Chapter-1

Statement of problem

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Chapter-1

Statement of problem

1.1 Introduction:

Education is necessary to understand the life, the world, the nature, the happening and the invent a system for learning. Education is process to develop the life, Perfection is the basic principles in education and from ancient time Sanskrit has been an important subject. Therefore, before, imparting and transmitting its knowledge, it is necessary to understand what is it? Why its knowledge is given? Etymologically, the term, ‘education’ has been derived from different sources. From the Latin words it has the following,

(i) Educare (ii) Educatum (iii) Educere (iv) E+duco

The Indian Education System has set high constitutional goals of Universalization of Elementary Education and Education for all (EFA).

❖ Need of Different method in teaching Sanskrit:

Method is that resource by which teacher can give knowledge of any type of subject materials to the students. The steps which teacher makes to complete his teaching work is method, in teaching learning process, there is a huge importance of teaching methods along with subject materials, because if correct method is not adopted while teaching then students will not be able to understand well. Now the question arises that which method is correct? To answer this question is very difficult because one method is very useful for teacher then another method is correct for another teacher. Thus, which method is successful?

For the assessment of this, only this can be said that by which method, students are able to learn well is the best and successful method.
In Sanskrit teaching, teaching techniques are such aids which are used to make the lesson interesting, to explain the content and to remember it by the heart during teaching learning process.

Method is a wider term. It includes techniques and strategies of teaching. Different strategies may be adopted in following a method. Teaching strategies may include different techniques of teaching. A teaching strategy assumed that teaching is a science while method assumes that teaching is an art. Hence teaching strategies and techniques are used in order to make the teaching effective, successful and interesting.

Different methods are adopted at different levels for teaching Sanskrit. As children have different mental ages, hence the same method of teaching is not proper for different mental ages of the students.

“The process of interpreting the world of knowledge to pupils mind is called the method of teaching”\(^1\)

“Method refers to the formal structure of the sequence of acts commonly denoted by instruction. The term method covers both strategies and techniques of teaching involve the choice of what is to be taught”\(^2\).

1.2 Statement of problem:

“Preparation and try-out of the learning task packages in Sanskrit for students of the sixth and seventh standards”

1.3 Operational definitions of term:

The researcher has defined the terms used in the study. The operational definitions of the terms used in the present study are given below.

- **Preparation**-The action or process of preparing or being prepared for use or consideration. "The preparation of a draft contract."\(^3\)
Try-out- a test of the potential of someone or something, especially in the context of entertainment or sport. "the actress had been given her role only as a try-out.

Learning- Measurable and relatively permanent change in behavior through experience, instruction, or study. Whereas individual learning is selective, group learning is essentially political its outcomes depend largely on power playing in the group. Learning itself cannot be measured, but its results can be. In the words of Harvard Business School psychologist Chris Argyrols, learning is "detection and correction of error" where an error means "any mismatch between our intentions and what actually happens." learning the acquisition of knowledge or skills through study, experience, or being taught. "these children experienced difficulties in learning".

Sanskrit- An ancient Indo-European language of India, in which the Hindu scriptures and classical Indian epic poems are written and from which many northern Indian (Indic) languages are derived. The Sanskrit verbal adjective sāṃskṛta- may be translated as "put together, constructed, well or completely formed; refined, adorned, highly elaborated". The language referred to as sāṃskṛta "the cultured language" has by definition always been a "sacred" and "sophisticated" language, used for religious and learned discourse in ancient India, and contrasted with the languages spoken by the people.

Standard 6th and 7th - Government approved or aided school where Students studying in primary school from std-1 to std-8 here in primary school students of std 6th and std-7th are the sample of the study.

Task-packages- So for proper planning of teaching and learning process, the teacher has to analyze various tasks corresponding with educational objectives recognized by the teacher. Thus task Packages
are one of the major requirements in the planning of teaching and learning process by activities and with the help of charts, pictures, models, and various other interesting activities.

