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AWARENESS OF SCIENCE AND TECHNOLOGY IN STUDENTS THROUGH PUPPETRY

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Abstract

Craftsmanship communicates the spirit of human progress. Indian craftsmanship involves all workmanship articulation, as people, traditional, moral, fanciful, otherworldly, reflections and strict encounters of the profoundly developed craftsmen and figures. Manikins of various structures in practically all conditions of our nation are utilized. This is an impression of our antiquated astuteness, otherworldly and, general qualities. In the current paper, the experiential learning of this structure is featured as instructional method in School and educator training.

Keywords: Puppetry, Science, Education, Learning, Technology.

Introduction

Puppetry has been the main conventional powerful and dynamic people work of art to impart and entertain all age gatherings. It isn't just an old artistic expression in numerous nations yet in addition an extremely amazing mechanism of mass correspondence, it is an adaptable society fine art which a piece of entertainment as well as gives important information in open awareness for various issues, just as such a mental treatments to treat mental patients. Puppetry as a learning instrument furnishes educators with one of the most inexpensive guides in the homeroom. The advantages of manikins are many. They permit youngsters to escape into an imaginary world. Using puppetry in teaching gives occasions to kids to communicate in various structures.

Puppetry, the making and control of manikins for use in some sort of dramatic show. A manikin is a figure-human, creature, or dynamic in structure-that is moved by human, and not mechanical, guide.

About The Puppetry Exercises

Youngsters must be allowed the chance to play and create, and we need them to have a ball simultaneously. Puppetry inspires small kids in inventive ways to deal with achieving that objective, while building a scaffold to the world as they experience it. Science and technology are the ideal disciplines through which to invigorate the normal inquisitive conduct of kids. Manikin play drives the kids in dream undertakings. The hand manikins energize youngsters' interest since they have an inquiry or need assistance, which instantly inspires kids to proceed to find and make. Kids gain from and with one another, and are permitted a lot of room to build up their abilities in their own particular manner. They love to impart their encounters to the manikins. Often kids with Special Needs additionally appreciate the combination of science and puppetry.

Review of Literature

Dr. Rumi Gupta (2011), [1] Pedagogy is a workmanship and study of the teaching-learning measure. To makeover, this processing movement based and happy Puppetry Art should be changed as educational focused information (PCK) to class. Puppetry craftsmanship as an Indian convention is integrated into the teaching learning cycle during work on teaching. In this paper, this society fine art assumed a significant part in social awareness and school instructional method. During the internship, the Prospective Teachers Learn 1. to get ready instructive contents and projects for teaching educational program; 2. To gain information about customary manikins of India; 3. to urge educators to ad lib inexpensive teaching helps as an integral portion of homeroom teaching and 4. To finds out about manikin plan and puppetry academic procedure. Some Prospective educators shared their perspectives on the benefit of the manikin in academic classes in Science and writing as there are monstrous employments of manikins while teaching the exercise of science and writing. Students utilized creature manikins (lion, tiger, monkey, hare, snake and winged animals and so on) in demonstrating living things, for example, plants growing or lifecycles or cycles of photosynthesis, they utilized shadow Puppets, in class, which leaves an upbeat climate. Understudy instructors felt that teaching through the manikin, their students were more mindful in the homeroom and comprehended the substance without any problem. A portion of the teaching results of this are - Puppet gives expansive thinking to instructors and students. Puppetry expressions upgrade and grow such characteristics as-Artistic methodology; thinking innovatively; learning to impart; understanding ideas; enjoying friendship and developing every engine ability and faculties in the youngsters. Thus, it prompts the comprehensive formative cycle of teaching-learning among understudy educator.

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Buma, A. and de Beer, J. (2014), [2] Instructors often can't help thinking about how best to show the bunch of social and moral issues that are incorporated in the science educational program. One can simply think of issues, for example, hereditary engineering, development (and the continuous advancement creationism banter), research morals (the haunting book The everlasting existence of Henrietta Lacks rings a bell), human populace examines, medical services and nourishment, sexuality and sex, drugs, natural contamination, to give some examples. In this article we feature the benefits of puppetry in the science homeroom, as an engaging teaching method that could help theoretical change in students. We investigate the double epistemological fringe crossing that happens in the study hall when puppetry is utilized: (a) the integration of cultural and moral issues within the science educational plan, and (b) the infusion of craftsmanship and show within the regular sciences. We think about our own study hall activity research on puppetry, and offer our main findings. We additionally give functional guidelines to using puppetry as teaching method within an issue based and helpful learning setting.

Ahlcrona, M.F. (2012), [3] This paper examines the experience of promoting ecological preservation using the two manikins and basic hands-on tests for first-grade students in provincial Southwestern Costa Rica. 28 undergrads composed manikin plays, planned and fabricated the manikins and played out the plays just as observed the science tests. The investigations endeavored to delineate certain regular marvels identified with the issues acted in the plays. An aggregate of 334 seven-year-old students from 19 grade schools took an interest in 2016 and 2017. Understudies recorded in a log their perceptions and reactions from direct inquiries to youngsters, in view of a poll. A linear relapse examination was utilized to set up relationships. The dissected information indicated that youngsters had a greatly improved understanding about nature and the significance of protecting it after both the plays and the tests were directed in grouping.

