



## AN INVESTIGATION INTO THE PROBLEMS FACED BY TEACHERS IN TEACHING OF POETRY IN THE SUBJECT OF SANSKRIT FOR STANDARD IX

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### ABSTRACT:

Education is the most powerful instrument to bring desirable changes in the students and the teacher is a change agent in the whole the process of education teacher prepares or trains the future generation to meet the challenges of modern society. Education helps in directing a person to do right things at right time at right place which makes more productive individual as well as the society. The future of the nation depends upon the quality of education. According to

United Nations Educational Scientific and Cultural Organization (UNESCO, 2004), "The purpose of education is to ensure that all pupils acquires the knowledge, skills and values necessary for the cognitive development of learners to nurture the creative and emotional growth of learners, to oppose discrimination against any particular group in any manner or, in other words, leads towards and equitable society." Language plays an important role for the transaction of knowledge through teaching learning process. "Language as a vehicle of communication is very crucial on the process of education it is through language that everything is taught and learnt in a majority of teaching learning including the classroom."

**KEYWORDS:** powerful instrument , process of education.

### INTRODUCTION:

National Curriculum framework for school education (2000), 'language education' has the greater potential as a means of develop, progressively through various stages attitudes and values related to all the core components by incorporating appropriate themes and adopting suitable that teaching strategies'. According to NCFSE (2000) "at the secondary stage in the first language full

mastery over the applied form of language and good acquaintance with literary language would be aimed at. Desirable attitudes and values must be inculcated through carefully selected language materials. Thus school curriculum helps to promote the development in learning of language, abilities, communication skills which are needed for social living and further learning".

### IMPLICATION FOR THE PRESENT STUDY:

Many studies have been considered in the area of problems faced by Hindi teachers at different primary secondary and higher

secondary level. Researcher has came across at primary level. Chitare (1999) found that teachers have poor vocabulary. Vyas (1978) Found that the state of teaching Hindi was unsatisfactory. Yagnik (1979) found that teachers were working for their professional growth moreover; The time allotted for teaching Hindi was not enough. All this above studies have done under caption of primary school level. It indicates that most of the teacher faced difficulties in teaching of poetry, teachers have poor vocabulary and the state of teaching Hindi was

unsatisfactory due to less importance given by state government.

At secondary and higher secondary level many studies have been taken place SIERT (1966) found about interest of students o class VIII, they interested in poems inspiring poems on great personalities, motherland, patriotism, nationalism and art of bravery and they liked to recite poems. Jain (1981) studied on determination of communicability in the new poetry from the point of view of teaching. He found that teacher faced difficulties in teaching of poetry, were attitudinal in nature, and also because of the form of poetry Teachers did not consider new poetry as poetry. Verma (1971) has pointed out that the teaching of Hindi in lower classes should stress on hearing, speaking, reading and writing. In the long run the aim language teaching should be to develop cultural and social interaction of people. Theodore (1957) studied on evaluation of English poetry among Indian students, it was found that students that value of studying poetry is real and aesthetic, reading poetry gives pupils and enjoyment and capacity for literary appreciation and it enables pupils to acquaint themselves with poetic mind. Singh (1984) studied appreciation of Hindi poetry at higher level and found most of students are not able to understand BIMB, PRATEEK, and DHARNAS and RASAS.

We can also see that at secondary and higher level very few works has done on poetry. Moreover, Verma (1971) found that curriculum occupied a very important place in the process of education.

As per the review of above literature investigator did not come across any study dealing with problems of teachers in Sanskrit poetry teaching at secondary level. So, investigator wants to conduct a study on problems faced by Sanskrit teachers in poetry teaching.

### **RATIONALE OF THE STUDY**

It has been observed that these days largely the poetry is taught through recitation & grammar translation method & explanation. At times the objectives of teaching poetry are not properly realized because the approach becomes too mechanistic. Teaching learning of poetry needs to be strengthened through innovative approaches. Its suitable attributes can help in realizing the objectives of poetry instruction, such as, vocabulary, recitation, pronunciation, modulation, intonation, explanation. Though Std. 9th Students are at formal operational level but learning through poetry becomes too abstract in the absence of sound effects, visuals, animation and colors.