Introduction - One of the most important responsibilities of the teacher is to decide appropriate general and specific instructional objectives for the students and to make attempts to bring about the behavioral changes among them accordingly. The goal of teacher is to teach most effectively. Any curriculum can only be learnt or taught effectively if the objectives of learning it are clear enough. A good teacher always determines his educational objectives only after considering the needs and abilities of the students, nature of content, availability of educational resources and tools of evaluation. All these considerations are actually part and parcel of planning of teaching.

So for proper planning of teaching and learning process, the teacher has to analyze various tasks corresponding with educational objectives recognized by the teacher. Thus task analysis is one of the major requirements in the planning of teaching and learning process.

Concept

The literal meaning of task is ‘piece of work to be done’ and in education, task may be defined as a unit of performance which collectively constitutes a function. Analysis is ‘detailed examination or study’ or to break down in small parts. So, literally, task analysis means detailed study of the work to be done. Task analysis often results in a hierarchical representation of what steps it takes to perform a task for which there is a goal and for which there is some lowest-level “action” that is performed. It discovers which tasks a person hasn’t mastered, and the information processing demands of
tasks that are easy or problematic. In behaviour modification, it is a breakdown of a complex behavioural sequence into steps. This often serves as the basis for chaining. Task analysis is especially important when you have children with processing disorders or difficulty with organization. In such conditions, it is necessary to take the time to express the different parts of a task until the student has mastered each one.

Certain definitions of task analysis are as follows.

❖ Definitions

Task analysis is used in many fields and so we have various definitions for this term. Yet the most suitable definitions pertaining to the field of education are as follows.

- Task analysis is a process by which a task is broken down into its component parts.
- Task analysis is breaking tasks into small chunks.
- Task analysis, used in education, is a model that is applied to classroom tasks to discover which curriculum components are well matched to the capabilities of students with varied learning abilities and which task modification might be necessary.
- Task analysis is the step of usability analysis in which goals and the tasks to achieve them are explicitly defined, in order to provide a more detailed, critical understanding of the steps and the relationship between them.

❖ Main Features of Task analysis

- In task analysis, the actions related to the curriculum or teaching points are analyzed.
• A teacher becomes capable of determining objectives, method and techniques of teaching and learning with the help of task analysis.
• Task analysis contains task analysis as well as task synthesis.
• Task analysis is a way of describing and help in developing understanding about the task. i.e. what to perform, why to perform and in developing skills about how to perform.
• The concept of task analysis has been evolve from training psychology.
• Task analysis is such a tool through which knowledge, skills and aptitudes etc are defined, analyze into smaller components and again synthesized.
• Task analysis enables the students know what is to be learnt, which related elements are to be learnt and how to learn in different learning conditions.
• Task analysis is done with help of various sources. These sources can be students, teachers, officers, curriculum, tools of evaluation, etc.

Four important features of task analysis are emphasized by I. K. Davies

• Learning process of students is described in task analysis.
• Expected behavioral changes are recognized in task analysis.
• Situations and stimulations that bring about the expected changes in learner’s behavior are identified in task analysis.
• Appropriate goals, objectives, skills, techniques and method for expected behavioral changes are determined in task analysis.

**Components of Task analysis**

There are two main components of the task analysis.

1. **Physical Component**: Physical Component is related to application of the means or tools required in accomplishment of the task.
2. **Mental Component:** Mental Component is related to the method, techniques, activities, approaches, decisions, thoughts and emotions.

❖ **Types of Task Analysis**

There are three types of Types of task analysis according to majority of the scholars.

1. Content Analysis
2. Job Analysis
3. Skill Analysis

**1.4 Need of the study:**

“Sanskrit is totally based on practical approach to develop the better knowledge regarding Sanskrit language and grammar”

As far as the complexity and vastness of the subject is concerned. Sanskrit is to be taught with practical approach. Advantages of teaching Sanskrit if it is an activity based teaching can be as under:-

1. Enabling the students to have a concrete understanding of the subject and grammar.
2. Subject can be made more interesting with Task packages.
3. It may help the students to cope up and understanding better practical problems ensuring in the study of Sanskrit grammar and language.
4. It laid more emphasis on student teaching rather than teacher oriented.

