



Ways to Improve Sanskrit Teaching Learning Process in the field of Education

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Abstract:

There is a scope for improving the method of teaching Sanskrit so as to make it both interesting and effective. Attempts should be made to make the learning of Sanskrit attractive by supplementing the teaching with dialogues, scenes, scenes from drama, literature of the type of panchtantra, grammatical kavayas etc. Here, the writer wants to convey the innovative ways for Sanskrit teaching.

Keywords: Education, Method, Sanskrit teaching, Teaching learning process, Technique

1. Introduction

In India there are several studies regarding the importance of Sanskrit, but very few previous works had been conducted on the teaching methodologies in Sanskrit. Karnalesh thaudhary⁵ (1958) dealt with the comparative merits of two teaching methods viz. Direct Method and Translation Method. The study was based on the hypothesis that 'there is no difference in the learning outcomes of students who acquire knowledge through direct method and through

2. Translation method

The findings of the study did not prove the validity of the hypothesis. The investigator concluded that 'this Experiment did not warrant an absolutely valid result due to its imperfect design.' This study was relevant in this context in view of the fact that it presupposed the urgent need for orientation in our techniques of teaching. Alias Shyam Joshi⁷ (1974) conducted a study on modernizing the Methods of teaching Sanskrit. He concludes that, 'Now a word with the teachers of Sanskrit. The modern student is a product of the new changing world. He cannot be expected to be much interested in Sanskrit. Unfortunately Sanskrit teaching can also be made boring as not can also be made interesting.' Chandrakalas (1974) has done an experimental study of different methods of teaching Sanskrit grammar in High School classes. The objective of the study was to evaluate the functional effectiveness of Sanskrit grammar. Three alternative treatments, viz. Programmed Instruction, Lecture Method and Traditional Method was tried out. The findings are as follows.

1. Three treatments were equally effective.
2. High achievers and low achievers learnt equally well enough through Programmed Instruction.
3. Average achievers learnt better than high and low achievers through Programmed Instruction.
4. High achievers learnt better than average and low achievers through Lecture Method and Traditional Method.

3. Using different Aids

Audio visual aids can be used in Sanskrit language. Gramophone, tape recorder, films, the radio, television set, blackboard, pictures, chart, maps, flash-cards, scrap scrolls, film stripe, textbook etc. The pictures will help the teacher in enriching and illustrating the conversations and thus make the

teaching successful and fruitful. He can introduce new words. The school children have a natural liking for pictures, the colorful ones. The pictures, models, toys and charts are serve the same purpose. Pictures, models, toys and charts help the pupils in identifying novel concept in a moment. The mechanical devices fail, the verbal aids are not found to be sufficient. Under these circumstances, the blackboard is the ever ready tool for the classroom operations. The teacher can write explanations of words or phrases. He may draw a picture and explain the situation. A teacher can draw matchstick drawings with the help of straight lines, curved lines, circles and semicircles. The teacher can draw various pictures suitable to the needs of the learning experiences. He wants to provide to the class. The match-stick drawings, to prove to be an effective technique, need laborious efforts and insightful, sincere attempts on the part of the teacher.

- They lessen the monotony and drudgery of teaching and make it lively and interesting.
- Teachers must be energetic, alive and emphatic -Go over lessons several times before class.
- Practices gestures and explanations.
- Show pictures at good responses.
- Make notes on the troublesome topics and compile special drills for the next day.

4. Methods of teaching Sanskrit Grammar to High school classes in 1978 with the Following objectives

1. To prepare a program in Sanskrit grammar using Hindi as the medium of presentation.
2. To evaluate the functional effectiveness of the programmed on Sanskrit Grammar at high, average and low academic achievement levels.
3. To find out the relative effectiveness of three methods- traditional, lecture and programmed instruction-of teaching Sanskrit grammar separately at high, average and low achievement levels as well as to a composite group.

The teachers should not only use all the modern methods and the aids, such as Direct method, Visual aids, conversation, recitation, dramatic production etc. but he should also press into service the traditional methods so that all these methods would ensure an active participation of the student in the process of teaching and add to his interest and rest in learning the Language." Regarding teaching techniques Narang and Arora '5(1996) explain that for excellence in teaching one has to master over the modern methods and techniques of teaching. The Lecture method is the oldest method in teaching. This method is still used widely in American Colleges and Universities. Teaching is considered as a dynamic interaction of individuals and as a decision making one. Teaching must be deliberate and planned.

5. Teaching technology

Here some of the ways to improve Sanskrit teaching effective, qualitative and fruitful.

- Organization of teaching.
- Planning of teaching.
- Leading of teaching.
- Controlling or managing of teaching.

They also proposed three salient features of effective teaching in connection with technology. They are Instructional objectives, Teaching strategies and Evaluation. Alexandrine" (1981) came to similar conclusions when he studied different pictorial-verbal strategies for learning. "Research on the effectiveness of pictorial learning strategies indicates that learning is improved when pictures Supplement verbal materials, when learners draw their own pictures while Studying, and when learners are asked to generate mental pictures while reading or studying ... the factor of sex was also

included in the analysis due to its observed (although unexpected) effect" Gage & Berliner³⁴ (1992) state that the use of models as learning

6. Aids have two primary benefits

1. Models provide "accurate and useful representations of knowledge that is needed when solving problems in some particular domain"
2. A model makes the process of understanding a domain of knowledge easier because it is a visual expression of the topic.

Mohanthy Jagannath" (1989) in his book "Educational Technology; A Plea for Little media", remarks that the use of all modern media, methods and material for maximizing the learning outcomes. These include various methods of teaching, audio-visual aid; and materials for effective and efficient teaching- learning process. They also include software and hardware, big media and little media. In all ages education has its technologies starting from black board to textbooks, from Socratic Method to Discussion Method, from counting beads to computerized instruction. These media can improve the quality as well as

7. Quantity of education

Big media imply more complex and costly devices of instruction such as television, films, video and computer. These are expensive and require highly skilled and trained personal for production and utilization of programs. Little media means the less costly and less complex media like radio, tape recorder, film-strips, slides, transparencies, maps, charts etc. Teachers require training and retraining for improving their competency in using the apt media.

1. Visuals explaining a concept or a phenomenon should be from the point of view of the learner.
2. Visuals bridge the gap between the high rate of thought of the listeners and low rate of speech of the presenter.
3. Learning from a visual or a series of visuals is much better if the attention of the viewers is drawn to what he should observe at a particular instant.
4. Special effects and optical effects used in films do not bring about significantly better learning than otherwise.
5. The fact that color adds to the attractiveness of an audio-visual does not necessarily mean that it improves learning. Learners, however, prefer color versions.
6. Visuals contribute much more to learning than the audio channel. Even so, the audio channel is a must because it clarifies and supplements the visuals.
7. Motivation to learn and to observe phenomena is greater if the learning Process is made audio-visual.

As we find ourselves on the threshold of twenty-first century, we are likely to be flooded with newer and newer gadgets and instruments. They are undoubtedly powerful aids to teaching and it all depends on a resourceful teacher as how to put them to effective use to make teaching- learning process meaningful, fruitful and enjoyable.

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