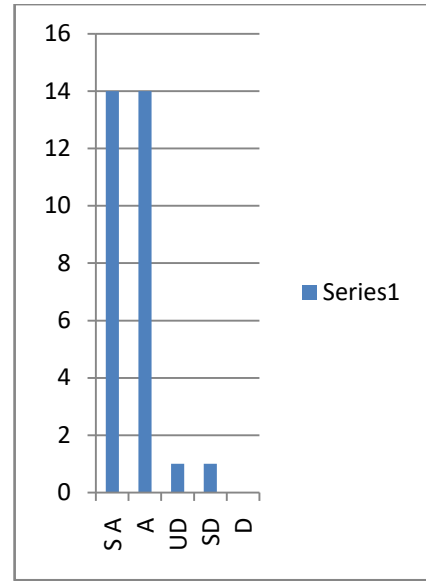
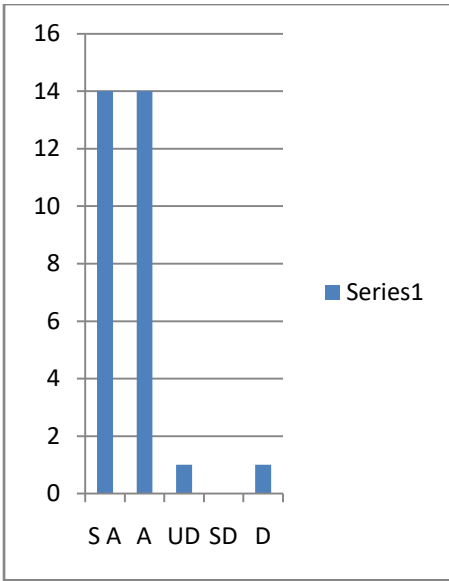
- (1) The students strongly agree that the program helped them understand well and remove their droughts.
- (2) The students strongly agreed that the time duration of the program was appropriate and sufficient.
- (3) The students strongly agree that the program helped them to increase their interest in teaching.
- (4) The students strongly agree that drama through effective learning was possible.
- (5) The students strongly agree that the teacher taught by role play it was easy to understand the content.
- (6) The students agree that the program helped them to know the content deeply.
- (7) The students strongly agree that the program helped them to increase their interest in the content.
- (8) The students agree that the program was together with teachers and students make work effective.
- (9) The students strongly agree that the program helped them to change their creative imagination and thinking.
- (10) The students agree that they started trying to learn innovative ways of learning.
- (11) The students strongly agree that they like to participate activity and group discussions.
- (12) The students strongly agree that students can effectively get the concept of bank and insurance through role play
- (13) The students agree that they could easily understand the meaning of e-commerce and partnership firms by participating in the drama.
- (14) The students strongly agree that the activity adopted by the teacher was compelling and exciting.
- (15) The students strongly agree that the drama helped them to express their ideas.

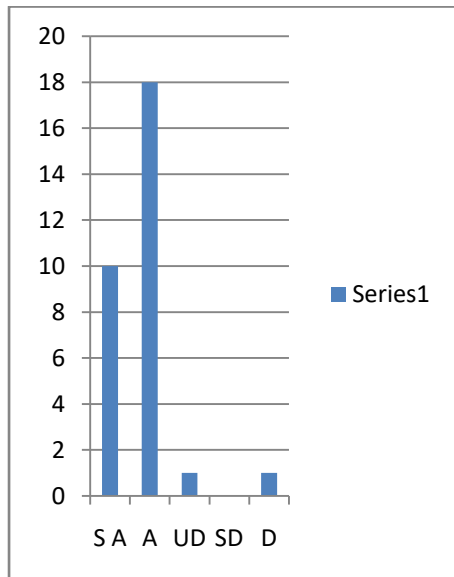
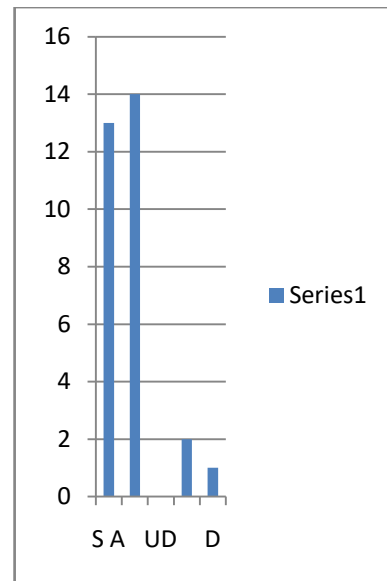
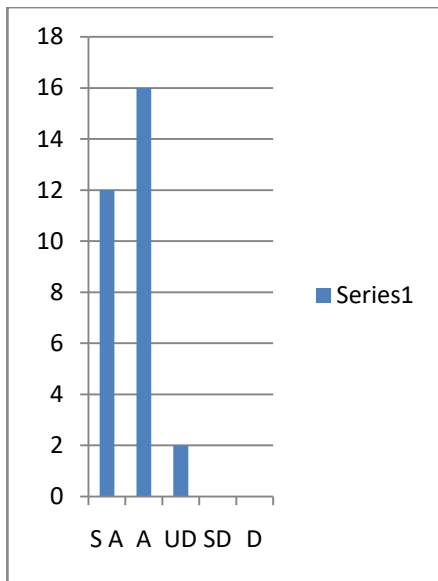
## 4.6 AVERAGE INTENSITY INDEX SCORE

The average intensity score was 4.37. Hence it could be interpreted that all students agree with all the given statements.









# **CHAPTER 5**

## **SUMMARY FINDINGS AND SUGGESTION**



## **CHAPTER 5 SUMMARY FINDINGS AND SUGGESTION**

### **5.0 INTRODUCTION**

The present chapter entitled 'summary' deals with significant findings, conclusions, and suggestions based on the study's findings. In this study, the related to the development and Implementation of drama-based lessons in Commerce in std 11 Gujarati medium schools of GSHEB were focused. Based on the findings of the present study, the investigator had provided the suggestions. These suggestions had been provided based on the limitations of the present study.

