CHAPTER VI

THE EXPERIMENT

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- SELECTION OF STUDENTS
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CHAPTER VI

EXPERIMENT

PART 1

The investigator adopted an experiment for the present study to test the effect of student’s comprehension on the event of adopting a new Sanskrit-learning plan. Hence, Parallel or Equivalent Group design method was used by the researcher. Two or more groups, equivalent in all significant aspects, such as socio-economic status, age and basic qualifications were selected and the use of a module is experimented. One of the groups serves as the 'control' group and the other as the 'experimental' group. The differences found in achievement are due to the experimental variable. The experimental variable applied here is the module of the Sanskrit-learning plan prepared by the researcher. Appropriate statistical devices have been used for interpreting the results.

Two sets of students each in different Colleges were chosen for experiment at Degree and PG level. In order to make an effective Sanskrit-learning plan the researcher need to analyse the learning situation and resources.

6.1. STEPS FOLLOWED

Three major steps followed in the experiment and the tasks done at each stage are given below. Each of them is explained in the subsequent section.

1. Planning and Organising

It includes,

1. Selection of colleges
2. Selection of students
3. Selection of the teachers
4. Seeking permission for experiment from the authorities of the colleges
5. Finalising control group and experimental group
6. Selection of the topics
7. Planning and preparation of Modules
8. Consultation with subject experts
9. Preparing an observation panel and observation scheme
10. Preparation of the assessment plan
11. Assigning teachers for the Experiment
12. Scheduling the experiment

2. Conducting the experiment
   1. Pre-test to students regarding the knowledge of the concerned topic.
   2. Actual teaching without the module to the control group
   3. Actual teaching with the module to the experimental group.
   4. Above two steps were repeated in another set of students in another college.
   5. The Observation panel observes the classes in control group and experimental group.

3. Assessment and Reporting Results
   1. Collecting the assessment scores of all students.
   2. Calculating the total assessment score.
   3. Analysing and interpreting the results.
   4. Conclusion

6.2. SELECTION OF COLLEGES

There are only a few colleges and university centres where Sanskrit courses are available. This is especially true with special subjects like Sahitya, Nyaya and Vyakarana. In certain colleges only degree courses are offered. Hence availability of adequate number of students and subject areas were the main considerations given in selecting the colleges for experimentation. Five college authorities gave timely permission for the experiment. The colleges include Government and private institutions. The names of the colleges are given section 6.5.

6.3. SELECTION OF STUDENTS

Total thirty two groups were selected for experimentation. Each pair of control group and experimental group is equivalent in all significant aspects like socio-economic factors, age, and education, as follows.
   - Same socio-economic category- Average monthly family income is Rs. 6000 to 10000.
   - Same age- For Graduate students the average age is 19 years while it is 22 years for postgraduate students.
   - Same basic qualifications- Basic qualification for graduate students is pre-degree or Plus two. Basic qualification for postgraduate students is degree.
They have previous academic exposure to Sanskrit either in part two or three of their degree subjects.

6.4. **SELECTION OF TEACHERS**

Following factors were kept in mind while selecting the teachers.

- Selected teacher should not have very high familiarity with the students. This was intended to avoid potential antagonisms and psychological prejudices regarding the teacher. Hence the service of a lecture from another college is utilised for experiment. Four such lectures were selected for four different subject areas.

- Teachers must take the spirit of the module, but must be flexible to teach without it; and needless to say they must be experts in their subject areas. In experimentation there are so many variables, which are difficult or even impossible to control. The basic condition of 'other things being equal' is followed and the researcher took maximum care in fulfilling the conditions.

- To avoid mental conditioning of the faculty members in favour of the module of the Sanskrit learning plan, control groups were taught first. Experimental groups were taught only after the completion of control groups in both sets of experiments.

**Teachers Selected for Experiment in Graduate Level**

Table 6.1 shows the names of college teachers selected for the experiment in graduate level.

**Table No. 6.1**

<table>
<thead>
<tr>
<th>Teachers selected for experiment in Graduate level</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Experimental Set 1</th>
<th></th>
<th>Experimental Set 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control Groups</td>
<td>Experimental Groups</td>
<td>Control Groups</td>
<td>Experimental Groups</td>
</tr>
<tr>
<td>Prose</td>
<td>Dr. N Viswarajan</td>
<td>Prof. T Ramachandran Pillai</td>
<td>Dr. N Viswarajan</td>
<td>Prof. T Ramachandran Pillai</td>
</tr>
<tr>
<td>Poetry</td>
<td>Prof G Sreenivasan</td>
<td>Prof G Sreenivasan</td>
<td>Prof G Sreenivasan</td>
<td>Prof G Sreenivasan</td>
</tr>
<tr>
<td>Grammar</td>
<td>Prof. T Ramachandr an Pillai</td>
<td>Prof. T Ramachandran Pillai</td>
<td>Prof. T Ramachandran Pillai</td>
<td>Prof. T Ramachandran Pillai</td>
</tr>
<tr>
<td>Sastra</td>
<td>Mr. P K Somarajan</td>
<td>Mr. P K Somarajan</td>
<td>Mr. P K Somarajan</td>
<td>Mr. P K Somarajan</td>
</tr>
</tbody>
</table>
Teachers Selected for Experiment in Post Graduate Level

Table 6.2 shows the names of college teachers selected for the experiment in post-graduate level.

Table No. 6.2

<table>
<thead>
<tr>
<th>Teachers Selected for experiment in Post-Graduate level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Experimental Set 1</td>
</tr>
<tr>
<td>Control Groups</td>
</tr>
<tr>
<td>Prose</td>
</tr>
<tr>
<td>Dr. N Viswarajan</td>
</tr>
<tr>
<td>Experimental Groups</td>
</tr>
<tr>
<td>Dr. N Viswarajan</td>
</tr>
<tr>
<td>Poetry</td>
</tr>
<tr>
<td>Prof G Sreenivasan</td>
</tr>
<tr>
<td>Dr. N Viswarajan</td>
</tr>
<tr>
<td>Control Groups</td>
</tr>
<tr>
<td>Dr. N Viswarajan</td>
</tr>
<tr>
<td>Experimental Groups</td>
</tr>
<tr>
<td>Prof G Sreenivasan</td>
</tr>
<tr>
<td>Grammar</td>
</tr>
<tr>
<td>Mr. P K Somarajan</td>
</tr>
<tr>
<td>Prof. T Ramachandran Pillai</td>
</tr>
<tr>
<td>Mr. P K Somarajan</td>
</tr>
<tr>
<td>Experimental Groups</td>
</tr>
<tr>
<td>Prof. T Ramachandran Pillai</td>
</tr>
<tr>
<td>Experimental Set 2</td>
</tr>
<tr>
<td>Control Groups</td>
</tr>
<tr>
<td>Dr. N Viswarajan</td>
</tr>
<tr>
<td>Experimental Groups</td>
</tr>
<tr>
<td>Prof G Sreenivasan</td>
</tr>
<tr>
<td>Grammar</td>
</tr>
<tr>
<td>Mr. P K Somarajan</td>
</tr>
<tr>
<td>Prof. T Ramachandran Pillai</td>
</tr>
<tr>
<td>Mr. P K Somarajan</td>
</tr>
<tr>
<td>Experimental Groups</td>
</tr>
<tr>
<td>Prof. T Ramachandran Pillai</td>
</tr>
<tr>
<td>Sastra</td>
</tr>
<tr>
<td>Mr. P K Somarajan</td>
</tr>
</tbody>
</table>
| Timely consultations were done with teachers of different subject areas. The theme of consultations was selection of the topic for experimentation and module preparation. The researcher found four college teachers willing to take classes for the experiment.

6.5. FINALISING CONTROL AND EXPERIMENTAL GROUPS

After receiving permission of the concerned college authorities, control groups and experimental groups were finalised.

Graduate Level

Following table represents the control group and experimental group for two sets of experiments in graduate level.
Post Graduate Level

Following table depicts the formation of control group and experimental group for two sets of experiments in postgraduate level.

Table No. 6. 4

**Formation of Groups in Postgraduate level**

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Experimental Set 1</th>
<th>Experimental Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Control Groups</strong></td>
<td><strong>Experimental Groups</strong></td>
<td><strong>Control Groups</strong></td>
</tr>
<tr>
<td>Prose</td>
<td>DB College Sasthamcotta</td>
<td>SN College, Kollam</td>
</tr>
<tr>
<td>Poetry</td>
<td>University College TVPM</td>
<td>SN College, Kollam</td>
</tr>
<tr>
<td>Grammar</td>
<td>University College TVPM</td>
<td>SN College, Kollam</td>
</tr>
<tr>
<td>Sastra</td>
<td>University College TVPM</td>
<td>DB College Sasthamcotta</td>
</tr>
</tbody>
</table>

Hence there are 32 groups of students in two sets of colleges. Total number of colleges selected is five.

6.6. **Selection of the Topics**

Topics which are more common to syllabi of different Universities in Kerala were selected for preparing the module. Care had been taken to choose topics with
which the students had no considerable previous exposure. Topics having medium level of difficulty were selected. The topics also conform to the standard of the college classes.

6.7. **PLANNING AND PREPARATION OF MODULES**

The experimental variable applied is the module of the 'Sanskrit learning plan' prepared by the researcher. Each step of module preparation was in consultation with subject experts. The module incorporated different teaching/learning techniques suitable for the topics selected. Separate modules were organised for Prose, Poetry, Vyakarana and Sastra.

For teaching prose in degree level, *Kadambari Samgraha* was selected which is included in the syllabi of all Universities in Kerala. For post graduate level a portion from *Kadambari* was taken.

In all University syllabi *Kalidasa*’s work is an important item for degree level, especially *Reghuvamsa* or *KumaraSambhava*. Hence, six verses from *Reghuvamsa* were selected for teaching poetry in degree level. Four verses from the second dasaka of *Narayaneeeyam* have taken for teaching poetry in post graduate level.

Certain *Sandhis* from *Sidhantha Kaumudi* are chosen for teaching grammar (Vyakarana) in degree level. This is included in the syllabi of all Universities, where BA (Special) in grammar is offered. For post Graduate level, some of the sutras in *Karaka Prakarana* are opted, which are more advanced than *Sandhis*. This is also an important item in the Universities where MA (Special) Vyakarana is offered.

Two alankaras from *Kuvalayananda* which is a common textbook for all the Universities are chosen for teaching of *Sastra* in graduate level. A discussion part from *Tharka Samgraha* with *Deepika* commentary has selected for post graduate level. This is an inevitable portion for the students of Nyaya.

More details on the selected topics are given in the beginning of the corresponding module in Experiment part II.

6.8. **ASSIGNING TEACHERS FOR THE EXPERIMENT**

Teachers were assigned to teach without the module in control group and with module in the experimental group.

6.8.1. **Teaching in Control Group**

According to experimentation scheme the control groups were taught first. The teachers were asked to teach as they usually teach in their classes. No other specific instructions were given for them to teach in control groups.
6.8.2. Teaching in Experimental Group

The experimental variable, module of the Sanskrit-learning plan, have to be applied in experimental groups. Hence, faculty who teach in Experimental groups were asked to use the module of the Sanskrit-learning plan prepared by the researcher. The researcher assisted in getting ready the tools and other necessary references for teaching. Some variations in module were also done based on the insight of the faculty. Precaution has taken to ensure that the teacher won't loose his flexibility while using a module.

Learning situation

Learning situation is that of a typical college class in Kerala with all its inherent infrastructural and resource limitations.

6.9 Assessment Plan

Assessment was done based on a test paper, an oral test and an interaction. Following are the forms of student assessment for the experiment.

A Test Paper: Comprehension analysis through test paper. Marks were given for test paper out of 50.

