Chapter 4

Construction and implementation of Program

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4.1 Introduction

With a view to getting the effect of puppet method and pictorial story method on the educational achievement of the students plays were constructed on the unit ‘Our courts’ of the Social Science subject of std. 6th.

The steps of the construction of plays for puppet method and pictorial story method are presented which included content analysis to the final form of the experiment. In addition to this, the important points to implement the experiment are also discussed.

4.2 Construction of Program

The content of the unit “Our courts” of the Social Science subject of std. 6th would be taught through the puppet method and pictorial story method plays were constructed with reference to the through the following same steps unit “Our courts”

4.2.1 Review of Related Literature

As the plays would be made for student of standard 6th, the story books like Panchtantrani Balkathao, Balnatak Granthavali, Panchshil Kathao, Panchtarak Kathao, Sachitra Mahabharat, Panchtrantrani Vartao, Picture Stories, Hitopdeshni Balvartao, Dingdong Picture Stories, Lokshahina Rakheval, Bal Bodhvarta Series, Stories of Jaybhikhhu, etc. were studied to get the ideas of puppet and pictures.

In addition to this, books related to dramatization like Sahityamimansha, Natyashashtra, Abhinaykala, Natyarang were also studied to get the knowledge of construction of dialogue.

4.2.2 Analysis of content

As the plays would be made for the unit of “our court” of social science subject of standard 6th, that unit was critically studied for the text book of social science subject of standard 6th frequently. The content of unit “our court” was divided into four parts with five subparts in each part so decided to write a play for each part with five scenes in each. Thus, four plays with five scenes in each
were written. The detail note of characters and content included in each play are given bellow.

**Play – 1  Gangabanu Khetar**

**Characters of the Play:** Gangaba, Mangu (Neighbour), Sitaben, Mukhi, Talati, Judge, Village people Ramesh and Mahesh

**Content of the play**

- Lonely life of Gangaba
- The desire of Ganaba to sell the farm
- The desire of the Mukhi to buy the farm
- Taking the thumb mark of Gangaba after persuading
- Gangaba not able to receive the money of her farm selling
- Many excuses of the Mukhi
- Gangaba reaches to Talati
- Talati advises to give complaint
- Gangaba applies in the taluka Court
- The judgment of the judge
- Mukhi trembles due to fear
- Justice given to the widow Gangaba
- Deep understanding of the procedure in the civil court

**Play: 2  Majurne Nyay**

**Characters of the play:** Labourer- Rambhai, Landlord Jagatsinh, Teacher, Magan, The wife of the labourer, Public Prosecutor, Sarpanch and the Judge

**Content of the play**

- The injustice of the landlord
- The illness of the son of the labourer
- Disappointment of the labourer
- Teachers’ visit to the labourer’s home
- Teacher’s advice to the labpurer
- The application of the labourer in the taluka court against the landlord
- The landlord wins in the court due to his power of money
- The landlord threatens Rambhai
- The sarpanch advises Rambhai to file a case in the district court
- Rambhai files a case in the district court against the landlord
- Rambhai wins in the district court
- The Sarpanch welcomes him
- Deep understanding regarding the cases in the district court
- The district magistrate is the head of all the courts of the district

**Play: 3 Dhanjine Saja**

**Characters of the Play:** Sarpanch of the village, Dhanji, Mahesh, Ramesh and the senior citizen Shankarbhai (Village people)

**Content of the play**
- Sarpanch goes to village reciting holy songs
- Dhanji attack Sarpanch on the head from back
- The treatment of the sarpanch in the hospital
- Sarpanch files a case in the police station against Dhanji
- Criminal Court- Arguments – Evidences
- The magistrate punishes Dhanji and gives justice to Sarpanch
- Sarpanch gives information to the village people about the criminal court
- The confusion of the lawyer of the village
- The solution of the confusion of the lawyer Shankarbhai by the Sarpanch
- The understanding of the village people about the criminal court

**Play: 4 Milkatna Bhag**

**Characters of the Play:** Ratnabhai, Chamnabhai, Ram, Shyam, Judge, Wife and children of Shyam

**Content of the Play**
- Ratnabhai worries
- The suggestion of Chamnabhai
- The death of Ratnabhai
- Ram and Shyam, Ratnabhai’s sons come to their original nature
- Ram orders Shyam to leave the home
- Shyam argues
- Ram refuses to give share in farm and house
- Shyam lives in an old room
- Chamnabhai comes to know the fact and informs about the wish of the dead father
- Suggestion to Shyam to file a case against the injustice
- Shyam’s confusion to file a case against elder brother
- Chamnabhai removes the confusion
- Shyam files a case in the court
- Magistrate gives judgment after listening the arguments
- Chamnabhai explains Shyam regarding the importance of law
- Deep understanding of the procedure of the criminal court

The investigator though over proper puppet relevant to the characters of the above content and obtained the puppets for teaching through the puppet method. For teaching through the pictorial story method, pictorial stories were drawn and painted relevant to the content. Thus, pictorial stories were prepared for various scenes.

