CHAPTER VII

FINDINGS, SUGGESTIONS AND CONCLUSION

FINDINGS

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CHAPTER VII
FINDINGS, SUGGESTIONS AND CONCLUSION

The present chapter deals with the findings and suggestions emerged out of the study. The chapter is organized according to the order of objectives of the study. The specific objectives are:

1. To make an assessment on the present state of Sanskrit Education in Kerala at the collegiate level.
2. To identify the instructional strategies followed by teachers in teaching Sanskrit with special reference to Sanskrit Prose, Poetry, Grammar and Sastra.
3. To identify the technological innovations, if any, adopted in teaching Sanskrit at Collegiate level.
4. To develop and experiment certain 'constructs' in teaching Sanskrit Prose, Poetry, Grammar, and Sastra.
5. To understand the constraints and problems faced by teachers in teaching Sanskrit.
6. To suggest measures for improving the teaching of Sanskrit at collegiate level based on the study.

7.1. PRESENT STATE OF SANSKRIT EDUCATION IN KERALA

1. Inter-variations and intra-variations were identified among the same courses under different Universities. Lack of uniformity in textbooks and syllabus, unequal teaching situations etc put Sanskrit education in a fragmented foot within the state.

2. The present University academia considers Sanskrit language and Sanskrit subject synonymously. The syllabus of different universities gives more emphasis on language and literature and least importance is placed on the subject.

3. As far as medium of instruction is concerned 82 % of the teachers teach Sanskrit either in Malayalam or with the help of Malayalam. Though, the use of medium is not very strict and alters along different segments of the class, use of mother tongue is apparent from the segment-wise analysis too. Thirty one percent of respondents for introduction, 56% for explanations, 31% for summary and 43% for feedback use Malayalam. Feedback and introduction in
Sanskrit with the help of Malayalam adds up these figures further. Among Sanskrit, English and vernacular, English is the least preferred medium.

4. Only 12% of teachers use purely Sanskrit as the medium of instruction. Taking the medium of different class segments, summarisation is done in Sanskrit by 23% of respondents; introduction is done in Sanskrit by 17% and 9% use it for explanations.

5. The teacher's choice of objectives of Sanskrit teaching shows much difference from the academic objectives. Nearly half of teachers attach high priority in scoring high marks and the next nearest objective, according to them, is getting a job. Among the given objectives, the least important is the transmission of efficiency in translating Sanskrit into Malayalam. Imparting cultural and moral values gained importance only from 24% of teachers.

6. Considering the variables affecting teaching process, over a period of years, several models have been examined, reviewed, revised and edited to fit into today's modern society. Beginning with Carroll (1963) and ending with Huitt (1995), we see that teachers, educational infrastructure, personal background of the student, interest in the content etc are having an influence on student's learning process. None of the variables appears to be so influential that we need only pay attention to that particular factor in order to produce the kinds of educational changes we desire.

Reading, Publishing and Professional Development

7. 'Sambhashna Sandesham', Monthly, is the most popular Sanskrit publication among the Sanskrit teachers in the colleges of Kerala. Majority (83%) of Sanskrit teachers don't read any Sanskrit journals regularly. 68% read Sanskrit journals occasionally.

8. Reading habit of Sanskrit books is also not promising. Only 17% teachers regularly read Sanskrit books while 58% do not read any Sanskrit books apart from the prescribed textbooks in their syllabus.

9. The use of library facility is quite unaccepted among the teachers of Sanskrit. Only 14% of teachers make regular use of library. Absence of a systematic way of arranging books, retrieval method and lack of reference books with poor updating of books are some of the existing setbacks in libraries attributed to it.
10. According to teachers only a negligible number of students make use of presently available books in libraries. Some colleges neither have a department library nor have a librarian where some others have hardly opened libraries.

11. Fifty-nine percent of the teachers have either published books, academic researches or articles to their credit.

12. Regarding the professional development of teachers 70% of teachers, are not satisfied with the existing scheme of things in Sanskrit education. Curriculum and intra-institutional relationships are comparatively satisfactory.

13. Teachers are in need for refresher courses and seminars. Some of them necessitated the provision for teaching aids, hand books and improvised syllabus. Sabbatical leave for visiting and understanding the education developments in the Universities of other states, are also in the wish-list of teachers.

**Classroom Practices**

14. Twenty-seven percentage of teachers do not give due importance to the contents. Only 3% focus on the development of language skills using methods like conversation-play and word games. Majority of teachers neglect the importance of language skills, grammatical peculiarities, words with different meanings and derivations of words. Assignments and home works are very rarely given to students after the class.

