



## DEVELOPMENT & TRY OUT OF SOFTWARE FOR TEACHING SANSKRIT PROSE FOR CLASS VIII

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### ABSTRACT :

*Various Commissions and Committees reviewing education have felt the need and importance of educational technology in the school curricula. NPE (1986) has emphasized on computer literacy. It states that 'As computer has become important and ubiquitous tool, a minimal exposure to computers and training in their use will form a part of professional education. Program of computer literacy will be organized on a wider scale from the school stage'. One of the strategies suggested by POA (1992) is 'computer application with adequate facilities of computers in schools would be encouraged on operational basis at secondary and higher secondary levels'. But inspite of recommendations given by the NPE and POA, the present classrooms are rigid in terms of the schedule, teacher, and duration of period.*



**KEYWORDS :** *Various Commissions and Committees reviewing education.*

### INTRODUCTION

This makes the teaching-learning process quite uninteresting, un motivating, non-participatory and boring. The present technology in the form of computers provides lots of flexibility. The learner decides which topic is to be learnt, when to learn and for how much duration. This means that number of students can learn the subject of their choice with their own pace. Students can manipulate different audiovisual elements and experience their impact. This facility can make various concepts intelligible to students. Individualization of instruction is possible through computer. Various curricular subjects can be taught with the help of computers by making use of computer assisted instruction. CAI packages can also be used for classroom instruction under the control of the teacher, either as the main focus of the lesson or to illustrate various points that may arise. Teachers develop the programmed learning material with the help of computer software. Teacher teaches and students learn through CAI. Even CAI can be used as a remedial material for all types of students as it can provide different tasks to different students, like, easy task to slow learners and difficult task to fast learners.

### IMPORTANCE OF SANSKRIT AS COMPUTER LANGUAGE

The importance of Sanskrit is unquestionable. It is useful for all round development of the individual, which is the aim of education. The Vedantic and Upanishadic study develops our power of thinking and changes our attitude towards life. Books, like, Panchatantra, Hitopadesa create and cultivate many good qualities, like, modesty, generosity, boldness, discrimination, renunciation and love. Classical literature of Sanskrit is called the garden of wisdom. The Sanskrit language has a philosophical significance in as much as most of the Indian languages are derived from it. Article 35 of the constitution of India mentions that the

vocabulary, when ever necessary is to be drawn from Sanskrit primarily. The development of modern language, like, Marathi, Hindi, Gujarati, owes a great deal to Sanskrit. It is by now amply proved that the study of Sanskrit language helps the study of modern Indian languages because most of the words, phrases, grammatical terms we find in the regional languages have been directly derived from Sanskrit language.

Thus, the study of Sanskrit is useful for building up the good and moral character, developing the self-confidence and qualities of heart and head, which ultimately leads to the sublimation of most natural human instincts. This language is the most primary need of today.

This is testimonial to the fact that this classical language is not far removed from technology. Hence it was hardly surprising when German scientists declared that Sanskrit, with its rich vocabulary of more than two thousand root words, with thrice as many multiple derivative words using suffixes and prefixes, could be the best language for computers.

The National Aeronautics and Space Administration (NASA) has acknowledged the scientific importance of Sanskrit as a possible computer language, since the syntax is perfect, with little room for error. BalaSarveswara Gurukkal, founder of Sanskrit Vikas Kendra, Karaikal said the language has lost its importance in recent decades in India. To revive it, we need to take the language close to the masses and encourage students from all sections of society.

### OBJECTIVES OF TEACHING SANSKRIT PROSE

- To enable the students to comprehend Sanskrit literature.
- To enable the students to read Sanskrit Prose.
- To enable students to Read Sanskrit lines with proper stops and correct pronunciation.
- To enable students to speak Sanskrit with ease and grammatical exactness.
- To enable students to appreciate Sanskrit language and literature.
- To enable students to translate Sanskrit passages and verses in their mother tongue or English.
- To enable the students to increase their vocabulary.
- Exposure to and familiarization with Prose terminology and devices.
- Development of the skills necessary to engage with a Prose components and thus come to an initial and then refined understanding of the meaning of that Prose.
- Drafting and revision of the original works of Prose, followed by appropriate written reflection on the creative process, and culminating in a student Prose reading.
- Independent, careful reading and reflection on prose.
- Creation of their writing to show each student's understanding of the reading, understanding, writing, and revision process behind Prose and its meaning.
- To enable the students to understand given Prose.
- To enable the students to appreciate the beauty of the language and the thought in the Prose.
- To enable the students to Read the poem with proper beats, stresses, accent, intonation and rhythm.
- To enable them to kindle their imagination and develop their aesthetic sense.