### **5.1 MEANING AND NATURE OF COMMERCE**

Business is a dynamic process that brings together technology, natural resources, and human initiative in a constantly changing global environment. To understand the framework in which a business operates, a detailed study of the organization and management of business processes and their interaction with the environment is required. Globalization has changed the way firms transact their business. Information technology is becoming a part of the business a part of business operations in more and more organizations. Computerized systems are fast replacing other systems. E-business and other related concepts are picking up fast, which need to be emphasized in the curriculum.

The course in which affect business. It provides a way of looking at and interacting with the business environment.

It provides a way of looking at and interacting with the business environment. It recognizes and is influenced by social, political, legal, and economic forces. It allows students to appreciate that business is an integral component of social and ethical issues.

To acquire basic knowledge of the business world, a course in Business studies Would be helpful too. It also informs students of various study and work options and bridges the gap between school and work.

All the activities concerned with business come under the study of Commerce. In other words, 'commerce' includes all those activities, which help the producer of the product send his goods in customers' hands through many channels. These channels/ means, which are also included in

Commerce, maybe such transportation, banking, means of communication, insurance, marketing, management, finance, etc., or remove all the barriers of the goods distribution process.

Commerce education is also termed business studies or business education or organization of business and management. According to A Dictionary of Education edited by P.J. Hills (1982), the term Business Studies" covers a wide range of activities in Education and training. It usually means all those activities that educate and train people at all levels who work in organizations that deal in the purchase and sales of goods and services."

According to Good, "Business education is that area of education which develops skill, attitudes, and understanding essential for the successful direction of business relationships and an area of study dealing with principles and practices of teaching business subjects."

## **5.2 AIMS OF TEACHING COMMERCE**

- ❖ To develop an interest in Commerce
- ❖ To develop the abilities to integrate the business with a social system
- ❖ To enable the student to solve the commercial problems
- ❖ To make the child familiarized with the latest information of Commerce
- ❖ To develop thinking and logical reasoning power and decision making power
- ❖ To promote self-understanding and cultivate intellectual attitudes
- ❖ To encourage the child to be a forward looker and prepare for technical professions such as bankers, cashier, accountant, clerk, managers, etc
- ❖ To bring harmonious development in the students
- ❖ To develop vocational skills

## **5.3 OBJECTIVES OF TEACHING COMMERCE AT HIGHER SECONDARY LEVEL**

The Central Board of Secondary Education (CBSE) has listed the following objectives of teaching Commerce (Business studies and Accountancy) at the higher secondary level:

- 1) To develop an interest in the theory and practice in business, trade, and industry.
- 2) To acquaint students with the theoretical foundations and practice of organizing, managing, and handling routine operations of a business firm.

- 3) To teach attitudes and values leading to integrating business with the social system with a positive approach.
- 4) To enable students to apply the principles and functions of management to specific aspects of the business.
- 5) To equip the students with essential fundamental knowledge for setting up, organizing, and handling routine operations of a small-scale factory.
- 6) To provide knowledge to the students about the different forms of business. (like; sole proprietorship, partnership firm, cooperative society, company, Hindu undivided family)
- 7) To familiarize the students with the basic concepts and practices of marketing. (buying and selling of Good with maximum profit)
- 8) To provide knowledge about the characteristics, advantages, and disadvantages of sole proprietorship and united Hindu Family Business.
- 9) To impart knowledge of methods considered helpful in maintaining records of proprietary and partnership firm companies and non-trading organizations.
- 10) To generate and promote awareness of students in modern techniques of maintaining accounting records with the help of computers. i.e., Tally ERP 9
- 11) To enable the students to analyze financial statements and interpret the results for decision-making. i.e., whether the business making a profit or loss
- 12) To equip the students with basic information on modern methods of office operations for effectively carrying out paperwork in a business office. i.e., a paradigm shift from manual accounting to computerized accounting.

#### **5.4. IMPORTANCE OF COMMERCE SUBJECT AT HIGHER SECONDARY LEVEL**

The commerce subject is an essential subject for the students because, through this subject, they get the knowledge about different types of business, about companies, economic and non-economic activities, different types of industries, etc. Students also get knowledge about the management of different enterprises. The expansion of Trade, Commerce, Banking, Financial Institutions and the introduction of various regulations in commercial activities resulted in the emergence of various forms of business enterprises. With the use of information technology, the importance of Commerce education has increased dramatically.

**Gupta R (2009)** has listed the importance of Commerce subject at the higher secondary level.

- i) **Provides knowledge about business factors:** - In the modern business world, competition is very tough, and risks are very high. Before starting any business, various problems and factors associated with the business must be appropriately analyzed. So, commerce subject helps to provide the knowledge about those business factors.
- j) **Develop an understanding of different forms of business organizations:** - Commerce helps develop the understanding of different forms of business organizations like private-sector enterprise, public sector enterprise, and joint sector enterprises.
- k) **Provides knowledge about insurance:** - With the help of this subject, the students get knowledge about different types of insurance, the principle of insurance, and their uses for business enterprise.
- l) **Understanding of communication services:** - The students understand the importance and drawbacks of different modes of communication as postal and telecom postal services fax, internet, e-mail, World Wide Web, voice mail, unified messaging, etc., meaningfully.
- m) **Provides knowledge about emerging modes of business:** - Modern era is the era of globalization, change, and technology. In response to this, business worldwide is changing its organization, way of working, and use of technology. The significant change in business mode is the emergence of e-business, e-commerce, and business processing outsourcing. The students get knowledge about the scope of e-business and the opportunities or benefits of e-business in the present scenario.
- n) **Development of business ethics:** Business ethics refers to the set of moral values or standards, or norms that govern a businessman's activities. Ethics define what is right and what is wrong. The students understand that the objective of business is to earn profit and adopt business ethics.
- o) **Provides knowledge about the sources of business finance:** - Adequate funds (finance) are essential to start any business or run an enterprise. In short, one can say that finance is the lifeblood of a business. The student gets the knowledge from which sources they can arrange the finance to start a business.