B Reading Checklist (Oral Test): Students are required to read selected portions after study. The portion was selected from the content of the study itself. Grades were given based on the performance in reading as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Achievement class</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>21-25</td>
<td>Excellent</td>
</tr>
<tr>
<td>A</td>
<td>16-20</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>11-15</td>
<td>Fair</td>
</tr>
<tr>
<td>B</td>
<td>6-10</td>
<td>Below average</td>
</tr>
<tr>
<td>C</td>
<td>0-5</td>
<td>Poor</td>
</tr>
</tbody>
</table>

C Interaction with students: Comprehension analysis is done through interaction with students. Five criteria were used each carrying maximum five points. Hence total maximum marks for interaction is 25. The criteria here are:

-1- Generation of interest in the topic.
-2- Approach of the faculty.
-3- Depth of the topic covered.
-4- Ability to reproduce the main points and
-5- Confidence to face examination.

The researcher and the observation panel interact with the students to find out of the level of achievement of students in each of the above areas. They note down the achievement levels of each student in a four-point scale. The total points added contribute to the score of interaction of that student.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b</td>
<td>c</td>
<td>d</td>
<td>e</td>
</tr>
<tr>
<td>a) Very High/Excellent. (5 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) High. (4 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Moderate. (3 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Indifferent/Neutral. (0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Not satisfactory/Poor (observed -ve)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**6.10. Calculating the Total Assessment Score**

1) Marks in the test paper contribute 50% in the total score of assessment score of each student.

2) For reading checklist, where grades are used, the average of the corresponding achievement-class is taken as the score. Reading Checklist contributes 25% in the total score of assessment.

3) Interaction contributes 25% in the total score of assessment. Points of each criterion (five criteria in total) are added together. Negatives are observed, but negative point has not allocated to them.

**6.11. Pre-Test**

A pre-test was carried out both in control group and experimental group. The objectives were:

1. To find out the previous learning exposure of the students to Sanskrit in general and the topic under study in particular.

2. To ensure that all the students have almost similar comprehension level.

The average score of the pre-test was found 48% for control group and 47% for experimental group. The questions of pre-test of the experiment in degree and post graduate level are given in Appendix No. VIII and IX respectively.
6.12. OBSERVATION SCHEME

While the assessment plan provides quantitative data, the observation scheme gives necessary qualitative insights from the experiment. The observation scheme examines all the classes. This helps to arrive at more valid conclusions that cannot be gained by quantitative data obtained through assessment scores. Hence the panel provided a qualitative understanding on the use or non-use of proposed modules in the classes. The panel used the following criteria for a clear understanding. They collected the following details regarding the classes. (Panel of observers is given in Appendix No.5 and observation schedule is given Appendix No. VI)

1. Presentation of the topic
2. Details of the method or methods adopted.
3. New ideas generated/deviation from the traditional lecture method.
5. Flexibility.
6. Involvement of the teacher in the module.
7. Student's involvement in the class.
8. Practicability of the module in the class.
10. Time factor
Maintaining an active, experiential teaching environment does not involve simply turning the classroom over to students. On the contrary, there is a lot of work and planning that goes into creating a foundation that is strong enough for students to build upon. Effective teachers are highly organized in their class planning, responsive to student needs, and flexible in the teaching strategies. Simple aids like charts, maps and tables often serve as the material for debate or discussion carried out in small groups or amongst the class as a whole. These activities are usually preparatory to a number of writing activities that range from brainstorming ideas to interactive activities.

6.13. OBJECTIVES OF THE LEARNING PLAN

General objectives of all modules of the Sanskrit learning plan are:

1. To develop interest in Sanskrit learning.
2. To familiarise the topic.
3. To increase the vocabulary.
4. To help the students for a better performance in examination.
5. To understand and appreciate the structure of the language.

Specific Objectives were mentioned in the First section (pre-class) of each module.

6.14. TEACHING TOOLS USED

The module of the language-learning plan suggested in this study is expected to be in more pragmatic terms. So, Present Collegiate and University settings in Kerala cannot be devoid of its traditional limitations. Hence, teaching tools are deliberately restricted to charts, tables, chalkboard, tape recorder etc. In an advanced learning infrastructure, charts and tables can be more efficiently replaced by slides using a projector. Audio-assisted learning (used in the teaching of poetry) can be made better by interactive audio-lingual learning. Programmed instruction (used in the teaching of grammar) can be made easy by computer-assisted teaching. However, basics of preparations and methodology are the same.

Suggested Medium of Instruction: Sanskrit
6. 15. GENERAL NOTES

1. Operational form of the section 'Post-class' is not done, and that is why there are no corresponding descriptions. The reason behind the exclusion of post class is to avoid duplication with the assessment plan of the experiment. The assessment itself served as the operational form of the post-class.

2. It is assumed that the classes have enough learning infrastructure like seating arrangements, chalkboard etc. Students are expected to bring their textbooks, note book, pen and other necessary materials used for their daily study.

3. For each module, the investigator had prepared a three-dimensional work form consisting of-
   - A theoretical form
   - An operational form
   - Time schedule

   4 (a) Theoretical Form (TF) comprise objectives of the lesson, aspects of preparation regarding presentation, evaluation and feedback. The more emphasis on this phase is to adequate preparation. At this stage the faculty clarifies the strategy/strategies to be adopted in the class.

   4 (b) Operational Form (OF) is aimed for actual teaching situation and it is the experiential variety of the theoretical form. For an average teacher this requires the background work mentioned in the theoretical form.

   4 (c) Time Schedule (TS) ensures that the teaching process is completed within the allocated time and the specified topics are covered satisfactorily. A student will not learn as best as he could if the pace of the class is too fast or too slow for him.

6. 16. MODULES

Modules of the learning plan are given in the following pages. Modules for degree classes and post graduate classes are given separately for Prose, Poetry, Vyakarana and Sastra.
MODULCS

TOPICS AT A GLANCE

Degree Level

- **Prose**: *Kadambari Samgraham*, Description of the King Sudraka and others.
- **Poetry**: Verses from Second *Sarga* of *Raghuvamsa* of Kalidasa.
- **Vyakarana**: Three sutras from *Ach Sandhi* in *Sidhantha Kaumudi*.
- **Sastra**: Two *alankaras* from Kuvalayananda.

Post Graduate Level

- **Prose**: *Sukanashopadesah* from Kadambari
- **Poetry**: Four verses from the second *Dasaka* of *Narayaneeyam*.
- **Vyakarana**: The sutras of Accusative case from *Sidhantha Kaumudi*.
- **Sastra**: *Navadravyani* and the discussion on *tamah*. 
Module for teaching Sanskrit Prose in Degree Level

General Information: This topic is taken, from the ‘Kadambari sangraha’, the abridged form of ‘Kadambari’, written by the great poet, Banabhatta.

Topic:

The faculty member brings the attention of students by asking a few questions to introduce Kadambari. For example questions can be regarding Rebirth. How many of them believe in it, have they read any stories or seen any films regarding it etc. She introduces Kadambari Sangraha and its author.

Methodology Followed: Introduction is given through asking a few questions. It is followed by a self-survey as in Jain model of learning. The faculty, structures the class based on the comprehension level of students, received through response sheets. This also helps the faculty to identify the aspects of the content, for which, more time and additional emphasis may be provided.

(A) Pre-class

1. Objectives

- To familiarise the above content.
- To increase the vocabulary of student
- To understand the linguistic peculiarities of the language.
- To develop interest in Sanskrit prose and develop prose appreciation skill.
- To promote self learning and enquiry.

2. Preparation

- Consultancy and References.
- Selecting the Methodology of teaching.
- Collecting background information about the author and his works.

(B) In-Class

1. Introduction to Banabhatta and Kadambari (Time Schedule(TS): 7 minutes)

Theoretical Form (TF):

The faculty member brings the attention of students by asking a few questions to introduce Kadambari. For example questions can be regarding Rebirth. How many of them believe in it, have they read any stories or seen any films regarding it etc. She introduces Kadambari Sangraha and its author.
Operational Form (OF):

2. Surveying, Questioning and Reading (T.S. 6 minutes)

TF:

The whole passage is read once by the faculty. Students are asked to read silently the whole passage once or twice silently.

Note down what you figure out from the passage, in a separate sheet of paper, regarding the following aspects.

1. What is the passage all about?
2. Who are the characters mentioned in the passage?
3. What is their relationship with each other?
4. On noticing any unfamiliar word, just write it down and try to guess its meaning.
5. Is there any special usage that came to your attention?
6. Any other general comment.

OF:
3. Collecting the Response sheet (T.S. 3 minutes)

**TF:**
Response sheets were collected from the students.

**OF:**
Sample response sheet from a student

<table>
<thead>
<tr>
<th>एकेक छात्रां लिखित प्रतिकारणप्रमाणः।</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. शूद्रक वर्णवितः।</td>
</tr>
<tr>
<td>2. शूद्रक, तत् गुणान, विद्याशासनगरी, शूद्रसय प्रजापतिपालनप्रति च वर्णवितः।</td>
</tr>
<tr>
<td>3. शूद्रक: प्रतिहारी चण्डालक्यक च सत्तः।</td>
</tr>
<tr>
<td>4. विद्यायां: राजा भवति शूद्रक।</td>
</tr>
<tr>
<td>तस्य सेवक: भवति प्रतीहारी।</td>
</tr>
<tr>
<td>पत्निःस्यु शुभायां काँचन चण्डालक्यका राजां ग्राममुग्धोत्तरः।</td>
</tr>
<tr>
<td>5. चतुर्रत्वमेक्षलान वर्षोऽहात्ता: स्वीकार, मनसि: विषोऽर।</td>
</tr>
<tr>
<td>धनदेन: धनदायकेत्, दृषि: ऐश्वर्यं, रूपं: आकृतिः, बस्ता: नवस्ताः, नारायण: विष्णु:</td>
</tr>
<tr>
<td>अविकार: नृजितः, निरूपः: प्रतिनिधिः।</td>
</tr>
<tr>
<td>6. .................................</td>
</tr>
<tr>
<td>7. अधिनिर्देशेः कारणः प्रवासः वर्तते।</td>
</tr>
<tr>
<td>a) आशयायावमि।</td>
</tr>
<tr>
<td>b) पुराणायामिजः जानायः पाठमुक्तयेवाराय: समवन्यं न जानाय।</td>
</tr>
<tr>
<td>c) समस्तपायानि विषयायामिजः।</td>
</tr>
<tr>
<td>d) अन्तस्तिनिर्देशनाय ध्यत्तूनं व ग्रहणः।</td>
</tr>
<tr>
<td>e) पाठमुक्तां अतिक्रायभयायामः तत्ततमः।</td>
</tr>
<tr>
<td>f) विगृहीतमः।</td>
</tr>
</tbody>
</table>

4. Understanding the comprehension and structuring the explanations. (T.S. 4-6 minutes)

An overview of different response sheets gives the present comprehension level of the students regarding the passage. Taking this as a base, the teacher structures the class through a variety of steps (Details follows). As the time permits, the faculty may address the individual needs of the students.

5. Explanations (T.S. 15-20 minutes)

**TF:**
The faculty member gives explanations for each aspect based on the insights he gained from the response sheets. The areas which need special attention is separately dealt with in direct method.

---New words and Vocabulary aspects---
For each aspect the teacher uses a method, an exercise or any aids for better comprehension.