### STATEMENT OF THE PROBLEM

Development & try out of software for teaching Sanskrit prose for class VIII

### OBJECTIVES OF THE STUDY

1. To develop Computer Assisted Instruction (CAI) on Sanskrit Prose for Standard VIII Students.
2. To study the effectiveness of the CAI in terms of achievement of Std. VIII Students in Sanskrit Prose.
3. To study the reactions of the Standard VIII Students on the CAI developed by the investigator.

### OPERATIONALIZATION OF TERMS

**CAI IN SANSKRIT:** CAI in Sanskrit in the presents study refers to the Computer Assisted Instructional Package developed by researcher using various software to teach Sanskrit Prose to Std. VIII students.

**ACHIEVEMENT:** Here, achievement means the marks obtained by the students of standard IX on the pre- test and post-test of Sanskrit constructed by the investigator on the selected Prose of Sanskrit from Std. VIII.

**EFFECTIVENESS OF CAI:** Here, effectiveness of CAI has been studied in terms of the significance of difference of mean achievement gain scores of the students obtained on the pre-test and post-test, and their reactions on the developed CAI.

### HYPOTHESES

1. There will be no significance difference in the mean gain scores of experimental and control group of the students on written pre-test and post-test.
2. There will be no significance difference in the mean scores of experimental group and control group of the students on oral post-test.
3. There will be no significant difference in the observed frequencies and frequencies expected against equal probability against various statements of the reaction scale.

### DELIMITATION OF THE STUDY

The present study is delimited to Sanskrit Prose Section of Std. VIII of GSHEB.

### RESEARCH DESIGN

Pre-test, Post-test experimental and control group design was employed for the study for the written test. Further post-test only experimental and control group design was employed for oral testing.

### POPULATION

All the Gujarati medium schools of Gujarat State under GSHEB were the target population of the present study.

### SAMPLE

Students of Std. VIII of Nutan Vidyalaya constituted the sample for the study. One of the Std. VIII sections (40 Students) was treated as experimental group, whereas, another section as control group (40 Students).

### TOOLS AND TECHNIQUES

Following tools were constructed to realize the above objectives:

#### 1 *Achievement test:*

Achievement tests, both, written and oral were constructed by the investigator.

The written tests were constituted covering the contents of Prose.

The oral achievement test items were constructed on Reading of the Prose text, Reading of the difficult words, pronunciation of the similar sounding words.

Prose text, Difficult words and similar sounding words were selected from the 1 Prose for the purpose of testing. Equal Weightage was given to the Reading of the Prose text, Reading of the difficult words and pronunciation of the similar sounding words.

## 2 Reaction Scale:

In order to study the reactions of the students towards the developed CAI, objective-3 the researcher constructed a five point- Strongly Agree, Agree, Disagree, Undecided, Strongly Disagree reaction scale.

## DATA COLLECTION

The Written pre-tests were administered on both, the experimental and control groups. After installing the CAI, the sample of 40 students was taken to the computer laboratory. As only 30 computers were available and were in working condition, 2 students were asked to work on each computer at a time and to study through CAI. They were taught through CAI for 7 days. After the completion of CAI, both the experimental and control group students were administered Written post-test poemwise. Oral post-test was administered on the both the experimental and control groups. The researcher also administered the Reaction Scale on the experimental group.

## DATA ANALYSIS TECHNIQUES EMPLOYED

1. The significance of difference between the mean gain scores of experimental group and control group on written test was studied through 't' test.
2. The significance of difference between the mean scores of experimental group and control group on oral post test was studied through 't' test.
3. Chi-square test was employed to study the observed frequencies against each statement of the reaction scale with respect to the frequencies expected against equal probability.

## FINDINGS

1. The mean gain score of experimental group has been found significantly greater than the mean gain score of control group on the Prose at .05 level.
2. The mean score of experimental group on "Reading from Text" has been found significantly greater than the mean score of control group at .01 level.
3. The mean score of experimental group on "Reading Difficult Words" has been found significantly greater than the mean score of control group at .01 level.
4. The mean score of experimental group on "Reading Similar Sounding Words" has been found significantly greater than the mean score of control group at .01 level.
5. The students were found to have favorable reactions towards the CAI in Sanskrit.

## IMPLICATIONS OF THE STUDY

- The CAI developed by the investigator in Sanskrit for Std.VIII students on Sanskrit Prose can be widely deployed.
- The teacher should be trained in developing and utilizing CAI on Sanskrit.
- The various Text Book Boards can attach CDs of such computer software with the Text Books.

## CONCLUSION

The study conducted by the investigator has revealed that the CAI developed by the investigator on the selected chapters of class VIII Sanskrit Prose was found to be effective in terms of the achievement of the learners and their reactions. Such Softwares need to be developed and widely deployed for the revival of Sanskrit. Such attempts need to be made at a large scale at all levels of Education.

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