15. The use of lecture method sidetracks the importance of oral works in all grades. Teachers concentrate on traditional lecturers alone to complete the portions in time. Inattention exists towards oral works, which can be used as a feed back tool, a language development tool and as a communication tool to measure the understanding of the students.

16. The lecture-way still remains an important way to communicate information.

17. There arise several occasions where teachers have to handle certain new topics which they have not studied or handled earlier, and in such conditions 14% of teachers try their best to avoid such topics because of the need for heavy preparation. Another 14% of teachers are ready to teach any topic in Sanskrit after preparation.
7.2 INSTRUCTIONAL STRATEGIES

Prose
18. Direct method and translation method are the two pure forms for Sanskrit teaching. Hence individually taking, Translation method, which is reading in Sanskrit and giving explanations and summary in Mother tongue, is the most popular method in teaching prose. But in practice, teachers combine these methods, which can be called combination method. If this can be treated as a separate method of teaching, it occupies the highest preference of teachers. Both translation method and combination method employ the use of mother tongue as a major variable in language teaching. Majority of teachers, teach Sanskrit prose with the help of mother tongue. Only a nominal number (7) use strictly Sanskrit for teaching prose. (Direct method)
19. There was no particular relation between qualifications of teachers and methods of teaching prose.
20. Though small in number, more experienced teachers tend to use direct method in teaching prose.

Poetry
21. Very few respondents regularly use any particular method in teaching poetry. That is teachers were not meticulous in strictly adopting any particular teaching method.
22. However, an analysis of the regularly using methods showed that, translation method is more widely held. Among the use-category of methods, (regular and occasional users combined) Dandanvayi (i.e. inductive method) is opted by more than half of the respondents. But they do not regularly use it. Only 6% use deductive method, which needs more lingual dexterity in Sanskrit.
23. For majority of teachers commentaries written by others is an important element in teaching poetry.
24. Though teachers were not very strict to attach with some particular methods in teaching poetry, a cross analysis with the qualifications of teachers showed that those have BEd or MEd has a clear tendency to stick on to some particular method, whether it be deductive or inductive.
Grammar
25. Sixty-one percent of teachers do not adopt any particular method in teaching grammar and they do not regularly follow a method. Sutra (traditional) method is used by 31% of respondents and is the most preferred single method.
26. Only 3 % of teachers used deductive method for teaching grammar and hence it was the least preferred method among teachers. During Vyakarana classes they combined the methods together such as inductive-deductive, Sutra-Deductive and Sutra-Inductive.
27. Among those who used any methods for teaching grammar, respondents having professional qualifications in education tend to use deductive method. Higher the experience more the tendency to use deductive method in teaching Sanskrit grammar.

Sastra
28. Translation method (After Reading, explaining in Malayalam) is used by the majority (61%) of teachers for teaching Sastras. The use of Samvada method and the Sastrartha methods are almost negligible.
29. Only 5% teachers presented the arguments and established the arguments in detail.
30. Among other subject areas, teachers did more preparations for teaching Sastra topics.

7.3 TECHNOCICAL INNOVATIONS
31. Knowledge of modern teaching techniques and new teaching technology are negligible among Sanskrit teachers. Majority of colleges did not possess necessary teaching aids. Audio-visual aids and modern techniques of teaching have not reached in the hands of Sanskrit teachers. There are still teachers training colleges without even Over Head Projectors or a good library. Chalk and blackboard continues as the major popular aids in teaching.
32. Teachers were not trained to use computers, internet and such other innovative materials and facilities for teaching Sanskrit.
33. In the existing scheme of things in education, teachers are least satisfied with teaching technology and facilities available to them.
34. Sanskrit teachers rarely come across any innovations either in curriculum or in teaching technology during their professional life. Application of innovations in teaching Sanskrit within Sanskrit culture was seldom seen in higher education system. Co-curricular works are comparatively less. A few of the teachers make use of outside publications and articles in Sanskrit for assisting as a teaching aid and to create interest in students.

35. Though academic level innovations are rare, seventeen percent of them pointed out general developments in the broad area of Sanskrit education, like Sanskrit processing software, Desika, workshops like Sambhashana Sibirams, seminars, new Sanskrit publications, Sanskrit programmes in the media, etc, which could be capitalized by the Sanskrit academia.

