



# Effectiveness of Smart Class for Teaching Sanskrit Grammar

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## Abstract:

*Class rooms have changed from being teacher centered to being student centered, traditional teaching aid are being replaced by modern teaching aids. New ages classrooms are fast replacing the teachers with the computers and a new era of smart classes have emerged. Students feel difficulty in hearing Sanskrit Grammar. To make the Sanskrit learning easy, number of efforts is being pithy by various scholars. In the era of computer, any Sanskrit scholars are trying to develop program of smart class for teaching Sanskrit efficiently and effectively in a case manner. This research aims to study the effectiveness of these classes in references to the achievement of the students of standard X in Sanskrit grammar.*

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**Keywords:** Education, Efficiently, Grammar, Smart class

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## 1. Introduction

Education is dramatically changing its form and structure in order to accommodate the expanding knowledge. Everyone wants to acquire more in less time be it the students or the teachers. Students have turned more demanding and inquisitive. Curriculum has developed extensively and has given a way to the contemporary approaches for teaching and learning. To add upon the knowledge revolution is the revolution in information technology which has also affected educational technology. These changes have further revolutionized our classrooms thus; impacting what we teach and how we teach.

## 2. Objectives of the Study

1. To study the effectiveness of smart class on the achievement of the students.
2. To compare the result of smart class and traditional class.

## 3. Operational Definitions

### 3.1 Smart Class

Smart class is a digital initiative pioneered and adopted by over 4750 progressive schools in India. Smart class is transforming the way teachers teach and students learn in schools. It's a new age technology movement that is fast becoming an imperative for schools.

### 3.2 Traditional Class

It is a regular classroom which keeps the teacher in the center and uses lecture method for teaching the students. In which the teaching aids used like charts, maps, models etc.

## 4. Variable

### 4.1 Independent Variable

Teaching method was taken as independent variable and it had two levels i.e. smart class method and traditional class method.

#### **4.2 Dependent Variable**

Achievement of students in Sanskrit test was taken as the dependent variable.

#### **4.3 Controlled Variable**

Subject, Content and teaching time were selected as controlled variable.

#### **5. Area and type of Research**

The study deals with educational technology because of the use of smart class. The research could be considered as behavioral research because its result can be applied in day to day life.

#### **6. Design of Research**

The study measures the effectiveness of tow types of classes in which teaching was required therefore it was undertaken through experimental method. Randomized two groups post test design was selected from various research designs of true experimental designs.

#### **7. Universe and Sample**

60 students of standard X of secondary school of Palanpur City of Gujarat state was considered as a universe of this study. The sample was selected purposively.

#### **8. Program and Tool**

Development of effectiveness program in the case of experimental research is essential for obtaining right results. During the study, following program and tool was prepared by the researcher.

##### **8.1 Program**

Teaching program for the smart class and traditional class were prepared by the researcher which includes the selection process of the content, time table and the lesson plans as per periods. The nature and requirements for the two classes were kept in mind while preparing these programs.

##### **8.2 Tool**

Achievement test on Sanskrit Grammar was prepared to find the effectiveness between the results of two classes.

#### **9. Collection and Interpretation of the Data**

During the study experimental group was taught by the way of smart class and the control group was taught by the way of traditional class according to the teaching program. After teaching, achievements test was administered and the score was obtained by the researcher.

#### **10. Testing of Hypothesis**

**Ho<sub>1</sub>** There will be no significant difference in the mean score between the achievement of the students of experimental and control group.

**Table 1 Statistics**

Sr.	Group	No.	Average	S. D.	t value	Sig./N.S.
1	Control Group	30	18.26	3.56	4.06	S
2	Experimental Group	30	22.33	4.18		

Table 1 reveals that the average of experimental and control group are 22.33 and 18.26 respectively and the t value is 4.06 which is more 2.56 at the 0.01 level therefore the difference is significant. Thus the hypothesis is rejected at both levels of significance.

Thus, it can be said that there is significant difference between the scores of experimental and control group. Therefore, the significant effect shown of smart class.

### **11. Educational Implications**

The study implies that smart technology has found more important in the classroom importance of traditional teaching methods can't be. The modern methods need to supplements the traditional methods instead of replacing them.

1. The results reveal that smart classes are more effective.
2. This research shown that the future of the smart class will bright and it could be implementing in replace of traditional trend of teaching.
- 3 Teachers should be trained in technology so that they can operate these classes.
4. Smart class and other technology oriented aids should find place to supplement teaching.

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