CHAPTER - 2

Review of related Literature

2.1 Introduction
2.2 Theories of Learning
2.3 Basic Attitude For Sanskrit Teaching
2.4 Maxims Of Teaching –Learning
2.5 Beginning Of Classroom Teaching Process For Sanskrit Education
2.6 Methods For Teaching Sanskrit
2.7 E-Learning And Sanskrit Education
2.8 Review Of Related Literature
2.9 Importance Of Present Study
2.10 Conclusion
CHAPTER - 2
Review of related Literature

2.1 Introduction:

Review of the related literature is one of the essential steps for the conduct of research study. ‘review’ is a term made up by combination of the small words i.e. ‘Re’ means ‘Again’ and ‘View’ means to ‘Survey’. Review of literature finds out why data and other material are available for operational purposes in the studies done by the concerned researchers. Review of related literature acquaints the researcher with the current knowledge in the area in which he is going to conduct his research. It serves the following purposes:

- The review of related literature enables the researcher to define the limits of his field. It helps him to delimit and define his problems.
- By reviewing the related literature one can avoid unfruitful and useless areas in which positive findings are likely to result and this Endeavour would be likely to add the knowledge in a meaningful way.
- The most specific reason for reviewing the related literature is to know about recommendations of previous researches for further research which they listed in their studies.

Meaning of review of the literature

A review of related literature is a customary component of any dissertation or thesis. The chapter on review of related literature “looks again” (re + view) at the “literature” (the reports of what others have done) in a “related” area. This area may not be necessarily identical with, but collateral to, your own area of research.
The review may include:

- Background information that establishes the existence of the problem to be investigated.
- Prior researches on the topic or related topic.
- Theories relevant to the topic.
- Theories perspectives on the concept being studied as well as the assumptions in each perspective.
- Research methods, strategies, tools and control variables used in prior studies.
- Findings of prior studies and their interpretations.
- Strengths and weaknesses, if any, in previous studies.

**Purpose of the Review**

A review can fulfill the following functions:

1. It helps you to identify researches similar to your own and reveal how others have handled such studies.
2. It may help you to identify problems that you might face in implementing your selected research methodology or conceptual/theoretical perspective.
3. It can reveal such sources of data that you may not have known to exist.
4. You can find about other significant experts in the field whose work and writings were not known to you.
5. It can lead to new ideas, approaches and methodologies that may not have occurred to you.
6. It will indicate the state of research with respect to the topic and the subtopics.
7. It may provide assistance in constructing explanatory models.
8. It enables you to view your study in historical and associative perspective.
9. It helps you to identify readymade tools available to measure the concepts you have planned to study.

10. It enables you to evaluate your own research efforts in comparison to similar efforts made by others.

11. It provides you a framework within which you can interpret the findings of your study.

12. Above all, it enables you to approach your own particular topic more knowledgeably and expertly.

2.2 Theories of Learning:

Here are some theories of learning to prepare task packages.

1. Theories of co-ordination
2. Theories of interest
3. Theories of Education by Game
4. Theories of Self learning
5. Theories of Repetition
6. Theories of Motivation
7. Theories of Participation
8. Theories of goal oriented
9. Theories of Effectiveness
10. Theories of Individual differences
11. Theories of Innovations

In the preparation of task packages the educational theories and teaching maxims mentioned above were kept in mind, for effective class room teaching follow-up work of different theories were found useful.
2.3 Basic attitude for Sanskrit teaching:

Basic attitude for Sanskrit teaching are pertaining on following seven tasks followed by “First Listen and Then Visualize.”

1. Usage-
2. Valid structure-
3. Continuity-
4. Practice-
5. Meaningfulness-
6. Rapid reinforce-
7. Experiences by sense organ-

2.4 Maxims of teaching and learning:

❖ What Is a Maxim?

Maxim means essentially the same thing: a short, easily remembered expression of a basic principle, general truth, or rule of conduct. Think of a maxim as a nugget of wisdom—or at least of apparent wisdom.

“As William Mathews said, "All maxims have their antagonist maxims; proverbs should be sold in pairs, a single one being but a half truth." ¹

In any event, the maxim is a handy device, especially for people in predominately oral cultures—those that rely on speech rather than writing to pass along knowledge. According to Aristotle in his Rhetoric, the maxim is also a persuasive device, convincing listeners by conveying an impression of wisdom and experience. Because maxims are so common, he says, "They seem true, as if everyone agreed."

But that doesn't mean that all of us have earned the right to use maxims. There's a minimum age requirement, Aristotle tells us:
“Speaking in maxims is appropriate to those older in years and on subjects of which one is experienced, since to speak maxims is unseemly for one too young, as is storytelling; and on matters in which one is inexperienced it is silly and shows lack of education. There is an adequate sign of this: country folks are most inclined to strike maxims and readily show themselves off.”