**7.4 DEVELOPMENT AND TESTING OF MODULES**

36. The outcome of the experiment regarding the methods of teaching Sanskrit Prose, Poetry, Grammar and Sastra in Degree level and post graduate levels showed that the experimental groups are better than the control groups. The standard deviations of experimental groups were less than that of control groups. The mean of the experimental groups were higher than control groups, showing that teaching according to the module was better. This was true with both set of experiments.

37. The hypothesis stating that there is no significant difference between the scores of the students in control group and experimental group has been rejected in all cases. t test criteria were applied here and it can be concluded that there is significant difference between the performance of both groups favouring the application of modules developed.

38. In teaching prose, the ‘self-survey’ by students and structuring the learning programme by the teacher based on the comprehension level of students found successful in the experiment. This also helped to engage more learners in the class.

39. Audio assisted learning was highly attractive in teaching Sanskrit poetry. This found also helpful in developing recitation skill. In teaching Sanskrit poetry in degree and Post Graduate levels, the teaching according to the planned module created better results.
40. Group learning was observed as an effective tool to find the prose-order of the verses by students themselves. A prerequisite here is the previous explanation of sandhi, grammatical usages, necessary meanings and descriptions.

41. Rather than going through language aspects and its meaning superficially, more deep philosophical meanings explained in modern logical terms increased the students’ acceptance. In the module of the Sanskrit learning plan, iconographical images were successfully explained in that way.

42. It was experimented and found successful that, once the students are familiar with the words, prose order and other language aspects, poetic appreciation comes naturally to most of the students. The observation panel opined that this can increase their imaginative skill and flair for poetic appreciation.

43. Programmed instruction was identified as an effective technique in teaching grammar subjects. It also encouraged self-learning. An added advantage of this method is that, the frames of instruction served as the study material too. The module had successfully experimented programmed instruction in teaching various sutras.

44. In teaching Sastra the module found effective by the combinational use of samvada, brainstorming and lecture methods. It was found that once the students get the core of the content, samvada method was extremely helpful in learning Sastra topics. Use of adequate charts and maps might assist kinesthetic learners who had difficulty in abstract thinking.

45. Teaching with a pre-planned module or learning plan helped the faculty in exercising appropriate classroom management techniques within the time limit. This also helped in maintaining student’s attention and increased learner’s involvement in the class.

46. Information can be presented actively and organised clearly with the help of the module. Observation panel opined that finding the best way to present the topic and adopting the most suitable teaching methodology are two key success factors in teaching.

47. It was observed that teacher’s competency level increases by the use of modular teaching. The need for outside references, extra consultations and additional enquiries put further onus on the faculty. Some teachers found it difficult to cope up with this responsibility and showed resistance to divert from the traditional lecture method. Such personal incompetence of the
teacher sometimes acted as a hindering factor in the progress of the new learning plan experimented.

48. Collaborative and groups teaching techniques can considerably improve the student's interactions as observed in the experiment. Though with limitations there was ample scope in the Sanskrit language to experiment such cooperative learning methods. For appreciating the poetic beauty, the learning plan successfully experimented some of its preliminary forms.

49. Need for remedial teaching found less required in experimental group than control group. It was found that, for degree classes 9% of students in the experimental group and 51% of students in the control group need remedial teaching. For Postgraduate classes, 12% of students in the experimental group and 67% of students in the control group needed remedial teaching. In both cases experimental group showed high achievement level with less number of students requiring further teaching. This can be attributed to the experimental variable, (the module of the learning plan) applied.

50. By the use of a preplanned learning plan, more competent teachers having exceptional educational insight and leadership capabilities naturally assimilate all constructs in teaching and made it an integrated learning experience. Hence curriculum became a discussion platform and instructions turns to dialogs.

7.5 CONSTRAINTS

51. Teachers were of the opinion that being an alien language, students found it difficult to read with reasonable speed and it posed as the major difficulty in teaching Sanskrit prose. Other difficulties were inability of the students to comprehend in Sanskrit, difficulties in translation and inadequate time.

52. Another problem is teaching prose and poetry was regarding the previous exposure of students to Sanskrit. Students lacked sufficient background knowledge and it is the prime hindering factor in teaching prose and poetry. Students felt difficulty in understanding the prose order of poems. Some teachers opined that they themselves have difficulties in understanding the prose order of a few poems. Students did not have sufficient vocabulary and grammar to assimilate and appreciate the poem, opined the teachers.
Students were not informed of verb forms and derivations, which put a limit for their word power.

53. Those who used direct method in teaching prose did not feel the inadequacy of time as strong as other difficulties among the teachers adopting translation and mixed methods.