**OF:**
An illustrative chart for teaching vocabulary and usage of similar rhetoric expressions is applied.

<table>
<thead>
<tr>
<th>व्यक्तिमहत्त्वसूचिका:</th>
<th>आधिपत्य</th>
<th>इन्द्र:</th>
</tr>
</thead>
<tbody>
<tr>
<td>कोष्ठे</td>
<td>यम:</td>
<td></td>
</tr>
<tr>
<td>प्रसारपे</td>
<td>अमिदेक:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>सौन्दर्यसूचिका:</th>
<th>तेजसि</th>
<th>सूर्यं:</th>
</tr>
</thead>
<tbody>
<tr>
<td>सौन्दर्ये</td>
<td>कामदेक:</td>
<td></td>
</tr>
<tr>
<td>पुखे</td>
<td>चन्द्रं:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>व्यक्तिगतगुणसूचिका:</th>
<th>कलासु</th>
<th>भरत:</th>
</tr>
</thead>
<tbody>
<tr>
<td>धर्मं</td>
<td>धर्मनुत्र:</td>
<td></td>
</tr>
<tr>
<td>धेरे</td>
<td>कर्णं:</td>
<td>इव रशाजः</td>
</tr>
<tr>
<td>दाने</td>
<td>कर्णं:</td>
<td></td>
</tr>
<tr>
<td>क्षमाधाम्</td>
<td>पृूषिः</td>
<td></td>
</tr>
<tr>
<td>बुद्धी</td>
<td>बुद्धस्पति:</td>
<td></td>
</tr>
<tr>
<td>सर्वबुधघण्यु</td>
<td>विप्र:</td>
<td></td>
</tr>
</tbody>
</table>

6. Repetition and Pondering over (T.S. 5 minutes)

**TF:**
The students are asked to read one-by-one. Other students will listen to the reading. The faculty asks to pause reading several times to give more explanations and further information where ever needed. Reading is carried on from one student to the other.

**OF:**
7. Summarisation and Conclusion (TS: 4-6 minutes)

**TF:**
The faculty member asks two students to summarise the class either in Malayalam or in Sanskrit, with the assistance of other students and the faculty himself. Few minutes is allotted for preparation. After the student’s summary, teacher concludes the main theme in Simple Sanskrit.
OF:

Hints for conclusion

विद्याधिपति: शूद्रः तेजस्वी भवति।
सः सूर्यः इव प्रतापवान।
सः सर्वसूचि कलासू प्रवीणः।
सर्वस्य अनुप्रस्थितः सः कामदेव इव शुद्धमे।
एकदा काचन चण्डालकथा का समाधानाजगम॥

8 Prescribing reference Materials (T.S. 1 minute)

• Kadambari - Malayalam
• Kadambari Samgraha - English
• History of Sanskrit Literature - For about the author.
• Harsha Caritha - Chapter I - For more about the author.

9. Giving Assignment (TS: 5-6 minutes)

Group Assignments

• Make a note of the author and his other works.
• Construct a dozen sentences in Sanskrit describing the personal qualities of great men or women.
• Note down the qualities of the King Sudraka.

Individual Assignments

1. विद्याधिपति: शूद्रः तेजस्वी भवति।
2. अनुप्रस्थितः सः सर्वमुक्तः सः सूर्यः इव प्रतापवान।
3. विष्णुः, मित्रः, भूतः, समुद्रः उपदेशा इत्यादिनां सदृशानि पदानि पाठभागाद्वीपक्रियातः।
4. शूद्रः मनसि केन तुल्यः?
5. पाकशासनः कः?
6. शूद्रः केन केन उपमायते?
7. प्रसादे शूद्रः केन तुल्यः?
8. अनुप्रस्थितः, विरामः, नरपति, विवस्मनयः इत्यादिः व्याकरणाद्वेष्ठानिलिखितः।

(C) Post-Class

Submission of Assignments

Presentation of group Assignments in the class.

Appreciation

Feedback

Remedial teaching, if necessary.
Module for teaching Sanskrit Poetry at Degree Level

General Information

The first few sections of the module provided adequate language skill and vocabulary necessary to appreciate the poem. The last sections target appreciation skills and other literary aspects. It was assumed that appreciation happens only after the language becomes more familiar.

### Topic

अथ प्रजानामिवर्षणम प्रकारे जायप्रतिद्रितगतस्यप्रस्थानम्।
वनाय पीतप्रतिववल्लां यशोदनो धनुस्वेस्यमुंगकः।
तस्या खुर्यतात्प्रविवणपश्चायुम्पुरसु धृति कीर्तिनीया।
माय च मनुम्घशोचर्यमपल्ली श्रुतितिवर्ध्य भूतितवमुग्धष्ट।
नित्यं राजा दयालां हरियुस्तां सौरियें सुरविवचिष्माः।
पवोधरीभुतत्ततां सम्रासं गोरूपाराभाष्यांनि।
ब्रह्म तेननुचरण येनोन्यौंति शेषस्यापुरुषां।
न वाराहायस्य शरीरस्य चर्च्यांगुष्ठे हि मनो: प्रस्तुत।
आवाखायमस्य कर्मसंसारविशेषानां कर्माद्यत्वदेवशानिवाचन्तेयोः।
अभ्यासाः: स्वेच्छस्य स दश्या: सत्यां समास्तनत्तराः।

Methodology Followed: Introduction is done through a small controlled debate. Substitution of words and Padacchedas are done through trial and success method, promoting self-learning. Collaborative method is used for literary appreciation.

(A) Pre-class

1. Objectives
   - To create interest in Sanskrit poetry and to promote the appreciation of poetic beauty.
   - To familiarise the content.
   - To increase the vocabulary.
   - To promote self-learning through trial and success method.

2. Preparation
   - Consultancy and References (Reghuvamsa with Mallinatha's commentary (Sanjeevini) Bhasha kumarasambhavam, etc.)
   - Selecting the Methodology of teaching.
   - Knowing more about the author and his works.
   - Preparing words for substitution.

(B) In-Class

1. Debate as an introduction tool (Time Schedule (TS): 7-9 minutes)

Theoretical Form (TF):

The faculty member points out the recent issue of cow slaughtering and initiates a debate. Some students, who favour cow slaughtering, and others who oppose it, present different arguments forming two groups.
## Arguments opposing Slaughtering

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. वां भारतीयसंस्कारविरुद्ध भवति।</td>
<td>2. उपकाराद्विवेचः तः गः। यथेष्ट मानक उपयुक्त वार्तक्रयावस्थायां तासां वां नीतिविरुद्ध न भवति।</td>
</tr>
<tr>
<td>2. उपयोगाधिकारी तथा गः। यथेष्ट मानक उपयुक्त वार्तक्रयावस्थायां तासां वां नीतिविरुद्ध न भवति।</td>
<td>3. मातृवत्व पोषणीयाः गः। उपयोगन्तरं व्याप्ते च चेति पप्पनेव लभेत।</td>
</tr>
<tr>
<td>3. मातृवत्व पोषणीयाः गः। उपयोगन्तरं व्याप्ते चेति मृगपरिश्रमसंघेभ्यः। दीयतां।</td>
<td>4. उपयोगन्तरं व्याप्ति चिन्ता असि चेति ‘मृगपरिश्रमसंघेभ्य’ दीयतां।</td>
</tr>
<tr>
<td>4. सर्वकारां वृद्धिसंतुष्ट्वां वा आमरणम्। स्थिक्ष-निर्माण यावत् तां परिपालनीयाः।</td>
<td>5. सर्वकारां वृद्धिसंतुष्ट्वां वा आमरणम्। स्थिक्ष-निर्माण यावत् तां परिपालनीयाः।</td>
</tr>
</tbody>
</table>

## Arguments favouring Slaughtering

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>संवाददिविश्वा पाठभागमतत्त्वाः।</td>
<td>गोव्यावभिषक्ति वा न वा।</td>
</tr>
<tr>
<td>आवश्यकम् इति वादिनामभिषाय।</td>
<td>अवश्यकम् इति गोव्यावभिषाय।</td>
</tr>
<tr>
<td>1. गः। उपकाराद्विवेचः भवत्न्यध प्रयोजनाधिकारिवस्थायां तासां सर्वकाराण्य आवश्यकता नासि।</td>
<td>2. अदोहां तासां सर्वकाराण्य महत धनमात्रयकम्।</td>
</tr>
<tr>
<td>दोषानां गवापिः सर्वकाराण्य नासि।</td>
<td>दोषानां गवापिः सर्वकाराण्य नासि।</td>
</tr>
<tr>
<td>3. इदानी गोव्या उपकारश्चिं वृद्धिसंतुष्ट्वां तासां पोषणे आवश्यकम्।</td>
<td>4. गोव्यां न प्रचालित बुद्धवस्थाः प्राप्ताधि गोविः समुदायस्योपदेश एव सिद्धात्तिः।</td>
</tr>
<tr>
<td>5. इदानी केषुविविद राज्येषु वृद्धाः। गः। पथि यथेष्ट सस्वतु जनाः प्रेरित। बहुधानां तासां चलनेन मायेन्द्रेश्वर वाहनदाय च जायते।</td>
<td>5. इदानी केषुविविद राज्येषु वृद्धाः। गः। पथि यथेष्ट सस्वतु जनाः प्रेरित। बहुधानां तासां चलनेन मायेन्द्रेश्वर वाहनदाय च जायते।</td>
</tr>
</tbody>
</table>

## 2. Entering to Rgahuvamsa (TS. 2-3 minutes)

TF:
The faculty controls and ends the debate pointing the following aspects and enters to Rgahuvamsa.

All arguments are partially correct. Perhaps this is a larger issue that should be addressed by a larger audience after analysing all pros and cons of the issue. Hence it cannot be limited to a classroom debate and you may organise a discussion on this or similar controversial topics in your debate club. However, the importance of cow cannot be wiped out from the Indian culture. Cow is considered as a sanctified animal because of its economical importance in stabilising the village economy of ancient times. Moreover it is considered as next to mothers milk. There are several instances in ancient literature for treating cow as mother and as a sacred animal. One such reference is there in Rgahuvamsa of Kalidasa.
3. Understanding *Padacchedas* (*T.S. 8-9 minutes*)

**TF:**

The faculty reads out the topic twice and asks the students to read it silently for a few minutes. Then they are required to note down the maximum number of *Padacchedas* from that portion in a separate sheet of paper. After the allocated time the students stop writing and the faculty explains the important *padacchedas* and compare it with that of students.

- Which student tried the maximum number of *Padacchedas*?
- Which student has done the more number of correct *Padacchedas*?
- How is the average performance of the class?

Appreciate all. The faculty exhibits all *Padacchedas* appearing in the selected portion in a chart. Similar *padacchedas* are grouped together for better comprehension with short exercise attached to it.

**OF:**

<table>
<thead>
<tr>
<th>Padacchedas</th>
<th>रस्मुति + अन्वयचत्व · रस्मुतिरन्वयचत्व।</th>
</tr>
</thead>
<tbody>
<tr>
<td>शुरुतिः</td>
<td>इव · ········। रस्मुति + ········ - रस्मुतिरन्वयचत्व।</td>
</tr>
<tr>
<td>प्रजानाम्</td>
<td>अधिपत्य · प्रजानामिन्य।</td>
</tr>
<tr>
<td>धनुम्</td>
<td>कऽशे · ········।</td>
</tr>
<tr>
<td>पवित्रावसुम् + अपांवुलानाम · ·······।</td>
<td></td>
</tr>
<tr>
<td>धराम्</td>
<td>इव · ·······।</td>
</tr>
<tr>
<td>दयालु: + तामु · दयालुताम्।</td>
<td></td>
</tr>
<tr>
<td>अन्तय: + तस्य · ·····।</td>
<td></td>
</tr>
<tr>
<td>कथे: + तुणानाम · ·····।</td>
<td></td>
</tr>
<tr>
<td>सुरमि: + यशोभि · सुरमि स्योभि।</td>
<td></td>
</tr>
<tr>
<td>धनोऽ: + व्यषिधि · ·····।</td>
<td></td>
</tr>
<tr>
<td>कप्रि:मे: + दशनिवरणाः · ·····।</td>
<td></td>
</tr>
<tr>
<td>इव + उवाम् · इवयोगम।</td>
<td></td>
</tr>
<tr>
<td>इव + अधिम् · इवाधिम।</td>
<td></td>
</tr>
<tr>
<td>तेन + अनुपचरण · ·····।</td>
<td></td>
</tr>
<tr>
<td>च + अन्तय: · ·····।</td>
<td></td>
</tr>
<tr>
<td>शेष: + अभि · रोपोगि</td>
<td></td>
</tr>
<tr>
<td>तत्स्स: + अभृत · ·····।</td>
<td></td>
</tr>
<tr>
<td>अपि + अनुपि:वियं: · अपि:नुपि:वियं:।</td>
<td></td>
</tr>
<tr>
<td>निवारण: + च निवारणेशच।</td>
<td></td>
</tr>
</tbody>
</table>
4. Vocabulary exercise (T.S. 4 minutes)

TF:
The faculty writes a few words on the chalk board. Students are invited to find the corresponding substitution words either from the text or from the padacchedas they had done. They write down the substitution words in the notebook. The faculty, after having a glance at different answers, gives the correct substitution words.