Finally, we might keep in mind this bit of proverbial wisdom from Mark Twain: "It is more trouble to make a maxim than it is to do right."

1. Known to unknown
2. Simple to complex
3. Complicated to simple
4. Illogical to logical
5. Psychological to intellectual
6. Whole to part
7. Direct to indirect
8. Near to far
9. Reality to findings
10. Analysation to co-ordination
11. Special to general

2.5 Beginning of classroom teaching process for Sanskrit education:

Basically Sanskrit teacher depends on following basic methods to teach Sanskrit in upper primary level.
1. Logical Method

2. Psychological Method

3. Complete Expanded Method

2.6 Methods for teaching Sanskrit:

Following methods are very appropriate now days in schools for teaching ancient language Sanskrit.

- Situational method
- The audio-lingual method
- Communicative language teaching
- Total physical response
- The lamp method
- Approaches to language learning based on learning style.
- The natural approach
- Eclectic approach to language learning.

2.7 E-learning and Sanskrit education:

Sanskrit language can be easily learnt through e-learning. Researcher has studied importance and origin of Sanskrit through e sources and web for given criteria.

- The lamp method
- Learning by practice
- Ganak Astadhyayi
- General Sanskrit
- Sanskrit Bharti
The original development of writing language in India:

There has always been questions about where the original script came from, and how did it originate. However, in this regard, famous archeologist and specialist in scripts, A. B. Walawalkar and scribe L. S. Wakankar have, through their research proved that the Indian script originated in India itself and said that on the basis of phonetics, the tradition of writing was present even in the Vedic times. The name Sanskrit actually refers to a language brought to formal perfection, aside from the common languages at the time, like Prakrit. The form of Sanskrit that has been used for the last 2500 years or more is commonly known as Classical Sanskrit, which had been established by the ancient grammarians, and most scholars accept that it was finalized by Panini in the 5th century BCE. That is what the standard became for correct Sanskrit with such comprehensive authority that little has changed it down to the present day. However, even Panini mentions at least ten grammarians who preceded him. So he can not be the earliest of grammarians as some propose, which indicates that Sanskrit had been in use many years before him.

Kamlesh Kapur provides further insight into Sanskrit writing in her book Portraits of a Nation: History of India: “Sanskrit language is composed of 50 sounds and letters in its alphabet. It has 11,000 roots
from which to make words. The English language has 500,000 words. Sanskrit language has 1700 *Dhatu* (root verbs), 80 *Upasargas* (suffixes, prefixes), and 20 *Pratyaya* (declensions). It is believed Sanskrit has roughly 74,000,000 words. In fact, using these rules and by adding prefixes and suffixes, Sanskrit can provide an infinite number of words whose meaning is completely determined by the grammatical process. “Several languages spoken and written today in India have been derivatives of Sanskrit. Bengali, Gujarati, Marathi, Oriya and Hindi have been derived from Sanskrit. Languages of the South have been influenced by Sanskrit. Recently, was hoe County of Nevada (USA) pr that, “As Hinduism expands in the West, it is important that to understand Hinduism, one should have a working knowledge of Sanskrit”

However, India also has a strong tradition in its Vedic culture that describes the possible or at least customary origin of its script. There are a few examples of this. One is that the text known as *Yaju Taittariya Samhita* tells the story of how the *devas* faced the problem that since sound vanishes once the words are spoken, what method could be applied to give it shape? So, they went to Indra and said, “*Vachanvya kurvit,*” which means “grant sound a shape.” Then Indra said that he would have to take the help of Vayu, the wind god. The other gods agreed and Indra gave a shape to sound in the form of the knowledge of writing or script. This is famous as *Indra vayavya vyakaran*, or the grammar pertaining to the aerial Indra.

Another example gives credit to Lord Shiva. This one describes that with the death of various stages, particular branches of Vedic knowledge started disappearing. So, with a prayer to save them, great sages like Sanaka went to Shiva in the south Indian place of Chidambaram. Hearing their prayers, Lord Shiva strummed his damru instrument nine and then
five more times during the interval of his cosmic dance. Thus, fourteen sources of sound were born. These came to be known as the \textit{Maheshwar Sutra}.

Another story from the Vedic tradition is that when the great Veda vyas was thinking of writing the \textit{Mahabharata}, he faced the problem of who would write it. To solve this problem he thought of Ganesh. When Ganesh came, Veda vyas said, “You be the writer of the Bharat Granth.” Ganesh agreed only if Veda vyas would not pause or stop, and Veda vyas agreed as long as Ganesh would not write anything unless he understood the meaning of everything that Veda vyas dictated. This was supposed to have happened shortly after the beginning of the age of Kali-yuga began, which is accepted to be in the year 3102 BCE. So there had to have been the knowledge of the Sanskrit script at that time, as well as the oral tradition that went back many thousands of years before this. Nonetheless, the archeologist Balawalkarji studied the scripts of the ancient coins and proved that it was mainly the Maheshwari script which was the Vedic script. According to him, it was only later that the Brahmi and the Nagari script developed from this. This is important as some people propose that Sanskrit came out of the preceding Brahmi script, which is not the case.