The climax of the plight of a poetry in the form of composition establishing relationship amongst very remote elements, though, highly creative, but at times goes beyond the levels of comprehension of readers/listeners in the absence of context and conditions. Poetry is one of the best creations of mankind. It means that keeping interest in poetry is the sign of love and creativity of art. In contemporary period, when we are moving further for materialistic development, we should not be passive to our social, cultural and spiritual development. Therefore like other names, effective poetry teaching also can play an important role in spreading good thought and emotions among people. A broad survey of literature in different areas like teaching methods, techniques, approaches and instructional material. A study of the literature in him teaching and learning of Sanskrit indicates that investigators in India are concerned with studying in greater depth of the teaching and learning process Involving Sanskrit. As class 9th is the secondary stage in Sanskrit and teaching of language should provide pupils full mastery over the applied form of language and maturity in oral and written expression, study at this stage should bring to them opportunity to appreciate the depth and diversities of human mind. Poetry is also taught for that purpose involved in Sanskrit subject.

As importance of Sanskrit poetry, at secondary, higher secondary and college level, it is proving fruits of Sanskrit language in the form of essence of nature, truth, beauty and goodness. But it is possible for students at that level when in primary education it is provided. Therefore there is a need to provide poetry teaching effectively at secondary level, because in Sanskrit as well as Gujarati medium schools of Gujarat state, there are several problems regarding Sanskrit teaching-learning problems as students are come from Gujarati background.

Heterogeneous students in Gujarati medium schools of Baroda city as they are having different socio-economic backgrounds, impact of their (regional) mother tongue. These reasons are responsible

for arising problems in Sanskrit teaching and learning. In this kind of climate, there are many difficulties regarding spelling mistakes, vocabulary and recitation of poetry. Teachers felt difficulties in Sanskrit poetry teaching because its form. They did not consider poetry as poetry. In their views if these lines were written in a continuous and sequential manner, they would turn into prose and some teachers are facing difficulties by their attitudinal nature. Jain (1981) Poetry teaching starts there when children are at 1st standard. They are small kids, it is taken casually. At this level poetry is taught only recitation base. But at secondary level gradually when the child goes to secondary to higher secondary stage emphasis is more given on poetry teaching and learning from recitation to essence poetry. Sanskrit poetry will give the fruits of Sanskrit language in the form of truth, beauty and goodness at secondary, higher secondary and college level only if it is taught properly in real essence at secondary level.

In our education system, Secondary stage is very crucial stage. It is a bridge between secondary and higher secondary school education that provides experiences to the students facing a statewide examination. Generally the result of standard 10th decides child's future, and 9th is based for it. At this stage Sanskrit language has its importance as one of the subject because it is also the medium of instruction in the Gujarati Medium schools. if students are not much proficient in this language, they would not be able to do well in other subjects. so, for the development of proficiency in language Sanskrit Subject Teachers should have mastery over the Sanskrit language as a whole and specific to poetry as one of the important part of it.

The investigator will select Grant-in-aid schools because in those schools it is found that well experienced teachers with some years experience so, investigator will get the benefit to reach the actual problems of poetry teaching.

## METHODOLOGY

Methodology decides the nature, plan and procedure of the study. As such it is regarded as the main body of the research. It is desirable to have a proper methodologically designed research plan. An appropriate methodology can help in a getting proper research out comes. As the present study is survey in nature the methodology of scientific research has been followed.

