



Techniques and Methods of Sanskrit Language Teaching in Education

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Abstract:

It is very essential for a language teacher to teach the lesson of Sanskrit language very effectively and qualitatively in today's class room. Now a day there is various teaching methods and techniques to be introduced by language teacher for language lesson teaching in the class room. According to me there is a superior way for Sanskrit language teacher is that, the teacher must teaches their lesson through the multiple and reciprocal use of the teaching methods as well as its techniques in current class room interaction and for learning through students oriented methods. In this article I want to convey the qualitative way for Sanskrit language teaching as well as for Sanskrit method teachers.

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1. Techniques of teaching

The teacher teaching the language through this method uses various techniques in the classroom to involve the learners in the learning process to insure that they learn the language to the maximum extent these techniques are:

2. The technique of conversation

There is teacher learner conversation and learner conversation

Look and say or see and say technique. The teacher introducing the new structure. Sentence pattern does some activity to help learner's associates the meaning of the sentence with an action and he also writes the structure on the board. He expects his learners to repeat the same structure in the beginning performing an activity then using in a new situation.

3. Method of teaching Sanskrit

There have been in vogue three principal method of teaching Sanskrit for convenience of understanding. We may name them as (1) The pundit or the logical method (2) The Adult's method or the Bhandarkar method (3) The new method or The psychological method.

3.1 The logical method

The Pathshala method or the Logical method has the honor of being the oldest of these in as much as it has been in vogue since times immemorial. This high cultural standard could be maintained only on account of India's efficient educational system. It could probably be maintained during all these long years because of the fact that one whole class of society containing the best intellects had made knowledge their only end pursuit in life. The whole structure of society as it had been organized had been adjusted with this purpose because they believed that social efficiency depended upon the behavior of the learned class. There was then no divorce between morality and knowledge and a man of knowledge without purity of behavior was condemned by society.

The medium of instruction in the pathshala method was not always Sanskrit although it might be said with more or less certainly that the higher stage of specialization the medium of not only teaching but even of communication was Sanskrit.

3.2 The Adult method

The Adult's method stands next a chronological point of view. Dr. Ramakrishna Gopal Bhandarkar has been a haloed name in the history of modern teaching of Sanskrit. He has been the pioneer of the modern school which differs from the traditional school of Sanskrit. It might also be pointed out that the products of ancient school look down upon those of the modern school which substantially differs from the traditional school of Sanskrit. It might also be pointed out that the products of ancient's school look down upon those of the modern school.

Looking to the aim that Dr. Bhandarkar had kept before him while writing his books. We find that the procedure he has followed is quite justifiable. It is customary to criticize. Dr. Bhandarkar's method as not based on the principles of psychology of children but it is often forgotten that the books were written for adults.

When Dr. Bhandarkar wrote education had been the privilege of the select few who belonged to the higher intellectual start of our society. The modern tendency to universalize education has resulted in the gradual percolation of education to comparatively less gifted and less intelligent portion of society.

3.3 Technique of vocational guidance Myers

As a result of this inequality of natural distribution. It has become necessary to adopt the teaching method to suit the majority of pupils.

The stress on grammatical details has to be substantially reduce. we do not want to prepare grammarians but we want to prepare pupils, able to recognize and use forms that are found in their textbooks.

3.4 The psychological method

The new method aims at making things easily comprehensible to pupils principally by adapting the teaching to their mental caliber and to their instinctive interests because this method is adapted to the common pupils.

In this method some stories, dialogues of descriptions appealing to the pupil are introduced in the textbooks to relieve monotony.

In this method asking pupils to translate sentences in to Sanskrit for providing them opportunities to use their newly acquired knowledge some more interesting means are used for the same purpose. Sometimes readymade sentences are provided to them with some gaps left in them. Pupils are asked to fill in these gaps by one of the forms provided to them. That enables them to distinguish between the uses of those forms and tests their gaps of the matter newly taught. Sometimes wrong sentences are provided and pupils are asked to correct the sentences. The new method aims at creating a Sanskrit atmosphere in the class. Conversation is to be the means of study and not the aim. Intelligent understanding of Sanskrit must be emphasized. Use of mother tongue is advised in teaching grammar, in explaining abstract ideas'

3.5 Direct method

This method emphasizes the oral way of teaching the language which is quite in accordance with the principle of teaching a language as mother tongue is learnt. The fundamental thinking is that

language is essentially speech. The method develop learners' ability to think and to express their idea and feeling correctly .learners learning through this method develop the basic language skills-listening , speaking ,reading and writing .this method with its emphasis on speech . It helps learners to express themselves with ease in writing as they develop an ability to express themselves orally. This method, with its emphasis on speech, helps learners to use their passive vocabulary change in to active vocabulary.

3.5.1 Limitations

- This method puts a very heavy emphasis on speech skill paying a little less attention to the development of other three skills was no provision for teaching writing systematically.
- In method advocates the teaching learning of grammar in an inductive manner. To teach grammar inductively, the teacher must be very competent. he must have good command of the language and ability to use conversational Sanskrit is too much to expect every teacher to have good command of the language .
- This method aims at establishing a direct bond between words and ideas. These doses not become possible with all words and phrases.
- The direct method dose not emphasis the importance of teaching material which is an important tool in the hands of a teacher and it emphasizes only the teaching procedure.
- The direct method is very difficult for teachers to practice as it does not insist of any gradation of language material.
- This method is not convenient for overcrowded classes as active involvement of
- Learners are a prime condition for learning through this method, and this is difficult to ensure n the present day large classes.

Menon and Patel say, “the direct method was tried in India for a number of years, but it failed to pay the expected dividends in terms of children’s progress.” Methods and techniques are the instruments in the hands of a teacher to implement the program of teaching a language to achieve the objectives of language teaching and to develop language abilities and skills in publish in a satisfactory manner.

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