\textbf{Sanskrit Language:}

No doubt one of the greatest contributions from Vedic culture is the script and language of Sanskrit. Sanskrit is the language of ancient India and of Vedic philosophy and its civilization. It is a perfect language, which also invokes the spiritual vibration of which it speaks. It is a refined language, but also most self-protective in the way it manages to maintain the original meaning that it presents, as long as a person properly understands Sanskrit grammar and syntax. In other words, when
translated according to the rules of the Sanskrit language, you cannot take
the interpretation far outside its firsthand intention without giving up all
of the rules of Sanskrit.

A. L. Basham, former professor of Asian Civilization in the Australian
national University, Canberra, writes in his book *The Wonder That Was
India* (page 390): “One of ancient India’s greatest achievements is her
remarkable alphabet, commencing with the vowels and followed by the
consonants, all classified very scientifically according to their mode of
production, in sharp contrast to the haphazard and inadequate Roman
alphabet, which has developed organically for three millennia. It was
only on the discovery of Sanskrit by the West that a science of phonetics
arose in Europe.”

Furthermore, Sanskrit or remnants of it can be found in so many other
languages around the world, that a person can begin to say that it may
have been the original language that the world first new. In almost all
languages, like Greek, French, English, Arabic, Urdu, Persian, Indian,
Mayan, Slavic, Russian, and the Sanskrit derivatives like Hindi, Tamil,
Telugu, or Malayalam, Sanskrit words are found everywhere. Either
people speaking Sanskrit carried them all over the world, or Sanskrit was
the one world or main language, traces of which linger in all languages
around the planet.

This is one of the reasons, however, why some people have felt that
Sanskrit was one of several ancient languages that descended from
another common ancestor. One of those people was the English poet,
Jurist and scholar, Sir William Jones, who, in 1783, was appointed a
justice of the High Court of Bengal. He began to study Sanskrit and
wrote and published his high impression of Sanskrit: The Sanskrit
language, whatever may be its antiquity, is of a wonderful structure; more perfect than the Greek; more copious than the Latin, and more exquisitely refined than either, yet bearing to both of them a stronger affinity, both in the roots of verbs and in the forms of grammar; than could possibly have been produced by accident; so strong, indeed, that no philosopher could examine them all three without believing them to have sprung from some common source which, perhaps, no longer exists; there is a similar reason, though not quite so forcible, for supposing that both the Gothic and the Celtic, though blended with a different idiom, had the same origin with the Sanskrit.

Sir William Jones in *Asiatic Researches* also asserted the means by which the similarities in many languages, especially of the Indo-European group, are supplied by Sanskrit: “Deonagri [devanagari] is the original source whence the alphabets of Western Asia were derived.” Mr. Pococke also relates: “The Greek language is a derivative from the Sanskrit.” 5 The learned Dr. Pritchard also says: “The affinity between the Greek language and the old Parsi and Sanskrit is certain and essential. The use of cognate idioms proves the nations who used them to have descended from one stock. That the religion of the Greeks emanated from an Eastern source no one will deny. We must therefore suppose the religion as well as the language of Greece to have been derived in great part immediately from the East.” 5

**Sanskrit Grammar:**

The grammar of Sanskrit is also known to be without comparison. Sir William Wilson Hunter wrote in *The Indian Empire*: “The grammar of Panini stands supreme among the grammars of the world, alike for its precision of statement and for its thorough analysis of the roots of the
language and of the formative principles of words. By applying an algebraically terminology, it attains a sharp succinctness unrivalled in brevity. It arranges in logical harmony the whole phenomenon which the Sanskrit language presents and stands forth as one of the most splendid achievements of human invention and industry. So elaborate is the structure that doubts have arisen whether its innumerable rules of formation and phonetic change, its polysyllabic derivatives, its ten conjugations with its multiform aorist and long array of tenses could even have been the spoken language of a people.”

Though we give much credit to Panini for being one of the first if not the first grammarian of Sanskrit, we should still remember that in his writings, Panini himself mentions at least 10 grammarians who preceded him.

Furthermore, it is known that Sanskrit was a vocal tradition long before it was put into written form. This tends to show that Sanskrit had been existing for many years before Panini, and that Panini may have also existed at a much earlier time period than many people think. The fact that Panini listed previous philologists indicates that there had to have been a fully existing language of Sanskrit in ancient India long before he formed his book on Sanskrit grammar. Otherwise, the complex literature could not have been passed down to future generations to continue in such a flawless manner in an oral tradition. Panini did not develop Sanskrit but only compiled the rules of Sanskrit, Dr. Cardona, a Professor of Linguistics at the University of Pennsylvania in Philadelphia, a known Panini grammarian, places Panini in the 6th century BCE, but believes that Panini could have been much earlier. In this regard, Count Bjornstjerna, even with what early evidence he could uncover, writes in
his *Theogony of Hindoos* that Hindus possessed written texts of religion before 2800 BCE. So it is likely that it could have been long before then.