The prime objective of the study is to compare the achievement of the student through traditional method and Activity based method.

Therefore the researcher took this field of the study as comprehensive, innovative and a creative approach which may enable to develop the innate Sanskrit language skill amongst the students.
1.5 Objective of the study:

Every research work is based on certain objective because without objectives one cannot get idea to plan their work. Objective provides the guidelines for effective study in time. With this view the following objectives are formulated by the researcher.

Given objectives were fixed for present study.

1. To prepare Sanskrit task packages for the students of standard 6th
2. To prepare Sanskrit task packages for the students of standard 7th
3. To test the effectiveness of Sanskrit task packages prepared for the students.
4. To test the effectiveness of knowledge, understanding, application, by using Sanskrit task packages.
5. To test the achievement of boy students in relation to effectiveness of Sanskrit task packages.
6. To test the achievement of girl students in relation to effectiveness of Sanskrit task packages.

1.6 Variable of the study:-

Variable is such situations its direct or indirect effect is affected upon the behaviours of sample concern to variable D.Ameto (1970) says his opinion that,

“Items, incidents or the characteristic of person which could be measured or character considered a variable (movable)”

In any research the clarification of variable is very essence. Though the clarification of variable objectives and hypothesis of the research explained much cleared. In present study below mentioned variables have been included in table: 1.1
Table: 1.1
Variables of the study

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Variables</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Independent variable</td>
<td>Teaching methods:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1- Traditional method,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2- Task packages</td>
</tr>
<tr>
<td>2</td>
<td>Medieval variables</td>
<td>Gender</td>
</tr>
<tr>
<td>3</td>
<td>Controlled variables</td>
<td>Gujarati medium,</td>
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<td></td>
<td></td>
<td>student of std.6-7, lesson of Sanskrit text book</td>
</tr>
<tr>
<td>4</td>
<td>Intervene variables</td>
<td>Individual differences of students, subject interest, inter relation between group, grasping power, interest and excitement</td>
</tr>
<tr>
<td>5</td>
<td>Dependent variables</td>
<td>Students competence of learning Sanskrit</td>
</tr>
</tbody>
</table>
1.7 Hypothesis:-

The meaning of Hypothesis; A hypothesis is a statement temporarily accepted as true in the light of what is, at the time, known about a phenomenon, and it is employed as a basis for action in the search for new truth.

A hypothesis is a tentative assumption drawn from knowledge and theory which is used as a guide in the investigation of other facts and theories that are yet unknown.

It is a guess, supposition or tentative inference as to the existence of some fact, condition or relationship relative to some phenomenon which serves to explain such facts as already are known to exist in a given area of research and to guide the search for new truth.

A hypothesis states what we are looking for. A hypothesis looks forward. It is a proposition which can be put to a test to determine its validity. It may prove to be correct or incorrect.

It is a tentative supposition or provisional guess which seems to explain the situation under observation.

A hypothesis is a tentative generalization the validity of which remains to be seen. In its most elementary stage the hypothesis may be any hunch, guess, imaginative idea which becomes the basis for further investigation.

Science employs hypothesis in guiding the thinking process. When our experience tells us that a given phenomenon follows regularly upon the appearance of certain other phenomena, we conclude that the former is connected with the latter by some sort of relationship and we form an hypothesis concerning this relationship.
Hypotheses reflect the research worker’s guess as to the probable outcome of the experiments.

A hypothesis is an assumption or proposition whose tenability is to be tested on the basis of the compatibility of its implications with empirical evidence and with previous knowledge.

**Importance of hypothesis:**

Hypothesis has a very important place in research although it occupies a very small space in the body of a thesis. It is almost impossible for a research worker not to have one or more hypotheses before proceeding with his work. If he is not capable of formulating a hypothesis about his problem, he may not be ready to undertake its investigation. The aimless collection of data is not likely to lead him anywhere. The importance of hypothesis can be more specifically stated as under:

1. It provides direction to research. It defines what is relevant and what is irrelevant. Thus it prevents the review of irrelevant literature and collection of useless or excess data. It not only prevents wastage in the collection of data, but also ensures the collection of the data necessary to answer the question posed in the statement of the problem.