4.2.3 Guidance of the Experts

With a view to getting the guidance on the plays and snaps of puppets and pictures which would be used in the same play constructed for the program were sent to the experts in the field of educational research and subject teachers of social science. Demonstration of play was also presented.

Discussions were done with teachers and experts regarding the dialogue style of the plays and the tone of the dialogue. This helped in the clarity in the construction of the play. The coherence of the dialogues was taken care. The dialogues were framed in such a way that they could clarify the content of the unit. Words with double meanings were avoided.

The guide opinions of the experts on the plays written for the present study and action taken against them are presented in table with expert name and designations respectively.
<table>
<thead>
<tr>
<th>No.</th>
<th>Expert</th>
<th>Suggestion of the Expert</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dr. J.H. Pancholi, Director, North Gujarat Education Society, Patan</td>
<td>Make arrangement of announcer between two scenes of the play. The announcer would introduce the next scene</td>
<td>Arrangement done. Announcer deputed</td>
</tr>
<tr>
<td>2</td>
<td>Dr. S.P. Sharma, Principal, L.N.K. College of Education, Patan.</td>
<td>Take help of assistant whenever necessary in the administration of the play. The language style should be with proper tone and sweet.</td>
<td>Announcer would be assistant Changes done</td>
</tr>
<tr>
<td>3</td>
<td>Dr. S.R. Joshi, Reader &amp; Head, B.K.K.P.S.M Post Graduate College of Education, Palanpur.</td>
<td>The main points should be presented in high and impressive voice during the programme</td>
<td>Changes were made</td>
</tr>
<tr>
<td>4</td>
<td>Dr. C.P. Swami, Principal, Saraswati Shikshan Mahavidyalaya, Unja.</td>
<td>Arrangement of stage should be made possible for presentation of puppet programme</td>
<td>Suggested suggestion was implemented</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Ashish G. Thakar, Asst. Prof., New Prog. Co. of Teacher’s Edu., Mehsana</td>
<td>Discussion should be arranged with children during programme</td>
<td>Suggested suggestion was implemented</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Sudhir H. Tandel, Asst. Prof., Dept. of Edu., Patan</td>
<td>The language during the programme should be with specific tone</td>
<td>Suggestion was implemented during</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Task</td>
<td>Notes</td>
</tr>
<tr>
<td>---</td>
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<td>----------------------------------------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Dr. Joshi Gajendrabhai D.</td>
<td>Create scenes according to content in the plays</td>
<td>Changes were made as per suggestion</td>
</tr>
<tr>
<td></td>
<td>Lecturer, DEIT, Palanpur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Dr. Gaurang Vyas,</td>
<td>Give detailed information in the beginning and in the end of the</td>
<td>Changes were made as per suggested</td>
</tr>
<tr>
<td></td>
<td>Lecturer, DIET, Idar</td>
<td>programme</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Jignesh Modi, Asst. Prof.</td>
<td>Develop rapport with the children during the programme through</td>
<td>Suggestion was implemented</td>
</tr>
<tr>
<td></td>
<td>Sarvajanik M.Ed. Co., Mehsana</td>
<td>dialogues</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Arvind K. Chaudhari Asst.</td>
<td>Give the introduction of the characters of the play in detail</td>
<td>Changes were made as per suggestion</td>
</tr>
<tr>
<td></td>
<td>Prof., B.K.P.S.M Post Grad</td>
<td>before the beginning of the play.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>uate Co. of Edu., Palanpur</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>S.J. Patel, Asst. Teacher,</td>
<td>Dialogues should be delivered slowly so that children can comprehend</td>
<td>Suggestion was implemented</td>
</tr>
<tr>
<td></td>
<td>Ukarda Primary School</td>
<td></td>
<td>during presentation of plays</td>
</tr>
</tbody>
</table>

### 4.2.4 Primary Form of program

Pre primary form of the plays was prepared after content analysis as discussed in 4.2.2 with the guidance of experts as discussed in 4.2.3 of the unit “Our courts” of the Social Science subject of std. 6th. The play wise Details are presented below.
Play 1: Gangabanu Khetar

Objectives

1. To familiarize the students with the court and its procedure.
2. To get the knowledge of importance of the court.
3. To familiarize the students with the taluka and district courts.
4. To clear the concept of civil arguments and criminal arguments.