The earliest of glossaries on Vedic words goes back to the *Nighantu*, written by the ancient etymologist Yaska. Yaska explained that he compiled this based on previous glossaries, the most important of which was the *Nighantuka-Padakhyana*, which is attributed to Kashyapa Prajapati. Yaksā himself described at least twelve previous etymologists before him. As listed in his *Nirukta*, it includes Aupamanyava (*Nirukta* 1.1), Audambarayana (1.1), Varshayayani (1.2), Gargya (1.3), Shakatayana (1.3), Agrayana (1.9), Shakapuni (2.8), Aurnavabha (2.26), Taitiki (4.3), Sthaulastivi (7.14), Kraustuki (8.2), and Kathakya (8.5). So his own commentary, the *Nirukta*, is based on a long tradition of Vedic Sanskrit, and was a compilation and codification of the etymological knowledge that went all the way back to the pre-historic time of Kashyapa Muni.

Obviously, Sanskrit was the earliest of developed languages, and no country but ancient India, and no language except Sanskrit can boast of a possession so ancient or venerable. No people but the Hindus, the Vedic Aryans, can show such a sacred heirloom in its history, so high in its grandeur and glory when compared with other languages. The *Vedas* and Vedic literature, such as the *Ramayana* and *Mahabharata*, serve as a beacon of divine light for the onward progress for humanity.

- **The Vedic texts:**

  Sanskrit is the foundation of Vedic literature, which is the basis of the Vedic philosophy. The Vedic literature is a complete library for understanding life, the purpose of the creation, how the cosmos manifested, and what is the spiritual identity of the individual soul, Super
soul, and Supreme Being; plus, the relationship between them, and the pathways for directly realizing and perceiving these. This is what is called Sanatana-dharma, the eternal duty of life and the eternal state of being, meaning complete harmony and balance that we should all reach. This is the main purpose of the human form of life according to the Vedic system.

The original compositions of many of the Vedic hymns were given credit to the early sages or seers, such as Brigu, Angirasa, Marichi, Atri, Vashistha and his brother Agastya, and Vishvamitra. It was Brigu, Angirasa, Marichi, and Atri from whom came the seven rishis (Saptarishis) who became the main lineages or gotras that we refer to today. These consist of: Jamadagni from Bhrigu; Bharadvaja from Angirasa; Gautama from Angirasa; Kashyapa; Vashistha from Marichi; Agastya from Marichi; Atri; and Vishvamitra from Atri. It is said that Bhrigu and his descendants lived in the western part of the Asian subcontinent and Vashistha and Vishvamitra lived in the Sarasvati region. Later, the great sage Vedavyasa compiled it all into written form. The point to remember is that the Vedic literature held universal spiritual knowledge. Even the Puranas, which are considered to be the interplanetary histories and elaborations of the spiritual knowledge of the Vedic samhitas, such as the Rig, Sama, Atharva, and Yajur Vedas, are said to be universal in nature. In other words, they were not exclusive to the region of India.

I have never obtained more pleasure from reading any book in my life. The Mahabharata will open the eyes of the world to the true character and intellectual rank of the Aryans of India. You are certainly doing a great work. The Mahabharata is a real mine of wealth not entirely unknown, I suppose, at present to any man outside your country, but
which will be known in time and valued in all civilized lands for the reason that it contains information of the highest import to all men who seek to know in singleness of heart, the history of our race upon the earth, and the relations of man with the Infinite Power above us, around us and in us.”

This shows the power of Sanskrit and what it has retained through the years, and how it is certainly one of the most powerful and original if not the seed of all other languages. This also shows that it is not a matter of proselytizing, but only a matter of sharing the Vedic knowledge and wisdom with others that will attract numerous people to find that the deeper levels of spirituality that they are looking for is already existing and waiting for them within the texts of the Vedic literature.

- **The teaching of Sanskrit:**

  Why study the Sanskrit? Sanskrit has been an important cultural subject since the time of the beginning of civilization. During the middle Ages it was a part of the education system. In the colonial period it was included in the curriculum of schools and other colleges as a part of language learning and training. As at school study today, Sanskrit still is recognized as a study important in a person’s cultural development, the key to culture thinking.

