

A Study of Effectiveness of Sanskrit Learning Programme through Sanskrit Subhashitas in terms of Mastery over Reciting of Secondary School Students of Standard IX

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ABSTRACT

Objective :

- Develop a Sanskrit learning program for the students of Standard IX focusing on mastery over reciting.
- Study the effectiveness of the Sanskrit learning programme and traditional methods in relation to mastery over reciting among Standard IX students.

Method :

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.

Results :

Findings Regarding Mastery over reciting:

- Students in the experimental group showed higher proficiency in reciting skills compared to students in the control group.
- Boys in the experimental group showed higher proficiency in reciting skills compared to boys in the control group.
- Girls in the experimental group showed higher proficiency in reciting skills compared to girls in the control group.
- Students from joint families in the experimental group showed higher proficiency in reciting skills compared to students from joint families in the control group.
- Students from separate families in the experimental group showed higher proficiency in reciting skills compared to students from separate families in the control group.

Key word : Sanskrit Learning Programme (SLP), Mastery over Reciting

INTRODUCTION

“भाषासु मधुरामुख्या सेव्या संस्कृतभारती।

संसारस्य समग्रस्य संस्कारार्थं प्रवाहिता॥

Sanskrit is an ancient and refined language. Its study has continued from the Vedic period up until the present

day. In ancient times, it was the language of everyday communication. With changing times, the study of Sanskrit today is generally conducted as a third or fourth language. Mahatma Gandhi also emphasized the importance of Sanskrit, stating that he considers the education of any Hindu incomplete without the study of Sanskrit. The structure of the Sanskrit language is scientific, and it carries our heritage and values. Therefore, the education of Sanskrit is widely practiced, starting from the sixth standard and extending to higher education.

One of the unique features of Sanskrit is its poetic form. Therefore, it is necessary to give special attention to Sanskrit poetry in school education. It is equally important for students to acquire the skill of singing Sanskrit poetry in school.

However, it has been observed that there is neglect of poetic singing in schools, especially since Sanskrit poetry follows a structured meter (chandas). Due to a lack of complete understanding of meter, this area is often ignored by teachers, preventing students from developing the skill to sing Sanskrit subhashitas in a rhythmic and effective manner.

Sanskrit language contains invaluable content that refines human life and elevates it to a higher and more spiritual level. In particular, Sanskrit poetic literature has its own unique grandeur, and merely proper pronunciation can transmit positive energy and divinity. Therefore, the aim of studying and teaching Sanskrit is to foster the proper development of human values.

The researcher, while serving as a Sanskrit teacher in a higher education institution, observed that despite the students being graduates or postgraduates in the Sanskrit subject, they lacked fundamental knowledge of Sanskrit grammar. Additionally, they were unable to sing Sanskrit verses with emotional depth. During the researcher's observation of practice teaching, it was noted that high school students could not read Sanskrit with correct pronunciation, nor could they sing Sanskrit subhashitas properly. Furthermore, they lacked a deep understanding of the emotions and ideas embedded in these subhashitas.

Thus, the present research also aims to make a humble effort to enhance proficiency in Sanskrit poetic singing skills.

Objectives of the study :

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

Hypothesis:

H01: There is no significant difference in post test between the mean scores of the experimental group and the control group students on the Mastery over reciting.

H02: There is no significant difference in post test between the mean scores of boys in the experimental group and the control group students on the Mastery over reciting.

H03: There is no significant difference in post test between the mean scores of Girls in the experimental group and the control group students on the Mastery over reciting.

H04 There is no significant difference in post test between the mean scores of joint family students in the experimental group and the control group students on the Mastery over reciting.

H05 There is no significant difference in post test between the mean scores of nuclear family students in the experimental group and the control group students on the Mastery over reciting.

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.

Population:

- In the Context of Study Work
- 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.

Sample:

The researcher's aim is to assess the effectiveness of the Sanskrit learning program in terms of Mastery over reciting among Class IX 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.

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 21 hours, in which nearly points of singing subhashitas with chhanda were taught with the help of necessary educational Aids.

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

Data collection :

For the present research work the researcher had collected the data by administrating the rubrics with the help of experts to the students of the experimental group and controlled group. The quantitative data was collected on Sanskrit subject reciting skill of the students of std. IX.