OF:

<table>
<thead>
<tr>
<th>पदानां सम्मानितार्थः:</th>
</tr>
</thead>
<tbody>
<tr>
<td>दर्शनि पदानि</td>
</tr>
<tr>
<td>भाया</td>
</tr>
<tr>
<td>मुनि:</td>
</tr>
<tr>
<td>वन्नीक:</td>
</tr>
<tr>
<td>भृपाल:</td>
</tr>
<tr>
<td>सुगन्धेः</td>
</tr>
<tr>
<td>वसुधा</td>
</tr>
<tr>
<td>निविन्तिल:</td>
</tr>
<tr>
<td>वपु:</td>
</tr>
<tr>
<td>स्वादुपुः:</td>
</tr>
<tr>
<td>स्वच्छ-नगमनम्</td>
</tr>
<tr>
<td>रेणु</td>
</tr>
</tbody>
</table>

5. Grammatical Peculiarities (T.S. ~ 4 minutes)

TF:
Important grammatical notes and other complex aspects, if any, are dealt with. For example the Dative case (*cathurthee vibhakthi*) is explained by completing a table.

By completing the table the faculty briefly explains the relevant sutra.

OF:

<table>
<thead>
<tr>
<th>चतुर्थीविभिन्ति:</th>
</tr>
</thead>
<tbody>
<tr>
<td>वानाय</td>
</tr>
<tr>
<td>रनानाय</td>
</tr>
<tr>
<td>पथनाय</td>
</tr>
<tr>
<td>वाताय</td>
</tr>
<tr>
<td>....</td>
</tr>
<tr>
<td>....</td>
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<tr>
<td>....</td>
</tr>
</tbody>
</table>

*क्रियारूपपदरथ च कर्मिणि स्थानिनः 'इति सूत्रेण चतुर्थी।*
6. **Explanation (TS: 8-10 minutes)**

**TF:**

The faculty explains the prose order of each verse. He also explains the compound words with a chart.

**OF:**

(A) Prose order of first two verses.

(B) Dissolving the Compounds

7. **Collaborative appreciation (T.S. 7-9 minutes)**

**TF:**

Students already have
--the necessary ‘Padacchadas’
--meaning and substitution of words and
--Prose Order (Anuvaya)

Now, they are assembled into five groups. Groups are given with one verse each and asked to write down its main theme and their appreciation in a separate sheet of paper. They may write as much as they like within the given time.

The faculty collects the sheets and gives and overall look to the responses and hands over the first response to the corresponding group to read it aloud. Other groups are requested to raise criticism and point out faults, if any.
The faculty considers this interaction as a base and explains the verse in appreciative manner. The language errors committed by students are rectified and additional information is added. The same procedure repeats for other groups and hence to other verses.

8. Conclusion (T.S. 6-7 minutes)

TF:
Concludes the class.

OF:
Hints for Conclusion.

Summary of each sloka.
Probable questions and suggested answers.
An overview of *Raghuventas* in light of the selected portion.

9 Prescribing reference Materials (T.S. 1 minute)

- *Bhasha Raghuventas* - Malayalam.
- *Raghuventas* - English.
- *Raghuventas, Second Sarga* by Prasad Anchal - Malayalam
- *Raghuventas with Sagivini commentary* - Sanskrit.
- *History of Sanskrit Literature* - For about the author.

10. Giving Assignment (TS: 3-4 minutes)

1. प्रथमे श्लोके वर्तमाननियतया किम्?
2. ‘यशोधरः’ विग्रहः कः?
3. ‘अग्रे’ इत्यस्य समानार्थक पदं किम्?
4. सुदक्षिणा का इव अवनयाग्निः?
5. का दरालुः भवति?
6. उसी कथ्यत रूप दशार?
7. अनुसारिणः किं कृतविन्य आत्मः?
8. मनो प्रसृति: कीूकः?
9. दस्तगिरोमाणु: कं तयस्य बभुव?
10. विग्रहणः मनोयोगंसतसम्पन्ननी, दश्तगिरोमाणुः, ज्ञानार्थियोः, ज्ञानार्थियोः.
II. क्रियापदाना कोषकाने पूर्यत.

<table>
<thead>
<tr>
<th>सूचि</th>
<th>धातु</th>
<th>पद</th>
<th>लकार</th>
<th>पुरुष:</th>
<th>वचनम:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. अग्नि</td>
<td>गम्</td>
<td>.........</td>
<td>लड़</td>
<td>.......</td>
<td>.........</td>
</tr>
<tr>
<td>2. सुभोध</td>
<td>युद्ध मोचने</td>
<td>.........</td>
<td>.......</td>
<td>.......</td>
<td>.........</td>
</tr>
<tr>
<td>3. जुगोध</td>
<td>गुप्त रक्षणे</td>
<td>पर</td>
<td>.......</td>
<td>प्रपु</td>
<td>.........</td>
</tr>
<tr>
<td>4. न्येषिणि</td>
<td>नि + विघु</td>
<td>.........</td>
<td>.......</td>
<td>.......</td>
<td>ए</td>
</tr>
<tr>
<td>5 अमृत्</td>
<td>यू ततायाम्</td>
<td>.........</td>
<td>.......</td>
<td>.......</td>
<td>.........</td>
</tr>
</tbody>
</table>

(C) Post-Class

- Submission of Assignments
- Evaluation and feedback
- Remedial teaching, if necessary.
Module for teaching Sanskrit Grammar in Degree Level

General Information: This portion is taken from the Acsandhi prakarana of 'Leghu Siddhanta Kaumudi'.

Topic:

1. “इको यणचि" - इका स्थाने यण स्वादछि संहितायाः विषये।
2. “तस्मिन्निति निरिक्षे पूर्वस्य” - सत्तमीनिरिदेशोऽविधीयमानं कार्य वर्णान्तरेणायवहितस्य पूर्वस्य योयम्।
3. “स्थानेन्नतरतमः” असंह्ये सति सदृशतमः आदेशस्य स्वात्। यथा इत्यपि, मध्यसि, धात्रिः। लाभ्यति।

Methodology Followed: The topic was introduced and explained with Programmed Instruction. First sutra in divided into six frames suitable for self study within the class. It leads to the second sutra which is explained by lecture method with charts. The seventh frame gradually leads to the third sutra through programmed instruction. The faculty concludes by integrating these three elements.

(A) Pre-class

1 Objectives

a) Students will be able to understand the ideas, the Sandhi rules in the portion
b) Students will familiar with the technical terms such as संहिता, प्रक्षारा etc.
c) Students can apply the rules in appropriate places.
d) To identify the sandhi forms in prose and poetry and split the combined forms.

2 Preparation

- Consultancy and References.
  Leghu Siddanta Kaumudi.
  Siddanta Kaumudi of Bhattojishka.
  Educational Technology by S. Kumar.
- Selecting the Methodology of teaching.
- Drafting instructional material.
- Preparing Examples and Assignments.
- Preparing the final draft of instructional material.
- Taking the required number copies.

(B) In-Class

1. Giving first frame (Time Schedule(TS): 4-6 minutes)

Theoretical Form(TF):

Instructional material is divided into five parts, called frames. Each student is given a sheet of paper containing the first frame of instructional material. The materials are self explanatory and deals the topic step-by-step. Each student is learning in his own pace. On the completion of the first frame, the faculty gives its answer key of exercise to the student and required corrections are done. Once the student is confident of his understanding and the faculty is satisfied, he may move on to the next frame.
Operational Form (OF):

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined word</td>
<td>Splitting to combined word</td>
<td>Ending sound of the first word</td>
<td>First sound of the second word (par)</td>
<td>Combined form (घण्य with फर)</td>
<td>Combined word</td>
</tr>
<tr>
<td>इत्योधि</td>
<td>इति</td>
<td>अवोधि</td>
<td>ṭ</td>
<td>य</td>
<td>इत्योधि</td>
</tr>
<tr>
<td>इत्याचारति</td>
<td>इति</td>
<td>आचारति</td>
<td>ṭ</td>
<td>या</td>
<td>इत्याचारति</td>
</tr>
<tr>
<td>पार्तत्यधुना</td>
<td>पार्दति</td>
<td>अधुना</td>
<td>ṭ</td>
<td>य</td>
<td>पार्तत्यधुना</td>
</tr>
<tr>
<td>इत्यवद</td>
<td>इति</td>
<td>एवम्</td>
<td>η</td>
<td>ये</td>
<td>इत्यवद</td>
</tr>
<tr>
<td>इत्युक्तम्</td>
<td>इति</td>
<td>उक्तम्</td>
<td>η</td>
<td>यु</td>
<td>इत्युक्तम्</td>
</tr>
</tbody>
</table>

Observe the above table.

1. What is common with the first sound of the second word. (col no.4). Tick the choice.

☐ All are consonants
☐ All are sonants

2. Fill up the blanks.
   
   (a) ṭ + η becomes ............
   
   (b) ṭ + θa becomes ............
   
   (c) इति + अवदल् = ............
   
   (d) ........ + ........ = इत्यत्र ।

3. The letter ह belongs to ........... (घण्य, इक)

4. The letter य belongs to ........... (घण्य, अच, इक)

5. Identify the sonants in column no.4

The paper contains the necessary instructions, concepts and exercises.

2. Giving the answer-key to first frame. (TS 2-3 minutes)

OF

Students evaluated their answers with that of the answer-key given by the faculty. The faculty noted down his personal understanding and assisted, whereever necessary.

Key to frame 1

1. All are sonants.
2. (a) य
   
   (b) या
   
   (c) इत्यवदल्
   
   (d) इति, अत्र
3. इक्
4. यण
5. Three (आ is the legenthed formof अ। So 'आ' is not considered as a seperate one.)
3. Giving Second Frame (T.S. 3-4 minutes)

TF:

Students who successfully completed the first frame were given with the second frame.

OF:

<table>
<thead>
<tr>
<th>Combined word</th>
<th>Splitting the combined word</th>
<th>Ending sound of the first word (पूर्व) (इकृ)</th>
<th>First sound of the second word (पर) (sonants/अनु)</th>
<th>Combined form (य हिन्दी)</th>
</tr>
</thead>
<tbody>
<tr>
<td>कद्यासनम्</td>
<td>बधु</td>
<td>आसनम्</td>
<td>ओ</td>
<td>या</td>
</tr>
<tr>
<td>साधिदम्</td>
<td>साधु</td>
<td>इदम्</td>
<td>इ</td>
<td>वि</td>
</tr>
<tr>
<td>अवलब्धुना</td>
<td>अवलु</td>
<td>अवलु</td>
<td>अ</td>
<td>व</td>
</tr>
</tbody>
</table>

Observe the table:

1. In the first example, which letter comes in the place of ओ (in बधु)

2. Fill up the blanks
   a) खल्क + अन्त्र = ......................
   b) ओ + अ = ................................
   c) ............ + अन्त्रम् = कद्यासनम्।
   d) खल्कु + इदम् = ....................