**Prepare students to choose their occupation in the future:** - Commerce helps the students to choose the proper occupations (like a businessman, manager, accountant, work with any insurance companies, work with any communication services, etc.) in the future.

## 5.5 CONCEPT OF DRAMA BASED IESSON

Drama based lesson allows students to improvise and construct meaning of a word, a concept, an idea, an experience or an event by utilization of theatre techniques and game process drama

based activities create an environment in which students construct their knowledge through their experiences rather than imitating what has been taught. Drama based lesson is an exploratory and experiential approach to learning. San (1996) defined it as an instructional method for allowing students to improvise and construct the meaning of a word, a concept, an idea, an experience, or an event by utilization of theatre techniques and play processes. In this method, students construct their knowledge utilizing their experiences rather than imitating what has been taught in the environment created (Balton, 1986). Students are learning by doing, and they actively build their interpretations of the world. In this method, the role of the teacher is the facilitator of students' exploration, development, expression, and communication of ideas, concepts, and feelings rather than the direct information giver. Teachers can also control and guide activities, challenges and extent thought by talking role just as students.

### **5.6 Merits of Drama Based Lesson**

According to Dhand (1995)

- ❖ Promotes child-centered activities with fun.
- ❖ Help individualized.
- ❖ Encourages independence in learning.
- ❖ Involves flexibility.
- ❖ Provide a wide variety of manipulative open-ended and creative activities.
- ❖ Motivate the student's experience and active participation in the exploration of their environment.
- ❖ It makes students advanced at their rate that is attend with their ability, interest, and motivation
- ❖ Encourage self-reliance and the development of the initiative in all atmospheres of trust.
- ❖ Encourage children to follow many of their interests and desires to learn.

### **5.7 Demerits of Drama Based Lesson**

- ❖ It is time-consuming.
- ❖ It may lead to misunderstanding the concept if it is not prepared and perform properly.
- ❖ It is challenging to perform when the student-teacher ratio is high

## **5.8 The Importance of Drama based lesson in Education**

Drama is the most significant mode of learning and is an important activity for learning. It is a way of helping children to think about their individual or particular problems. Children can learn to explore issues, events, and connections, using drama. In drama, children draw on their knowledge and experience of the natural world to create a make-believe world. Thus, drama is one of the few areas of the curriculum built on dreams and voice. Drama is an essential form of communication. Drama provides children with an opportunity to work together co-operatively. As a result, it gives children the chance to express themselves more effectively in everyday situations. This activity has educational value.

Another advantage is that drama is the opportunity to enter another world and explore various situations. It offers to escape from our everyday selves and to put on a role. It is easier to speak as somebody else. It is like hiding behind the mask. It gives a person freedom to express his/her feelings and without any anxiety.

Education is the process of helping people to find essential meaning in life. It involves both teaching and learning. Drama-in-Education, also known as creative drama, is an improvisational, non-exhibition, process centered form of drama. A leader guides participants to imagine, enact and reflect upon human experience.

Drama can help learners in the curriculum. Education and drama are similar as they are closely linked in the learning process, and they deal with children. Traditional Education is curriculum-centered. However, the new movement in Education, which has introduced child-centered Education, is combined with children's play. Child-centered Education is close to children's play rather than subject-centered Education.

Moreover, drama is seen as the "play way" to Education. Both imagination and play are inherent parts of practical Education. Thus drama is a vital part of Education in schools since drama is a natural means of learning and can be used effectively in teaching and learning.

## **5.9 Drama Activities in Education**

Via (1987) defines dramatic activities or techniques as "strategies to achieve either drama or theatre. "Maley and Dull" (1978) are activities that allow the student to use his personality in creating the material on which class is to be based. These activities draw on the natural ability of every person to imitate, mimic and express himself through gesture. They draw too on his

imagination and memory. They are dramatic because they arouse our interest, which they do by drawing on the unpredictable power generated when one person is brought together with others. Each student brings a different life, a different background into the class. We can provide a lot of good practice, and there may also be a freeing from the constraints of culture and expected behavior, which can be personally and linguistically very liberating" Scrivener (1994) gives the following list of several drama activities.

**Role-play** - Role plays enable students to step outside themselves and accept and change into different characters. Students either improvise or create their characters, or they are given role cards. It has a stimulating effect in either case, and students feel freer to engage themselves in learning.

**Simulation** - In the initial stages of their learning, students become acquainted with various roles starting from the simpler ones, usually those they are used to from everyday life, i.e., a mother, a father, a shop assistant, a customer, a tourist, etc. before they take up more complex ones, i.e., a consultation, problem-solving, plays, etc.

**Drama games** - Wessel's (1987) points out that drama games should "involve action, exercise the imagination, involve both learning and acquisition and permit the expression of emotion." All the elements mentioned help students become actively engaged in learning and experience the dynamics of the learning experience. There are many games with various functions, i.e., ice-breakers, warm-ups, fillers, etc.

**Guided improvisation** - This kind of practice requires the teacher to guide students through the initial stage of an activity. When students join in and become part of the evolving activity, they use their imagination and improvisation, then the teacher steps out and becomes more like an observer who helps if there is a need. This help might be in the form of suggestions or even joining back in the story if the students' progress is slow or finding the work too difficult. The following are examples of activities for guided improvisation: a scene of a crime, a company meeting, a summer camp at night, etc.