  The prestige of Sanskrit through the centuries arises partly from its value in demonstrating the nature and power of pure reason. On the basis of pure grammar the student is able to erect a logical structure of established truths that can be used to discover and prove new facts. No other experience can demonstrate so clearly as the Sanskrit reveal so effectively the power of human culture, knowledge perfection.
The importance of clear thinking has never been so necessary in our personal, community and national affairs as it is today. The citizen needs practice and skill in deductive thought. He needs to know what is meant by, and expected of, a logical proof. He should have experienced the satisfaction of conclusively establishing a fact. Sanskrit provides an ideal field for observing and exercising the process of logic and knowledge. It provides a content that ranges from the simple to the complex; yet it is objective and noncontroversial. There are no semantic subtleties. The results are verifiable as correct or incorrect. Although important in their applications, the facts are impersonal, so that the processes of reasoning are thrown into the spotlight of attention as in no other field. When thoroughly understood, similar logical processes may be transferred to social and personal problems, to explore their applicability and the readjustments that are necessary.

Yet we must never forget the necessity of giving the student on outlook on a great field of knowledge. Technical advances have placed an increasing importance on the Sanskrit, which is fundamental in the Sanskrit of the junior high school, must be carried into its more mature applications in the senior high school and up to higher education.

Both of these aspects of the teaching of Sanskrit are recognized in the aims that are defined for teaching. Thus the Joint Commission (21) classifies them in six categories:

i. Understanding of basic concepts, vocabulary, the nature of Sanskrit, and the elements of teaching system, including undefined terms, definition and Grammar

ii. Developing skill and increased understanding in the intuitive Sanskrit topics covered in junior high school
Developing spatial insight by contrasting plane and solid relations.

Appreciation of the place of Sanskrit in human affairs, past and present

Understanding of Sanskrit and ability to apply the Grammar method.

From this list it may be seen that the aims of teaching Sanskrit are directed not only to information, appreciation, and understandings the relationships with grammar but also to ability in the methods of establishing relation with language. Much has been said about the relative importance of these purposes. Actually they are both indispensable and neither can exist without the other. To solve problems and to establish proof requires a systematic understanding of the facts and relationships of grammar. On the other hand, accumulation facts alone, without experience in application and logical thinking, make of grammar a quickly forgotten accumulation of information. Thus the challenge is to make demonstrative teaching is an experience in learning to solve problems and in accumulating useful information to make language easy.

Sanskrit has a great importance in people’s life since beginning of civilization and still maintains its importance. The National Council of Teachers Education (NCTE) reinforced the importance of Sanskrit in their revised work Principles and Standards for teaching Sanskrit and stated that- All the centuries of progress of human being and humanities.

- General teaching procedures in Sanskrit:

In all critical areas of teaching in Sanskrit, the problems are merely that of following the effective learning method. A setting is established in a concrete, significant situation; experiences are provided to develop the generalization, and the concept is applied to new life situations. We have seen how this sequence is applied to logical thinking, which the pupil
learns by using it with Sanskrit content and then by applying it to life situations. It is equally important that the steps in learning be followed in developing the concepts of Sanskrit.

There are, however, other purposes to be fulfilled by different teaching methods. Some of the more important deserve attention.

- **The Sanskrit atmosphere:**

  The pupil coming into the Sanskrit classroom has probably spent fifty minutes of more or less concentrated attention to history, English or some other field. To provide a ready adjustment to Sanskrit and a setting for the activities of the class, the room should reflect the spirit of Sanskrit. Pictures are useful and readily obtained- In planning the setting; several points are to be kept in mind. One is that the setting should be varied from time to time. The Beauty and Relationship between Sanskrit and Other Fields.

- **Providing a Real Setting for Concepts:**

- **Model and Devices**

  To provide reality to spatial relationships without a distracting setting,

  Teachers who have experimented with them have discovered not only their effectiveness but their value in making the work more interesting for teacher and pupil alike.

- **Philosophy of Teaching and Learning Sanskrit:**

  The teacher is most important factor in classroom learning. The teacher organizes. The teacher manages. The teacher motivates. The teacher leads. The teacher creates an environment in which learning occurs. Learning is a function of the quality of the teaching.
The teacher’s influence reaches far beyond the subject matter that is discussed from day to day. As an active learner the teacher inspires students to attain knowledge. Through his or her interactions with students the teacher influences moral development.

Sanskrit plays an integral role in the lives of every member of our society. The need for Sanskrit knowledge is increasing as our culture becomes more saturated with technology and information. Everyone in our educational system must have an opportunity to learn Sanskrit and to achieve a level of knowledge commensurate with his or her personal potential, needs and aspirations. Sanskrit knowledge opens doors of opportunity. Thus, Sanskrit educational must be accessible to all.

It is my belief that all can learn Sanskrit. Unfortunately, many in our education system have been erroneously convinced that they cannot learn Sanskrit. Not all students have the same motivation or aptitude for learning Sanskrit. Not all learn at the same rate. Not all learn in the same way. Not all process information at the same rate. Not all comprehend abstractions with the same level of understanding. But all can learn, given the conditions that meet the individual learner’s needs. Many students have gaps in their knowledge base. The Sanskrit teacher must recognize these individual differences, seek to accommodate these differences, and teach so all can have the opportunity to learn.

