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GSCW B. ED, PEDAGOGY OF SCHOOL SUBJECT
ECONOMICS, SEM-II, PAPER-VII A, UNIT-II
TOPIC- DRAMATIZATION METHOD



. Dramatisation:

Meaning: Acting is a wonderful way of learning in which the children engage in creative, make believe acting and learn what no teacher can teach. Drama is a living experience, creation of experience of human relationships of people and of character of situation, stories and emotions. It helps the child to expand the boundaries of his life space. It enables him to express his imaginations. It helps him to make believe his ideas, his concepts and his feelings about events and happenings of the days gone by.

Objectives of Dramatisation

- a) To help indicate a problem.
- b) To prove effective tools for evaluating the result of instruction in social science.
- c) To be used as a tool of evaluation histrionics make a galaxy of learning observable they reveal the degree to which children are internalizing the knowledge they are acquiring.

Forms of Dramatisation

The play: Carefully rehearsed by school children or adults play is staged using proper costumes and stage setting. As every participant memories and his or her predetermined part in the play and performs accordingly. Plays develop the personality of the pupils and help them in acquiring information. Plays make social science lively and interesting. They may be selected from the writings of reputed authors. The pupils should cooperate in designing the scenes and costumes and lead them to a study of original sources. After the plays have been staged there should be follow up work in the class. The class may judge the authenticity of the subject matter of the drama. They may also summarize information gathered from the drama.

The pageant: The pageant gives more importance to setting and action and less to speed. In pageant persons appear in proper dresses and make up and parade before the audience. The parade tells its own story. For example ambassadors coming to India from different countries may appear in a chronological sequence with a standard bearer carrying a poster in bold letters with the basic information regarding the country. There may be background music or song appropriate to the occasion to make the pageant more interesting.

Sometimes instead of dresses and make up only posters are hung around the necks of pupils to indicate the personalities they represent. Topic like England and France under different rulers, Gupta Empire under different emperors, religions of the world, people living in different regions etc. may form the subject matter for pageant.

The Tableau: Tableau is a play acted without words. Either as individuals or as groups the students tries to represent some scene by silent motionless posing. Very effective in representing an emotional theme it is also presented generally without any announcement. The audience has to guess what is being presented. For example

Tableau may be arranged on topic as First Indian War of Independence 1857, Declaration of Indian Independence on 15th August 1947, speech by Jawahar Lal Nehru on the question of India's freedom and the need to preserve the unity of the Indian nation etc.

As the tableau is an acted play without words attention should be paid to costumes and scenery. Well prepared and presented occasionally tableau can be of much value as an aid to teaching social studies.

Puppetry: It is a specialized form of dramatization ordinarily employing doll like figures of human or animal forms. The puppets may be mechanically operated or they can be operated by hand with the help of strings. The operator himself speaks for the puppet in different tones and plays different roles.

- i. Puppetry puppets are simpler to make and operate. They are held and moved by the hands of the operator.
- ii. Marionettes are manipulated by strings, wires or rods from a different level.

For effective use of Dramatization

1. Introduce dramatisation in classrooms carefully and see that the class takes it seriously
2. Do not dominate the show, direct and guide only from the background. Encourage pupils to come forward and express themselves.
3. Choose characters as appropriately as possible. Take care that some pupils do not monopolise all the activities. Do not plan stage setting and scenery in a classroom play.
4. Emphasise action, gestures expression, voice and interpretation rather than clothes, scenery and setting.

5. Histrionics must be properly followed up. Questions wisely chosen by you should open up wide discussion. These should ultimately help in increasing knowledge and understandings.

Thank you