

## Study the Effectiveness of Lecture and Discussion Method while Teaching at Zillha parishad high school, Tadsonna, Beed.

**Gade Mahesh Chandrakant**

Secondary Teacher,  
Zillha Parishad High School, Tadsonna, Tq. Dist. Beed

### Introduction :-

School plays vital role in the qualitative development of education. School must be considered as laboratories of education. There should be always experiments on various issues in education. Teacher is considered as the resource person. He must be resourceful by training and teaching to students. The students imitate the teacher so the teaching of teacher affects much more in moldings the personalities of the students. .

As per considered the general teaching procedure in school and colleges, the teacher uses lecturer Method for teaching various subjects generally. In Lecture Method, the teacher plays dominant role and students are considered as only receivers as passive listeners. With the help of points, the teacher educator explains the concepts orally and with the help of board. The teacher cannot generally use other means of teaching like OHP, LCD, Projector etc. then teaching becomes boring. On the other hand in Discussion Method the teacher and the students both plays active role. Freedom is given to students to listen and express their own views by taking part in discussion. It becomes interesting and students understand easily. So Researcher has decided to study the effectiveness of Lecture and Discussion Method while teaching at Zillha parishad high school, Tadsonna, Beed.

**Keywords :-** Lecture method, Discussion method, effectiveness of Discussion method

### Statement Of Aim:-

Study the Effectiveness of Lecture and Discussion Method while Teaching at Zillha parishad high school, Tadsonna, Beed.

### Operational Definitions :-

**Lecture Method:** It is a one of the teaching method in which students are passive listeners.

**Discussion Method:** It is one of the teaching method in which opportunity is given to students to express their views and take part in teaching learning process.

**Effectiveness:** It is result of action here the result of teaching methods is calculated.

**Zillha parishad high school, Tadsonna, Beed:.** One of the secondary school run by zillha parishad beed

**Tadsonna:** A big village in beed taluka

### Objectives of The Research Problem:

1. To find out the effectiveness of the Lecture Method.
2. To find out of the effectiveness of Discussion Method.
3. To suggest the more effective method of teaching to high School students.

### Hypothesis:-

1. If the teacher uses the lecture method for teaching then student will not understand each and every concept in content.
2. If the teacher uses the discussion method for teaching then student will understand the content more easily.
3. If the teacher takes students active participation in teaching then student achievement will be increase.

### Significance of The Problem :-

1. Researcher have been teaching English subject to high school students. Researcher have been teaching this subject since last 17 years. Some topics student cannot understand but some concepts clearly learn only through Lecture Method. For this purpose Researcher used

Discussion Method, which I thought Researcher will receive better results. So Researcher has decided to study scientifically the success of discussion method while teaching to high school student.

- The Speaking skill is much more important to Marathi Medium Student. So if we use this method for teaching the various subjects to Marathi Medium opportunity will be given to express their own views in English and the new concepts will be automatically cleared.

**Research Method :-**

Experimental method is used for this action research.

**Research Tool :-** Achievement test is used.

**Sampling :-**

36 students of 10<sup>th</sup> class marathi Medium Student in ZPHS, Tadsonna, Beed is sample & population in my action research.

**Research Design :-**

Equivalent group design is used for this action research.

**Research Procedure :-**

Researcher administered a pre-test for making equivalent groups. One was experimental group and other was controlled group. For both these groups two methods of teaching i.e. lecture method and discussion method were used for teaching the same topic and then achievement test was administrated and after the interpretation of the score of the student conclusions were made & recommendations also suggested.

**Analysis And Interpretation**

**Pre-Data for Making Groups**

Statistical information collected by using pre test. Then the class divided into two groups which were based on the achievement of the participant in the pre test and a list was made from the achievement of participant. One group was considered as controlled group and other was experimental group.

**Post Data.**

For both the groups the same topic was selected for teaching. For one group lecture method was used and for other group discussion method was used. After the completing the selected topic, achievement test was conducted and very carefully it was evaluated by Researcher.

**Analysis Of Data :**

For the analysis and interpretation of the collected data Researcher calculated the average of the two groups score in the achievement test. It was used to calculate the representative. For this purpose Researcher used core list of two groups. Group one was experimental group and other group was controlled group. The test was of 50 marks and each group includes 18 students. The average was calculated by the following formula.

Addition of the student score

$$\text{Average} = \frac{\text{-----}}{\text{Total Number of Student}}$$

The average of the experimental group is 40.10 and the average of the controlled group is 36.

**Interpretation:-**

- Use of discussion method improves student achievement.
- Students understand the concepts through the use of discussion method.
- Discussion method of teaching is more effective than lecture method.

**Conclusions:-**

- Use of discussion method improves student achievement.
- Discussion method of teaching is more effective method for 10<sup>th</sup> class students.

**Recommendations:-**

- Therefore Teacher should use audio-visual aids in their teaching.
- Should take active participation of the student.
- Must use discussion method for teaching.

**Major Finding:-**

- For teaching Marathi Medium student the lecture method is not fruitful.
- The teacher must use discussion method for teaching 10<sup>th</sup> class Student.
- The teacher should give freedom to student to take part in teaching-learning process and express their views.
- Use of audio-visual aids becomes more useful in understanding the new concepts to students.
- Teaching learning process becomes interesting through use of innovative methods to teaching.

6. The use of lecture method becomes boring to students and they become passive it affects their achievement.
7. For the cognitive development of the student discussion method is more important.

**Recommendations:-**

1. The teacher must prepare teaching material for effective teaching.
2. The teacher should use audio-visual aids of teaching. The teacher should give opportunity to student to express their opinions.
3. The teacher should pay equal attention to every student.
4. The teacher should try to take active participation in his teaching.
5. The teacher should discuss in the classroom with the students on various issues / concepts in the content and made conclusions.
6. There should be exchange of thoughts in teaching process. So teacher should use the modern techniques of teaching like brain storming which is more effective.
7. The teacher should try to create healthy interactions in the class room among students

**Reference Books**

1. Best. J. W. , Khan James V. (5<sup>th</sup> Ed. 1986) Research in Education, Prentice Hall of India Private Ltd. New Delhi.
2. Best J. W., Khan James V. (7<sup>th</sup> Ed. 2002) Research in Education, Prentice hall India Private Ltd., New Delhi.
3. Deshpande V. S., Patil W. R. (2007) Primary Education Current Situation, Problems and solutions, Nirali Publication, Pune.
4. Mirshra R. C. (2005) Educational Research, A.P.H. Publishing corporation, New Delhi.
5. Kapole A. L., Pandit B. B. (2007, 1<sup>st</sup> Ed.) Action Research and Innovations, Nirali Prakashan, Pune.
6. Pawar N. G.(2001) Theory and practice of Teaching Methods, Nutan Publication, Pune.
7. Shukla V. N. (2007) Educational Evaluation, Nirali Prakashan, Pune.
8. Tiwari Deepak (2006), Methods of Teaching Education, Crescent Publishing Corporation, New Delhi.
9. Yardi V.V. (1994), Teaching English in India Today, Parimal Prakashan Pune.

