

A Study of Effectiveness of Sanskrit Learning Programme Through Sanskrit Subhashitas in Terms of Values of Secondary School Students of Standard IX

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Abstract --

Objective :

- Develop a Sanskrit learning programme for the students of Standard IX focusing on values.
- Study of effectiveness of the Sanskrit learning programme and traditional methods in relation to values among Standard IX students.
- Study the impact of the Sanskrit learning programme and traditional methods on students' understanding of values considering their gender and type of family.

Method-- The experimental design chosen was a nonequivalent control group design. One group was randomly assigned as the experimental group and the other as the control group. In this, the experimental group-E received the treatment of an independent variable, while the control group-C was subjected to traditional methods. Afterward, both groups were administered the same post-test.

Results: Findings Regarding Value Realization:

- 1) Students in the experimental group showed greater in value factors commitment-A, punctuality-H, Self dependence-I, cooperation-J compared to students in the control group.
- 2) No significant difference was found in the responses of the experimental and control groups regarding the value factor challenge-B, problem solving-C, group work-D, Discipline-E, Hard work-F, Honesty-G.

Keyword-- Sanskrit Learning Programme (SLP), Values (A to J)

I. INTRODUCTION

“वाणीरसवतीयस्य, यस्यश्रमवतीक्रिया।
लक्ष्मीः दानवतीयस्य, सफलतस्यजीवितम्” ॥

Human life is considered successful when there is an element of charm in one's speech, when actions are accompanied by hard work and when there is a sense of charity in wealth. A life with such noble values gives meaning to human existence, and it is expected that through Education, such noble qualities and values will develop in an individual.

The Kothari Commission Report (1964-66) begins with the statement that the future of India is being shaped in the classroom. It is a fact that the future of a Nation is always determined by the character of its youth, and a strong nation cannot be built by people with weak character. Swami Vivekananda stated that we should have an educational system that focuses on human development, life building and character development.

According to Gandhiji, the true meaning of Education is “The harmonious development of the Head, Heart and Hands.” Education works to bring out the best in a person. It is not about stuffing unwanted information into a child's mind. Such information becomes a burden on their mind, destroys their creativity and turns them into nothing more than self-operating machines.

The above excerpts clearly indicate that the main goal of Education is human development, life building and character building. The true purpose of education lies in providing quality education. However, due to the current exam centric education system, the obsession with acquiring knowledge and information has led to a decline in values such as behavior, speech, wisdom and civility among the future citizens of the nation. Particularly, even after studying subjects like, Sanskrit, which are meant to nurture culture and instill moral values, there is a growing question about the preservation of culture and values today.

The modern age is an era of science and technology. But ethics cannot be overlooked. Today's textbooks undoubtedly include the life stories of great personalities. Like, Swami Vivekananda, Rabindranath Tagore, J. Krishnamurti, Nachiketa, Jesus Christ, Imam Hussein etc., but it is essential to present these life stories in such a way that they can become ideals for the new generation. The stories of Panchtantra must be present in the classroom in a manner that fosters moral values among students.

When the curriculum is designed, efforts are made to provide students with comprehensive development. however, unfortunately, during classroom teaching, teachers often fall short in achieving this goal. Moreover, due to the exam-centric education system, students are not interested in education that nourishes life development.



Today's students obsessed with acquiring knowledge and information are distancing themselves from values such as behavior, speech, wisdom and morality. School administrators are primarily focused on financial success, while parents often without understanding, expect high marks from their children. Overall, the entire education system has become exam-oriented and career-focused.

In this context, the report of the National Advisory Committee on the education regarding "meaningless Education" (Yashpal Report, 1993) states that both teachers and students have lost the sense of joy in the educational process. For most students, the process of learning has become tiresome, unenjoyable and a bitter experience. For children, education has become something mysterious with little practical utility in daily life.

