

Measuring English Teachers' Awareness on Film Adaptations of Chetan Bhagat's Works and their Preference of Media: Empirical Evidence

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Abstract

This research aims to study the awareness of Adaptation of Chetan Bhagat's novels into Film and the media of preference among English teachers of Higher Secondary schools of Junagadh district. The study was carried out at Junagadh in the state of Gujarat. The sample of the study is 70 English teachers of the Government as well as Grant-in-aid Higher Secondary schools of Junagadh district. The tool used for data collection of English teachers' awareness of reading novels and watching adapted films is a questionnaire. While personal interview method was conducted by the researchers to get some choice-based detailed answers. The result of the analysis shows that the awareness level of English teachers of Higher Secondary Government and Grant-in-aid schools of Junagadh district is high which is a positive sign. The positive correlation indicates that the increase in reading novels and watching their film adaptations can, in a long run, be useful to these teachers to make their teaching more effective as they can show the text-based film as a teaching technique.

Keywords: awareness, novels, film adaptations, media preference.

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Introduction:

Anna Sabramowicz, the Coach and Co-founder of ElearningSecret.com, believes that learners in the internet age do not need more information. They need to know how to efficiently use the massive amount of information available at their fingertips – to determine what's credible, what's relevant, and when it's useful to reference. (Gupta, 2015) To guide such learners a teacher in the 21st century must keep himself/herself updated to adapt to such situations. In the words of Ajit Thosar (*Teachers must timely update*, 2015), a teacher in English as well as a key resource person of several workshops by different government agencies, "Winds of change blowing from one decade to another, from one era to another, bring new concepts to old theories and ideas. The teaching community must keep themselves to pace on this path of change to implement new or modified methods of the teaching-learning process to suit the requirements of the day." The very first step for updating oneself is to read and learn as much as possible from the available sources. Reading is a process through which one internalizes what he reads and makes use of it in every stage of his life. To keep the teaching fraternity updated reading various literary sources and current issues, knowledge of technology, using online study material and educational platforms, various educational software and applications like BYJU'S, Vedantu, Khan Academy, etc. can be extremely helpful. Apart from this, watching educational films and relating the message of such films to the process of teaching and learning can be an effective medium.

The present research work is undertaken by the researcher: Measuring English Teachers' Awareness on Film Adaptations of Chetan Bhagat's Works and their Preference of Media: Empirical Evidence. This research experiment was done to study the awareness of teachers in reading literature and watching films, especially reading English novels of Chetan Bhagat and watching films based on these novels. For this purpose, English teachers of the Arts and Commerce stream from a higher secondary section of Government and Grant-in-Aid schools of Junagadh district were selected.

This paper aims at collecting data on teachers' reading habits and relating this habit to apply their reading while watching film adaptations based on their various literary reading sources and experiences. At the next level whether they can choose their preference between the novel and the film is also discussed in the paper. This paper is an educational research-based paper that inquires teachers' preference of media between literary source and its film adaptation.

2. Literature Review:

To assess the current state of research and to identify the key questions about this topic that needs further research as well as to discover new angles that need further exploration, a review of related literature was undertaken by the researchers. A good number of research papers as well as books were studied by the researchers to understand the literature review. The literature review includes research papers and articles on responses of the audience, spectators, students on topics related to literature and film adaptation. There are papers on the impact of film on attitudes to education, media adaptation of literature and ESL context, and Chetan Bhagat's novels. The researcher has also added a theoretical aspect of film adaptation theory to relate it with the present paper.

Dr. Farzana S. (2017) Ali has quoted Ronald Perrier in the preface of her book 'Literary Adaptation' in the following words: "The study of literature casts light on the meanings in the film, and the study of the film can illuminate the full value of the literature." (p. III) This sentence connects the relationship between literature and film. Apart from this, some famous theorists have shared their scholarly opinions on the theory of adaptation. According to one such theorist Linda Hutcheon, "Adaptation is repetition, but repetition without replication." (Theory of Adaptation, 7) Philippe Aurier and Guergana Guintcheva (2014) have studied the conditions for successful adaptation of books to films in the views of readers/spectators, book publishers, and film producers. They conducted interviews with twenty-nine readers/spectators and identified three key factors that received a positive evaluation from spectators/readers: fidelity to the story, creative additions like music, actors, places, etc. to the original story, and the temporal

gap between reading the book and watching the movie (p.3). Book publishers and film producers revealed a quite different perspective compared to readers/spectators. From a publisher's point of view, the adaptation of a novel can regenerate interest in the book and increase sales just after the release of the film (p.19). From a film maker's point of view, the adaptation is a guarantee of a success story that has already captivated audiences and can be easily transformed into a box-office success. (p.19) This paper has helped the researchers to understand the opinions of readers/spectators as well as book publishers and filmmakers on adapted film and its source i.e. book/novel.