**Acting play scripts** - According to Cockett and Fox(1999), "it is important to remember that a script is not a drama so much as a proposal for drama" Script becomes a starting point that provides perfect space for each individual to utilize his or her talents and bring personal aspects into the learning experience. Students are presented with the Script by the teacher or even prepare their own. All the stages of preparation, practice, performance, or even the afterward analyses

and evaluation can be very effective tools in learning and reinforcing the use of a foreign language.

**Prepared improvised Drama** - Students themselves work and perform a story, a situation, or many situations. They can also work within the given framework that is set by the teacher. It is students who are in charge of their work. The aspect of ownership provides further motivation to succeed in the activity. The whole class can be involved in a more complex drama, although it might be more beneficial to have the students work in smaller groups for practical reasons and affectivity.

Business studies will prepare students to analyze, manage, evaluate and respond to changes.

## **5.10 STATEMENT OF THE PROBLEM**

Development and Implementation of drama-based Lesson in Commerce in Std 11 at Vadodara

## **5.11 OBJECTIVES OF THE STUDY**

- ❖ To design drama based lesson for the teaching of Commerce
- ❖ To implement drama based lesson for the teaching of Commerce
- ❖ To find out the effectiveness of drama-based lesson in Commerce

## **5.13 DELIMITATION OF THE STUDY**

The present study will be delimited to students of the 11<sup>th</sup> standard of Gujarati medium schools of Vadodara city following the CBSE syllabus.

## **5.14 METHODOLOGY OF THE STUDY**

Pre experimental was used in the present study. The following process of the experimental method was used in the present study.

## **5.15 POPULATION OF THE STUDY**

All the students of Standard 11 (Gujarati Medium) of Vadodara city following the Gujarat Secondary and Higher Secondary Education Board syllabus constitute the population of the study.

## **5.16 SAMPLE OF THE STUDY**

The investigator selected the sample with the help of a purposive sampling technique from 40 GSHEB Gujarati medium schools of Vadodara city. One school was selected, and all XI students constituted the sample, i.e., 32 students.



## 5.17 TOOLS FOR DATA COLLECTION

**Achievement test:** Investigator had prepared pre-test and post-test, keeping in mind the content, importance, and usage. The pre-test and post-test both comprise twenty-five marks. Both tests are parallel to each other. Each of them comprises 25 questions, and each carries one mark. The time duration to complete both the test was 45 minutes; the topics included in the test were based on the objectives formulated to enhance the students' achievement in Commerce.

**Reaction scale:** Investigator prepared reaction scale to obtain reactions of students towards drama-based techniques to teach Commerce. The reaction scale is also known as the Likert scale, consists of 15 statements. Ranging from strongly agree, agree, undecided, disagree, strongly disagree was prepared. The time allowed to fill the reaction scale was given 30 minutes.

The concerned subject experts validated all the tools under the following criterion.

- 1 Instruction provided for each question like marks for each question, to solve questions in space provided, etc
- 2 Appropriateness and logical relevancy of test items like duration of the test, whether the question is appropriate according to the content, or whether the questions are logical or not.

## 5.18 ANALYSIS OF THE DATA

The collected data obtained from the achievement test was analyzed by employing quantitative analysis techniques by computing the mean and T-test. The data collected from the reaction scale was analyzed through frequency and percentage.

## 5.19 MAJOR FINDINGS OF THE STUDY

(1) The study's first objective was to develop drama-based lessons for 11 standard students in the organization of Commerce and Management (O.C.M) subject. For this subject, the investigator developed different activities for teaching the organization of Commerce and management subject to the 11 standard Gujarati medium students. These activities helped the students quickly understanding the content.

(2) It also provided an opportunity to the students to enhance their knowledge, work with a group as well as it helps in self-learning also. The developed activities motivate the students to

learn O.C.M. subjects by doing drama activities. Students also express their hidden talents by participating in one and all activities.

(3) The development and implemented a drama-based lesson program for teaching Organization of Commerce and Management subjects was more effective than the traditional method of teaching O.C.M.

(4) This study on different drama-based techniques helped the students know the different kinds of trading in real-life situations. Whereas drama improved the communication and their performance skills and students express their hidden talents through drama. These activities had also provided group learning as well as self-learning.

(5) If we want to improve the present education scenario, such activities were essential. Students learn content interestingly, and they also expose themselves by participating in different activities.

(6) The post-test score of the Implementation of drama-based lessons was significantly higher than the pre-test scores, stating that the design helped the students develop their knowledge of standard 11.

(7) Student's reaction about implemented drama-based lessons in Commerce was that they would like to learn another subject with this teaching-learning method. The reactions of the students toward drama-based teaching were positive.

(8) The students agreed that the program was helpful to them and that such programs should be held in the schools regularly.

## **5.20 DISCUSSION**

Based on this study, it is clear that many types of problems were encountered during the teaching of Commerce in school. Through the above findings of the study, it is clear that the students-teachers were facing a problem at the beginning: how to make a lesson plan and how it can implement it. They are not clear about the first step of the teaching, which is essential for higher secondary students. Throughout their life, primary Education must and the development of specific skills required in day-to-day life. These all are to reform and refreshing the school education, and more inputs provide to the students. For those students centered teaching and

learning process required. Through which teachers can create an interactive and participative classroom environment. This can provide an essential stage for the students to enhance their skills, and it is one kind of gamification of learning. They could not use proper methods of teaching commerce and also not available proper trainees teachers.

Moreover, teachers did not get adequate support in the form of resources, reference material, and expert teachers which could also help them better teach Commerce and other subjects. Apart from that, the students were facing problems because the prior knowledge of teaching was not explicit. These topics have not been understood by themselves then how they could teach the students is question mark!

