DEVELOPING INSTRUCTIONAL PROGRAMS FOR MARATHI SUBJECTS UNIT ACCORDING TO STUDENT INTEREST AND APTITUDE AND ITS IMPACT ON STUDENTS - A STUDY

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Abstract -
According to the decision of the Supreme Court, it is mandatory for everyone in Maharashtra to be able to speak and write Marathi well. The research is done to develop Student's Interest and Aptitude for creating happiness in the study of Marathi language. This research will solve the problems of students in Marathi learning. The research has examined the production and effectiveness of Instructional Programs developed according to the Interest and Aptitudes of students. There is need to develop student creativity, to create novelists, poets and letters.

Keywords - Marathi subject, Instructional Program, Interest Inventory, Aptitude skill.

Introduction -
In the present study while summarizing the dissertation researcher included following points Summary, Conclusions, Estimates, Discussion, Recommendation and Future Findings of the study also.

Objectives -
1. To analyze Marathi Subject textbook of class IX according to the Interest Components.
2. To develop Instructional Program According to Interest Components of Marathi subject textbook of Class IX.
3. To study the effectiveness of Developed Instructional program in Marathi subject for class IX on Interest.
4. Getting to know the opinions of teachers about Developed Instructional Program in Marathi subject for class IX.
5. Getting to know the opinions of student about Developed Instructional Program in Marathi subject for class IX.

Hypothesis -
H01 - There is no significant difference between the mean coefficient of experiment group A and control group B in the context of 'Kirti Kathiyacha Drishtant' component in the Prose Section of class IX Marathi subject textbook.
H02 - There is no significant difference between the mean coefficient of experiment group A and control group B in the context of 'Dharila Pandharicha Chor' component in the poem section of class IX Marathi subject textbook.
H03 - There is no significant difference between the mean coefficient of experiment group A and control group B in the context of 'Haschitantli Mulan' component in the Gross reading section of class IX Marathi subject textbook.
H04 - There is no significant difference between the mean coefficient of experiment group A and control group B in the context of 'Rasvichar' component in the Grammar section of class IX Marathi subject textbook.
H05 - There is no significant difference between the mean coefficient of experiment group A and control group B in the context of 'Kathalekhan' component in the Applied Writing Skills section of class IX Marathi subject textbook.

Methodology of Research -
Variable in Research:
Independent Variables:
1. Interest developed instructional program.
Dependent Variables:
Pre-test, Post-test.
Controlled Variables:
Schedule, Components, Content, number of students, class environment, Students Absence, Motivation, Fatigue.
Uncontrolled Variables:
Interest, age of students, sex, intelligence.

1.14 Procedural Framework of Research

Documentary Analysis Method

Content Analysis according to Davis Technique

Interest - Research Objective 1 - Survey Method
Sampling:
There are total 98 Aided Marathi Medium Schools in Hatkanangale taluka. Out of them, the researcher had selected 20 schools (20%) by Lottery method in Random Probability sample selection method. Out of 20 schools, Each school had selected only IX class all students. Total students were 1607.

For Developed Instructional Program experiment in the research one school was selected named Janata Madhyamik Vidyalaya, Hupari out of total 20 schools by purposeful Nonprobability sampling method. Out of 5 schools, all students were selected (100%) 300 students.

Tools:
Interest Inventory, Aptitude test, Instruction Program, Pre-test, Post-test, Observation Suchi, teacher opinionnaire, teacher interview schedule, student opinionnaire.

Method of Research:
In the present Research the researcher is used multiphazed method. To achieve objectives number one and the researcher has used Documentary Analysis Method and Content Analysis Method according to Davis technique. Qualitative research method have also been used for component Analysis and Content Analysis. Researcher has used Survey Method and Qualitative Research Method has used to achieve objectives three. Researcher has used experiment method to achieve objectives four. Researcher has used the survey method to achieve objectives five. In Data Analysis and Interpretation the researcher has also used Quantitative and Qualitative research method.

Data Collection, Analysis, Interpretation:
The experiment group was taught with a Interest Developed Instruction Program and Aptitude Developed Instruction Program. The Control group was taught in a traditional manner. Two Groups have 40 students. According to the plan of researcher, in total 40 days, he taught for 2 hours daily at Janata Secondary and Higher Secondary School, Hupari. Taught 1 hour for experiment Group and 1 hour for Control Group for each day planning. Their included 10 days for Post-Test for components at that time when it completed. So all days are 51 days. The effectiveness of the Developed Instructional Program is presented in two sections by examining the hypothesis. Interest Post-Test and Aptitude Post-Test done after the experiment. Both groups were given the same Post-Test at the same time and same environment. Based on this, marks both groups are compared with mean and standard Deviation as well as ‘t’ value.

Data Analysis and Interpretation:
Class IX Marathi subject textbook has been analyzed in a documentary Analysis Method. Davis technique was used for selecting Less-Interest and Less-Aptitude Components. After Content analysis, the researcher developed Instructional Program for experiment. To find out interest and aptitude of IX standard students in Marathi subject textbook, the researcher used percentage numerical method. Then mean, standard Deviation and ‘t’ test values used for testing Hypothesis.
Conclusion -

After examining Null Hypothesis, it is found that the null Hypothesis were rejected and Research Hypothesis were accepted. That means Developed Instructional Program was more effective than traditional teaching methods.

1. The IX standard students found an excellent interest in prose, poem, and grammar, Gross reading, Applied Writing Skills also.
2. The IX Standard Students found an excellent Aptitude was developed in prose, poem, grammar, Gross reading, and Applied Writing skills also.
3. Developed Instruction Program was effective and useful in teaching and learning according to teachers and students opinions also.

References -

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