Ganabanu Khetar was the dramatized transformation of the content of the unit “Our courts”. Gangaba, neighbor Mangu, Sitabne, Mukhi, Talati, Magistrate, and the village people Ramesh and Mahesh were the characters of the play. The play was divided in five main scenes.

Scene-1

The short introduction of the old woman Gangaba living in the village Rampur was given. Gangaba was waidow and had no child. She was very old and was notable to earn her livelihood. Being weak and without any help, she showed the desire to sell her farm. The mukhi of the village came to know this and showed his desire to buy the farm.

Scene-2

Gangaba went to the residence of Mukhi. The mukhi cheated Gangaba and took the thumb mark of Gangaba on the paper and promises to give money in the evening after drawing the sum from the bank. Gangaba trusted him. Even after fifteen days, mukhi did not give any money. Everyday Gangaba went to his residence for money. Thus mukhi seized the farm through cheating.

Scene-3

Gangaba went to the residence of Mukhi but mukhi came out with the excuse that he had spent that money for some urgent purpose and promised to give the money the next day. This was continuing for many days and again Gangaba went to Mukhi for money and this time mukhi told that he had send money to his son in the town so refused to give money. Gangaba urged that she was in urgent need of the money but mukhi gave only promises no money. Mukhi had taken the thumb mark of Gangaba on the papers and Gangaba was illiterated
and did not know what to do. Gangaba came to know that mukhi had no plan to give the money. Thus, the problem worsened day by day.

**Scene- 4**

Gangaba went to meet the *talati* and told him her problem. After listening the whole case *talati* asked Gangaba to file a case in the court. He also helped her in writing the application and Gangaba applied the application in the court.

**Scene – 5**

Taluka court was shown in which the arguments of the lawyers of Gangaba and Mukhi were shown. At the end of the arguments, the magistrate gave his verdict in favour of Gangaba and Gangaba got justice. Mukhi feared of the legal procedure and gave money to Gangaba. Thus, in spite of being alone, Gangaba got justice through the court.

**Educational Thaughts**

Civil trials are heard in the taluka court only. If a person is not satisfied with the justice of the taluka court, then he/she can appeal in the district court. The head magistrate of the civil court of the district court is the head of all the courts of the district. This is explained here so that the students can understand the procedure and importance of the court.

The students also learn that “Truth always wins” with the court, its procedure and importance. Thus at the end students also learn the importance of truth which was also the moral of the play.
The snaps of the Puppets were used for the scenes of the above play for the puppet method is presented bellow.

Pictures used to teach through the pictorial story method of the above play are presented here.
Play: 2  Majurne Nyay

Objectives

1. To explain about the taluka and the district court.

2. To explain about the justice of the taluka court can further appeal in the district court.

3. To clear that innocent people are not punished.

The play Majurne Nyay was divided in five scenes. Labourer- Rambhai, Landlord Jagatsinh, Teacher, Magan, The wife of the labourer, Public Prosecutor, Sarpanch and the Judge were the characters.
Scene -1

The village Ratanpur was shown in the scene -1. A landlord named Jagatsinh lived in the village. He had plenty of land but he exploited his workers. He did not give them salary regularly. The whole village was afraid of him. No one was ready to go against him. One day Magan, the son of his labourer, Rambhai fell ill. Rambhai wanted to give treatment to his son in the hospital but he had no money so he went to Jagatsinh for his salary but the landlord refused strongly. Rambhai begged of him and told about the illness of his son but the landlord did not give money. Rambhai returned home disappointedly.