The classroom teaching can be upgraded using a blackboard, teaching aids in charts and audio-visual aids, and creative activity. Commerce students teachers are required to do self-study for improvement of knowledge and also enhance creative abilities. So in this way, the investigator has improved the program of the drama-based lesson.

Here, the development of the program, its impact, and quality mention here. Throughout Implementation of drama-based lesson for Commerce teaching to the students of standard XI. Investigator feels and observed that the drama-based lesson for teaching commerce was more effective than the traditional methods for commerce teaching. Thus this program helps to improve the academic achievement of the students.

## **5.21 IMPLICATION OF THE PRESENT STUDY**

The following are the Implementation drawn out from the findings of the present study.

1. This drama-based lesson makes students centered classroom climate. This can create an interactive and innovative environment for learning.
2. It can also be possible for commerce teaching in other standards as well as other subjects at a different level it can help to change the educational scenario in a positive direction
3. This study leads to using different teaching methods in the classroom, which can provide innovative and effective impact on learners and teachers.
4. This type of program helps to provide an opportunity for a collaborative and cooperative environment for learning.
5. The present study helps to enhance the potential abilities.

## **5.22 SUGGESTION FOR FUTURE STUDIES**

The present study was limited to Gujarati medium 11 std in Vadodara. The investigator would like to suggest some more areas and issues for further studies, which are given as follows:

- 1) A study can be conducted using a similar program for the regional medium school.
- 2) A program could be developed to enhance other language skills like listening, speaking, and writing skills.
- 3) The study could be conducted with a little more significant sample, taking in a stratified manner.
- 4) The research can be carried out for integrating drama-based teaching in different subjects.
- 5) The effect of these activities on the teaching-learning process can be studied by implementing them on the students of standard XI

## **5.23 CONCLUSION**

The present study was undertaken to assist the students of standard XI in developing their skills. The drama-based lesson through teaching-learning developed by the investigator is very beneficial for the students to learn any content by doing activities. Students learn the content interestingly, and their boredom was overcome. The teacher can make their teaching-learning process interestingly by implementing these activities in the classroom setting. It has been suggested by various commissions and committees and even N.C.F. to use a constructivist approach to teaching, and these activities will help students to construct knowledge on their own.

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# APPENDIX



**Department of Education**  
Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat  
Contact Info. (0265-2792631)  
Email ID- [dean-edu@msubaroda.ac.in](mailto:dean-edu@msubaroda.ac.in)

15<sup>th</sup> March, 2020

To,  
**Mr. D. D. Vadukar,**  
Principal,  
Rameshwar Vidyalaya,  
Gotri Road, Vadodara

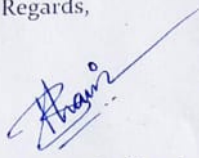
**Subject-** To Permit the Experiment for Research Work of M.Ed. Programme

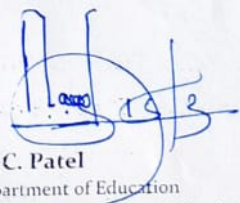
Sir,

Ms. Bindiya Gajjar is a student of M.Ed. Programme (Sem-IV), Batch 2019-2021. Research work is the part of her M.Ed. curriculum. Her research work is on "Development and Implementation of Drama-based Lessons in Commerce in Std. II at Vadodara" She has designed a programme based on the above-mentioned title and would like to apply and check its effectiveness at your premises. Kindly permit her to conduct her experiment.

Thank YOU!

Regards,

  
**Dr Bhavin Chauhan**  
Guide

  
**Prof. R. C. Patel**  
Head, Department of Education  
Dean, Faculty of Education and Psychology  
The Maharaja Sayajirao University of Baroda,  
Vadodara

**Dean**  
**Faculty of Education & Psychology**  
The Maharaja Sayajirao University of Baroda,  
Vadodara.



રામેશ્વર કેળવણી મંડળ સંચાલિત

# રામેશ્વર વિદ્યાલય

## RAMESHWAR VIDHYALAYA

(પ્રાથમિક, માધ્યમિક, ઉચ્ચતર માધ્યમિક)

S.S.C. INDEX No. : 65.352

H.S.C. INDEX No. : 15.157

કર્મજ્યોત - નવનાથ સોસાયટી પાસે, જી.ઈ.બી. સબ સ્ટેશન પાછળ, ગોત્રી રોડ, વડોદરા - ૩૯૦૦૨૧.

Near Karmajyot - Navnath Society, B/h. G.E.B. Sub Station, Gotri Road, Vadodara - 390021. Ph. : 2338223

### CERTIFICATION

I hereby certify that Miss.BINDIYA.BHARATBHAI. GAJJAR. Has conducted her experiment on the topic "Development and in Implementation of Drama based Lesson in Commerce std.XI at Vadodara" from 15/03/2021 to 19/03/2021. She has put good effective efforts and her effect were Quite appreciating. Our students have learned a lot of new and important things regarding drama based technique.

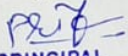
I really thank him for making my school a part of her experiment. I would like to continue her programme in my school for my students future also.