In her article "Audience Response and from Film Adaptation to Reading Literature" Klaudia H. Y. Lee (2016) has analyzed results from interviews of more than 3000 students across university campuses of Hongkong. She conducted this study to investigate the roles of screen adaptations and their intertextual relationship for developing students' critical textual practice. She has explored students' actual encounters and experiences with texts. While the data suggest an influence of screen adaptations on students' choice and motivation of reading, according to her, this interest can potentially be developed into a critical awareness of the various intertextual possibilities that exist in different forms across media. (P. 2) This article has helped the researchers to understand students' choice and preference for selecting the medium of text.

Kaur and Kapoor (2018) have observed in their research studies that there are restricted readers for different genres and subjects of novel and literature respectively but film making satisfies the hunger of a large heterogeneous audience with the element of 'entertainment'. (p.1) Their study is based on two Bollywood films that are inspired by Chetan Bhagat's novels. They have shared the theorist George Bluestone's idea that the novel is protean which is comprised of essays, letters, memoirs, folk tales, histories, epic, and romance. While the film is also protean which has assimilated photography, music, dialogue, visible color, and audible sound (p.1). They have also elaborated terms like de-construction, re-interpretation, and re-creation regarding film

adaptation theories (p.2). Apart from this, the research paper was also helpful to the researchers in understanding the differences between a novel and its screen adaptations (p.3).

Abdulkerim Karadeniz and Remzi Can (2015), have investigated the book reading habits and media literacy of students at the faculty of education in terms of different variables. In their research study, they wanted to see the correlation between the book reading habits and media literacy of students and their departments, grades, habits of using social media, academic grade point averages, and educational background of their parents. The best part of this research paper according to the researchers is the importance of reading shown in this paper. Karadeniz and Can (2015) have quoted Adali's beautiful quote in their paper, *"A reader... should imagine what he is reading, understand what is argued in the text he is reading, comprehend the liaison between the thoughts in it, organize them by comparing with what he has accumulated so far, restructure his present knowledge with what he has read, and sort out what he wants to keep in his mind."* (p. 4059)

Through the research paper based on semiotic codes in literary text and film adaptations, researchers agreed with Smagliy V. M.'s (2019, p. 268) opinion that while reading any novel, the reader pays attention primarily to the plot. A more attentive audience will focus on finding seemingly insignificant details for the whole story. Nevertheless, all attention is paid to descriptions of space, characteristics of characters, or the significance of selected scenes for the whole plot. While watching a film adaptation, the attention of the audience is paid to details and each of them, despite appearance, is of great importance. Speech, facial expressions, and gestures as well as music and space arrangement are based on the interpretation of semiotic codes.

A study on media adaptations of literature and ESL context done by Anam Shams and Adil Khan (2017) helped researchers to get an overview of the various literary adaptations explaining how such adaptations can be useful in providing a better learning environment. (p.506). It also provided the importance of such adaptations in

ESL pedagogy by devising various tasks and activities based on these media adaptations for the ESL classroom.

Sajjad Hussain and Nasir Ahmad's (2016) paper on Indian movies' impact on attitudes to education has remained a good source for the researchers to understand teachers' attitude in the process of providing education to students. From their observation of the Indian film *3 Idiots*, they found that student and teacher interaction is one of the most important elements in education. Teachers can either facilitate or hinder student learning through these interactions and here teachers' attitudes are important and have a direct impact on students' learning process. (p. 245) As the researchers' core concern in the present study is to find awareness of teachers, this paper was an important review of the related literature for the research study under discussion.

Based on the review literature, it can be confirmed that no more research work has been carried out to examine the awareness of teachers for preference for media, novels, and films based on Chetan Bhagat's novel. Thus, the present study aims to attempt to fulfil the gap of previous research and tries to analyze the teachers' awareness towards it.