Methodology

The study will be conducted on survey random method. The primary data would be obtained with the help of open-ended questionnaires, conducting surveys, interviews and discussions with the teachers. Thus, with the help of primary data, the study would be conducted and inferences would be drawn to submit useful conclusion.

Analysis

Questionnaire from Teachers

Q1. Do you agree that awareness camps for science and technology should run?

a) Highly satisfied
b) Satisfied
c) Neutral
d) Dissatisfied
e) Highly dissatisfied

Q2. Do you agree that Puppet making is waste of time and energy?

a) Highly satisfied
b) Satisfied
c) Neutral
d) Dissatisfied
e) Highly dissatisfied

Q3. Do you agree that craftsmanship and science are correlated?

a) Highly satisfied
b) Satisfied
c) Neutral
d) Dissatisfied
e) Highly dissatisfied

Q4. Do you agree that the awareness of science technology through puppetry is effective?

a) Highly satisfied
b) Satisfied
c) Neutral
d) Dissatisfied
e) Highly dissatisfied

Q5. Do you agree that puppetry can make science students creative?

a) Highly satisfied
b) Satisfied
c) Neutral
d) Dissatisfied
e) Highly dissatisfied

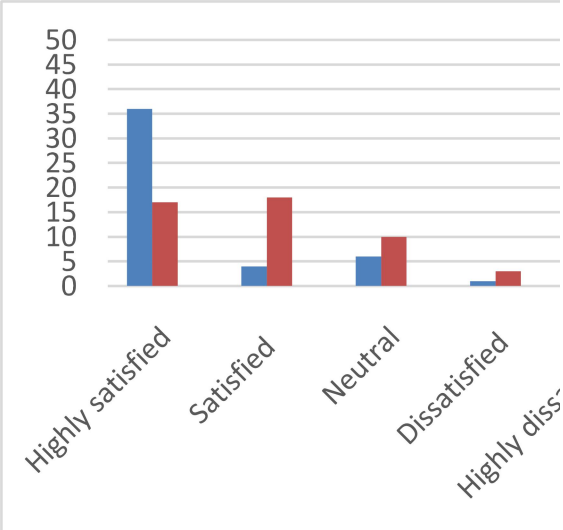
Assessment of the Questionnaire

There are always different areas which may have differences in their backgrounds. Hence, we asked the respondents whether they agree that awareness camps for science and technology should run. In this regard, we noticed that all the respondents have different views, hence, we tried to put the obtained data as per table and chart given below

Table 1: Data Values for the Question Number 1

S.No.	Variables	Data from rural teachers	Data from urban teachers
1	Highly satisfied	36	17
2	Satisfied	04	18
3	Neutral	06	10
4	Dissatisfied	01	03
5	Highly dissatisfied	03	02

Chart 1: Data Values for the Question Number 1

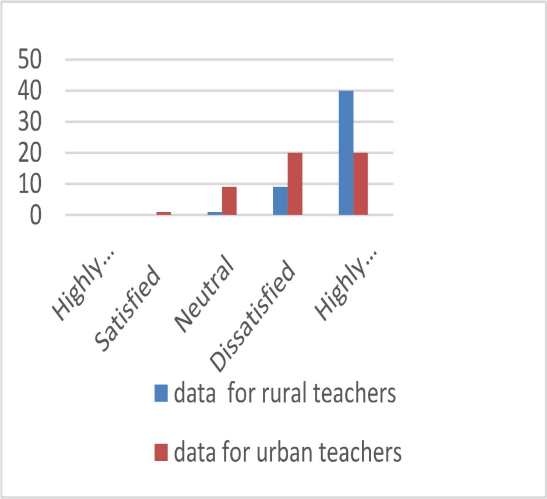


We further asked the respondents whether they agree that Puppet making is waste of time and energy. In this regard, it was found whether rural or urban, all think that it is helpful for learning not waste of time and energy.

Table 2: Data Values for the Question Number 2

S.No.	Variables	Data from rural teachers	Data from urban teachers
1	Highly satisfied	00	00
2	Satisfied	00	01
3	Neutral	01	09
4	Dissatisfied	09	20
5	Highly dissatisfied	40	20