Good luck for your bright future

Regards,

Rameshwar vidhyalaya

Gotri road, vadodara

For:   
PRINCIPAL  
RAMESHWAR VIDHYALAYA  
GOTRI ROAD, VADODARA-21

Name of the Student:-			Pre test
School Name:-			
Roll No:-	Std:-	Div:-	
Subject:-		Date:-	
MARKS:-			

- (1) વીમાનો કરાર એ કયા સ્વરૂપ માં બોલા મળે છે?
- (A) લેખિત (C) કીચદામાન્ય  
(B) મૌખિક (D) વ્યવસ્થા મુજબ
- (2) વીમા કરાર કેરના પક્ષકાર વચ્ચે થાય છે?
- (A) બે (C) સાંત  
(B) પાંચ (D) ચાર
- (3) કયો સિદ્ધાંત વીમા કરારના સિદ્ધાંતો અનુસરતો નથી?
- (A) નુકશાન વળતરનો સિદ્ધાંત (C) નફાનો સિદ્ધાંત  
(B) સંપૂર્ણ ભરોસાનો સિદ્ધાંત (D) હુક બદલાનો સિદ્ધાંત
- (4) વીમા કરાર નુ ફાઈ કયા સિદ્ધાંત સાથે મેડાયેલું છે?
- (A) નુકશાન વળતરનો સિદ્ધાંત (C) સંપૂર્ણ ભરોસાનો સિદ્ધાંત  
(B) વીમા યોગ્ય રિતનો સિદ્ધાંત (D) હુક બદલાનો સિદ્ધાંત
- (5) વીમાં કંપની જ્યારે વળતર ચુકવે તો તેવા સંબંધોમાં નારા પામીલ વસ્તુ નો હુકદાર કોણ બને છે?
- (A) ઓફિસ (C) માલિક  
(B) દલાલ (D) વીમા કંપની



(6) વીમો લેનાર વ્યક્તિ એ મૃત્યુ પામી તો વીમા કંપની તમામ રકમ પારસદારને ચુકવેછો તે કયા વીમાનો પ્રકાર છે

(A) જીવનગત વીમો

(C) કુવાર્ડ વીમો

(B) આગનો વીમો

(D) સામાન્ય વીમો

(7) વીમો કંપની કયા કારણસર પૌલીસીની રકમ ચુકવવા મારું બંધાયેલી નથી

(A) શોકાસપદ મૃત્યુ

(C) આગમા ગુકશાન

(B) અકસ્માત મૃત્યુ

(D) દરિયાઈ ગુકશાન

(8) માગવામાં આવે ચોરસે નિર્ધારિત મુદ્દાના અંતે પણ કરવાની શરતો દિરાણ એકત્રીત કરતી સંસ્થા

(A) વીમો

(C) બેન્ક

(B) પોસ્ટ

(D) NCF

(9) વિશ્વની સૌ પ્રથમ બેન્ક ની શરૂઆત કયા પર્ષે થી

(A) 1600

(C) 1700

(B) 1800

(D) 1900

(10) ગ્રાહકને ટ્રાંકાગાળા મારે જમા રકમ કયા વધારે રકમ ઉપાડવાની સંવત્સરને શુ કરવાય

(A) RTGS

(C) ડિમાન્ડ ડ્રાફ્ટ

(B) NEFT

(D) ચેક ડ્રાફ્ટ

(11) બેન્ક ના મુખ્ય કાર્ય કેરતા છે

(A) પાંચ

(B) ચાર

(C) ત્રણ

(D) ત્રણ

(12) બેન્ક નીચેનામાંથી શોના દ્વારા દિરાણ આપે છે

(A) લોન દ્વારા

(C) ક્રેડિટ દ્વારા

(B) ચેક ડ્રાફ્ટ દ્વારા

(D) તમામ

13) બેંક શેમાળી નફો મેળવી છે

(A) લોન દ્વારા

(B) પોસ્ટ એક્સિસ સેવા દ્વારા

(C) વ્યાજના દરમાં તફાવત

(D) એકે પણ નહિ

14) ઈ કોમર્સ ના કાર્યક્ષેત્રના કેરલા પ્રકાર છે

(A) ચાર

(B) બે

(C) એક

(D) ત્રણ

15) ઇલેક્ટ્રોનિક માધ્યમ અને ઉપકરણો ના ઉપયોગ દ્વારા કરવામાં આવતો વંપાર

(A) Net Banking

(B) Out Sourcing

(C) E-commerce

(D) Cash on debit

16) ઈ કોમર્સ માં કઈ વંપારની પ્રક્રિયા મેવા મળે છે

(A) ખરીદ - વેચાણ

(B) માલની ડિલિવરી

(C) નાણાની ચુકવણી

(D) તમામ

17) BPO નું પૂરું નામ જણાવો

(A) Business

(B) Business

(C) Business

(D) Business

Practice

process

Payment

Practical

Out Sourcing

Out Sourcing

online

Online

18) BPO ના કાર્યક્ષેત્રના કેરલા પ્રકાર છે

(A) ચાર

(B) પાંચ

(C) માત્ર

(D) બે

19) KPO નું પૂરું નામ જણાવો

(A) Knowledge

(B) Knowledge

(C) Knowledge

(D) Know

Process

Practical

Performance

People

Out Sourcing

Online

Out Sourcing

online



૧૨૦) લાગીદારી કાયદા અનુસાર પેઢીની નોંધણી કરાવવી ☐ (દ)

(A) ફરજિયાત છે

(C) દિવાલ નથી

(B) ફરજિયાત નથી

(D) પેઢીના રિતમાં નથી

૨૧) લાગીદારી લાગીદારી કાયદો કયારે અસ્તિત્વમાં આવ્યો ☐

(A) ૧૯૩૨

(C) ૨૦૧૩

(B) ૧૯૫૬

(D) ૨૦૨૦

૨૨) લાગીદારી પેઢીમાં આંશિકતા આંશિકતા કુંદલા સત્યો હોય છે ☐

(A) પાંચ

(C) બે

(B) ત્રણ

(D) સપ્ત

૨૩) લાગીદારી પેઢીમાં હાલ વધુમાં વધુ કેટલા લાગીદાર હોય ☐

(A) ૨૦

(C) ૧૫

(B) ૩૦

(D) ૫૦

૨૪) નીચેના માંથી લાગીદારી પેઢીના કાયદો જણાવો ☐

(A) ધોગ્ય નિર્ણય

(B) અમર્યાદિત જવાબદારી

(C) ટ્રેડ આયુક્ત

(D) તમામ

૨૫) જે લાગીદાર લાગીદાર કરાર દ્વારા પેઢીના લાગીદાર બને અને આને નક્કી નુકશાન લોગવો સંચાલનમાં લાગ ના લેવા તેવા લાગીદાર ☐