3. Objectives:

The objectives of the study are as follows:

1. To know whether teachers are aware of Chetan Bhagat's literary background.
2. To find out whether teachers are aware of fictional as well as non-fictional works of Chetan Bhagat.
3. To check teachers' awareness of the adaptation of Chetan Bhagat's novels into Bollywood films.
4. To know teachers' preference for media between novels of Chetan Bhagat and films based on them.

4. Methodology:

For the present research work, the survey method has been chosen as a research methodology. This survey attempts to study the teachers' awareness of the adaptation

of Chetan Bhagat's novels into films and to find out the response of the teachers towards the media of preference between the novels and adapted films.

It is descriptive research (Kothari 2004, p. 2-3) where the researchers seek to measure the preference of teachers for media. The research study analyzes various factors which affect teachers to behave in a particular manner or which make them like or dislike a particular thing in a novel or film, 70 teachers teaching English in the higher secondary section of Government and Grant-in-Aid schools were randomly selected by using simple random sampling method from Junagadh district, Gujarat.

5. Construction of Tool:

Quite often questionnaire is considered as the heart of survey operations and this method of data collection is quite popular and is being adopted by researchers, individuals, and organizations. For the present study, a questionnaire was designed, and it was given to the randomly selected 70 teachers of higher secondary school. There were 27 questions related to measure the awareness of teachers regarding the adaptation of Chetan Bhagat's novels into films and to find out their media of preference between the novels and adapted films.

6. Data Collection:

To find out the awareness among teachers the researchers have tried an experiment during Board exam paper assessment days. The paper assessment center was at Pulkit school of Junagadh city. Almost all teachers of higher secondary Government and Grant-In-Aid schools from the Junagadh district were there for paper assessment duty. The researchers had prepared a questionnaire and a copy of it was provided to every teacher to get it filled up at their convenience. Teachers had taken their own time to fill up the questionnaire and had returned shortly within a day or two. For some of them, the researcher had conducted personal interviews to get their choice- based answers to some questions. Then the questionnaires were collected and filed properly for data evaluation and data analysis purposes.

7. Data Analysis:

Based on the research instrument called a structured questionnaire the data had been collected and analyzed by using a simple percentage analysis method. The questionnaire was based on three criteria's awareness about Chetan Bhagat and his literary contribution, awareness of Chetan Bhagat's novels adapted for films, and the media preference whether they like film or novel. Based on analysis it can be said that 90 % of teachers have heard the name of Chetan Bhagat. 86% of teachers know that Chetan Bhagat is not an actor, a singer, or a director but an author or writer. 82 % of teachers know that not drama, poetry, or short story but Chetan Bhagat writes novels that made him famous. 67 % of teachers knew that Chetan Bhagat is a novelist before 3 idiots was released. 54 % of teachers knew that Chetan Bhagat writes articles for newspapers.

The second criteria analysis shows 11 % of teachers have come across the titles of the following books: 1. Five Point Someone, 2. One Night @ The Call Center, 3. Three Mistakes of My life, 4. Two States, 5. Revolution 2020, 6. Half Girlfriend, 7. One Indian Girl and 8. A Girl in Room no. 105. 43% of teachers know all the above-mentioned 8 books are written by one writer i.e. Chetan Bhagat. 46 % of teachers know that Chetan Bhagat has also written two non-fiction entitled 'What young India Wants' and 'Making India Awesome'. 24 % of teachers have read Five Point Someone, 17% of teachers have read One Night @ The Call Center, 48 % of teachers have read Three Mistakes of My life, 39 % of teachers have read Two States, 15 % of teachers have read Revolution 2020, 37 % of teachers have read Half Girlfriend, 13 % of teachers have read One Indian Girl, 9 % of teachers have read A Girl in Room no. 105, 4 % of teachers have read What young India Wants 7 % of teachers have read Making India Awesome. 49 % of teachers know that 5 out of his 10 books have been adapted into Bollywood Films. 58% of teachers often go to Cineplex to watch film. 75 % of teachers could answer correctly that the film 3 idiots is based on his book 'Five Point Someone'. 38 % of teachers could answer correctly that the film Hello is based on his book 'One Night @ The Call Center'. 50 % of teachers could answer correctly that the film Kai Po Che! is based on his book 'The Three Mistakes of My life'. 80 % of teachers could answer

correctly that the film '2 States' is based on his book '2 States'. 69 % of teachers could answer correctly that the film 'Half Girlfriend' is based on his book 'Half Girlfriend'.