Learning is a multifaceted process. Learning occurs from visual and audio stimuli. Learning occurs from reading. Learning occurs when writing or communicating orally. Learning occurs from experience. Students learn not only from the teacher but from each other. Traditionally, Sanskrit teachers have not utilized all the components of
learning. We must acknowledge, and respond to, the fact that learning occurs in many varied, yet equally important, ways.

Good teaching is crucial to the successful development and growth of children and adults. Good teaching is essential to the success, achievement, and progress of a nation. Much depends on teachers. It behoves them to give their best each day.

2.8 Review of related literature:

Researchers conducted at M.Ed. level-

- **Research-1 Hirpara M.M.(1990)**
  
  **Title:** A study of problems in Sanskrit learning and attitude toward Sanskrit subject.
  
  **Objectives:**
  
  1. To study about attitude of higher secondary school students toward Sanskrit teaching.
  2. To study the higher and lower attitude of students toward Sanskrit teaching.
  3. The population of the study was secondary level school students of Jetpur taluka.

**Methodology:**

Attitude test, problem checklist were used to collect the data and t-test, correlation test were computed for data analysis.

**Findings:**

1. Attitude boys found little high than the girls toward Sanskrit subject.
2. 2-found high interest in students of urban area compare to students of rural area.
3. Students of urban area have more interest than the students of rural area. Present study was conducted on appropriate sample.

**Research-2 Machchhar, P.J. (1994) 8:**

**Title:** Study Of Effectiveness Of Programme Prepared For students to Development their Hindi Reading Capability.

**Objectives:**

1. To test reading capability of girls students of standard 9th.
2. To prepare programme to develop Hindi reading capability.
3. To test effectiveness of prepared programme.

**Findings:**

1. The prepared programme was found effective.
2. Least mistakes were found in girls students of experimental group. This type of programmes can be effective in the teaching of language. Reading capability of experimental group found little higher than the girls students of control group.

**Research-3 Jadeja P.C. (1997)9:**

**Title:** Study Of An Effecting Factors In Reading And Understanding Of Sanskrit In Students Of Standard 8th.

**Objectives:**

1. To know reading capability of students in Sanskrit subject.
2. To study the factors affecting capability of students in Sanskrit subject.
3. To know the differences between teachers teaching Sanskrit in reference to their qualification.
Finding:

1. Students having good knowledge about words have high understanding.

2. Reading capability of girls and boys found similar.

3. There were meaningful relation found between reading capability and educational achievement.

4. Effect of high achievement and higher qualification of teachers found on reading capability of students. Conclusion-research was conducted on the sample of 461 students. 9 schools were selected for data collection and teachers teaching Sanskrit were also involved in the study.


Title: Study of Preparation and effectiveness of Work Card in Sanskrit subject for students of standard 9th.

Objectives:

1. To prepare work card for teaching of Sanskrit grammar.

2. To test effectiveness of work card.

3. To test effectiveness of teaching Sanskrit by work card method.

Findings:

1. Effectiveness of teaching Sanskrit by traditional method and by work card method found similar.

2. The prepared work card method found effective in teaching Sanskrit.

3. Students of both schools have more interest in the study of Sanskrit subject. Conclusion-research was conducted on the sample of 140
students two schools were selected for data collection and teachers teaching Sanskrit were also involved in the study.

**Research-5 Makrani, H.V. (2003)11:**

**Title:** Study of effectiveness of teaching learning material for teaching Sanskrit subject.

**Objectives:**

1. To prepare teaching learning material for Sanskrit subject.

2. To construct test to test effectiveness in Sanskrit taught.

3. To test importance of TLM and test prepared for selected topics. Findings: 1-Found little more achievement in teaching Sanskrit with the help of TLM than teaching Sanskrit by traditional method. Students of Sanskrit found more active in teaching Sanskrit by the use of TLM. Conclusion-achievement of students was tested by achievement.


Study of different methods of teaching Sanskrit and its effectiveness.

**Objectives:**

1. To teach Sanskrit by different methods.

2. To prepare achievement test for Sanskrit poetry in standard 8th.

3. To test effectiveness of teaching Sanskrit poetry by literature prepared by pictures.

4. To know attitude of students at the end of experiment.
Findings:

1. Teaching Sanskrit by different method was found effective than traditional method of teaching.

2. Effectiveness of pictorial literature and tap recorder found positive. Conclusion-significant different found in teaching of Sanskrit by traditional method and teaching Sanskrit by TLM. Research was conducted on the sample of 220 students. 2 schools were selected for data collection and teachers teaching Sanskrit were also involved in the study. Interest inventory made by Budhdev and self made test was implemented for data collection. ‘t’ test and ANOVAs test was used to compute the data gathered.