(A) અક્રિય લાગીદાર

(B) નામની લાગીદાર

(C) નિષ્ક્રિય લાગીદાર

(D) નક્કીનો લાગીદાર

Name of Student :- Prayapati Deepika B

Post  
test

School Name :- Lotus

Roll No :- 33

Std :- 11<sup>th</sup> Div :-

Subject :- B.A

Date :-

Mark:-

24

- (1) વીમા નો કરાર એ મુખ્યત્વે કયા સ્વરૂપમાં હોવો જરૂરી છે [A]  
(A) લેખિત (C) મૌખિક  
(B) દ્વારા દ્વારા અનુસાર (D) કાયદાકીય અનુસાર
- (2) વીમા માં કેટલા પક્ષકાર હોવા જરૂરી છે જેના દ્વારા વીમા કરાર અસિતત્વમાં આવે [C]  
(A) પાંચ (C) બે  
(B) ચાર (D) સત
- (3) વીમા કરાર માં કયો સિદ્ધાંત હોવો જરૂરી નથી [A]  
(A) નફાનો સિદ્ધાંત (C) વીમા યોગ્ય રિતનો સિદ્ધાંત  
(B) સંપૂર્ણ લસોસાનો સિદ્ધાંત (D) નુકશાની વલતરનો સિદ્ધાંત
- (4) નીચે આપેલ વિકલ્પોમાં કયા સિદ્ધાંત સાથે વીમા કરારનું હાર્દ મેડાયેલું છે [C]  
(A) સંપૂર્ણ લસોસાનો સિદ્ધાંત (C) નુકશાની વલતરનો સિદ્ધાંત  
(B) હુક બદલાનો સિદ્ધાંત (D) વીમા યોગ્ય રિતનો સિદ્ધાંત
- (5) વીમા કરાર અનુસાર પક્ષકારને વીમાના અર્થેના બદલામાં મળતા વલતર બાદ નારા પામેલા વસ્તુનો હુકદાર કોણ બને છે [A]  
(A) કેપની (C) વીમા એજન્ટ  
(B) દલાલ (D) ગ્રાહક



(6) વીમા ઉતરાવનાર લાકિત એ મુલ્ય પામી તો વીમાની રકમ વા  
ચુકવવામાં આવે છે આ કયા પ્રકારના વીમા માં જોવા  
મળે છે A

(A) મુંદગી નો વીમો

(B) હુવાઈ વીમો

(C) સામાન્ય વીમો

(D) આગનો વીમો

(7) એવા કયા પ્રકારના સંમોગોમાં વીમા કંપની વીમા ઉતરાવનારને  
પોલીસી ની રકમ ચુકવવા મારે હુકમ નથી A

(A) સોજામ્પદ મુલ્ય

(B) આગમાં ગુજરાત

(C) અકસ્માત માં મુલ્ય

(D) અન્ય કોઈ કારણથી

(8) બેંક દ્વારા ગ્રાહક ને જરૂરીયાત ના સમયે ટૂંકાગાળા મારે જમા  
રકમ કરાવવા મારે રકમ ઉપાડવાની સવલત ને શું કહેવાય C

(A) RTGS

(B) NEFT

(C) ઓવરડ્રાફ્ટ

(D) ટ્રાવેલસ ચેક

(9) કયા ખાતા દારકોને બેંક દ્વારા ગ્રાહક ને ઓવરડ્રાફ્ટની  
સુવિધા આપવામાં આવે છે A

(A) સેવિંગ ખાતું

(B) બચત ખાતું

(C) ઓછી મુદત નું ખાતું

(D) રિઝર્વિંગ ખાતું

(10) નીચે આપેલા વિકલ્પોમાં બેંક કોના દ્વારા દિશાન આવે છે D

(A) લોન દ્વારા

(B) ઓવરડ્રાફ્ટ દ્વારા

(C) ક્રેડિટ કાર્ડ દ્વારા

(D) તમામ

(11) નિર્ધારિત મુદત ના અંતે અંતે માગવામાં આવે ત્યારે પણ કરવાની  
શરતો દિશાન એકલીત કરવામાં આવે તેવી સંસ્થાને  
શું કહેવામાં આવે છે A

(A) બેંક

(B) વીમો

(C) પોસ્ટ

(D) કિર્યાન વિકાસ પત્ર

બેંકના વિષયમાં પ્રથમ શરૂઆત કયા ક્રમમાં આવી હતી

(A) મુંબઈ

(B) શામલ

(C) મપાન

(D) ઈટલી

A

(B) નીચેના વિકલ્પો પૈકી બેંકનું મુખ્ય કાર્ય કયું છે

(A) પાપણો સ્વીકારવી

(B) દિરાગ આપવી

(C) શાખાઓ ખોલવા

(D) તમામ

D

(A) બેંક સામાન્ય રીતે નફો શોધીને મળે છે

(A) પ્રીમિયમ સેવિસ મેળવે

(B) લોન દ્વારા

(C) લેણકના દરમાં તફાવત દ્વારા

(D) સેવિસ પાલ નહિ

C

(D) લાગીદારી પેઢીની નીચાળી લાગીદારીના કયા કાયદા અનુસાર હોવી અર્થમાં

(A) ફરજિયાત છે

(B) હિતાવર નથી

(C) ફરજિયાત નથી

(D) પેઢીના હિતમાં નથી

A

(E) હાલમાં નવા 2014 ના કાયદા અનુસાર લાગીદારી પેઢીમાં કેટલા લાગીદાર હોવા અર્થમાં

(A) 50

(B) 30

(C) 20

(D) 15

A

(F) જ્યારે લાગીદારી પેઢીમાં પ્રતિબદ્ધ વ્યક્તિના નામનો ઉપયોગ કરીને લાગીદારી શરૂ કરવામાં આવે તો લાગીદારને શું કરવામાં આવે છે