Chart 2: Data Values for the Question Number 2

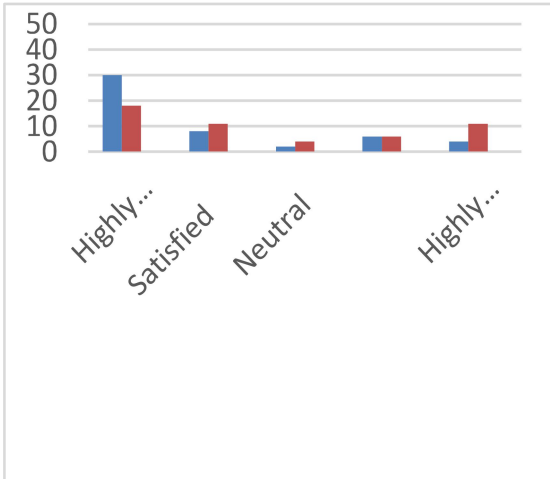


We further asked the respondents whether they agree that craftsmanship and science are correlated. In this regard, we noticed that all the respondents have different views, hence, we tried to put the obtained data as per table and chart given below

Table 3: Data Values for the Question Number 3

S.No.	Variables	Data from rural teachers	Data from urban teachers
1	Highly satisfied	30	18
2	Satisfied	08	11
3	Neutral	02	04
4	Dissatisfied	06	06
5	Highly dissatisfied	04	11

Chart 3: Data Values for the Question Number 3

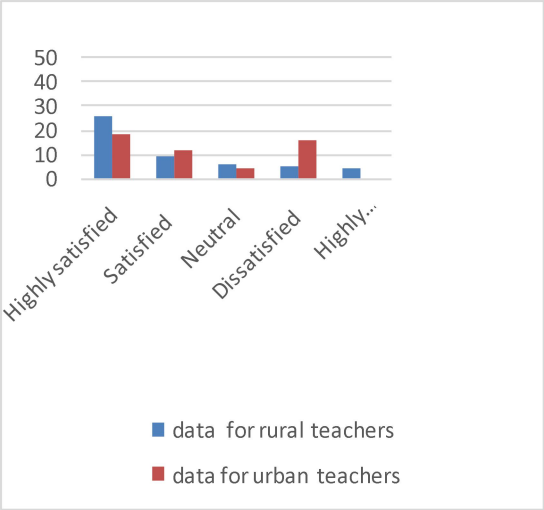


It may happen that people from different areas may have problems during learning process of education. Hence, it was asked to the respondents whether they agree that the awareness of science technology through puppetry is effective.

Table 4: Data Values for the Question Number 4

S.No.	Variables	Data from rural teachers	Data from urban teachers
1	Highly satisfied	26	18
2	Satisfied	09	12
3	Neutral	06	04
4	Dissatisfied	05	16
5	Highly dissatisfied	04	00

Chart 4: Data Values for the Question Number 4

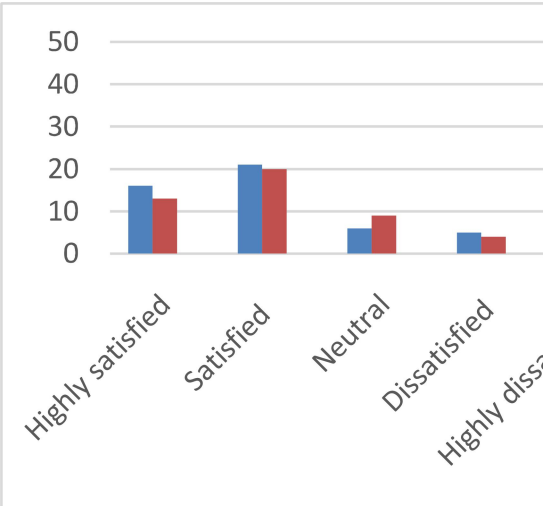


We further asked the respondents whether they think that puppetry can make science students creative. In this regard, we noticed that all the respondents have different views, hence, we tried to put the obtained data as per table and chart given below

Table 5: Data Values for the Question Number 5

S.No.	Variables	Data from rural teachers	Data from urban teachers
1	Highly satisfied	16	13
2	Satisfied	21	20
3	Neutral	06	09
4	Dissatisfied	05	04
5	Highly dissatisfied	02	04

Chart 5: Data Values for the Question Number 5



Conclusion

It is seen that puppetry is compelling for imparting formal and non-formal instruction. So its utilization must be empowered among the instructive gatherings:-

- The part of communicator must be adaptable. He should, other than communicating their thoughts, accumulate information about network and individuals and interpret it.
- A reasonable combination of interpersonal and gathering discourse should be worked out to make Puppetry powerful.
- More tests in instructive puppetry are expected to investigate its potential as an instructive medium as its entertainment esteem is affirmed for long.
- There is a requirement for exploratory investigations with a wide range of target bunches both in school and educator instruction focuses.
- Conducted with glove manikins different assortments additionally should be tested as in any event, when to some degree, they appear to be novel and grant more development than the glove manikin.

The advantages of using manikins in class are numerous as:-

- It is exceptionally valuable in mindset development and to creates various abilities like acting, writing, dramatization, singing and so forth among students.
- It is valuable to manufacture word power, solving word issues and to get a snappy and viable answer for show fundamental math and science ideas.
- Using a manikin to recount a story is a brilliant strategy that drives kids to find the delight of writing and learning.
- Puppet can be utilized in any case, anyplace and whenever to bring the story to life and to start youthful imaginations.

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