



Effects of Modern Media Solutions in Teaching of Sanskrit Language and Communication Skills on College Students

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1. Introduction

With people the language also travelled and reached to the islands and countries where the British have their rule. That was the period of transition and development of Sanskrit language. It borrowed the phrases and words from different languages. Today around the world, Sanskrit language has become the factor dominant language in many areas including business, finance, and banking science and technology popular, culture, media and international relations.

2. Review of related literature

Kumar (1978) conducted a study for teaching Hindi grammar effectively. This study aimed at developing a programmed learning material for teaching Hindi grammar and ensuring its effectiveness. It was a comparative study which included students of both urban and rural areas. The main objective of the study was to enable the students to learn grammar effectively. The major findings indicated that (i) the students who learnt through programmed learning material performed better than those who learnt through traditional method and (ii) the students of rural area did better than those of urban area. The major finding thus helped to ensure the effectiveness of the developed material.

3. Theoretical framework

According to Slavin's model of modern media solutions (1995), modern media solutions ultimately result in gains in learning because the process of cooperation prompts motivation and consequential cognitive activities. This model is supported by two major categories of theories: motivational theories and social cognitive theories, e.g., Bandura's self-efficacy theory (1993), Covington's self-worth theory (1992), Vygotsky's zone of proximal development (1978), and Piaget's social transmission theory (1964). While competition sometimes sets up a stage for students to strive for success over the failure of others, modern media solutions aims to create an arena for team members to have high expectancy of each other. If a teacher implements a modern media solutions method correctly, every learner, including low achievers and high achievers, is expected to be respected and cherished by their peers. Slavin's (1995) modern media solutions model is also supported by cognitive elaboration theories. Walling (1987) maintained that discussion of the subject matter by group members during the process of peer work helps students verbalize and elaborate their initial, immature thoughts. In the process of elaboration, a student apparently has chances to develop ideas from vague to concrete and from preliminary to sophisticated, which might not happen if a student just listens to a lecture and passively receives information.

4. Statement of the problem

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5. Statement of the problem

In the present research Sanskrit language is the attitude object the researcher tried to find out the attitude of the students towards Sanskrit language. The modern media solutions in teaching of Sanskrit language test were constructed to measure the strength and intensity of attitude of the students towards

Sanskrit language.

6. Operational Definition of Terms

To understand the problem, it is necessary to get deep information about the words used in the problem the definition of the words used in the title of the problem is given below

6.1 Modern Media and Sanskrit Language

Today we are living in one of the fastest times of our age. It has been so because of the scientific and technological advancements. With the dawn of the digital technology, science has taken a great leap that takes the world in its stride. The modern electronic gadgets and devices like radio, TV, computers, telephony, internet etc. are the offshoots of these advancements.

6.2 College

After passing 10+2 Pattern students came into existence as a separate unit in college approved by UGC. This unit is entitled as college section in school system by Gujarat Government.

6.3 Language Achievement

The ability to use the language for communication with great ease the language achievement in present context-the marks of the students of 10th standard in Sanskrit is considered as their language achievement. The examination is conducted by Gujarat secondary and higher secondary board.

6.4 Sanskrit Language

Owing to the assimilation of words from many other languages throughout history modern Sanskrit contains a very large vocabulary with complex and irregular spelling. Due to wide spread area of its use, it is full of varieties in the present study the Sanskrit language is the language for the Indian where it is used by a very few majorities for communication.

7. Objectives of the proposed study

The objectives of the research are as follows.

- 1.To study the effects of Effectiveness of modern media solutions in teaching of Sanskrit language and communication skills in college students.
- 2.To prepare a program for the study of selected units based on modern media solutions in teaching of Sanskrit language and communication skills college students.
- 3.To study the effects of gender on modern media solutions in teaching of Sanskrit language and communication skills for college students.
- 4.To study the effects of habitat on modern media solutions in teaching of Sanskrit language and communication skills for college students.
- 5.To study the effects of academic achievement on modern media solutions in teaching of Sanskrit language and communication skills for college students.

8. Research Design and Methodology

Analytical as it analyses the data gathered through the said means to make critical evaluations. It turns to be an empirical one as it makes use of experiments also involving pre-test, treatment and post-test performances of unchanging variables. Thus, the study employs both the qualitative and quantitative approaches during year of 20-21.

9. Experimentation of the study

The data collected through questionnaires, interviews and observations were edited to detect errors and omissions to ensure that the data were accurate, relevant and complete. Then the process of coding followed. The numerous responses were assigned numerals and alphabets so that they (responses) could be categorized or classified. Thus, numerous responses / replies were reduced to small number of classes which made it possible to extract the critical information required for analyses.

