EFFECTIVENESS OF BOW-SONG WITH 'VARMS' TECHNIQUE AS A STRATEGY OF TEACHING HISTORY AT THE UPPER PRIMARY LEVEL

ABSTRACT

The main objective of the present experimental study is to find out the effectiveness of Bow-Song with 'VARMS' Technique as a strategy of teaching history on the achievement of the students at the VII standard level. Adopting cluster sampling technique 37 students from one P.U. Middle School and 39 students from another P.U. Middle school were selected for the control and experimental group respectively. The control group was taught through Active Learning Methodology (ALM) and the experimental group through Bow-Song with 'VARMS' technique. A self constructed and validated achievement test was used for data collection. The obtained results disclose that the strategy of teaching history through Bow-Song with 'VARMS' technique is more effective than ALM and that the difference between the two strategies in effect size is quite large.

INTRODUCTION

'Bow Song' (*Villuppaattu* In Tamil) is an ancient form of musical story telling strategy where narration is interspersed with music and songs (Subbalakshmi, 1993).The story ranges from religious to social themes. The main storyteller and singer narrates the story striking the bow. A co-performer beats the pot, repeats and supports the former. There is usually another co-singer who acts as active listener to the narration and utters appropriate oral responses. The present investigation is an attempt to make use of the bow song together with 'VARMS' technique as a strategy of teaching history. Here the letter **'V'** stands for Visualization; **'A'** for Association; **'R'** for Rhyming; **'M'** for Map reading and **'S'** for framing meaningful sentence with disconnected ideas or facts.

SIGNIFICANCE OF THE STUDY

Generally Communication takes place in three different ways. 1. Speaking and Listening 2. Visualizing and Observing and 3. Writing and Reading. In the present strategy too, communication takes place in all the three ways. The learners listen to the songs and the dialogues, they observe the performance and in the group work (reinforcement activity) they have ample scope to speak, read, write, locate, etc. (Tamil Nadu Text Book Society, 2009)

In the same way it is said that there are three types of learning styles 1. Learning through seeing 2. Learning through listening and 3. Learning by doing (Tamil Nadu Text Book Society, 2009).. The present teaching strategy caters to the needs of all the three category of students.

The NCERT demands that Art education must become both a tool and a subject taught in every school as a compulsory subject (up to Class X), and facilities for the same may be provided in every school (NCF 2005, pg.88). The research at hand is the opening for introduction of the rich and varied artistic traditions of Tamil Nadu as pedagogy of teaching and learning of history.

OBJECTIVES OF THE STUDY

To find out the effectiveness of teaching history through Bow-Song with 'VARMS' technique on the achievement of students of VII standard in history

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HYPOTHESES

1. There is no significant difference between the post-test mean scores of the control group and that of the experimental group in the achievement of VII Standard Students in history.

2. There is no significant difference between the control and the experimental group in their effect size in using VARMS technique.

METHOD

Experimental study was adopted for the study.

SAMPLING TECHNIQUE

Out of the eleven unions of Nagapattinam District, Kilvelur and Nagapattinam unions were randomly selected. Then the P.U. Middle school, Kilvelur was selected randomly among the 18 Middle schools in the Kilvelur Union. Adopting cluster sampling technique, all the 39 students who were studying in the VII std. in 2009 - 10 were selected as the sample for one group.

Another group of students was to be selected from Nagapattinam union. That school should be equal to the former one in terms of locality, social background, students' strength, their average age, sex ratio between the boys and girls, their achievement in social science in general and in history in particular, their physical conditions, religious background, social status, economical conditions, teachers' strength, their qualification, the teacher handling social science for VII standard, the experience of the teachers in handling the subject, Teacher pupil ratio etc.

Having in mind the above conditions, the investigator visited all the 26 P.U. Middle schools in Nagapattinam union and assessed their condition and performance in general and particularly their achievement in history. The P.U. Middle school, Poravacherry and the P.U. Middle School, Agarapet were selected on the basis of the above mentioned factors.

A pre-test in history was administered on the VII standard students of all the three schools (one in Kilvelur union and two in Nagapattinam union). There was no significant difference between the mean scores of the students of Kilvelur and Poravachery. So both the schools were selected as the sample for the study.

After having selected thus two matched groups, they were randomly assigned to two different groups. The students of Poravachery School were treated as Experimental group and the students of Kilvelur were treated as control groups.

TOOL

An achievement test in history was constructed and validated by the investigator and used for data collection.

PROCEDURE FOR CONDUCTING THE EXPERIMENT

The control group learnt history through Active Learning Methodology, whereas the experimental group was taught the same through Bow-Song with 'VARMS" technique. Both the groups were taught by the investigator for 15 working days at the rate of $1^{1/2}$ hours per day. Three units (Sources for the Cholas, Cholas Social, Political and Religious life and Sources for Pandyas} were covered during the period of investigation.

DATA ANALYSIS

After the treatment a post-test was conducted to both the control and the experimental group. The collected data have been furnished in the tables below for interpretation of the results and derivation of conclusion.

Table 1

DIFFERENCE IN ACHIEVEMENT BETWEEN THE TWO GROUPS

T. No	Group	Test	No	Mean	S.D	t-value	p-valu	Remark
1	Control	Pre-test	37	5.89	1.22	0.44	0.66	Not significant
	Experimental	Pre-test	39	6.03	1.4			
2	Control	Post-test	37	50.38	13.2	12.3	0	Significant
	Experimental	Post-test	39	80.62	7.62			

In Table 1 the calculated 'p' value 0.660 is above 0.05. So it is concluded that there was no significant difference between the control and the experimental group of students in their achievement in history before the treatment.

In the post test the calculated 'p' value (0.000) is below 0.01 and so the first null hypothesis is rejected. Therefore it is concluded that there is significant difference between the mean scores of the pos-test of the control group and that of the experimental group. The achievement of the experimental group students is higher than that of the control group students in the post test.

Table 2
DIFFERENCE IN EFFECT SIZE BETWEEN THE TWO GROUPS

Variable	No	Mean	Difference	SD	Pooled SD	d(effect size)	S(d)	95% Confidence interval	Remark
Experimental	39	80.62	30.24	7.62	10.76	2.81	0.1	2.61 to 3.00	Large
Control	37	50.38		13.2					

Table 2 reveals that the effect size is 2.81. In education, an effect size of even as little as 0.1 could be a very significant improvement. With the effect size of 2.81, we could firmly conclude that the effect size is large enough to be statistically and educationally significant. For, as it is already said that the two groups were allocated randomly to the control and experimental ones. So we can be confident that chance initial differences between the two groups are very unlikely to account for the difference in the outcomes. Further, the use of the pre-test of both groups before the intervention makes this even less likely. (Robert Cow, 2002)

With the help of the values of 'd' and S(d), the 95% of confidence interval is calculated and it is from 2.61 to 3.00. It reveals that there is difference between the control and the experimental group in their effect size and it is quiet large.

FINDINGS

1. The academic achievement of the experimental group of students in history is higher than that of the control group. This finding suggests that the strategy of teaching history through Bow-Song with 'VARMS' technique is more effective than ALM.

2. The difference between the two strategies - teaching through folk arts with 'VARMS' technique and ALM in effect size is quite large. In other words the effectiveness of Folk arts with 'VARMS' technique in teaching history to the upper primary students over the Active Learning Methodology (ALM) is quiet large.

REFERENCE

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