Development of Marathi Language Program and to test Its effectiveness on Learning Outcomes in Class 9th Urdu Medium Students of Aurangabad District

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Abstract

Language plays a crucial role in shaping students' cognitive and academic development. In Maharashtra, learning Marathi is essential for effective communication and integration within the state's socio-cultural framework. However, Urdu-medium students often struggle with learning Marathi due to linguistic differences and limited exposure. This study aims to develop a Marathi language program and evaluate its effectiveness in improving the learning outcomes of Class 9th students at Alazgari Urdu High School, Quaiser Colony, Aurangabad.

A sample of 100 students participated in the study. A pre-test was administered to assess their initial proficiency in Marathi. Following this, a one-month Marathi language development program was conducted, focusing on vocabulary building, sentence structure, pronunciation, and comprehension. After the completion of the program, a post-test was administered to measure students' progress. The test results were analyzed using Mean, Standard Deviation (SD), and t-test to determine statistical significance.

The findings indicate a significant improvement in students' Marathi language proficiency, as reflected in the post-test scores. The calculated t-test value suggests that the intervention had a positive impact on students' learning outcomes. The study concludes that structured and interactive language programs can significantly enhance language acquisition among non-native learners

1. Introduction

Language learning is fundamental to students' overall academic success. In Maharashtra, Marathi is the official language, making it necessary for students, even from non-Marathi backgrounds, to develop proficiency in it. Urdu-medium students often face challenges in learning Marathi due to linguistic differences, limited exposure, and lack of effective learning strategies.

This research aims to develop a Marathi language learning program and evaluate its impact on the learning outcomes of Class 9th students at Alazgari Urdu High School, Quaiser Colony, Aurangabad.

OBJECTIVES OF THE RESEARCH:

1)   To develop a Marathi language program for standard IXth Urdu medium student of Aurangabad district.

2)   To test the effectiveness of Marathi language programme on reading skill in standard IXth Urdu medium students of Aurangabad district.

   3)To test the effectiveness of Marathi language programme on writing skill in standard IXth Urdu medium students of Aurangabad district.

   4) To test the effectiveness of Marathi language programme on speaking skill in standard IXth Urdu medium students of Aurangabad district

HYPOTHESIS

Research Hypothesis:

1)   There is significant difference in reading skill using language development programme as compared to traditional method.

2)   There is significant difference in writing skill using language development programme as compared to traditional method.

3)   There is significant difference in speaking skill using language development programme as compared to traditional method

2. Research Methodology

2.1 Sample Selection

A total of 100 students from Class 9th at Alazgari Urdu High School participated in the study.

2.2 Research Design

The study followed a pre-test and post-test experimental design:

Pre-test: Administered before implementing the Marathi language program to assess students' baseline proficiency.

Intervention: A one-month Marathi language development program focusing on vocabulary, sentence construction, pronunciation, and comprehension.

Post-test: Conducted after the intervention to measure improvements in students' language skills.

•   Pre-test, post-test experimental design has been used by the researcher.

•   Pre-test

•   Writing skill of 20 marks

•   Reading skill 20 marks

•   Speaking skill 20 marks.

•   After pre-test researcher run a one months development programme on Marathi language of IXth std students.

•   After running the programme the researcher will conduct a post-test on writing reading and speaking skills each of 20 marks.

2.3 Statistical Tools Used

The collected data were analysed using:

Mean (to measure average improvement)

Standard Deviation (SD) (to analyse variation in scores)

t-test (to determine statistical significance of the intervention)

Mean for Pre-Test = 32.43

Mean for Post-Test = 45.27

SD for Pre-Test = 4.05

SD for Post-Test = 5.36

Mean difference =M2-M1 = 45.27 − 32.43 =12.84

$SEM = \dfrac{\sqrt{4.05^2 + 5.36^2}}{2}$

$$= \frac{\sqrt{16.4025 + 28.7296}}{2}$$

$$= \frac{\sqrt{45.1321}}{2}$$

$$= \sqrt{22.0757}$$

SEM = 4.69

SEd = SEM/$\sqrt{N}$ = 4.69/$\sqrt{29}$ = 4.69/5.385 = 0.870

For T value = Mean difference / SEd

= 12.84 / 0.870

= 14.75

Conclusion:- The test show a highly significant difference between pre-test and post-test mean

Mean for Pre-Test = 32.43

Mean for Post-Test = 45.27

Interpretation: - There is strong evidence that the post-test scores are significantly higher than the pre-test score. This suggested that the programme conducted for the development of Marathi language is applied between the pre-test and post-test likely had a positive effect.

3. Results and Discussion

3.1 Pre-Test and Post-Test Analysis

The pre-test results indicated that students had limited proficiency in Marathi, with low average scores.

After one month of structured learning, the post-test scores showed a significant increase.

The t-test results confirmed that the improvement was statistically significant.

3.2 Effectiveness of the Marathi Language Program

The program's structured approach, including interactive learning activities, practice sessions, and real-life applications, contributed to the improvement in students' language skills. The results suggest that targeted language interventions can significantly enhance the language learning process for Urdu-medium students.

4. Conclusion and Recommendations

4.1 Conclusion

The findings of this study demonstrate that a well-designed Marathi language program can significantly improve language proficiency among Urdu-medium students. The structured

learning approach helped bridge linguistic gaps, making Marathi learning more accessible and effective.

4.2 Recommendations

1. Incorporate Interactive Teaching Methods – Role-playing, storytelling, and language games can make learning engaging.

2. Extend the Duration of the Program – A longer intervention period may lead to more profound learning outcomes.

3. Regular Assessment and Feedback – Periodic evaluations can help track progress and address learning gaps.

4. Encourage Bilingual Learning Resources – Using Urdu-Marathi bilingual materials can ease the transition for students.

5. References

[Include references to relevant linguistic studies, educational research, and statistical analysis methods]

This research highlights the need for structured language programs in non-native language learning environments and sets a foundation for future studies on multilingual education.