3. अ, इ, ओ and औ are included in .............
   (consonants, sonants, spirals)

4. Identify the sonants in column no. 4.

Answer-key to the second frame

Key to Frame no.2.

1. ओ
2. a. खल्कु
   b. व
   c. बधु
   d. अवलब्धुना।
4. अ and इ

4. Subsequent frames (T.S. 7-8 minutes)

TF:

Subsequent frames were given on the completion of the previous frames. Evaluations and corrections were done accordingly with the help of the faculty. This gave a chance to the faculty to understand the personal comprehension of grammar of each student.
OF:
Frame Three

<table>
<thead>
<tr>
<th>Combined word</th>
<th>Splitting the combined word</th>
<th>Ending sound of the first word</th>
<th>First sound of the second word (sonats/अव)</th>
<th>Combined form (यण with खर)</th>
<th>Combined word</th>
</tr>
</thead>
<tbody>
<tr>
<td>धात्रसा</td>
<td>धात्रु</td>
<td>अंशा</td>
<td>ऋ</td>
<td>अ</td>
<td>धात्रसा</td>
</tr>
<tr>
<td>जात्रि</td>
<td>जात्रु</td>
<td>इह</td>
<td>ऋ</td>
<td>इ</td>
<td>जात्रि</td>
</tr>
<tr>
<td>जामात्रोष्ट</td>
<td>जामात्रु</td>
<td>ओष्ट</td>
<td>ऋ</td>
<td>ओ</td>
<td>जामात्रोष्ट</td>
</tr>
</tbody>
</table>

A. Study the table and complete the following.

1. कहूँ + अंशा = ................
2. ........ + अगमनम् = गाज्रगमनम्
3. पितु + ................ = नित्रिक्षा
4. The letter ऋ belongs ............ (ङङ, शण, शल) 

B. From the following letters select यण। (अ, य, उ, ग, ह, र, प, व)

C. How many sonats are there in column no.4.

Key to Frame 3.

A. 1. कत्रसा।
2. आत्रु।
3. इहसा।
4. इक।
B. य, आ and र
C. 3

Frame Four

<table>
<thead>
<tr>
<th>Combined word</th>
<th>Splitting the combined word</th>
<th>Ending sound of the first word</th>
<th>First sound of the second word (पर) (sonats/अव)</th>
<th>Combined form (यण with खर)</th>
<th>Combined word</th>
</tr>
</thead>
<tbody>
<tr>
<td>लाकृति:</td>
<td>लृ</td>
<td>आकृति:</td>
<td>लृ</td>
<td>आ</td>
<td>ला</td>
</tr>
<tr>
<td>लत्र</td>
<td>लृ</td>
<td>आत्र</td>
<td>लृ</td>
<td>आ</td>
<td>ल</td>
</tr>
<tr>
<td>लह</td>
<td>लृ</td>
<td>एष</td>
<td>लृ</td>
<td>ए</td>
<td>ले</td>
</tr>
</tbody>
</table>

Study the above table and answer the following questions.

1. The letter ल is an ............. (ङङ, शण, शल) 
2. लृ + इति = ............. (सितिति, नतिति, लतिति) 
3. लृ + अत्र = ............. (सित्र, लत्र, लत्र)
4. There are sonats in column no. 4. (Three, One, Two)

**Answer-key of Frame Four**

1. यण्
2. लिति
3. लन्र्
4. Two.

**Frame Five**

We have gone through three kinds of technical frames. They are इक्, यण् and अच्. They are included under the category called व्यायाम in Sanskrit grammar.

i) यण् - having four letters य व र ल
ii) इक् - having four letters इ उ ख ल
iii) अच् - having nine letters अ इ उ ख ल ए ओ ए ओ

The rule we followed in the above frame’s exercise is यण् replaces इक् when अच् is followed. (इको यणचि).

<table>
<thead>
<tr>
<th>Combined word</th>
<th>First word</th>
<th>Second word</th>
<th>इक्</th>
<th>यण्</th>
<th>अच्</th>
</tr>
</thead>
<tbody>
<tr>
<td>सुष्मकार्:</td>
<td>सुधी</td>
<td>उपास्य</td>
<td>इ</td>
<td>य</td>
<td>उ</td>
</tr>
<tr>
<td>मधमि:</td>
<td>मधु</td>
<td>अरि</td>
<td>उ</td>
<td>व</td>
<td>अ</td>
</tr>
<tr>
<td>कर्नकेदशि:</td>
<td>कर्षु</td>
<td>एकेदशि</td>
<td>अ</td>
<td>र</td>
<td>ए</td>
</tr>
<tr>
<td>सिद्धृशि:</td>
<td>लृ</td>
<td>इद्धृशि</td>
<td>लृ</td>
<td>ल</td>
<td>ई</td>
</tr>
</tbody>
</table>

**Frame six**

‘पचतु’ इति उवच सः।
‘क्षादतु’ इति उवच सः।
‘क्रीडतु’ इति उवच रामः।

**Answer to the following questions ?**

1. Identify इक् in पूर्व and पर of the underlined portions.
2. Is there any sandhi possible?
3. If Yes. How?
4. Which rule governs this?
5. Where did you apply यण् ?

**Key to the frame no.6.**

1. इ and उ
2. Yes.
3. इद्धृचि।
4. इको यणचि।
5. In the पूर्व (पूर्वास्मिन इकारे)
5. Bringing attention to the associated *Sutra*. (T.S. 5 minutes)

TF:

As the continuation of the last set of questions that the students faced in sixth frame, the faculty raises a question. A discussion can be initiated in this regard. The faculty brings the discussion towards the principle behind it and hence the concerned *sutra* is introduced.

OF:

Why *yan* is not applied on the place of *u*, though both *purva* and *para* belong to *ik* group(*pratyahara*)?

6. Providing background information and explaining the new *sutra*. (T.S. 5-7 minutes)

TF:

Use of the रूत्र (सत्सिद्धि निनिदिते पूरव्यः)

- ‘इति + उच्च’ इत्यत्र वाणः।
- अर्थं वाणं पूर्वं वा परं वा इति संख्यः।
- (इकारस्य स्थानेऽवकारस्य स्थानेऽव) अर्थं ‘इति सत्सिद्धिनिनिदिते पूरव्यः’ इकारस्य स्थानेऽव।
- ‘अधिः’ ‘इति सत्सिद्धिनिनिदिते पूरव्यः’ परिभाषाप्रवृत्तिकमः।

- Familiarising *Sapthami*.
- Explaining *Thasminniti nirdishte purvasya*.

OF:

Students are suggested to refresh their memory of the use of *sapthami* through the chart.

Understand the following charts.

Chart I

<table>
<thead>
<tr>
<th>प्रथमा</th>
<th>सप्तमी</th>
<th>अर्थः</th>
</tr>
</thead>
<tbody>
<tr>
<td>अय्य</td>
<td>अधिः</td>
<td>अधि परे</td>
</tr>
<tr>
<td>अनच्छ</td>
<td>अधिः</td>
<td>अधि न परे</td>
</tr>
<tr>
<td>कामः</td>
<td>कामे</td>
<td>कामे परे</td>
</tr>
<tr>
<td>नुम</td>
<td>नुमी</td>
<td>नुमी परे</td>
</tr>
<tr>
<td>अवयवः</td>
<td>अवयवे</td>
<td>अवयवे परे</td>
</tr>
</tbody>
</table>

Chart II

<table>
<thead>
<tr>
<th>First word</th>
<th>Second Word</th>
<th>Combined word</th>
<th>Poorva</th>
<th>Para</th>
</tr>
</thead>
<tbody>
<tr>
<td>इति</td>
<td>अणि</td>
<td>इत्यपि</td>
<td>इ  in  लि</td>
<td>अ</td>
</tr>
<tr>
<td>मनु</td>
<td>अणि</td>
<td>मन्यपि</td>
<td>उ</td>
<td>अ</td>
</tr>
<tr>
<td>धातु</td>
<td>इच्छा</td>
<td>धातोच्छा</td>
<td>ॠ</td>
<td>ॠ</td>
</tr>
<tr>
<td>लू</td>
<td>आदेशः</td>
<td>लादेशः</td>
<td>लू</td>
<td>आ</td>
</tr>
</tbody>
</table>
Meaning and example of the sutra is explained and concluded.

7. Introducing the Seventh frame and the next sutra. (T.S. 5-7 minutes)

TF: Background information regarding sthāni and Adesa are given through the seventh frame in which few examples are also given for continuity. The aim is to introduce the sutra Sthane-antharatanam.

- Table comprising previously studied examples is given which includes sthāni and Adesa.
- Next step incorporates the organs of speech (ucharanasthanam) of Sthāni and Adesa with the most suitable replacement.
- These rules are endorsed by the sutra

OF:

Seventh frame.

Now we will try to understand two technical terms.

1. स्थानी.
2. आदेश.

During the formation of the sandhi the letter which is replaced is called स्थानी. The letter which comes is called आदेश. That is, स्थानी is replaced by आदेश.

Now observe the following tables.

1. Splitted words | Combined word | स्थानी | आदेश
---|---|---|---
इ + अत्र | इत्रत्र | इ | य
इ + अपि | इत्रपि | इ | य
मधु + अत्र | मधत्र | उ | ू
पितृ + इत्र | पित्रत्र | ॐ | ऋ

We have already done similar exercise in earlier frames.

2. स्थानी | स्थान्यां उच्चारणस्थानं | आदेश | आदेशास्य उच्चारणस्थानं | योग्य: आदेश:
---|---|---|---|---
1 | 2 | 3 | 4 | 5
इ | तालु | य | तालु | इकारस्य स्थाने यकारः।
उ | ओष्ठो | व | दस्तोष्ठम् | उकारस्य स्थाने वकारः।
ऋ | मूङ्गा | र | मूङ्गा | ऋकारस्य स्थाने रेकाः।
लु | दन्ता | ल | दन्ता | लुकारस्य स्थाने लकाः।
Column 5 says that the suitable replacement (सदृशतमः आदेशः) comes in the place of स्थानी। This is endorsed by the sutra ‘स्थाने/ न्तःरत्म। प्रसंगः सति सदृशतमः आदेशः स्वातः। This is also a परिभाषासूत्रः।

8. Conclusion (T.S. 9-10 minutes)

**TF:**

The faculty explains the integration of three sutras.

**OF:**

Exhibits and explains the chart.

<table>
<thead>
<tr>
<th>सत्त्वत्त्वेऽनिवर्तेऽपि पुरवत्यः</th>
</tr>
</thead>
<tbody>
<tr>
<td>इति उचाच</td>
</tr>
<tr>
<td>इति यथात्</td>
</tr>
</tbody>
</table>

उभ्यमापि इकः कस्य इकः यथा?

<table>
<thead>
<tr>
<th>सत्त्वत्त्वेऽनिवर्तेऽपि पुरवत्यः</th>
</tr>
</thead>
<tbody>
<tr>
<td>इति उचाच</td>
</tr>
<tr>
<td>इ यथात्</td>
</tr>
</tbody>
</table>

(य, च, र, ल) एतेषु कस्य?

<table>
<thead>
<tr>
<th>स्थाने/न्तःरत्म।</th>
</tr>
</thead>
</table>

9. Giving Assignments (T.S: 10 minutes)

**TF:**

Students are conveniently formed into groups and assignments were given for each group. Besides individual assignments are also given.

**OF:**

Individual Assignments.

Observe the frame and answer the following.