Research conducted at Ph.D. level: -


Title: Comparative study of conversation in English and strategies for students of secondary school.

Objectives:

1. To know the English conversation requirement of students.

2. To know strategies of English teacher.

3. To develop experimental method to develop English conversation of students.

4. To compare different method and techniques to teach English.

Findings:

1. Students of experimental have gained more the students of ELT group.
2. More importance has given to ELT then TLT by the teachers. Conclusion-significant different found in teaching of English by traditional method and teaching English by ELT method. Research was conducted on the sample of 120 students. Two schools were selected for data collection and teachers teaching English were also involved in the study. The experimental work was continued for 45 days. ‘t’ test and ANOVAs test was used to compute the data gathered.

Research-8 Umadavi, M.R. (1997)14:

Title: study of an effectiveness of reading skill improvement programme for dyslexic students

Objectives:

1. To identify students of English medium.

2. To know reading skill of dyslexic students of standard 4th.

3. To prepare reading skill improvement programme dyslexic for students.

4. To test effectiveness of improvement programme.

Methodology:

Research tool.

1. Rutter’s Performa-Data

2. Auditory reception test

3. Revens coloured progressive matrices.

4. Achiement Motivation Inventory.

5. Reading tests.
Findings:

1-found significant difference in scores of identification test of 25 dyslexic students.

2-found improvement in score of pre-test and post-test of dyslexic students.

Research-9 Ziyod, M.M. (1999)15:

Title: Development of Computer Based English Language learning.

Objectives:

1. To develop computer based English language teaching for students of Gujarati medium.

2. To test achievement of students by computer based programme.

3. To test effectiveness of prepared programme.

Research tool:

1. Revens progressive matrices-Pre-test
2. Answer key prepared by researcher.
3. Openionnaire related to computer education.
4. Informal visits and questioning with students.

Findings:

1. Students can learn English without tension and by the use computer with skill.

2. Computer programme become effective for learning English.

3. Personal help be made by computer based assignment. Conclusion- students achievement increases by language learning. In present day computer facility is available at every government as well as in private
schools. So limitation about availability of computer be removed itself.

**Research-10 Sinde, J. (2002)16:**

**Title:** Study of an effectiveness of internal interaction in teaching provided by different methods.

**Objectives:**

1. To test the Interaction in teaching by multimedia
2. To prepare CAL package to test interaction.
3. To test effect of educational achievement and interaction.

**Research tool:**

2. Nafde’s-Non Verbal Intelligence Test.
3. Pre-test on communication.
4. Openionnaire
5. Rating Scale.

**Findings:**

1. Significant difference found in education by multimedia and effectiveness.
2. Found positive relation between interaction and educational achievement in students of experimental group
3. Students deeply involved in teaching by multimedia. Conclusion-students achievement increases due to learning by multimedia. In present day computer facility is available at every school so limitation about availability of computer is removed itself.
Research-11 Ludbe, M.E.(2002)17:

**Title:** Effect of Constructive Strategies to Teach English for the Students of Marathi Medium Objectives.

1. To prepare strategies to teach English
2. To change previous strategies.
3. To develop teaching-learning techniques.
4. To test effectiveness of English teaching methods.

**Research tool.**

1. Pre-test and Post-test
2. Programme for constructive method
3. School record register
4. Questioning

**Findings.**

1. Found positive result in teaching English by constructive method.
2. Achievement of experimental group students was at meaningful level.
3. English teaching by improvement method reading and writing skill of students increases.

Research-12 Rani, P.P. (200318):

**Title:** Development of Ability in English Conversation.
Objectives.

1. To develop Ability in English Conversation of B.Ed. trainees.

2. To study the factors affecting in English Conversation.

Research tool.

1. Hindi cassettes produced by CIE.

2. Teacher constructed Test Item.

3. Foreign Language CD’s.

4. BPB’Multimedia.

5. Qestionnair

Findings.

1. Positive result found on students teaching English by constructive method.

2. No significant difference found in scores of Pre-test and post-test.

3. Presentation of other medium students found little less than the students of English medium. Conclusion-English teaching by constructive method found improvement in English conversation of B.Ed. students.
### Table: 2.1

