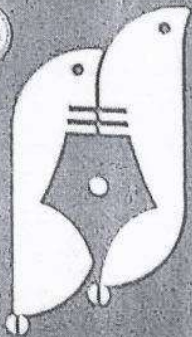


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ABSTRACT

The proposed paper aims to compare and contrast the learning outcomes of two tests of learning from the UG syllabus of Honours (BU University), in an attempt to examine how far performance method of teaching can be successfully adapted in rural Indian classroom to teach Shakespeare and simultaneously the relevance of this adaption so far as teaching Indian writing in English (Mahesh Dattani) is considered on the basis of a survey. The author has reached some interesting findings that on the one hand accepts the efficacy of performance method of teaching over lecture method but on the other hand doesn't wholly accept the efficacy of lecture method particularly when teaching Indian literature in English is considered. More interesting findings of those aspects where even performance method fails to address the limitations of teaching process.

Keywords: Performance method, Lecture method, Shakespearian drama, Mahesh Dattani, Variation index

The English Honours syllabus of UG level (CBCS) is a multidimensional one. The problems of learning and teaching English literature at rural colleges are so multi-faceted that it is really puzzling to decide what should be the beginning point of this discussion. Putting aside the question of so called 'completing' [a very vague terminology] the due portion of the syllabus within a fixed period (here a semester), the problems can be categorized likewise – (i) orientation of a rural Indian student (ii) confused goal of learning English (iii) confused aims of traditional evaluation system (iv) non-availability of trained teachers in a changed scenario and their relevant confusion regarding the aims and methodology of teaching. Low language proficiency levels, lack of reading, writing and speaking skills, low motivation level, poor self-confidence and cultural prejudices can be assigned to the first-category. About

ninety percent of the students studying at school levels. As second language, English them learning a set of rules. When they college level, still then they do not have the idea of proper pronunciation, spelling and grammatical (Bhandari, 2009). Besides, the gap between the students for whom the subject and the decoded subject matters of the syllabus, as rightly pointed out by Sarkar (www.cje.ids.czest.), is not small. Secondly, there is confusion about the supposed goal of learning English. For the students, it seems to be, passing the exam. As Bhandari puts it, "the sole objective of the learner remain to clear the exam and never realize the importance of learning

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