2. It sensitizes the investigator to certain aspects of the situation which are relevant from the standpoint of the problem at hand. It spells the difference between precision and haphazardness, between fruitful and fruitless research.

3. It is a guide to the thinking process and the process of discovery. It is the investigator’s eye—a sort of guiding light in the world of darkness.

4. It focuses research. Without it research would be like a random and aimless wandering.
5. It prevents blind research. Prevents indiscriminate gathering of data which may later turn out to be irrelevant.

6. It sensitizes the individual to facts and conditions that might otherwise be overlooked.

7. It places clear and specific goals before us. These clear and specific goals provide the investigator with a basis for selecting samples and research procedures to meet these goals.

8. It serves the function of linking together related facts and information and organizing them into one comprehensible whole.

9. It enables the investigator to understand with greater clarity his problem and its ramifications, as well as the data which bear on it. It further enables a researcher to clarify the procedures and methods to be used in solving his problem and to rule out methods which are incapable of providing the necessary data.

10. It serves as a framework for drawing conclusions. It makes possible the interpretation of data in the light of tentative proposition or provisional guess. It provides the outline for stating conclusions in a meaningful way.

**Researcher has formulated hypothesis for the study are mentioned,**

**School –A  Standard -6**

**Ho-1** There will be no significant difference between the mean values of scores of students of Experimental group and Controlled group on the Achievement Test.

**Ho-2** There will be no significant difference between the mean values of scores of male students of Experimental group and Controlled group on the Achievement Test.

**Ho-3** There will be no significant difference between the mean values of scores of female students of Experimental group and Controlled group on the Achievement Test.
**Ho-4** There will be no significant difference between the mean values of scores of knowledge aspect on Achievement Test of students of Experimental group and Controlled group.

**Ho-5** There will be no significant difference between the mean values of scores of Comprehension aspect on Achievement Test of students of Experimental group and Controlled group.

**Ho-6** There will be no significant difference between the mean values of scores of Application aspect on Achievement Test of students of Experimental group and Controlled group.

**Ho-7** There will be no significant difference between the mean values of scores of Skill aspect on Achievement Test of students of Experimental group and Controlled group.

**School –A  Standard -7**

**Ho-8** There will be no significant difference between the mean values of scores of students of Experimental group and Controlled group on the Achievement Test.

**Ho-9** There will be no significant difference between the mean values of scores of male students of Experimental group and Controlled group on the Achievement Test.

**Ho-10** There will be no significant difference between the mean values of scores of female students of Experimental group and Controlled group on the Achievement Test.

**Ho-11** There will be no significant difference between the mean values of scores of knowledge aspect on Achievement Test of students of Experimental group and Controlled group.

**Ho-12** There will be no significant difference between the mean values of scores of Comprehension aspect on Achievement Test of students of Experimental group and Controlled group.
Ho-13 There will be no significant difference between the mean values of scores of Application aspect on Achievement Test of students of Experimental group and Controlled group.

Ho-14 There will be no significant difference between the mean values of scores of Skill aspect on Achievement Test of students of Experimental group and Controlled group.

School –B Standard -6

Ho-15 There will be no significant difference between the mean values of scores of students of Experimental group and Controlled group on the Achievement Test.

Ho-16 There will be no significant difference between the mean values of scores of male students of Experimental group and Controlled group on the Achievement Test.

Ho-17 There will be no significant difference between the mean values of scores of female students of Experimental group and Controlled group on the Achievement Test.

Ho-18 There will be no significant difference between the mean values of scores of knowledge aspect on Achievement Test of students of Experimental group and Controlled group.

Ho-19 There will be no significant difference between the mean values of scores of Comprehension aspect on Achievement Test of students of Experimental group and Controlled group.

Ho-20 There will be no significant difference between the mean values of scores of Application aspect on Achievement Test of students of Experimental group and Controlled group.

