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A study of the effectiveness of a Sanskrit Sambhashana course

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Abstract

Languages play an immense role in personal development. Tools of communication apart from being, they are the tools of thinking, sensitivity and fostering emotions. They occupy an important place in the education of the people and the individual. Languages also play an important role in the social and cultural life of nations. India with its culture and diverse languages Sanskrit has held a very special place over the centuries. All Indian Languages: This paper discusses the functional approach to language teaching. Development of conversational competence in Sanskrit and language work in Sanskrit.

Key Words: Sanskrit Sambhashana, Sanskrit Sambhashana Course

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Introduction: -

Languages play an immense role in personal development. In addition to being a means of communication, they are the very means of fostering a person's thinking, sensitivity, and emotions. Thus, they occupy an important place in an individual's education. Languages also play an important role in the social and cultural life of nations. India is rich in its culture and diverse languages. Sanskrit has had a very special place among all Indian languages for centuries.

Rationale:-

This research, however, has been confined to Gujarati medium S.R.PatelB.Ed.College, anitakim. Only, it does not practically cover the defined population because the results obtained prove the powerful impact of this course as far as Sanskrit speaking ability is concerned although no such ascertainment is made. As far as previous research work is concerned, it is known that much work needs to be done in the field of Sanskrit. Thus, this research fills the gap, and not only S.R. Patel B.Ed. Kim College but P.T.C. colleges, where so many of the trainees are thirsting for something like what is available in the curriculum, because their B.Ed. Trainees interested in studying Sanskrit at undergraduate level. Therefore, the scope of the research has also been extended to primary education trainees. Many teachers in primary schools also feel that teaching Sanskrit is not in their cup of tea. For them, this research would be a guiding factor. Many efforts are being made for teaching conversational Sanskrit, but no efforts are generally seen for B.Ed.Colleges, in this way also the research is unique.

Statement of the problem:-

A study of the effectiveness of a Sanskrit conversation course

Objectives of the study:-

To study the effectiveness of the Sanskrit Sambhashana Course in terms of Sanskrit speaking ability of the trainees of B.Ed.College, Anita, kim.

Hypotheses:-

Ho1. There will be no significant difference between mean scores of post-test of experimental group and control group after the experiment.

Ho2. There will be no significant difference between mean scores of pre-test of experimental group and control group before the experiment.

Population and Sample for the Study :-

Population : The area of the research consists of south gujarat B.Ed.Colleges.

Sample : In the research one B.Ed.College from S.R.Patel B.Ed.College, Anita kim. Trainees had been selected as samples, 40-40 Trainees. Random sample method had been selected the sample.

Tools Used for the Study :-

Achievement test was introduced for data collection. A Sanskrit Sambhashana course designed by a professor was used.

Research Design:-

The trial of the experiment on the characters of the sample in the research was done during e.g. 01-08- 2022 To 12-08-2022

Methodology :- On experimental basis, researcher would take two groups on the basis of Random selection method. In the reference of selected two groups the research may progress in the below mentioned way.

Analysis Procedure:- Well established technique "t" test had been used to analyze the information and reached at zero level. The students of the experimental group and the controlling group of students received the Educational achievement.

HYPOTHESIS – 1

Table :1 Number of trainees, Mean Achievement Scores, SD, SED and 't' value of Experimental Group and Controlled Group on Pre-test

Group	N	M	SD	SED	t
Experimental Group	40	17.05	6.16	0.17	2.91*
Control Group	40	16.55	6.05		

*Level of significant at 0.01

Table :1 shows that 't' value of difference between the mean Achievement score was 2.91 which is significant at 0.01 level. Thus Ho1 was Accepted. Thus, prior to the Sanskrit Sambhashana Course Experimental group and Controlled group were almost equal in the score of the trainee's.

HYPOTHESIS -2

Table :2 Number of trainees, Mean Achievement Scores, SD, SED and 't' value of Experimental Group and Controlled Group on Post-test

Group	N	M	SD	SED	t
Experimental Group	40	21.63	6.71	0.26	6.19*
Control Group	40	20.01	6.86		

* Level of Significant at 0.01

Table :2 shows that 't' value of difference between the mean Achievement score was 6.19 which is significant at 0.01 level. Thus Ho2 was rejected. Thus in the present study during Post testing the trainees of the experimental group scored significantly higher than that of the controlled group. The Sambhashana course was found to be effective.

Findings:-

The following findings were derived from the present study :

The trainees of the experimental group and the trainees of the controlled group were committing mistakes regarding the following 5 components of Sanskrit Sambhashana, (1) Reading aloud of the stories (2) Greetings /asking for wellbeing (3) Introducing oneself (4) introducing others Describing daily routine, Expressing feelings (5) Recitation of verses and