The UNESCO International Commission Report (1974) emphasizes education that is value-based and of high quality. Through the educational process, a student should not only acquire knowledge or information but must also attain a central understanding of life. It is essential for an individual to awaken a global human sentiment, develop human values, and acquire the ability to apply these values in practical life through the integration of knowledge and skills, thus making life more meaningful. Education should impart an understanding of life values such as truth, love, and compassion. To provide such education, it is imperative to rely on our foundational pillars, such as Indian culture and heritage. The Sanskrit language holds invaluable knowledge that helps refine and elevate human life.

Therefore, this research work specifically focuses on the realization of human values through the powerful tool of Sanskrit subhashitas (wise sayings).

II. OBJECTIVES OF THE STUDY

1. Develop a Sanskrit learning programme for the students of Standard IX focusing on values.
2. Study of effectiveness of the Sanskrit learning programme and traditional methods in relation to values among Standard IX students.
3. Study the impact of the Sanskrit learning programme and traditional methods on students' understanding of values, considering their gender and type of family.

III. HYPOTHESIS

H0 1: There is no significant difference in post test between the mean scores of the experimental group and the control group students on the value component 'A to J' of the Values.

IV. RESEARCH METHODOLOGY

The experimental design chosen was a nonequivalent control group design. In this, an intact nonequivalent design was utilized. One group was randomly assigned as the experimental group and the other as the control group. In this, the experimental group E received the treatment of an independent variable, while the control group C was subjected to traditional methods. Afterward, both groups were administered the same post-test.

V. POPULATION

1. In the Context of Study Work
2. In the Context of Implementation of the Study

The first section focused on designing the Sanskrit learning programme based on Sanskrit verses. The second section aimed to implement the Sanskrit learning programme and assess its effectiveness. Thus, the scope of the present research included students studying in Class IX of secondary schools in the state of Gujarat for the academic year 2024-25.

VI. SAMPLE

The researcher's aim is to assess the effectiveness of the Sanskrit learning program in terms of achievement, Mastery over reciting, and value perception among Class 9 students through Sanskrit verses. For this purpose, a total of 50 students from Swaminarayan Vidyalaya, a Gujarati medium secondary school, were selected as the experimental group, and 50 students were selected as the control group for the academic year 2024-25.

VII. IMPLEMENTATION OF SLP

The basic of experimental research in the implementation of the treatment. The researcher undertook the experiments in one govt. grant-in-aid school from 01.07.2024 to 21.08.2024 for this research.

The teaching of SLP was undertaken for 15 hours, in which nearly points of grammar, singing subhashitas with chhanda, personal values related stories and life incidents were taught with the help of necessary educational Aids.

In the SLP total 10 tasks and 40 sub-tasks were taught using Arthbodh method and lecture-discussion method.

VIII. DATA COLLECTION

For the present research work the researcher had collected the data by administering the achievement test, rubrics, personal value questionnaire to the students of the experimental group and controlled group. The quantitative data was collected on Sanskrit subject Achievement, reciting skill and personal values of the students of std. IX.

IX. DATA ANALYSIS

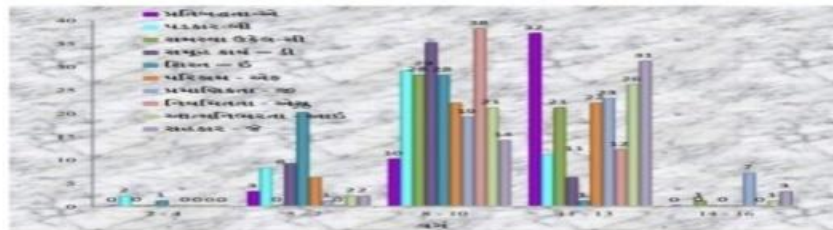
In the present research work, the data was analyzed quantitatively.

In this research t-test was used to assess the significance of difference between the mean scores of post test of the students in the experimental group and controlled group.