54. Teachers felt that Sanskrit grammar was perceived as a difficult subject area by students and it was the most negatively affecting factor during the teaching of grammar. Other negative factors affecting grammar teaching were neglecting of assignments by students and lack of sufficient time.

55. Forgetting the obtained knowledge due to the lack of exercise and difficulty in understanding poorvapaksha are the main two thwarting factors in teaching Sastra topics. The absence of reference books is most true with sastra subjects as libraries carry a fewer number of sastra books.

7.6 SUGGESTIONS

1. It was found that teaching according to a well-planned module creates better results and hence module based teaching is recommended. Education facilitating bodies like Academic Staff College, UGC etc may adopt modular teaching of Sanskrit. Adoption of direct method is also advisable since it can overcome the time difficulties to some extent.

2. Adequate training should be imparted to use direct method in teaching. Over a period of time the use of translation and mixed methods to teach Sanskrit, creates a picture of an alien language on Sanskrit itself in the minds of students. This is mainly serious because the prevailing problem faced by the teachers in prose teaching is such a grey feeling on Sanskrit and so the students are not able to read in reasonable speed. Present over dependence of mother tongue can only be overcome by the encouragement of direct method.

3. The need for direct method should be reiterated in poetry teaching too. Lack of sufficient background information and poor vocabulary of students, inadequate knowledge of grammar etc which perceive as the present problems in poetry teaching can be attributed to the absence of learning Sanskrit in a non-Sanskrit way. Hence equipping teachers to appreciate poetry without the over dependence of mother tongue should be placed high priority in teachers training programmes.
4. The use of introduction will evoke a creative interest in students, and so it should be encouraged and lifted above to the present average of 10% usage in poetry and 9% in prose. Appreciation, which places the highest objective of teaching poetry, should be retained.

5. The prevailing problem of insufficient background information of students in poetry learning can be overcome through allocation of specific timings (pre-class) in the teaching module for collecting, arranging and presenting such lingual aspects in an attractive way. Newer methods for developing vocabulary, like word plays, etymology games, 'word-to-story' exercises etc should be developed.

6. Used in conjunction with active learning/teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. Lecture, with all its limitations, can be used as a capacity building instrument through varying instructional support.

7. The 'self-survey' of content by students and structuring the learning programme by the teacher based on the comprehension level of students should be encouraged in prose teaching. This also helps to engage more learners in the class.

8. Use mind mapping and visual aids such as charts, as they can be implemented in the existing educational settings of Kerala since they are cheap and do not require additional infrastructure investments.

9. Programmed instruction can play a vital role in teaching grammar topics. The frames of instruction itself can be used as the study material too. This can pave way in the development of Computer assisted instructional materials. C-DIT and similar organisations, in association with educational veterans may develop computer based instruction packages for Sanskrit topics. The development of Desika and the like should be publicised among the Sanskrit language community.

10. As teachers having professional teaching qualification tend to use direct method in prose teaching and deductive method in Grammar teaching, professional teaching training programmes can go a long way in improving the quality of classes.

11. Depending only on a single commentary for poetry-teaching is not encouragable since it does not give scope for comparative studies and obstructs deep personal understanding and self-appreciation from the part of
the educator. Referring more commentaries will develop commendable self-confidence in the teacher and a range of visions in students.

12. The present method of literary oriented language study should be replaced with the exploitation of utility value of Sanskrit. Curriculum makers should take active steps to develop more interesting contents which will evoke the inquisitive mind of students. This has paramount importance since, negligence of syllabus and contents are among the most visible adverse educational indicators.

13. Non-practicing of grammar forms will adversely affect the interest towards Sanskrit and it should be avoided at any cost. Grammar, as it seems difficult for most of the students, must carry a sense of acceptance among students through the versatile use of dialogues by the teacher. Use and study of grammar must go along with the general discussions in the class rather than postponing to some examination point-of-view.

14. Unveiling grammatical peculiarities whenever they come across in prose and poetry is an excellent way in creating grammar conscious students. Encouragement of the use of Amarakosa regularly will gradually develop natural language capabilities in Sanskrit.

15. The faculty must address individual learning inhibitions with clarity and compassion in a setting that encourages everyone to step forth, take risks, make mistakes and learn.

16. Presentation and establishment of arguments, which is an important aspect in teaching of sastra, have been ignored by a majority of teachers and this needs immediate correction. References and consultations are necessary in teaching sastra since knowing sidhantha Paksha is an essential pre-requisite for presenting the arguments. Sastrardha and samvada methods, which are being used rarely, have a commendable role in sastra teaching.

17. Students in a passive role during sastra classes are obviously not a sign of progress or understanding. The use of Samvada method will be able to eliminate such passivity.