1. What is the सप्तमी of अपवर्ग?
2. What is the meaning of अपवर्ग?
3. कर्मणि means.
4. …… means प्रगाढाने परे।

5. Find out पूर्व and पर of the following. Fill the blank cells.

<table>
<thead>
<tr>
<th></th>
<th>पूर्व</th>
<th>पर</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>इति उवाच</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>श्री ईशा</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>हरे ए</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>श्र एजले</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>हरी एलो</td>
<td></td>
</tr>
</tbody>
</table>

**Group Assignments**

a) 1. Explain the sutra स्थानेिमन्ततम, इस्के यथाधि।
2. Which letter comes in the place of अ्र when it is followed by अँ. What is the reason?
3. लुभी उपास्य स्त्रयाश्र कृपि उपास्य स्थाने यण् न स्याए ?
4. What is meant by स्थानी और आदेश?
b) संग्रामण सन्धि 1) इति + आचरणि, 2) इति + अद्वचन. 3) मधु + अरि, 4) अति + उत्तमः 5) भवतु + अदुना।
c) 1. What is the difference between विहियुत्र and परिभाषायुत्र with examples.
   2. विघदयत 1) भवविदानीम्, 2) प्रत्येकम् 3) कव्यासनम् 4) सुषुप्पदियस्य 5) इत्येवम् 6) साधिदम्।

(C)Post-Class

- Submission of Assignments
- Comments by Students
- Appreciation
- Feed back
- Remedial teaching, if necessary.
Module for teaching Sanskrit Sastra in Degree Level

General Information: This topic is taken from ‘Kuvalayananda’ of Appyatikshita.

Topic: Alankara, Upama and Ulpreksha.

- Alankaras in general;
- Upama and Ulpreksha in particular.

Methodology Followed: Reciprocal method of teaching is used to introduce the topic and to meet the first objective. Explanations are done through an evolving table.

Contents of specific objective are explained and recapped by Samvada method.

(A) Pre-class

1. Objective

- Common Objective:
  - To understand and differentiate various Alankaras.
  - To appreciation and enjoyment of poetic beauty.

- Specific objective:
  - To know Upama and Ulpreksha in proximity.

2. Preparation

- Consultancy and References.
- Selecting the Methodology of teaching.
- Planning presentation.
- Preparing Examples.
- Planning Assignments.
- Preparing charts and cards.

(B) In-Class

1. Presentation and Prediction: (Time Schedule(TS): 2-3 minutes)

   Theoretical Form(TF):
   - Each student is given a card. In each card, example of an alankara is written with three questions.

   Operational Form(OF):
   - A sample card is given below.

<table>
<thead>
<tr>
<th>मुख्य कमलमय शोभते।</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. अप्रथमान पदम्बं किम्?</td>
</tr>
<tr>
<td>2. अप्रथमान (Not so important) पदम्बं किम्?</td>
</tr>
<tr>
<td>3. सदृशमेकं वाक्यं लिख।</td>
</tr>
</tbody>
</table>

2. Questions (TS: 7-9 minutes)

TF:

Students are required to ponder over and analyse the given sentence with reference to its pattern and meaning. They are asked to answer the questions in a separate sheet of paper after few minutes.

Language Arts Cadre advocates that the term prediction is more apt in the context of Reciprocal Teaching.
Faculty puts answers on chalkboard in a particular format as answers to several questions.

**OF:**

Different answers are put on the chalkboard and gradually a table evolves.

(Table B)

<table>
<thead>
<tr>
<th>Given sentence</th>
<th>Important factor</th>
<th>Not so important factor</th>
<th>Similar sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1. मुख कमलमिव शोभते</td>
<td>कमलमि</td>
<td>मुखमि</td>
<td>'इन्द्रमयी दीपशिखाः' इव शोभते</td>
</tr>
<tr>
<td>Student 2. कमलं मुखमिव शोभते</td>
<td>मुखमि</td>
<td>कमलमि</td>
<td>जलं आकाशमिव शोभते।</td>
</tr>
<tr>
<td>Student 3. मुखं कमलमिव, मकलं मुखमिव च शोभते</td>
<td>पर्यायेण कमलं, मुखं</td>
<td>पर्यायेण कमलं, मुखं</td>
<td>जलं आकाशमिव, आकाशं जलमिव च शोभते।</td>
</tr>
<tr>
<td>Student 4. मुखं मुखमिव, कमलं कमलमिव च शोभते</td>
<td>मुखं</td>
<td>कमलं च</td>
<td>सूर्यं सूर्यं इव, चन्द्रं चन्द्रं इव शोभते।</td>
</tr>
<tr>
<td>Student 5. मुखकमलं शोभते</td>
<td>कमलं</td>
<td>मुखं</td>
<td>करपड़कमलम्।</td>
</tr>
<tr>
<td>Student 6. कमलस्य शशुकां मुखं जनयति</td>
<td>कमलं</td>
<td>मुखमि</td>
<td>करः पशुकजस्य शशुकां जनयति।</td>
</tr>
<tr>
<td>Student 7. एतत् मुखं वा कमलं वा</td>
<td>कमलं</td>
<td>मुखं</td>
<td>अर्थं सूर्यं वा चन्द्रो वा।</td>
</tr>
</tbody>
</table>

**3. Organising and Summarising alankaras (TS: 8-9 minutes)**

**TF:**

The faculty summarises general aspects of different Alankaras, and distinguishes them with illustrations.

**OF:**

The faculty exhibits Chart C, which is a slightly modified version of the table in the chalkboard which has evolved from the answers from students.
4. Explanations and details of Upama (TS: 8-9 minutes)

TF:
Giving definition of Upama. Explaining with example and synthesis with the definition.

OF:

“Upama yatra sadhasindhukshirettaryatih hyo:
Hamsiev krishna te kriiti svargrakgamayahte.”

Explaning the meaning with example.

5. Explanations and details of Upreksha (TS: 8-9 minutes)

TF:
Definition of Upreksha. Explaining Upreksha with example and synthesis with the definition.

OF:

Explaining the meaning with example.
6. Clarifications and Practise Exercises (TS: 3-4 minutes)

TF:
Students are asked to complete the cells by identifying the concerned alankara. By this they clarify themselves the topic and the faculty assists the needy.

OF:

7. Discussion (Samvada) (TS: 8-9 minutes)

TF:
Faculty gives a verse for discussion and asks whether the concerned alankara is upama or utpreksha. Students are grouped into two based on their answers (upama/utpreksha). The faculty initiates an argument. One group argues and tries to establish that the given alankara is upama and the other group opines the reverse. Faculty supports both sides from time to time so that each group may get enough supporting points for their argument and ensure the continuity of the discussion.

OF:

Hints for arguments favouring Upama
(a) Four factors of upama is present in this verse.
(b) The upamana Vakya is more important.
(c) The word iva is clearly stated here.
(d) The verse has Bhedabheda and Saadrisya moolaka.

Hints for arguments favouring Utpreksha
(a) Mere the presence of four factors do not necessarily mean that the alankara should be upama. In utpreksha too all of them can be present.
(b) The upamana Vakya is important in utpreksha too.
(c) The given verse has Sadrisyamoocakatwam and hence Utpreksha.
(d) The aspect of suspicion in one side proves that the verse is an example for Utpreksha.

8. Conclusion (TS: 2-3 minutes)

It is based on the way of presentation and the establishment of argument, the rhetorical expression is decided. More important is identifying and understanding the expression, differentiating them and appreciating its poetic beauty. The faculty compares alankaras with different designs of ornaments all made up of the
same material. It is ring when in fingers and is necklace when in neck. Same is the case with an actor representing different characters in different plays.

9. Giving Assignments (TS: 3-4 minutes)

(a) Point out five examples of *upama* from the works of Kalidasa.
(b) Point out the poetic beauty of *alankara* used in the following verses.

\[
\begin{align*}
1. & \text{मन्द:कदिकः यश:प्राप्तः गनिश्चायुपहास्यताम्।} \\
& \text{प्राणुस्य फले लोभादुवाहुरिव वामनः।} \\
2. & \text{तन्मुखं कमलेनैव तुल्यं नान्देन केनकिदु।} \\
3. & \text{कर्णस्य भूषणमिं मसायतविरोधिनः।} \\
& \text{इति कर्णोत्पलं प्रायस्तस्य वृष्ट्यचारितः।}
\end{align*}
\]

(c) Identify the *upamanas* and *upameyas* in the above verses.
(d) Make an enquiry of rhetorical usages in English poetry and compare it with Sanskrit.

10. Recommending Study material and references (TS: 1 minute)

*Kūvalayanaṇa*, commentary by Prof. T A Dhanapalan.
*Kavyadarśā*, commentary by Prof. R Vasudevan potti. *Prathaparudrēya*

(C) Post-Class

- Submission of Assignments.
- Comments by Students.
- Feed back and appreciation from the faculty.
- Initiating and motivating to prepare for *samvadas*.
- Remedial teaching, if necessary.
Module for teaching Sanskrit Prose in Post Graduate Level

General Information

The best prose Kavyas in the whole of Sanskrit literature were written by Bhattabana (The Kadambari and Harshacharita), the great genius in classical Sanskrit. Despite the inordinately long sentences and really long, apparently clumsy compound use of many unfamiliar words, the superb creative power of Banabhatta as a poet endows these two romances with an enduring charm. Bana, the court poet, was a wanderer for many years before taking up his pen; and the experience he had gathered during this roving years gave him an insight into men, women, society, village life as well as city and court life. His was a responsive mind which recreated what he saw sensitively. His sense of colour and music of the words was the very best among Sanskrit poets. So perfect were his creations that with him the genre ‘prose romance’ came to a close, never to be taken up by any other poet after him; it had reached an artistic climax which could not be improved upon. So there was no more prose-romance after him.

Topic:

“एवम समतिकामत्सु केकुशित दिवसेषु राजा चन्द्रापीडस्य यीवराज्यामिषेक विकीपुः
प्रतीहाराःनुपकरणासंभासंगाःहार्थामाविदेशः।।।।। रज्ज्व-विष - विकार - तन्त्रीप्रदा राजलक्ष्मीः।।”

(Kadambarī शृकनासंदेशः।)

Methodology Followed: Introduction is done through asking a few questions. It is followed by a self-survey as in Jain model of learning. The faculty structures the class based on the comprehension level of students, received through response sheets. This also helps the faculty to identify the aspects of the content, for which, more time and additional emphasis should be provided.

(A) Pre-class

1. Objectives
   - To familiarise the above content.
   - To increase the vocabulary of students.
   - To understand the style of the writer.
   - To create interest in Sanskrit prose and develop prose appreciation skill.
   - To understand the importance of Gurudom and morality.

2. Preparation
   - Reference and Consultancy.
   - Selecting the Methodology of teaching.
   - Collecting background information about the author and his works.

(B) In-Class

3. Introduction (Time Schedule 15’s): 2-3 minutes)
Theoretical Form (TF):

The faculty member brings the attention of students by some familiar means describing the virtue of guru. Example: A famous upanishadic verse.

It is followed by a few questions like-

Are you familiar with these verse?
What does it mean?
Who is the guru of Sankaracharya/Vivekanada, etc?

Operational Form (OF):

TF:

4. Surveying, Questioning and Reading (T.S. 8-10 minutes)

The whole passage is read once by the faculty. Students are asked to read the whole passage one or more times silently.

Note down what you figure out from the passage, in a separate sheet of paper, regarding the following aspects.

1. Try to understand the subject matter of the passage.
2. Note down the characters mentioned in the passage.
3. Point out difficult phrases/words/usages and try out to guess its meaning.
4. Any other general comment.