In the context of the Experimental group, a frequency distribution and statistical calculation of the scores obtained from the value component – ‘A to j’ of the post-test

Score	Frequency	Relative Frequency	Frequency	Relative Frequency	Frequency	Relative Frequency	Frequency	Relative Frequency	Frequency	Relative Frequency
2-4	00	02	00	00	01	00	00	00	00	00
5-7	03	08	00	09	20	06	01	00	02	02
8-10	10	29	28	35	28	22	19	38	21	14
11-13	37	11	21	06	01	22	23	12	26	31
14-16	00	00	01	00	00	00	07	00	01	03
Σfx	50	50	50	50	50	50	50	50	50	50
Mean	11.04	9.18	10.64	8.56	7.70	10.02	11.32	9.86	10.60	11.08
Mean	11.00	9.50	10.00	8.50	8.00	10.00	11.00	10.00	11.00	11.00
Mean Deviation	1.46	2.23	1.64	1.67	1.46	1.87	1.96	0.90	1.78	1.83

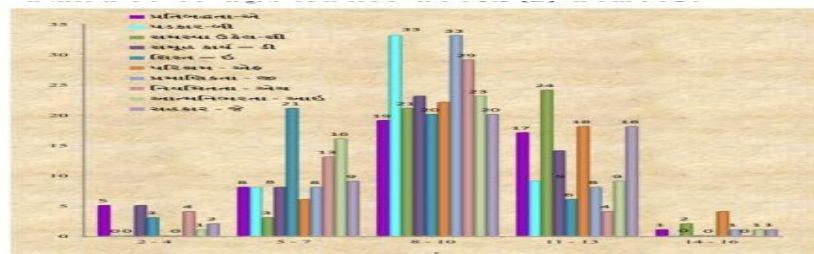
In the context of the Experimental group, a frequency Graph of post-test score obtained from the value component – ‘A to j’



In the context of the Control group, a frequency distribution and statistical calculation of the scores obtained from the value component – ‘A to j’ of the post-test

Score	Frequency	Relative Frequency	Frequency	Relative Frequency	Frequency	Relative Frequency	Frequency	Relative Frequency	Frequency	Relative Frequency
2-4	05	00	00	05	03	00	00	04	01	02
5-7	08	08	03	08	21	06	08	13	16	09
8-10	19	33	21	23	20	22	33	29	23	20
11-13	17	09	24	14	06	18	08	04	09	18
14-16	01	00	02	00	00	04	01	00	01	01
Σfx	50	50	50	50	50	50	50	50	50	50
Mean	9.04	9.00	10.58	8.60	7.64	10.16	9.30	7.88	8.52	9.28
Mean	9.00	9.00	11.00	8.00	8.00	10.00	9.00	8.00	8.00	9.00
Mean Deviation	2.74	1.85	1.85	2.45	2.14	2.16	1.72	1.91	2.43	2.51

In the context of the Experimental group, a frequency Graph of post-test score obtained from the value component – ‘A to j’ of the post-test



X. FINDINGS OF THE STUDY

Findings on the basis of statistical data analysis:

Findings Regarding Value Realization:

- 1) Students in the experimental group showed greater in value factors commitment-A punctuality-H, Self dependence-I, cooperation-J compared to students in the control group.
- 2) No significant difference was found in the responses of the experimental and control groups regarding the value factor challenge-B, problem solving-C, group work-D, Discipline-E, Hard work-F, Honesty-G.
- 3) Boys in the experimental group showed greater in value factors commitment-A, Punctuality-H, self-Dependence-I cooperation-J compared to students in the control group.
- 4) Similar performance was observed in the value factor challenge-B, problem-solving-C group work-D Discipline -E Hard work-F, Honesty-G between boys in the experimental and control groups.
- 5) Girls in the experimental group showed greater in value factor commitment-A, Honesty-G, Punctuality-H, self dependence-I, co operation-J compared to girls in the control group.
- 6) Similar performance was observed in the value factor challenge-B, problem-solving-C group work-D Discipline -E Hard work-F, Honesty-G between Girls in the experimental and control groups.
- 7) Students from joint families in the experimental group showed greater in the value factor commitment-A, Honesty-G, Punctuality-H, self dependence-I, co operation-J compared to students from joint families in the control group.
- 8) Similar performance was found in the value factor challenge-B, problem-solving-C group work-D

Discipline -E Hard work-F, between students from joint families in the experimental and control groups.

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