Scene -2

The sick child was sleeping in the bed. The mother of the child was weeping and Rambhai was also standing in a very disappointing mood. At that time the teacher of the village school came to their home. As Magan was the student of the teacher and he had not been going to school for the last four or five days so the teacher came to contact his parents. He saw his student in the bed. The teacher asked about his treatment and medicine. Rambhai told that due to lack of money he has not been able to consult any doctor. The mother of the child was applying cloth soaked in cold water on the child’s fore head. It showed the extreme poverty of the labourer. The labourer told the teacher his pathetic condition. He discussed the torture of the landlord and asked for the teacher’s advice. The teacher advised him to file a case in the taluka court. Rambhjai was illiterate so he could not write application. The teacher drafted application for him and Rambhai went to taluka court and submitted the application.

Scene -3

The scene of court was shown in this scene. Rambhai and the landlord were standing. The public prosecutor listened to the arguments of Rambhai and the landlord. The arguments continued for long time. The landlord won due to his power of money as he produced fake evidences and witnesses presented fake evidences before the court. Thus, the landlord won in the taluka court and Rambhai was disappointed. He thought that there is no place for truth in this
time. The landlord started mental torture to Rambhai and threatened him and was ready to do anything to teach Rambhai a lesson. Rambhai was very much disturbed. He went to the Sarpanch of the village. He told the sarpanch about the injustice with him. The Sarpanch provided him courage and asked him to fight against the injustice. He also advised him to file a case in the district court. All the villagers and Sarpanch promised to stand by him and rendered all possible help.

Scene- 4

Rambhai wished justice so he complained in the civil court of the district as per the advices of the sarpanch. The district civil court made the investigation and checked all the evidences and listened to all the arguments. All the villagers and the sarpanch helped him and on the bases of their statement the magistrate gave the verdict in favour of the labourer Rambhai and ordered the landlord Jagatsinh to pay all the due salary of Rambhai. He was also punished for giving mental torture to Rambhai.

Scene- 5

In this scene the talk among teacher, sarpanch and the labourer was shown. It was shown that lie did not live longer so one should always be afraid of telling lie and one should always be with the truth. Further, the detail information of the procedure of the civil court is presented. The teacher and the sarpanch explain that the disputes of land, building or money were solved in the civil court.

Educational Thoughts

If a person is not satisfied with the justice in the taluka court then he can further appeal in the district court and get justice. Time and money are wasted but innocent people get justice. At the end the moral is “Lie does not live longer”.
The snaps of the Puppets were used for the scenes of the above play for the puppet method is presented bellow.

Pictures used to teach through the pictorial story method of the above play are presented here.
Play : 3  Dhanjine Saja

Objectives

1. To get the information regarding the criminal disputes.

2. To get the information about criminal court

3. To get the knowledge that there may be assistant magistrate with the chief justice if require.

3. To get the knowledge that the accused in arrested on the bases of the police-complaint in the criminal case.

4. To get the knowledge that the criminal court declares penalty, imprisonment or death penalty according to the intensity of the crime.

6. To get the knowledge that verdict is given after careful investigation.

The sarpanch of the village, Dhanji, Mahesh, Ramesh and the senior citizen Shankarbhai were the main characters in this play.

Scene -1

The evening of the village Malpur was shown. The loving and affectionate sarpanch of the village was walking reciting the holy songs. Suddenly Dhannji attacked the sarpanch on the head from behind. The attack was so severe that the sarpanch falled down. Dhanji ran away. Mahesh saw everything from far away and called other persons for help. All come and took the sarpanch to nearby dispensary and the sarpanch was given urgent treatment. The wound was bandaged. The doctor gave necessary medicines and injections. The village people started discussing over the incident.

Scene- 2

The gossip of the village was shown in the scene -2. People discussed over attack and who had done. Mahesh had seen the whole incident told that Dhanji was the person who attacked. When Sarpanch heared the name of Dhanji, he was surprised and became sad as he had helped Dhanji a lot. He was deeply pained that he had helped Dhanji in every possible way and Dhanji
attacked him. Sarpanch told the village people that he had helped Dhanji with money which he had not returned till that date. Mahesh tells that the sarpanch had reminded Dhanji to repay the money in the early morning but he had no intention to repay the money so he had attacked on sarpanch. This should not be tolerated otherwise Dhanji would create problems for the whole village. The sarpanch told that if Dhanji could not make arrangement for the money, he should have to tell him, and he would waive the money. Dhanji had attacked on sarpanch from behind and if he was forgiven, he would be harassing the whole villagers and would be become fearless. It was decided to teach him a lesson. They talked about to go to police-station and the scene is over here.