**Review of Researches**

<table>
<thead>
<tr>
<th>Year</th>
<th>Researcher</th>
<th>Title</th>
<th>Tool</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>Hirpara M.M.</td>
<td>A study of problems in Sanskrit learning and attitude toward sanskrit subject.</td>
<td>1-Interest inventory 2-check list</td>
<td>780 students</td>
</tr>
<tr>
<td>1994</td>
<td>Machchhar, P.J.</td>
<td>Study Of Effectiveness Of Programme Prepared For students to Development their Hindi Reading Capability.</td>
<td>1-Interest inventory 2-check list</td>
<td>80 students from gujarati medium secondary school</td>
</tr>
<tr>
<td>Year</td>
<td>Author</td>
<td>Study Title</td>
<td>Tests Conducted</td>
<td>Students Count</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1997</td>
<td>Jadeja P.C.</td>
<td>Study of An Effecting Factors In Reading And Understanding Of Sanskrit In Students Of Standard 8\textsuperscript{th}.</td>
<td>1-Reading speed test 2-Aptitude test</td>
<td>461 students from secondary school</td>
</tr>
<tr>
<td>2001</td>
<td>Patel, V.C.</td>
<td>Study of Preparation and effectiveness of Work Card in Sanskrit subject for students of standard 9\textsuperscript{th}</td>
<td>1-Self made test</td>
<td>142 students from secondary school</td>
</tr>
<tr>
<td>2003</td>
<td>Makrani, H.V.</td>
<td>Study of effectiveness of teaching learning material for teaching Sanskrit subject.</td>
<td>1-Self made test</td>
<td>80 students from secondary school</td>
</tr>
<tr>
<td>2004</td>
<td>Pathak, D.K.</td>
<td>Study of different methods of teaching Sanskrit and its effectiveness.</td>
<td>1-Aptitude test 2-Achievement test</td>
<td>220 students from secondary school</td>
</tr>
<tr>
<td>Year</td>
<td>Researchers</td>
<td>Title</td>
<td>Methods</td>
<td>Participants</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>1993</td>
<td>Paliwal, A.K.</td>
<td>Comparative study of conversation in English and strategies for students of secondary school.</td>
<td>1-Openionne 2-Qestionnair 3-Conversation test 4-Language science test</td>
<td>120 students from secondary school</td>
</tr>
<tr>
<td>1997</td>
<td>Umadavi, M.R.</td>
<td>study of an effectiveness of reading skill improvement programme for dyslexic students</td>
<td>1-Rutter’s Performa-Data 2-Auditory reception test 3-Revens colored progressive matrices. 4-Achiement Motivation Inventory. 5-Reading tests.</td>
<td>25 students from secondary school</td>
</tr>
<tr>
<td>1999</td>
<td>Ziyod, M.M.</td>
<td>Development Of Computer Based English Language learning. Objectives.1-To develop computer</td>
<td>1- Revens progressive matrices-Pre-test 2-Answer key prepared by</td>
<td>112 students from secondary school</td>
</tr>
<tr>
<td>Year</td>
<td>Author</td>
<td>Title</td>
<td>Methods</td>
<td>Participants</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>2002</td>
<td>Sinde, J.</td>
<td>Study of an effectiveness of internal interaction in teaching provided by different methods.</td>
<td>1-Koeb’s-learning style inventory 2-Nafde’s-Non Verbal Intelligence Test. 3-Pre-test on communication 4-Opinionnaire 5-Rating Scale.</td>
<td>87 students teacher trainees.</td>
</tr>
<tr>
<td>2002</td>
<td>Ludbe, M.E.</td>
<td>Effect Of Constructive Strategies To Teach English For The Students Of Marathi Medium</td>
<td>1-Pre-test and Post-test</td>
<td>490 students from secondary school</td>
</tr>
<tr>
<td>2003</td>
<td>Rani, P.P.</td>
<td>Development Of Ability in English</td>
<td>1-Hindi cassettes produced by CIE. 2-Teacher</td>
<td>35 students teacher</td>
</tr>
</tbody>
</table>
Time period- Previous researches have been conducted between 1990 to 2004. Year wise analysis of previous are like- 1 Research was conducted in 1990, 1 Research was conducted in 1993, 1 Research was conducted in 1994, 2 Researches were conducted in 1997, 1 Research was conducted in 1999, 1 Research was conducted in 2001, 2 Researches were conducted in 2002, 2 Research were conducted in 2003, 1 Research was conducted in 2004.

- Research method- Two research had adopted survey method and remaining 10 researches have adopted experimental method
- Analysis method- T-test, ANOVA, Percentage method, S.D., descriptive Statistics, Co-Relation, and Qualitative Analysis types of methods have been used to analysis the data in previous research. To compare both mean T-test statistical techniques will be applied to obtain results.
2.9 Importance of present study:

In the present study in below matters some peculiarities have been finds while studying the previous study. Among all the studies adopted in M.Ed. and Ph.D. level none had been done for the Task-Packages foe teaching Sanskrit subject at any level. When in given study was tried to make Task-Packages for teaching Sanskrit at Primary level.

More over as data collection tool was self constructed .Which was never used in previous studies.

2.10 Conclusion:

In present study the importance of reference literature, prior adopted related Research summery and from that present study is how differed and vary its discussion have been adopted.

Next in chapter-3 Population, Sample selection, research tool, research method, data collection techniques, data analysis method have been made in details.
End Notes


