



# Effectiveness of Activity Based Sanskrit Teaching for the 9<sup>th</sup> Standard Students

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➤ **Abstract:** This study aims effectiveness of activity based Sanskrit Teaching for the 9<sup>th</sup> standard students. The present research enjoys an experimental method. Using stratified random sampling method, a total of 72 students on Sanskrit subject in 2023 at two secondary school are randomly selected and finally, the data were analyzed by means, standard deviations and t-test. The results show that gender, area and high and low achievement. Sanskrit language teaching should be done naturally through group and pair activities. In short, it was observed at the end of the students enhanced communication skills and Sanskrit achievement. The effective application of any activity for the learners creates obvious impact in behaviour.

➤ **Key Words:** Effectiveness, Activity, Sanskrit, Activity based Sanskrit teaching, Students of Standard 9<sup>th</sup>

➤ **Introduction:** The purpose of the study was to construct and evaluate the effectiveness of an activity based Sanskrit Teaching Lessons to in developing students' communication skills and Sanskrit achievement. The whole research was designed scientifically for planning and administration. The detailed analyses of the quantitative and qualitative data were given. India is rich in its culture including varied languages. There are many languages and a number of dialects that are used by people for communication. However, Sanskrit has achieved a very special place over the centuries among all the Indian languages. Indian life, its aspirations, values, way of living tradition can be well understood only through Sanskrit. Sanskrit is said to be an embodiment of the Indian culture. The spiritual wisdom of India embodied in our ancient scriptures like the Vedas, the Upanishadas, the Geeta, the Puranas and the Shashtras are expressed in Sanskrit. Sanskrit is a national language, at present there are two parallel systems of learning Sanskrit prevailing in India. The first one is the traditional way of learning Sanskrit where in students learn Sanskrit through Pathshalas at the secondary level and Sanskrit Universities at the higher education level.

According to Wikipedia, "Effectiveness is the capability of producing a desired result when something is deemed effective. It means it has an intended or expected

outcome, or produces a deep vivid impression". Effectiveness in this study means enhancement of any result obtained through enhancement process evolved as activity based teaching in Sanskrit. Desai and Shah (1984) explained activity as follows: It is a type of teaching method in which students participate actively in meaningful educational activity. In this study activity means activities evolved for activity based learning in Sanskrit. The activities were prepared in consonance with textbook units such as pictures, games, puppets, mock acting, dramatization, film strips and models. Bhagvadsinh (1955) has explained various meanings of the word. Sanskrit= Sam + kru. Sam means in a very good manner. Kru means to do and T is past participle. One meaning of Sanskrit is Sanskar/resolves. As the base of language is tongue and memory there are chances of errors. These errors are observed in Vedic language. Before 400 B.C. the greatest grammarian Panini gave the name Sanskrit. In this study Sanskrit means Sanskrit learning through the activities. For the present study, activity based Sanskrit teaching means teaching 9<sup>th</sup> Std. Course contents and basics of Sanskrit Communication through various classroom activities to the Students. In present study 9<sup>th</sup> standard students means the students studying in the secondary section in the Gujarati medium school of Ananddistrict, Gujarat.

➤ **Literature Review:** Shashtry V.D. (1989) A Study of Existing Position of Teaching Sanskrit Language, State Institute of Educational Research and Training, Udaipur. The researcher described objectives as follows: 1. to know the existing position of teaching Sanskrit language in upper primary and upper primary schools of Rajasthan. The sample consisted of 200 male and female Sanskrit teachers working in upper primary and secondary schools located in rural and urban areas in the state of Rajasthan. The sample was selected through stratified random sampling technique. The researcher described tool a Questionnaire and Interview Schedule were used for the data collection. The major findings were 1. Most Sanskrit Language teachers were undergraduates. 2. Around 50% teachers were teaching Sanskrit only because they were asked to do so, though they were not qualified to teach Sanskrit. 3. Around 70% male and 50% female teachers used translation method for teaching Sanskrit. 4. Only 16% teachers gave practical exercises while teaching Sanskrit grammar. 5. Only 20% teachers used teaching aids in the classroom teaching. Rao, S.K.(2006) in his book "Effective Methods of Teaching Sanskrit" mentioned the importance of Sanskrit, status, various methods of teaching Sanskrit. Reading styles in Sanskrit, phonetics etc. The author emphasised on understanding the significance and styles of teaching Sanskrit prior talking about Sanskrit.