10. Experimental Design and Method

The best method — indeed the only fully compelling method — of establishing causation is to conduct a carefully designed experiment in which the effects of possible lurking variables are controlled. The experimental design selected for the present study is were before and after without control ‘design. In this type of experimental design, a group is selected and the dependent variable is measured before the introduction of the treatment. The treatment is then introduced and the dependent variable is measured again after the treatment.

Table 1: Experimental plan of research study

Group	pre-test	Independent variable	Post -test
Experimental group E_R	T_1E	X	T_2E
Controlled group C_R	T_1C	-	T_2C

Pre-test were implemented in both the above groups of independent variables. Two groups were identified for the scheme. In which one experimental and another controlled group were determined. Both of these groups first needed a group equivalence test. In the present study, t-test were performed on the mean of the scores obtained by both groups on pre-test to test the experimental group and the control group in urban and rural habitats. As a pre-test, the marks of Last year annual examination were taken. Both groups were then made equal by contingency. The program was implemented on an experimental group. No such program was implemented on the controlled group. Both groups were then tested. Thus, the effectiveness applied from the difference of the latter test were examined considering the difference of the pre-test of both the groups. In the research study thus presented, the researcher undertook the task of testing the effectiveness of the program. As a result, such an experimental scheme was chosen.

11. Delimitation

Delimitation consists of making choice from a number of alternatives such as coverage of geographical area, types of college’s system and time period they are following. College students of North Gujarat from the Gujarat were selected for the research. The marks achieved in previous examination are considered as their language achievement. The consists the sample of students were selected through cluster sampling method.

12. Selection of tools

For this study the researcher used modern media solutions in teaching of Sanskrit language test though Likert method. Tools Used to Collect Data are as under.

- 1.Pre-Test
- 2.Modern media solutions in teaching of Sanskrit language
- 3.Post-Test

13. Population of research

College students of the Mehsana districts were considered as the population of the study.

14. Sample Design

Two groups – each containing thirty students – were formed. One group were made of students belonging to rural area colleges while the other one had students belonging to urban area colleges. Two groups were formed as the researcher wanted to analyze the difference between the effects of electronic media on the learning of language (Sanskrit) and communication skills. Kheralu and Mehsana college selected purposively.

15. Variables

Identifying the variables covered in a research study and their practical identification is an important step in the research process. The variables included in the presented research are as follows.

Independent variable :Modern media solutions in teaching of Sanskrit language Program

Dependent variable :Gender, Habitat, Achievement and Group Controlled variable :college

16. Data Collection

The analysis of the data was done using the simple statistical methods, calculating the percentage of variables and making comparisons between them. The large amount of data that were generated were examined, coded, categorized, tabulated and recombined to organize the information and interpret meaningful patterns or themes determined by the objectives of the project at hand.

17. Data Analysis

The statistical analysis of the data was conducted with various tests such as calculation of Mean, Median, Standard Deviations (SD), Standard Error in Deviation (SED) and calculation of t value. The comparison of the mean scores of various tests – listening, speaking, reading and writing – were made. The comparison of the difference of means was also conducted. The t value of mean scores of various tests was calculated to test the hypotheses. t test was conducted as comparisons between two groups were made.

18. Major findings of the study

Mean score of experimental group were found to be higher than the mean score of Control group on the selected sample on modern media solutions in teaching of Sanskrit language and communication skill of Listening. Mean score of post-test were found to be higher than the Mean score of pre-test on the selected sample of the experimental and Control group on modern media solutions in teaching of Sanskrit language and communication skill of Listening. Mean score of experimental group were found to be higher than the mean score of Control group on the selected sample on modern media solutions in teaching of Sanskrit language and communication skill of Speaking. Mean score of post-test were found to be higher than the Mean score of pre-test on the selected sample of the experimental and Control group on modern media solutions in teaching of Sanskrit language and communication skill of Speaking. Mean score of experimental group were found to be higher than the mean score of Control group on the selected sample on modern media solutions in teaching of Sanskrit language and communication skill of Reading. Mean score of post-test were found to be higher than the Mean score of pre-test on the selected sample of the experimental and Control group on modern media solutions in teaching of Sanskrit language and communication skill of Reading. Mean score of post-test were found to be higher than the Mean score of pre-test on the selected sample of the Control group on modern media solutions in teaching of Sanskrit language and communication skill of Listening-Speaking-Reading. Mean score of experimental group were found to be higher than the mean score of Control group on the selected sample on modern media solutions in teaching of Sanskrit language and communication skill of Listening-Speaking-Reading. Mean score of post-test were found to be higher than the Mean score of pre-test on the selected sample of the experimental and Control group on modern media solutions in teaching of Sanskrit language and communication skill of Listening-Speaking-Reading.

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