Data Analysis :

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

In this research F-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 and the control group, the 'F' value and variance analysis of the component of Mastery over Reciting in the post-test as per below:

Table 5.1

Type of Variation	Sum of squares(SS)	Degrees of Freedom(df)	Mean Square (MS)	FValue
SS Between	888.04	1	888.04	320.59

SS Within	271.12	98	2.77	
SS total	1159.16	99		

In Table 5.1, the obtained 'F' value of 320.59 based on the impact of mastery over reciting in experimental and controlled conditions exceeds the critical value of 6.90 at the Significant level of 0.01, from this, it can be inferred that there is a significant difference in the population means of mastery over reciting in experimental and controlled group.

Thus, the null hypotheses, H01 There is no significant difference in post test between the mean scores of the experimental group and the control group students on the Mastery over reciting is rejected.

Here, the mean of mastery over reciting in experimental group is found to be higher than the students of controlled group.

Analysis of the experimental and controlled group Boys on mastery over reciting using 'F' value and variance analysis.

Table 5.2

Type of Variation	Sum of squares(SS)	Degrees of Freedom(df)	Mean Square (MS)	F Value
SS Between	461.95	1	461.95	200.85
SS Within	110.53	48	2.30	
SS total	572.48	49		

Table 5.2 shows the effect of experimental and controlled group Boys on mastery over reciting is significant. The obtained F value is 200.85 which is significant at the level of 0.01. this indicates that experimental and controlled group Boys is significant effect on mastery over reciting.

Thus, the null hypotheses H02 There is no significant difference in post test between the mean scores of boys in the experimental group and the control group boys on the Mastery over reciting is rejected.

It is concluded that the boys of experimental group is higher than the controlled group boys on mastery over reciting.

Analysis of the experimental and controlled group Girls on mastery over reciting using 'F' value and variance analysis.

Table 5.3

Type of Variation	Sum of squares(SS)	Degrees of Freedom(df)	Mean Square (MS)	F Value
SS Between	417.98	1	417.98	125.52
SS Within	159.70	48	3.33	
SS total	577.68	49		

Table 5.3 shows the effect of experimental and controlled group Girls on mastery over reciting is significant. The obtained F value is 125.52 which is significant at the level of 0.01. this indicates that experimental and controlled group Girls is significant effect on mastery over reciting.

Thus, the null hypotheses H03: There is no significant difference in post test between the mean scores of Girls in the experimental group and the control group Girls on the Mastery over reciting is rejected.

It is concluded that the Girls of experimental group is higher than the controlled group Girls on mastery over reciting.

Analysis of the experimental and controlled group students of joint family on mastery over reciting using 'F' value and variance analysis.

Table 5.4

Type of Variation	Sum of squares(SS)	Degrees of Freedom(df)	Mean Square (MS)	F Value
SS Between	433.25	1	433.25	171.25
SS Within	118.75	47	2.53	
SS total	552.00	48		

Table 5.4 shows the effect of experimental and controlled group students of joint family on mastery over reciting is significant. The obtained F value is 171.25 which is significant at the level of 0.01. this indicates that experimental and controlled group students of joint family is significant effect on mastery over reciting.

Thus, the null hypotheses H04 There is no significant difference in post test between the mean scores of joint family students in the experimental group and the control group students on the Mastery over reciting is rejected..

It is concluded that the students of joint family of experimental group is higher than the controlled group students of joint family on mastery over reciting.

Analysis of the experimental and controlled group students of Nuclear family on mastery over reciting using 'F' value and variance analysis.

Table 5.5

Type of Variation	Sum of squares(SS)	Degrees of Freedom(df)	Mean Square (MS)	F Value
SS Between	455.30	1	455.30	147.35
SS Within	151.29	49	3.09	
SS total	606.59	50		

Table 5.5 shows the effect of experimental and controlled group students of Nuclear family on mastery over reciting is significant. The obtained F value is 147.35 which is significant at the level of 0.01. this indicates that experimental and controlled group students of Nuclear family is significant effect on mastery over reciting.

Thus, the null hypotheses H05 There is no significant difference in post test between the mean scores of nuclear family students in the experimental group and the control group students on Mastery over reciting is rejected.

It is concluded that the students of nuclear family of experimental group is higher than the controlled group students of nuclear family on mastery over reciting.

Findings on the Basis of Statistical Data Analysis:

- Students in the experimental group showed higher proficiency in reciting skills compared to students in the control group.
- Boys in the experimental group showed higher proficiency in reciting skills compared to boys in the control group.
- Girls in the experimental group showed higher proficiency in reciting skills compared to girls in the control group.

- Students from joint families in the experimental group showed greater in mastery over reciting compared to students from joint families in the control group.
- Students from nuclear families in the experimental group showed greater in mastery over reciting with compared to students from nuclear families in the control group.

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