As per the analysis of the third category based on the media preference 46 % of teachers liked the book 'Five Point someone' more than the film based on it whereas 54% of teachers like the adapted film more than the sourcebook. 40 % of teachers liked the book 'One Night @ the Call Center' more than the film based on it whereas 60% of teachers like the adapted film more than the sourcebook. 42 % of teachers liked the book 'The Three Mistakes of My Life' more than the film based on it whereas 58% of teachers like the adapted film more than the sourcebook. 51 % of teachers liked the book '2 States' more than the film based on it whereas 49% of teachers like the adapted film more than the sourcebook. 50 % of teachers know that Chetan Bhagat has been given Film Fare Award for the Best Screenplay 2014 for 'Kai Po Che!' 30 % of teachers know that Chetan Bhagat has written the screenplay of Salman Khan starring film 'Kick'. 27 % of teachers would like to see Chetan Bhagat in the future as a Screenplay writer, 22% of teachers would like to see Chetan Bhagat in the future as a Director. 8 % of teachers would like to see Chetan Bhagat in the future as an Actor. 43 % of teachers would like to see Chetan Bhagat in the future as a Writer or an Author. On average 62.4 % of teachers were able to identify the correct names of Chetan Bhagat's novels on which five different Bollywood films are made.

Reasons for preferring a particular book over adapted film were individual choice or interest, the language of the novel, freedom to imagine, the story of the novel, treatment to the plot of the novel, narrative skills, convenient timings to read whereas teachers' preference of film over sourcebook was based on the direction of the film, characterization, music, acting, costumes, audio-visual effects, songs, entertainment, less time required compared to read a book.

8. Findings:

Thus, through this experiment it was found that English teachers of Arts and Commerce stream from a higher secondary section of Government and Grant-in-Aid schools of Junagadh district are:

1. aware of Chetan Bhagat's literary background.
2. are not fully aware of fictional as well as non-fictional works of Chetan Bhagat. Less than half of the total number of teachers are aware of fictional works of Chetan Bhagat and more than half of the total number of teachers are not aware of nonfictional works.
3. are found aware of the adaptation of Chetan Bhagat's novels into Bollywood films.
4. have shown a clear preference for watching films based on Chetan Bhagat's novels. Their priority is adapted film over the base novel.

9. Conclusion:

Based on this research study it can be said that the mentioned objectives of the study are found to be accomplished. Through this research experience, the researchers could know the awareness level of the selected population of teachers. The researchers could also find their preference between a literary source i.e. novels and the films based on them.

10. Suggestions/Recommendations:

Klaudia H. Y. Lee believes that probably few would dispute that students nowadays are becoming increasingly attuned to the moving image and less patient with mere words on a page. The increasing awareness of a student population that experiences the world through "multiple modalities" has led to an effort by educators across the world to develop curricula and modes of pedagogy to create a learning environment that resembles the wider world in which the students live (p. 2). Such a concern has also led to increasing attention paid to forms of text such as film and multimodal composition to be used in the classrooms that they generate the best teaching and learning results.

Concerning this, a study of awareness of teachers regarding adaptation and media of preference would give more insight into the pedagogical use of films in the classroom.

According to Rajandaran Perumal (2013, p.353), Teachers should look upon movies as a pedagogical tool to bridge young adults reading to canonical texts and not as distractions that destroy young adults' interests in reading. Based on the experiment to measure awareness of English teachers of Arts and Commerce stream from a higher secondary section of Government and Grant-in-Aid schools of Junagadh district, it can be suggested that all the teachers who share the objectives mentioned in the present paper can implement this practice in their classroom teaching. Such teachers should be aware of using adaptations which are based on textbook lessons.

Using an audio-visual teaching tool i.e. video clip cum short movie has its advantages and more and more teachers at primary, secondary or higher secondary school level or even at higher levels i.e. U. G. and P. G. courses should provide such advantages to their students. So that a well-educated smart society can be built for the development of our nation.

11. Limitation and Scope for the Further Research:

There are certain limitations associated with the study which may create a pave for future research. Firstly, this study has collected responses only from the teachers of Arts and Commerce stream from a higher secondary section of Government and Grant-in-Aid schools of Junagadh district which is a geographical limitation. Hence, in the future researchers should try to cover more geographical areas to get better generalizations of the research findings. Secondly, since the sample size of the study is lesser, future studies should consider the inclusion of more samples to derive appropriate findings. Lastly, researchers in the future can consider various novels by different authors adapted for films.

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