OF:

1. अस्मिन् पादभागे विषयः कः?
2. के के अस्मिन् पादभागे सत्ति ्?
3. अपरिचितानि पदानि, तेषामुद्धिष्ठा अथाः।
4. सापािष्ठप्रयोगः।
5. विषयसंवेदनी भयाणि।
3. Collecting the Response sheet (TS 2 minutes)

TF:
Response sheets were collected from the students.

OF:
Sample response sheet from a student

<table>
<thead>
<tr>
<th>एकैन छात्राणै लेखित पत्रम्</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. षुकनास्यद्वेशानु भयस्यपि</td>
</tr>
<tr>
<td>2. राजा चंद्रपीडः षुकनास्यश्च अधिन्न पाठमागे सति।</td>
</tr>
<tr>
<td>राजः पुरुः भवति चंद्रपीडः। षुकनासः। राजः। अधिन्नकः। चंद्रपीडः। युवराजः। भवति।</td>
</tr>
<tr>
<td>3. प्रतीहारणः ध्रुपालानः। आस्थविविषयः। संजातविविषयः। तातः। पितः। यैवप्रभवः। यैवनादुः प्रभवं</td>
</tr>
<tr>
<td>उत्तसः। अतिदीः। अत्यन्तिदीः। अजसः। निलमः। परम्परा। पहन्तिः। यैवसतः। तातृत्यकाले।</td>
</tr>
<tr>
<td>युवात्सस्यपि। विश्वस्यरूपण्यां। लीला।विवर्णहस्तिः। भाजनानि।पात्राणि। अम्बवस्य।अर्थस्यजन्तुः।</td>
</tr>
<tr>
<td>प्रशामेखः। प्रशामियः। कारणमूूः। गति।शृणु। (विनयते)। बड्यानलः। बड्यानः। अग्रामः।</td>
</tr>
<tr>
<td>ग्राम्यवासे।धर्मिनां।विह्वला।व्याकुलः।</td>
</tr>
</tbody>
</table>

4. Understanding the comprehension and structuring the explanations. (T.S. 2-3 minutes)

An overview of different response sheets give the present comprehension level of the students regarding the passage. Taking this as a base, the teacher structures the class through a variety of steps. As the time permits, the faculty may address the individual needs of the students.

5. Explanations (T.S. 23-25 minutes)

TF:

The faculty member gives explanations for each aspect based on the insights he gained from the response sheets. The areas which needs special attention is separately dealt with in direct method.

- New words and Vocabulary aspects
- Usages
- Grammatical forms
- Use of rhetoric expressions

For each aspect the teacher uses a method, an exercise or any aids for better comprehension.
A. प्रधानाः अन्शाः।
1. राजा तारापीड़ खश्रुतु चन्द्रापीड़ योवराजे अभिशेषेनु निश्चितवान्।
2. विनयानां भव्यस्य चन्द्रापीड़ अतिशये विनयिनं कर्तुगम् इच्छन्यं गुकनासं उपदिवेशे।
3. राज्याधिपतिः सभानं नवयोवनं सीतन्नर्मणुः अमानुषशकात् अतः शतुष्ट्रयं विद्यासम्प्रभम् विनाशयति।
4. योवनारं बुद्धं कलुतां, लोकिकविषयेुव आसफकि, अनिष्टकारं ताल्पयं च जायते।
5. हदयशिलं मालिंयं दूरीकर्तुं, नुकसानं संविविषिन्तुसं सदसमितिविच्छ जातं, सिते सदभावं
    पूर्वितुं गुरुपदेशे शक्यते।

B. सन्ततं
सविस्तरम् + उवाच - सविस्त्रमुवाच।

न + अत्यम् + अपि + उपदेष्टवयम् + अस्ति - नात्ममपुष्पदेष्ट्यम्नस्ति।

महती + इयम् - महतीयम्।

सविविनयानाम् + एषाम् + आयतनम् - सविविनयानामेशायतनं।

वाल्या + इव - वाल्येय।

C. पदानाम् अन्तलिङ्गाधीनां धातुपदार्थां वा प्रहणाम्।

आदिवेश - आइड् + दिश्य - पर - लिट - प्रयु - ए।

उवाच - 'ब्रूह व्यक्तायं नान्ति' - पर - लिट - प्रयु - ए।

उभ्या - न - पु - प्र - ए। यूना - न - पु - ध - ब।

मनस् - स - नपु - ध - ए।

D. अलंकारसूचना।
1. 'विदितविदितवस्य अधितस्यार्थाः स नात्ममपुष्पदेष्ट्यम्नस्ति' इत्यत्र हेतुनास वाक्यसमर्थनात्वक्यलिङ्गालक्षकाः।
2. 'अजलं सनात्म' इत्यत्र अतिरिक्तकालीनं।
3. गर्भधार्तवयम् अभिनवविद्वानम्, अप्रतिमस्यपत्तम्, अमानुषशक्तिः चेति
    अन्त्रीताद्वस्यपुष्पाकानुषानात्वहेतुमालक्षकाः।
4. शास्त्राध्यापनमित्यज रूपकालक्षकाः।
5. 'निमलापि कारुण्यमुष्ठाय वृद्धि' इत्यत्र विद्याधामालक्षकाः।
An illustrative chart for teaching vocabulary and usage of similar rhetoric expressions is applied.

A. येवसमये संजाता: विकारः।

<table>
<thead>
<tr>
<th>दोषः</th>
<th>स्वभावः</th>
<th>संप्रेषणता</th>
</tr>
</thead>
<tbody>
<tr>
<td>अज्ञानम्</td>
<td>अतिरत्नम् – तमोरथम्</td>
<td>अभानुभेदम् (यूर्ण दूरीकर्तुम्साध्यम)।</td>
</tr>
<tr>
<td></td>
<td></td>
<td>अरत्नालोकचक्रेत्रम् (रत्नानां कान्त्या दूरीकर्तु अशक्यम)।</td>
</tr>
<tr>
<td></td>
<td></td>
<td>आदायप्रभापनेयम् (प्रदीपप्रभया दूरीकर्तुम्साध्यम)।</td>
</tr>
<tr>
<td>कालुयथम्</td>
<td>निर्विरलं वृद्धि दृषयति।</td>
<td>वीणानरभे शास्त्रमल्प्रकाशिता सत्यापि बुद्धि: कालुयथे प्रापनोति।</td>
</tr>
<tr>
<td>रागासक्तिः</td>
<td>सरगा दृष्ट्रः</td>
<td>सोनदर्वमुभायती।</td>
</tr>
<tr>
<td>रजोगुणः</td>
<td>वृद्धि बाधते</td>
<td>गुणं पत्रं वातया इव अतिदूरं नवति।</td>
</tr>
<tr>
<td>भमणम्</td>
<td>दूरांग संघारणाय प्रेरणा।</td>
<td>अभ्युताणि अस्वादमानानि इव प्रतीयते।</td>
</tr>
<tr>
<td>उन्मादः</td>
<td>भोगवधस्यु आसक्ति।</td>
<td>महागर्तवु पतितवच स्वयं नवति।</td>
</tr>
</tbody>
</table>
6 Pondering over (T.S 4-5 minutes)

**TF:**

Students are asked to read one-by-one. The faculty asks to pause reading several times to give more explanations and further information wherever needed. Reading is carried on from one student to the other.

**OF:**

<table>
<thead>
<tr>
<th>एण्डोपशा का परिषार?</th>
<th>- गुरुपदेश:</th>
<th>तेन -</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. गहनय शाक्ति सम्बन्धवादिक नुस्खेंद्र जनवरि</td>
<td>।</td>
<td></td>
</tr>
<tr>
<td>2. प्रकाशिकारु चन्द्र अथवा कृषिक इव दोषितां नास्तथि</td>
<td>।</td>
<td></td>
</tr>
<tr>
<td>3. दोषितां कांतीरामदिकं गुणरूपं परिणामवरि</td>
<td>।</td>
<td></td>
</tr>
<tr>
<td>4. अविलयकस्तानकालयम् अजलं स्तानं</td>
<td>।</td>
<td></td>
</tr>
<tr>
<td>5. अजं कृद्यम</td>
<td>।</td>
<td></td>
</tr>
<tr>
<td>6. अपूर्वितिरितं कश्चिद्रणिः</td>
<td>।</td>
<td></td>
</tr>
<tr>
<td>7. तेजस्विः प्रकाशस्वपनः</td>
<td>।</td>
<td></td>
</tr>
</tbody>
</table>

7. Summarisation and Conclusion (TS: 6-8 minutes)

**TF:**

The faculty member asks a few students to summarise the class either in Malayalam or in Sanskrit, with the assistance of other students and the faculty himself. Few minutes is allotted
for preparation. After the student’s summary, teacher concludes the main theme in Simple Sanskrit.

OF:

Hints for conclusion

1. युक्तकमः युवराजं च द्रपोदामुपद्योगिष्ठि।
2. अध्येतात्सत्त्वं त्याः उपधेद्वथं नासिति।
3. युवराजतवं वनवीकिर्म, अमानुषातिन्यप्रम।
4. तेन व्याकरणार्थेन बुद्धी कालुषात्त्वा प्राप्योऽन।
5. गुरुपदेशोऽन सर्वान दोषानु प्रभावुर्वः श्वेति।

8. Prescribing reference Materials:- (TS 1 minute)
   
   * Kadambari- Malayalam
   * Swetha, Maha swetha- Malayalam
   * Harsha Caritha-Chapter 1- For more about the author.

9. Giving Assignment(TS: 2-3 minutes)
   
   Make a note of the author and his other works.
   Describe the importance of Guroopadesa.

Individual assignments

1. अर्थं पाठभागं कस्यानं उद्धृतः?
2. अध्यात्मनेन पाठभागं किं कायमयति?
3. ‘बुद्धः कलुषात्वा यति’ कादा?
4. एकालक्ष्यिं तिरुद्रां भवति?
5. कु तितिसम्पायं विनाशयति?
6. ‘अध्येतात्सत्त्वं ते नालस्यमयुपदेश्वयमंसि’ - कस्येवं वचनम्? कं प्रति?
7. कुरुमुक्कुरः, भौषणः, शक्ति, विकसं, चन्द्ररसः, व्याकुलः, नेत्रस्वकोचम् - एवं पदानां समानायकानि पदानि पाठभागाद वचनं कृत्य लिखनु।

8. आशंक विवेकानः:
   1. चन्द्रनुप्रभागं न दहति किमशः?
   2. विरला हि तेषामुपदेशः?

9. Identify the following:
   1. उच्छाच 2. अभिभीयसं 3. इच्छया 4. वारिणा 5. राजलक्ष्मी।

(C) Post-Class

- Submission of Assignments.
- Presentation of group Assignments in the class.
- Appreciation.
- Feedback.
- Remedial teaching, if necessary.
Module for teaching Sanskrit Poetry in Post Graduate Level

General Information

*Narayaneeyam* can be described as the Gospel of Guruvayur and is the great work by Melputur Narayana Bhattadiri who lived in the 16th century. It is a source of spiritual inspiration for millions of devotees of Lord Vishnu. The 1036 slokas in *Narayaneeyam* are divided into hundred *Dasakas*, contain the essence of *Sreemad Bhagavada*. They praise the ten incarnations of Lord Vishnu.

The selected topic is the first four verses from the second *Dasaka* of *Narayaneeyam*, which describes Lord Vishnu.

Topic:

```
सूर्यस्थितिकाविरोधीष्टे विश्वाश्रयं स्वरूपान्तरम्
……………………………………………………………..
प्रेमशीत्रयोधाधारप्रशास्त्रप्रचलितवादमूलम्।
(श्लोकचतुःस्तरम्) (16 lines.)
```

Methodology Followed: The content is introduced through Socratic way and the verses were presented by audio assisted method. Prose order was found out through group learning. Iconographical appreciation of the verses was done finally.