Sanskrit is not the subject. It is a language which requires continuous drilling and constant exposures for learning the language. The book also talks about the evaluation strategies and tools for effective classroom teaching evaluation. The three major things like teacher, resources and styles of execution are effectively described in the book. Basics of grammar are explained in brief in the book. The readers gain the information about the parts of speech in Sanskrit. Mittal, S. (2005) in his book „Sanskrit Shikshan“ included topics on teaching Sanskrit Stories, poems and plays before the students. The author also suggested various activities through which the teaching of Sanskrit can be made activity based. The basic of understanding of grammar would help the learner to understand the literature and motivate them to study the language further. Students should be provided wide range of exposures through creative and innovative tasks and activities. It is unfortunate to say that in our traditional Indian classrooms, Sanskrit is taught in chalk and talk method. As a result the students remain away with this language as a big number opined learning Sanskrit requires lot of rote learning, memorizing and creaming the grammar tables and rules. This book ignites the minds of the teachers and students with innovative games, tasks and activities.

➤ **Variables of the Study:** Independent, Dependent and Control variables of the study are as follows.

**Independent Variable:** A. Activity based Sanskrit teaching Secondary Independent Variable A. Gender: Boys and Girls B. Area: Urban and Rural C. IQ: High and Low. **Dependent Variable:** A. Sanskrit Achievement (Basics of Sanskrit Language, Understanding Sanskrit Literature and Expressional Skills) **Control Variable** Selected units from standard 9<sup>th</sup> textbook of Sanskrit GSEB, basics of Sanskrit language communication and Standard 9<sup>th</sup>

➤ **Objectives of the Study:**

- To construct and standardize (Experts“ Opinion) Sanskrit Achievement Test
- To construct and standardize (Experts“ Opinion) Activity based Sanskrit Teaching Lessons
- To study the effectiveness of activity based learning in Sanskrit by various activities on understanding Sanskrit, basics of Sanskrit, communication and reading comprehension
- To study the effectiveness of activity based learning on rural and urban area
- To study the effectiveness of activity based Sanskrit teaching in relation to the gender(Boys and Girls) of the students
- To study the effectiveness of activity based Sanskrit teaching in relation to the achievement level (High and Low) of the students

➤ **Hypothesis of the Study:**

**H<sub>01</sub>** There is no significant difference between the mean scores of the test conducted on experimental and controlled group for the purpose of equipping the group.

**H<sub>02</sub>** There is no significant difference between the mean scores of the students of experimental group and controlled group in Sanskrit achievement through activitybased learning.

**H<sub>03</sub>** There is no significant difference between the mean scores of boys and girls of experimental group in Sanskrit achievement through activity based learning.

**H<sub>04</sub>** There is no significant difference between the mean scores of rural and urban students of experimental group in Sanskrit achievement through activity based learning.

**H<sub>05</sub>** There is no significant difference between the mean scores of high achievers and low achievers of experimental group in Sanskrit achievement through activity based learning.

➤ **Delimitations of the Study:** The present study was carried out on students of one Gujarati medium school of Anand, Gujarat state. The programme and the test were conducted on developing basics of Sanskrit language through some tasks on communication and units from the textbook of Std. 9<sup>th</sup>. GSEB.

➤ **Limitations of the Study:** 1) From true experimental research design researcher used post-test only research design. 2) Researcher used randomized sampling technique. 3) Researcher used self – teacher made test for Sanskrit Achievement Test 4) For data analysis researcher used parametric t – test.

➤ **Population and Sample:** The population of the study was Gujarati medium Secondary schools students of 9<sup>th</sup> standard studying in Anand District of Gujarat State. The researcher used systematic sampling technique. A Gujarati medium school of Anand district was selected as a sample. The sample of the study consisted of 72 students of two secondary school. The researcher used mean- Deviation method for equal group.

➤ **Research method:** The study was an experimental. Quantitative and qualitative data were collected. An Activity based Sanskrit Teaching Programme was developed by keeping in mind various aspects for enhancing simple Sanskrit communication skills and related sub aspects of the same.

➤ **Research Design:** The design of the study was experimental control randomized two group only post-test design.

➤ **Validation of the Programmed:** Researchers validated the programme by collecting the suggestion from the three practicing teachers and modify the programmed.

➤ **Tool:** The researcher constructed the Sanskrit Achievement Test and Activity based Sanskrit Teaching Package apart from the above two major tools, the researcher also constructed feedback form on researcher's activity based teaching and the evaluation.

➤ **Data Collection:** The data were collected after giving treatments to experimental group and control group. The data were analysis in terms of variables and mean, standard deviation and t – ratios were computed using SPSS version and the findings were drawn along with its interpretation.