18. Teachers of sastras, rather than sticking to the words of Acharyas, should build up a deep perception of the content of teaching and must involve wholeheartedly into it in such a way that he develops his own personal understanding regarding the topic under study.
19. Wherever possible, explain the suggestive and word meanings in modern scientific and logical terms, describing the scientific aspects behind the traditional concepts and link it to modern terminology.

20. Professional qualification in education is essential for college teachers in addition to their general qualifications. In the absence of professional qualifications, they may be given specific training in methodology of teaching and learning, behavioral aspects of students, students counseling etc which may improve the overall quality of Sanskrit education.

21. Educational authorities should take necessary steps to make use of the services of specialised personnel and teachers even from outside the academia.

22. Teachers and their professional organisations should join hands for organising programmes to enhance the knowledge, attitude and skills of the teachers in the areas of Indian culture and heritage.

23. The community of Sanskrit language teachers would be strengthened through both scheduled and incidental contacts. They should have the opportunity to share experiences on the use of technology, policy updates and other developments. Other common interest groups of language teachers might also be developed. Programmes for the empowerment of Sanskrit community by tying up with NGOs and VOs in view of common social interests should also be encouraged.

24. Machineries like academic staff college, teachers training institution and similar institutions may make ties with national bodies like CIIL (Central Institute of Indian Languages) and international organisations like, HEPROC (higher Education Process Network) for quality improvements in teaching and learning.

25. A clearing house for Sanskrit education may be established as an agency to promote Sanskrit education with an online information sharing system (website or portal) which may act as a common platform for the interaction of Sanskrit teachers, academics, scholars, Sanskrit learners, policy makers and language enthusiasts.

26. The rapid changes brought in the society and the increased participation of language, science and culture in more social actions demand new roles on Sanskrit language. Unfortunately these have not reflected in the curriculum of Sanskrit. So far the planners of Sanskrit curriculum have not been successful
in developing language skills that are needed in the changing social scenario. Present curriculum is insufficient to evoke interest in students regarding innovative Sanskrit topics. Uncovering of ancient scientific wisdom for modern times, studies related to ethics and values, ayurveda and other holistic medicines, Sanskrit as an NLP (Natural Language Processing Tool) for computers etc are ignored. The contents of the curriculum should give the student a perception relevant to modern times.

27. Presently, the curriculum and teaching process generally ignores the difference between literature teaching and language teaching. Separate instruction and procedures should be followed for both. Less emphasis on literature teaching discourages appreciation skills of the students. At the same time, language understanding is a pre-requisite to literature appreciation. The learning plan, which incorporates both these aspects keeping its balance, will yield superior results, as seen from the experiment.

7.7 CONCLUSION

A general assessment of the contemporary Sanskrit education in college level in Kerala presents a grey picture in front of the seeker. Fortunately, teaching methodology, process and other related factors are not far beyond the standards. This leaves a great scope for improvement in several ways. College teachers and experts need several modifications in the existing scheme of things, whether it is technology or assessment.

It was found that several learning constructs strategically put together produce promising results in students. This is experimented through module-based teaching and the present study suggests such pre-planned modular teaching of Sanskrit. At the same time it puts an additional onus on the part of the educator. The extra edge of modular teaching over conventional teaching methods, can justify this additional workload.

Several meaningful constructs suitably applied in the learning plan, improve the analytical and expressive skills of students. Such a language educational plan effectively translates the educational theory into practice. But
to be fruitful, this should be adequately backed up with the infrastructural and technological support from the educational authorities.

**Suggestion for Further Studies**

The present study tried to experiment certain constructs in teaching Sanskrit in Higher education. It also attempted to make a general assessment on the present Sanskrit education system from teacher's point-of-view. More works on similar lines and in diversified paths are yet to come in the broad area of Sanskrit education. Doors for broad as well as niche topics are wide open.

Some of such topics that may have social and educational relevance are given below in the interest of future researchers.

- **Multimedia Approach to Sanskrit Learning- An enquiry.**
- **A detailed experiment on programmed instruction in teaching Sanskrit Grammar.**
- **A study of modern instructional techniques in teaching Sanskrit at graduate level.**
- **Documentation of innovations in Sanskrit education.**
- **A study on student's perception regarding the learning of different Sanskrit subjects, like Vyakarana, Nyaya etc.**
- **Attitude of Sanskrit teachers towards recent educational changes in the global scenario.**
- **A survey on the contribution of Sanskrit education in uncovering ancient wisdom.**