**Scene- 3**

Police –station is shown in the scene -3. Sarpanch complained against Dhanji for attacking him. The police arrested Dhanji and presented in the criminal court. Here the scene of criminal court was shown. The arguments continued between the sarpanch and Dhanji In the court. The defense advocate presented many arguments in defense of Dhanji but Sarpanch presented evidences and on the bases of the statement of the eye witness Mahesh the magistrate punished Dhanji of imprisonment and Sarpanch got justice.

**Scene -4**

The scene outside the court was shown. The village people, sarpanch and Mahsesh were talking. The sarpanch answered the questions of villagers about the procedure of the court and gave information about the procedure of the court. He told that whether poor or rich everyone got justice in the court. Mahesh explains that in the criminal case the police arrested the accused on the ground of the complaint and then he was presented in the criminal court. Mahesh clarified that due to his education he knew all that matter of court.

**Scene-5**

Sarpanch delivered details of the procedure of the criminal court to the villagers and Shankarbhais, the elderly person. The questions raised by Shankarbhais were also solved. The questions of the villagers were also solved.
Educational Thoughts

Information about the types of the cases in criminal court, why the verdict takes much time, what types of punishments are given, etc is cleared. The disputes over theft, robbery, quarrel and murder are solved in the criminal court and to familiarize them with the procedure of the criminal court. The criminal court declares penalty, imprisonment or death penalty (in case of serious offence like murder).

The snaps of the Puppets were used for the scenes of the above play for the puppet method is presented bellow.

Pictures used to teach through the pictorial story method of the above play are presented here.
Play: 4  Milkatna Bhag

Objectives

1. To explain that disputes regarding land, house or other assets are solved in the civil court.

Scene-1

In scene -1 a village named Virpur is shown. A kind elderly man named Ratnabhai lived in this village. But both of his sons were quarrelsome quarreled for the properties of their father for their share. One day when Chamnabhai, Ratnabhai’s friend asked him the reason of his unhappiness, Ratnabhai told about his health and his two greedy sons who had quarreled for property. Chamnabhai advised to divide the property equally and to prepare the documents for distribution of the property. Ratnabhai went to his home but unfortunately during the night he died due to heart attack.

Scene-2

Hardly twelve days had been passed of the Ratnabhai’s death, his sons started quarreling again for property. The elder brother ordered younger brother Shyam to leave the home with his wife and children. Shyam raised objection and demands his share in the house. Ram told very plainly that Shyam had no share in the house or farm and produced various reasons to prove that the property belonging to him only. Both made very sharp arguments for the property. Ram refused to give any share in the property but at the end he was ready to give Shyam a small room in front of the house. Shyam went to live with his family in the room of very old house.

Scene-3

Shyam met Chamnabhai who was lawyer by profession. Chamnabhai told about his last meeting with Ratnabhai and the worry of Ratnabhai. He advised Shyam to distribute the property equally between the two brothers and live peacefully so that Ratnabhai’s soul may rest in peace. Shyam very sadly told how his brother had refused to give any share in the property and turn him
out of the home and forced to live in a small room. Chamnabhai advised Shyam to fight for his right.

**Scene-4**

Both the brothers were at taluka civil court. The magistrate listened arguments of both the brothers. The court ordered Ram to divide the entire property i.e. farm, house and the room equally so that both the brothers could have equal share otherwise Ram would be punished. Both the brothers had equal share in the property of the father was discussed.

**Scene-5**

The meeting of Shaym with the Chamnabhai was shown in this scene. Chamnabhai explained the importance of the court and added If the disputed had been solved at home, then the younger brother might not have to file a case against the elder brother in the court and the problem could have been solved at home. Chamnabhai explained that law was necessary for the well being of the society, for the protection of the rights of all and to see that no one harasses others and did not snatch away property of others. Now Ram was ready to give Shaym his share in the property because he had to obey the law. Chamnabhai fulfilled Ratnabhai wish through the law which could not be fulfilled when he was alive.

**Educational Thoughts**

The information about the court, about the dispute and the procedure for justice may be cleared.
The snaps of the Puppets were used for the scenes of the above play for the puppet method is presented bellow.

Picture Stories used for teaching the scenes of the above play through pictorial story method

Pictures used to teach through the pictorial story method of the above play are presented here.
4.2.5 Piloting of program

The pilot study of the primary form of constructed program was carried out in two stages. The administration of the program was implemented through both the ways i.e. puppet method and the pictorial story method. Readymade puppets were used for puppet method and self made pictures were used for pictorial story method.