(A) સક્રિય લાગીદાર

(B) નિષ્ક્રિય લાગીદાર

(C) નામનો લાગીદાર

(D) નફાનો લાગીદાર

C

(G) ભારતીય લાગીદારી કાયદો કયા સમયમાં અમલમાં આવ્યો

(A) 1932

(B) 1956

(C) 2020

(D) 2013

A



19) નીચેનામાંથી કયા વિજ્ઞાન લાગીદાર નાં કાયદો જાણે છે? D

(A) યોગ્ય વિજ્ઞાન

(C) રૂઢિ આચાર્ય

(B) અનુભવિત જ્ઞાનદાર

(D) તમામ

20) જે લાગીદાર લાગીદારી કરાર દ્વારા પેહોનો લાગીદાર બને અને અર્થ સંચાલનમાં લાગના લેતા નફા શુકરાનમાં લાગતો તેવા લાગીદારને શું કહેવાય? B

(A) નામનો લાગીદાર

(C) નફાનો લાગીદાર

(B) સક્રિય લાગીદાર

(D) નિષ્ક્રિય લાગીદાર

21) દેશાકીય બહિર્સ્થાન ના પ્રક્રિયાને કહેતા લાગે છે? B

(A) બે

(C) પાંચ

(B) ત્રણ

(D) સપ્ત

22) ઈ કોમર્સ દ્વારા પ્રતી વેપારમાં કઈ પ્રક્રિયા મેંવા મળે છે? D

(A) ખસેડ વેચાણ

(C) માલની કિલવર

(B) નાણાની ચુકવણી

(D) તમામ

23) દેશાકીય બહિર્સ્થાન (BPO) નું નામ શું છે? B

(A) Business

Payment

Online

(B) Business

Process

out sourcing

(C) Business

Product

online

(D) Business

Process

online

24) પરંપરાગત વેપારની પદ્ધતિમાં નવીન રેકેન્ડીંગ થી કયામાં આવતા વેપારને શું કહેવાય છે? A

(A) E commerce

(C) out sourcing

(B) Net Banking

(D) cash or Debit

25) જ્ઞાન પ્રક્રિયા બહિર્સ્થાન (KPO) નું નામ શું છે? A

(A) Knowledge

Process

out sourcing

(B) Know

your

online

(C) Knowledge

Payment

online

(D) Know

Practice

out sourcing

## Reaction Scale

Dear Students,

You have been exposed to Drama based lesson programme. Your view on the teaching programme will be appreciated. Various statements are listed below with the rating scale. Please read each sentence carefully. Express your views/opinion by putting tick mark (✓) against the term you feel is appropriate.

Name:- Sonal Mistry

Roll No:-

ક્રમ	વિગત	સંપૂર્ણ અસંમત	અસંમત	અભિન	સહમત	સંપૂર્ણ સહમત	Intensity Index
1	નાટક દ્વારા વિષય વસ્તુની રચનાત્મક વિદ્યાર્થીના સ્તરનાં દરેક કોઈ છે.					✓	
2	વિદ્યાર્થીઓને સ્વૈચ્છિક ભાવે ફોલોવેલ સમય યોગ્ય છે.				✓		
3	નવીન પ્રકારની રીત અપનાવાથી શિક્ષણને વધારે સમય બચાવી શકાય છે.				✓		
4	નાટક દ્વારા ભાગવાળી બાળકો અસરકારક રીતે અધ્યયન કરે છે.					✓	
5	રોલ પ્લે દ્વારા ભાગવેલ શિક્ષણ વિષય વસ્તુને સમજવામાં સરળ બનાવે છે.					✓	
6	નાટકની ભાગીદારીથી સરળ રીતે વિષય વસ્તુને ભાગે સમજાવવા દ્વારા શિક્ષક					✓	
7	રોલ પ્લે દ્વારા ભાગવામાં આવેલ જ્ઞાત વિદ્યાર્થીના સ્તરમાં વધારો કર્યો					✓	
8	શિક્ષક અને વિદ્યાર્થીઓ રૂપરચના દ્વારા નાટકમાં ભાગીદારી નોંધાવી અને વિષયને સરળ બનાવેલ				✓		
9	નાટકમાં ભાગીદારી દ્વારા બાળકોના કૌશલ્ય, ઉત્પન્નશક્તિ વિચારશક્તિમાં પરિવર્તન આવેલ				✓		
10	બાળકો અન્ય સાથે મળીને ભાગવાની નવીન રીત શીખવાના પ્રયાસ કરતા થયા					✓	



				PS	5409 PS
11	બાળકો જડપૂરી પ્રશ્નમા લાગ લઈ ચર્ચામાં વધારે લાગીદારી નોંધાવી				✓
12	શોભાને દ્વારા બાળકો બંધ પિમાના પ્રધાન ની સમજ સંગત રીતે મેળવી				✓
13	નાટકમાં લાગીદારી દ્વારા વિદ્યાર્થીઓએ છંદામરી અને લાગીદારી પેઢી અર્પસમજ્યા			✓	
14	શિક્ષક દ્વારા અપનાવોમાં આલેખ પ્રશ્નની સમજણ આપી			M	
15	વિદ્યાર્થીઓ નાટકની લાગીદારી દ્વારા પાંત્રના વિચારો અભિવ્યક્ત કરતા સીખ્યા				✓