## STATEMENT OF THE PROBLEM

*An Investigation into the Problems Faced by Teachers in Teaching of Poetry in the Subject of Sanskrit for Standard IX*

## OBJECTIVES OF THE STUDY

To study the problems faced by teachers of standard IX in the subject of Sanskrit during the teaching of poetry with respect to - Problems related to speech

- Difficulties in teaching poetry
- Difficulties in teaching different forms of poetry
- Facility available in schools for poetry teaching

## EXPLANATION OF THE TERM

**Problem:** In the present study the term 'Problem' is in teaching of poetry in Sanskrit subject.

It is the problems faced by the teachers in teaching of poetry in terms of

- Pronunciation of words
- Methods of teaching
- Facilities available for poetry teaching
- Interest of the students

## DELIMITATIONS OF THE STUDY

The present study has the following delimitations.

1. The study is delimited to Grant in aid secondary Gujarati Medium schools in Vadodara city and also delimited to teachers of standard 9th following GSEB syllabus.

2. The study is delimited to the teachers of standard 9th

### DESIGN OF THE STUDY

The study is a survey type in nature and was carried out by administering the questionnaire.

The study seeks to understand the present problems of teaching poetry by the teachers in Vadodara city through the information and data provided by the teachers through questionnaire and also through structured interview of secondary school teachers.

### POPULATION

All the Grant-in-Aid secondary schools (108) in Vadodara city constituted the population for present study.

*(Source: DEO)*

### SAMPLE

For the present study the investigator selected 27 schools randomly as a sample being 25% of population. Investigator has selected 24 schools having one single teacher for Gujarati subject and the rest of 3 schools having two separate teachers for Gujarati subject. All these 30 teachers were selected for the study.

### TOOLS AND TECHNIQUES

Investigator prepared a questionnaire tool for the study "An investigation into the problems faced by teachers," investigator used the tools to keep in mind one of the objectives of the study and preparing the following tool.

#### Questionnaire

The questionnaire was prepared by the investigator which included total number of 10 questions. The 6 questions were close ended and rests of 4 questions were open ended. The questionnaires were validated by the experts in the field of language.

#### Interview

The investigator had conducted a structured interview including 9 questions with respect to

- Problems related to pronunciation, pitch, intonation or recitation.
- Difficulties in teaching poetry
- Difficulties in teaching different forms of poetry
- Facility available in schools for poetry teaching

The interview was concluded with the same teachers who were feeling the questionnaire in order to craft validate the information given in questionnaire along with getting more reliable information.

### TOOLS FOR DATA COLLECTION

#### Questionnaire

A questionnaire, for teachers of standard 9th in Gujarati Medium Schools, was prepared by the investigator to collect data for the present study. In the questionnaire there were open ended & close ended questions related to problems faced by them during teaching of poetry in the subject of Sanskrit. The items of questions prepared in terms of speech related problems, problems in teaching of poetry, problems in teaching different types of poetry, facility available in schools for teaching poetry. The questionnaire keeping in view the above mention dimensions, investigator has prepared Semi-Structured Interview. Semi-Structured Interview

The investigator has prepared a set of pre-determined questions, in a particular order and sequence. At the same time flexibility of approach to questioning kept in mind. The investigator felt that their interviewer were share their ideas, facts and their experiences by which investigator collect the data from them with regard to problems faced in teaching of poetry in subject of Sanskrit.

### DATA COLLECTION

The data were collected personally by the investigator. Investigator personally visited all Grant-in-Aid secondary schools teachers followed GSEB syllabus and collected data from school teachers with the permission of Principal.

### DATA ANALYSIS

Data collected using questionnaire and structured interview, questionnaire analyzed through frequency and percentage and structured interview analyzed through content analysis.

### MAJOR FINDINGS

The findings of the present study are based on the analysis & interpretation done in the previous chapter. The investigator has arrived to these major findings by focusing on some major aspects of the study. Simultaneously, the discussion on based on the findings is also done in the present chapter. Whatsoever, the investigator has found out is presented below:

#### *Findings of Questionnaire:*

- It was found that 53% teachers having problems in teaching of poetry. They justified their responses that students are not interested in poetry. Some poems are not to the level of students, the teachers gave response that students have approached towards poetry only exam oriented. Most of the teachers had problems with recitation of the poetry. It also indicates that 47% teachers did not have any problems while teaching of poetry.
- It was found that 50% teachers believed that the words in the poem are difficult to pronounce some extent. By playing games of words, puzzle. We can develop the vocabulary. To explain the difficult words, we have developed reading habit of students. In the form of Gazal, there are some Urdu words include, so it's difficult to understand. There are heterogeneous group in the classroom having different region, students sometimes can't understand the meaning of word & also cannot pronounce it properly. By giving synonyms of some difficult word, we can make it easy to pronounce. It also indicated that 50% teachers did not have any difficulty in pronunciation of words while teaching of poetry. They justified that Words are easy and understandable Sometimes it is quite difficult to pronounce the word which is unfamiliar for the students.
- It was found that 70% teachers recite poetry while 30% teachers were not recite poetry. They followed traditional method of teaching poetry by just reading and explaining. Teachers did not have proper voice modulation, intonation for reciting poetry. Some teachers found that there is problems with time, so cannot recite poetry in limited time.
- It was found that 70% teachers believed that students have faced problems with recitation of poetry. Teachers believed that by giving them regular practice to recite poetry it will help students to recite poetry effectively. Sometimes, by providing them C.D. of other poetry, it will help students to recite poetry. Teachers have giving them regular practice so students can recite poetry with proper modulation and intonation. Teachers have to teach poetry in simple way if proper recitation of poetry is done by teachers then students will follow them. Proper gesture, pose, intonation is very essential for effective recitation of poetry. To providing them clear understanding about different forms of poetry. Through poem recitation we can motivated our student.

- It is also indication that out of 30 teachers, 9 teachers that are 30% teachers believed that there are no any difficulties students facing in recitation of poetry. Students did not have any problems regarding recitation. They fully enjoyed it. They can recite very well.
- It was found that 100% teachers agreed that different linguistic activities organized by them in their schools.
- It was found that 70% teachers felt that the poetry of GSHEB text book syllabus is relevant to the age of students. The rest of 30% teachers felt that it was not relevant to the age of students. These teachers justified their response.

### **Findings of Structured Interview:**

- It was found that 70% teachers using recitation method for different forms of poetry. While 30% teachers did not know the various methods of teaching poetry.
- Item no. 4.2.8 indicates that 76% teachers had listing out of the different teaching aids like C.D., computer, projector, charts, tape recorder, etc. while 7 teachers that is 24% teachers wrote only one or two common teaching aid. They did not know any other name of teaching aid.
- It was found that all the 30 teachers had listed out the different moral values which they inculcated in the students by teaching of poetry that is Ahimsa, Unity, Truth, Cooperation, Pity, Duties towards the society and Nation, Honesty, social services, etc. all the teachers listed out these all values.
- It was found that 30% teachers were aware about the steps of poetry teaching and 47% teachers were not aware about the steps of poetry teaching and they were not attempt any answers of this question. The rest of 23% teachers were written down the different types of poetry rather than steps of poetry.
- The investigator also found that having lack of facilities for poetry teaching in schools, teachers faced problems.

### **DISCUSSION**

With respect to problems faced by Sanskrit subject teachers, the present study revealed that majority of teachers having problems in recitation of poetry. They use simply traditional method that are reading and explaining during teaching of poetry. Due to lack of facility for poetry teaching in the schools, it was found out that teachers cannot use different facilities for poetry teaching like language lab, projector, C.D., Tape recorder, etc. It creates uninterested for poetry among the students as well as teachers also.

### **CONCLUSION**

Findings of the study shows that in Gujarati medium grant-in-aid schools having more than 30 years experienced teachers in the subject of Sanskrit faced many problems with regards to recitation of poetry, pronunciation of difficult words, lack of facilities in schools and do not having awareness about effective way of teaching poetry. Some teacher had Sanskrit or other subject as a major subject even though they have taught Sanskrit as a whole and poetry in particular. So having lack of knowledge about nature and structure of Sanskrit poetry, they have to face these kinds of certain problems in teaching of poetry.

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