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## A comparative study of effect of method of lecture and dramatization of Marathi teaching

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### ABSTRACT

*It cannot be said that any method of teaching is useful for any element or subject. It is necessary to bring the changes in the teaching method so as to bring proper effectiveness in the student's knowledge, understanding, application and skill with a view to give proper studying experience to them. The teaching of each subject and its import by traditional method absolutely proves improper for the progress of the students. The object of skill based curriculum can be achieved if variety is introduced in the subject teaching according to the object of each subject and its import.*

*The teaching of prose lessons that comes with the import/content of language by various methods of teachings or educational aids with an objective to increase the word stock of language subject of the students and also to get acquainted with variety of various grammatical, literary, regional languages proves useful with a view of progress of student's emotional and content acquisition.*

*A research in this regard proves necessary to see whether the usages of various methods of teachings in actual teachings are bringing about progress?*

*The said research is carried out to see whether the difference between the two methods of teachings affects the content acquisition of the students?*

### Introduction

Language is a significant subject in the school curriculum. Teaching as well as valuation of each subject through proper method seems necessary while achieving intellectual, emotional (mental), physical development with the help of school curriculum objectives. The researcher has decided to examine the effectiveness of the various methods of teachings by utilizing it according to subject and content of the teaching.

While giving attention to the development of content acquisition and the subject interest of the students in true means, which device, which method of teaching should be used, which source or form should be used at proper place at proper time while teaching the lesson by pondering over it so that the teaching becomes effective and interest developing.

The objectives of the education cannot be achieved if the teaching is carried out with the limited means of only telling the meaning of the lesson by the teacher.

In the subject languages like Marathi, some lessons are communicative while the other lessons includes two three characters. The said dissertation is carried out with an object to see in comparative perspective the effect of writing of such lessons in communicative form. A comparative study of method of lecture and method of dramatization are made in the said dissertation.

### Problem Statement

A comparative study of effect of method of lecture and dramatization of Marathi teaching.

Objectives - Objectives specified for the said dissertation.

- (1) To study the effect of teaching method of lecture on the understanding of the meaning (i.e. content acquisition) of the students.
- (2) To study the effect of teaching method of dramatization on the understanding of the meaning (i.e. content acquisition) of the students.
- (3) To make comparative study of the effect of lecture and dramatization of teaching methods on the students.

Hypothesis – Null Hypothesis. There will be no remarkable difference in the average content acquisition of the students who will be studied by Dramatization method and Lecture method.

Assumptions – Lessons of prose section of text-book of Marathi for Std. 7th can be taught by various methods.

Method of Research – Experimental method is used for the said dissertation.

Sample – Total of 100 students are selected for the said dissertation by easy random method. The students included boys and girls.

Method of Research – Experimental method is used for the said dissertation.

Creation of lesson notes - Lesson planning and lesson notes are taken according to the guidance booklet of Marathi teaching method of Yashwantrao Chavan Maharashtra Open University.

Test Preparation – Total of 20 questions comprising of objective, short answers, long question answers.

Duration – Duration of 30 minutes is given to solve the question of 20 marks.

Limits - The said research is restricted for the students studying in 7th Std. of Marathi medium i.e. having Marathi as a first language.

Actual class teaching work- To the both divisions, used Dramatization method for one division and Lecture method for another division for examine the effect of teaching methods. Both divisions selected randomly.

Analysis of the information – Analysis of the marks received by the students by solving the test is carried out by the examiner.

Main Conclusions – Hypothesis – 't' value 0.09

On meaningfulness level, for 96 independence quantity obtained 't' value 9.23 is meaningful.

Recommendations – 1) Various teaching methods should be used in actual Teaching according to subject and content.

2) Training of communication writing should be given to the students and an arrangement should be made for the special guidance for dramatization

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