➤ **Result:**

**H<sub>01</sub>** There is no significant difference between the mean scores of the test conducted on experimental and controlled group for the purpose of equipping the group.

Table – 1

Group	N	Mean	SD	SEM	Df	t	Level of Significance
Experimental	36	49.97	3.46	0.839	70	5.087	0.01
Control	36	45.70	3.66				

The above table -1 displays that, there was statistically significant mean difference between the mean scores of the test conducted on experimental and controlled group for the purpose of equipping the group. ( $t = 5.087$ ,  $df = 70$ , 0.01 significance level). That is, the experiment group post-test mean score ( $M=49.97$ ) is greater than from the control group mean score of the post-test score ( $M= 45.70$ ) due to the intervention of test conducted instruction.

**H<sub>02</sub>** There is no significant difference between the mean scores of the students of experimental group and controlled group in Sanskrit achievement through activity based learning.

Table – 2

Group	N	Mean	SD	SEM	Df	t	Level of Significance
Experimental	36	51.44	3.74	1.436	70	2.918	0.01
Control	36	47.25	4.36				

The above table -2 displays that, there was statistically significant mean difference between the mean scores of the students of experimental group and controlled group in

Sanskrit achievement through activity based learning. ( $t = 2.918$ ,  $df = 70$ , 0.01 significance level). That is, the experiment group post-test mean score ( $M = 51.44$ ) is greater than from the control group mean score of the post-test score ( $M = 47.25$ ) due to the intervention of Sanskrit achievement through activity based learning instruction.

**H<sub>03</sub>** There is no significant difference between the mean scores of boys and girls of experimental group in Sanskrit achievement through activity based learning.

Table – 3

Group	N	Mean	SD	SEM	Df	t	Level of Significance
Experimental	36	48.72	2.80	0.891	70	4.54	0.01
Control	36	44.67	2.54				

The above table -3 displays that, there was statistically significant mean difference between the mean scores of boys and girls of experimental group in Sanskrit achievement through activity based learning. ( $t = 4.54$ ,  $df = 70$ , 0.01 significance level). That is, the experiment group post-test mean score ( $M = 48.72$ ) is greater than from the control group mean score of the post-test score ( $M = 44.67$ ) due to the intervention of Sanskrit achievement through activity based learning instruction.

**H<sub>04</sub>** There is no significant difference between the mean scores of rural and urban students of experimental group in Sanskrit achievement through activity based learning.

Table – 4

Group	N	Mean	SD	SEM	Df	t	Level of Significance
Experimental	36	51.44	3.74	1.436	70	2.918	0.01
Control	36	47.25	4.36				

The above table - 4 displays that, there was statistically significant mean difference between the mean scores of rural and urban students of experimental group in Sanskrit achievement through activity based learning. ( $t = 2.918$ ,  $df = 70$ , 0.01 significance level). That is, the experiment group post-test mean score ( $M = 51.44$ ) is greater than from the control group mean score of the post-test score ( $M = 47.25$ ) due to the intervention of Sanskrit achievement through activity based learning instruction.

**H<sub>05</sub>** There is no significant difference between the mean scores of high achievers and low achievers of experimental group in Sanskrit achievement through activity based learning.

Table – 5

Group	N	Mean	SD	SEM	Df	t	Level of Significance
Experimental	36	48.50	2.45	0.837	70	4.852	0.01
Control	36	44.44	2.28				

The above table-5 displays that, there was statistically significant mean difference between the mean scores of high achievers and low achievers of experimental group in Sanskrit achievement through activity based learning. ( $t = 4.852$ ,  $df = 70$ , 0.01 significance level). That is, the experiment group post-test mean score ( $M = 48.50$ ) is greater than from the control group mean score of the post-test score ( $M = 44.44$ ) due to the intervention of Sanskrit achievement through activity based learning instruction.

➤ **Findings and Discussion:** As described in the result section, the results revealed that there is a significant difference between the mean scores of the experimental and control groups and it was observed that Sanskrit achievement through activity based learning. The experimental group had a higher effect on Sanskrit achievement compared to the effects of traditional teaching methods. It seems that Sanskrit achievement is more effective in improving activity based learning of Sanskrit learners than traditional teaching methods. It also encourages peer tutoring and makes learning fun. Thus, the overall finding of the study made it clear that the Activity based Sanskrit Teaching Lessons was effective in developing Sanskrit achievement among the secondary school students. It was also found from the study that learning the language requires a wide range of exposure and facilitation. Language teaching should be done naturally through group and pair activities.

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