Ho-21 There will be no significant difference between the mean values of scores of Skill aspect on Achievement Test of students of Experimental group and Controlled group.
School –B   Standard -7

**Ho-22** There will be no significant difference between the mean values of scores of students of Experimental group and Controlled group on the Achievement Test.

**Ho-23** There will be no significant difference between the mean values of scores of male students of Experimental group and Controlled group on the Achievement Test.

**Ho-24** There will be no significant difference between the mean values of scores of female students of Experimental group and Controlled group on the Achievement Test.

**Ho-25** There will be no significant difference between the mean values of scores of knowledge aspect on Achievement Test of students of Experimental group and Controlled group.

**Ho-26** There will be no significant difference between the mean values of scores of Comprehension aspect on Achievement Test of students of Experimental group and Controlled group.

**Ho-27** There will be no significant difference between the mean values of scores of Application aspect on Achievement Test of students of Experimental group and Controlled group.

**Ho-28** There will be no significant difference between the mean values of scores of Skill aspect on Achievement Test of students of Experimental group and Controlled group.

1.8 Research area:

Educational research has its own value and its area is very vast. The survey on educational research by teacher education institution in India, initiated by prof. M.B.Buch is highly useful. There are 38 research areas have been discussed in the fifth survey of research in education. They are mentioned here,
Present research is related with language education field. Present research is conducted in reference to teach Sanskrit effectively.
1.9 Delimitation of the study:-

The researcher has to delimit the problem under investigation up to a certain extent, otherwise it is not possible to control all the factors involved in it. No study is complete in itself. Boundary of every study should be made clear with reference to it scope. The limitation of the study is a necessary point of research. Because it saves to wastage of time, money, labour and over sources researcher. Therefore, adopted limitation process of the study is given below:-

1. Ability of response of students of 6th and 7th standard of government primary school can affect the study.
2. The study is limited to student studying in selected school of Gujarati medium year 2014-15
3. Text book is used for construction the tool. It can effect if there is any limitation regarding age limit for the book.
4. Tool was not standardized but guidance by the expert and experienced teachers were taken for the preparation of task packages.

1.10 Importance of the study:

Sanskrit is totally based on practical approach to develop the better knowledge regarding Sanskrit language and grammar

As far as the complexity and vastness of the subject is concerned. Sanskrit is to be taught with practical approach. Advantages of teaching Sanskrit if it is an activity based teaching can be as under:-

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Therefore the researcher took this field of the study as comprehensive, innovative and a creative approach which may enable to develop the innate Sanskrit language skill amongst the students.

1.11 Planning for the succeeding chapters:

The success of any study is depending on its systematic planning. It is compulsory for the researcher to divide the complete information in to different sections. It is necessary to maintain the link of information between every chapter

In first chapter we have been introduced to the problem of study. This chapter will be ended by providing the outlines of the coming chapters. The entire report of the present study is divided into six chapters, they are

Chapter: 2 Review of related research

The researcher will discuss about the variables under the study in details and will depict the abstracts related to the study. It will give details about the past study, population and sample, methodology of research tools & statistic and specification of the study is given in the end of the chapter.

Chapter: 3 Experimental design

This chapter deals with the design of the study under investigation. Where origin of study, population, selection of the sample, research
method, data collection and method of data collection, data analysis and experiences of data collection will be describe in this chapter

**Chapter: 4 Analysis and interpretation of the data**

This chapter shows the final analysis of data. It is most important part of the research. The details regarding data collection and data analysis is given in this chapter.

**Chapter: 5 Finding and suggestions**

This chapter provides a research summery of the study findings, conclusions and the suggestion along with the area for further research is provided.

**1.12 Conclusion:**

In this present chapter the short summary of complete research is given in the next chapter-2 researcher will present a review of past research. In this chapter, researcher presents systematic method about research work. In this chapter, Researcher has presented the objective, hypothesis, importance, planning of the study etc. These steps helps the researcher to prepare a systematic way for the research work, through which researcher can get perfect & true solution of a problem. In the next chapter researcher will present a review of related literature, its importance & needs, some past researches etc. which helps in developing expertise &general scholarship of the investigator in the area of investigation.
End Notes