4.2.5.1 Demonstration before teacher educator

The demonstration of the program was done before the teacher educator of L.N.K college(Patan) on dated 20/5/2013 to 25/5/2013. Their views regarding the program were collected.
4.2.5.2 Tryout

The tryout of the program was done on the 15 students of std. 6th of Mervada primary school on dated 15/6/2013 Enough care was taken during the administration and presentation of the program. The behavior and demands of student were noted with the help of assistant.

4.2.5.3 Feedback of Program

At the end of the piloting of the program in both the stages, the feedback was noted which are as follows.

Following suggestions were obtained from the students regarding the puppet method.

- The characters should speak the dialogues aloud so that the students can listen properly.
- Puppets should be presented on the high stage so that all can see.
- Students should sit in such a way that they can see all the puppets clearly.
- Following suggestions were obtained from the students regarding the pictorial story method.
- Pictures should be presented in a big scale on hard board so that each student can see easily.
- Enough time should be given to view the pictures of the story comprehensively so that the students can think over it.

4.2.6 Construction of the Final Program

To finalized the form of the programme, some thoughtful process was carried out. The opinions of the experts and the feedback received at the end of piloting of the program become useful to make the programme effective. Necessary changes were made in the programme and final program made for the puppet method and the pictorial story method.

The written form of plays in gujarati are attached in appendix no.4 on page no 173 from 191
4.3 Introduction of the Programme

The content of the unit “Our courts” was analyzed and the programme was constructed according to the age level of the students of std.6th. Total 20 scenes were created for 4 plays as below.

1. Gangabanu Khetar
   Scene : 1
   Scene : 2
   Scene : 3
   Scene : 4
   Scene : 5

2. Majurne Nyay
   Scene : 1
   Scene : 2
   Scene : 3
   Scene : 4
   Scene : 5

3. Dhanjine Saja
   Scene : 1
   Scene : 2
   Scene : 3
   Scene : 4
   Scene : 5

4. Milkatna Bhag
   Scene : 1
   Scene : 2
   Scene : 3
   Scene : 4
   Scene : 5

As per the content of above plays puppets relevant to the characters of the play were selected and picture were drawn and painted relevant to the characters and scenes. Appendix -4 shows the details of the programme.
4.4 Precautions for implementation

Precautions which to be considered while implement the program of the both methods.

4.4.1 Precautions for puppet method

Following precautions should be considered to implement the puppet method.

- The entire programme should be studied critically.
- Proper puppets relevant to the characters should be arranged.
- The commencement of the programme, stage and the announcer should be tested and kept ready.
- Enough practice should be done for the use the puppets.
- Rapport should be established with the students.
- Explanation should be given to students about the programme.
- It should be conform that the programme does not become mere entertainment.
- Stage and sitting arrangement should be managed in such a way that during the program each student can see the puppets properly.
- Instructions should be given to maintain salience during the program.
- The role of announcer should be arranged between two scenes.
- The students should be informed about the discussion session at the end so that they would concentrate on the programme.
- The function of the puppets should be checked in advance.
- Some assistants should be trained to help in presenting the puppets during the program.
- The discussion should be done about the knowledge and understanding of the content of the scene.

4.4.2 Precaution for the Pictorial story Method

- All the pictures of a play should be shown and some time should be provided to the observe and think respectively.
- Each pictorial story should be presented in such way that the students can observe them clearly.
➢ The pictures should be presented in proper sequence and with explanation.
➢ Proper sitting arrangement should be arranged so that all the pictures can be observed clearly.
➢ The concept of the program should be made clear among the students.
➢ The dialogues of all the characters should be presented with proper tone, intonation and sweetness.
➢ Rapport should be established with the students.
➢ It should be confirm that the program does not become mere entertainment.
➢ All the characters of the play should be introduced and the content should be explained.
➢ Proper instruction should be given to maintain salience during the program.
➢ Communication could be arranged with the students.
➢ The students should be informed about the discussion session at the end so that they would concentrate on the program.
➢ The function of the pictorial story should be checked in advance.
➢ The teacher should maintain proper voice during the presentation of the picture and stories so that each student can listen clearly.
➢ The discussion should be done about the knowledge and understanding of the content of the scene.

4.5 Conclusion

The programs were constructed to teach through both the methods i.e. puppet method and the pictorial story method as discussed in this chapter. These constructed programs were implemented with the precaution as said here.