(A) Pre-class

1. Objectives
   - To increase the recitation skill and poetry appreciation.
   - To understand the iconographical imagery and the devotional sense of Indian mythology.
   - To understand the literary devices like *yamakam* and *anuprasa*.
   - General objectives

2. Preparation
   - Consultancy and References.
   - Selecting the Methodology of teaching.

(B) In-Class

1. Introduction (Time Schedule (TS): 8-10 minutes)

Theoretical Form (TF):

Teacher starts the class asking certain thought provoking questions regarding Gods and their forms.

- How many of you worship God having some special images, like *Ganapathi*, *Siva* or *Vishnu*?
- Why these Gods have such a particular shape?
- Why Ganapathi is not looking like a monk or why Siva is not like *Hanuman*?
How such forms came into existence?

Is the question applicable for Christian mythology?

Don't you think some ancient painters have given such forms and images based on their personal preferences?

Are such special forms just based on the imagination of some poets or sculptures or does it carry some meaning?

Operational Form (OF):

* How did forms emerge?
* How were such forms developed?
* Were these forms influenced by personal preferences?
* Do such forms have any underlying meaning?

Some sample responses received:

Gods, in fact, do not need any forms. It is asking like why your nose is on your back. It is like that and so it is.

I don't believe in God at all.

For common man images are easy to worship.

We have been doing such worships for a long time and as a matter of culture, we are following it.

2. Introducing the Concept of symbolisation (T.S. 4-5 minutes)

TF:

The faculty after listening all answers introduces the concept of imagery or symbolisation made by Indian mystics.

Hints

1. Ancient Indians developed a secret language for several values and qualities. This can be called as the science of imagery.
2. It is difficult to communicate a value or quality to common man. It is easy to communicate a symbol or a set of symbols or an embodiment of several symbols. Using symbols has more aesthetic beauty. It can also be used to express more complicated inexpressible subtle ideas.

3. Even if you don’t believe in ‘so called God’, you surely believe in symbols. That’s why you are stopping your bike when the traffic light is red.

4. Symbolisation of values/qualities is the key to image worship.

5. We are a deliberate creation and that is why our nose is place just above the mouth to prognosticate the danger in food through any foul smell.

6. It is through symbols in wood, stones etc several many deep message for the seeker of wisdom was preserved.

OF:

1. चैत्रेकालार्थ सार्वीक मूर्त्याय गुनाय च काचन रहस्यमाणा रूपोऽक्तवः आसन। अव चक्रवर्तिकरणम्

2. सामाज्यपालनकेश भुजाच्या गुणाय च यथायज्ञानं दुरुपयोगवाच। चिह्नरूपेण चित्ररूपेण वा अवतारितः

3. देवविभाषी नास्त्यन्व अस्तंत्य चिंतोकोकद वत्ते। तत्कारणात्येव वाहनचलनात्मां रत्नयुगस्य चिवनं मार्गस्ये प्रदर्शयति

4. चिन्हकरणं विग्रहरतानावः प्राचीनकर्तवः एव।

5. ग्रहणं सोदेश्यसुप्रस्त: भवति वयम्। अस्तांक मुखस्य उपरिभागे भवति नास। ततदुपरिष्ठ: दुर्योगोऽव

6. शिलायं दलेषु विचित्रनिः चिह्नानि विशिष्ठानृ आशायानृ प्रकाशयति।

3. Presenting the Verses (T.S. 4 minutes)

Faculty explains that a common rule of worship is that the worshiper must essentially have the virtues of the worshipped. Hence, Lord Vishnu gives his virtues through physical appearance, which can be seen in these verses.

Requesting the student’s attention, the faculty switch on the tape recorder, which plays the selected verses of Narayaneeyam. This repeats for two or three times along the silent reading using text.

4. Understanding Descriptions. (T.S. 8-10 minutes)

TF:

Faculty asks:

What is the subject matter of the verses?

How the Lord is described? For example how the eyes are described?

He shows the chart Bhagavadroopa Varnana.

By studying the chart, the students will be able to refresh their memory on different body parts, its poetic appraisal and their meaning with reference to Lord Vishnu, in Narayaneeyam.
5. Understanding the embodiment of qualities. (T.S. 2-3 minutes)

TF:

The teacher asks the students to note down the words describing qualities in these verses.

Also note the corresponding narration using the word by the poet.

- Who noted down maximum number of such words?
- What is the average number of words noted?

After having a look at the student's attempts, the teacher appreciates all. Then he exhibits the chart showing the words of quality and its usages in the selected verses.
6. Understanding literary devices (T.S. 5 minutes)

TF:
The teacher explains literary devices like *anuprasa* and *yamaka* using a chart.

OF:

<table>
<thead>
<tr>
<th><strong>Yamakam</strong></th>
<th><strong>Anuprasa</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>लक्षणम्</td>
<td>लक्षणम्</td>
</tr>
<tr>
<td>वर्णसङ्ख्यातनोद्धरा आवृत्ति: यमकम्।</td>
<td>पदानुप्रसारसम्पादनानुसार।</td>
</tr>
<tr>
<td>उदाहरणम्</td>
<td>उदाहरणम्</td>
</tr>
<tr>
<td>1. कान्तं कान्तिनिधानातोपि।</td>
<td>1. सम्प्रसन मोहनात।</td>
</tr>
<tr>
<td>2. कान्तिकाव्यक्रमकान्तिलकाचिततसः।</td>
<td>आपत्तितोपथियाचर्यम्।</td>
</tr>
</tbody>
</table>

7. Finding the prose order (T.S. 4-5 minutes)

TF:
Students are free to ask any word or combination of words that they cannot understand till now. Most of the words, phrases and usages are dealt in above charts or description or under literary devices. After clearing the doubts at this phase, students are assembled into four groups. Each group is assigned to find the prose order of one verse each. As seems little tougher, the teacher is at their disposal for any assistance.

After verifying the prose orders done by each group, the faculty explains the prose order in simple Sanskrit and in Malayalam, if found necessary. Errors committed by each group are rectified.

OF:
A sample prose-order of second verse prepared by a student.

Sample Prose order with errors:
Prose order of first three poems rectified the error and explained by the teacher.
8. Iconographical appreciation of the verses (T.S. 5-6 minutes)

**TF:**

The above charts altogether give a pictorial impression of Lord Vishnu, as described in *Narayaneeyam*. The faculty presents the graphical representation of the same description and explains what does it symbolise.

**OF:**

(Imagery of Lord Vishnu)

<table>
<thead>
<tr>
<th>Image</th>
<th>Representation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mace (Gada)</td>
<td>Earth symbol showing the Sovereignty on the Physical aspects</td>
<td>Though the physical world is impermanent it is NOT non-existent</td>
</tr>
<tr>
<td>Lotus (Padma)</td>
<td>1. Sky</td>
<td>1. Wisdom of Guru</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roots are in the mud of society; stem is shaken by the waves. (Emotional fluctuations of the samsara)</td>
</tr>
<tr>
<td>Disk (Cakra)</td>
<td>Fire - Realm of action, rotation</td>
<td>The wheel of Maya. It rotates in the axis of his will. Keeps the world moving.</td>
</tr>
<tr>
<td>Conch-shell (Sankh)</td>
<td>Air - Declaration of the supreme word.</td>
<td>Communication of great ideas. Lord Krishna declared the message of Gita by first sounding his <em>pauca-janya</em></td>
</tr>
<tr>
<td>Lakshmi</td>
<td>Grace of Vishnu (Sreyas and Preyas)</td>
<td>Lakshmi came from ocean of milk. Mind is the ocean of milk. Dialectically balance your intellect between divine and demonic forces in the ocean, firmly rooted in Vishnu (the Absolute).</td>
</tr>
<tr>
<td>Human Form</td>
<td>Self - Temple Imagery</td>
<td>Body as a <em>Kshetra</em></td>
</tr>
</tbody>
</table>
9 Recitation (2 minutes)

Students are asked to recite the verse/s individually. (Rhythmically, if possible).

10 Summarisation and Conclusion (TS: 4-5 minutes)

TF:

The faculty summarises the class pointing the prose order of verses and its meaning. Finally, once again the tape recorder is played requesting keen attention from students to appreciate its poetic beauty.

OF:

Hints for conclusion


11 Prescribing reference Materials (T.S. 1 minute)

- Narayaneeyam- Malayalam
- Keraleeyam Samskrtam Sahitya Charitram-Malayalam
- Book of Signs, words and Symbols- English, Dr G H Meese

12. Giving Assignment (TS: 3-4 minutes)

Identify which are anuprasas and yamakas from the following.

| कालिष्ठ काट्यनकाठिन्यविचित्रतास्तात् |
| पीताम्बराल्पन नववानात् |
| महीयसोपि महितम् |
| सम्भवनम् मोहनलाल |
| कालिष्ठ कालिकानिधानाति |
| मधुरं माधुर्यावध्याति |
| सौदामिकरतापि सुन्दरतरम् |
| आरत्याकाव्याश्वरम् |
| पुष्पाधि दिशानो |
| आचार्यालब्धालालम्पल्यात्ताः |

- How Melpathur Narayana Bhattathiri describes Lord Vishnu.
- Make a note of the history behind the writing of Narayaneeyam.
- Find out the metre used in these verses.
Extra Activities

- In Modern scientific terms, find out the imagery for a few Gods or traditional symbols.
- Find out a dozen lines from Sanskrit literature that uses prasa and anuprasa.

(C) Post-Class

- Submission of Assignments
- Appreciation
- Feedback
- Remedial teaching, if necessary.
Module for teaching Sanskrit Grammar in PG Level

General Information: This topic is taken from the ‘Karaka Prarana’ in ‘Siddhanta Kaumudi’, of Bhattojidakshita.

Topic: तिर्यार्थोऽविषयां 'अकृत्तिन च' इत्याः संयक्कम स्पितं पवयां पृष्ठिति इति पर्यन्तम।

Methodology Followed: The topic is introduced with traditional lecture method. Explanations are given with mind maps/chart. On-time exercises are done through adding more examples to the maps. Grammatical mnemonics are used for practise. Assignments incorporate group work and collective learning.

(A) Pre-class

1 Objective

• Common Objective:
To help the students to understand the Vyakarana Sutras, their practical usages, technical terms and meanings.

• Specific objective:
To know the ‘Dwitiya Vibhakti’ and ‘karma’.

2 Preparation

• Preliminary Consultancy: Books, scholars etc.
• Selecting the Methodology of teaching.
• Planning of Introduction.
• Preparing Examples.
• Planning Assignments.
• Detailed reference.
• Preparing Mind Map and charts.

(B) In-Class

1. Presentation (Time Schedule(TS): 10-12 minutes)

Theoretical Form(TF):
Introducing the topic as an addition to the existing knowledge of students. Socratic method of questioning can be a good tool for introduction.

Operational Form(OF):

केन सूत्रेण इप्सिलतमस्य कर्मसंस्कर विधियते?
किं नाम इप्सिलतमम्?
को नाम अनीसिते?
कर्तिपाय्य सङ्कर्मक्षतुदूः निर्दिष्टः।
kर्तिपाय्य सङ्कर्मक्षतुदूः निर्दिष्टः।
2. General Overview (TS: 6 minutes)

TF:
A brief description is given on the Accusative case and the related sutras are exhibited.

OF: Exhibiting Corresponding Map A

3. Explanations and on-time exercise (TS: 20-24 minutes)

TF: Explains the meaning of the Sutra in Simple Sanskrit. Technical terms are explained giving examples.

OF: Exhibiting Corresponding Maps and Chart. Now exhibiting the Map B.

B.

Completing Map B by filling up the blanks.

Exhibiting Map C

Students Complete Map C by filling up blanks.
Exhibiting Map D

Students Complete Map D by filling up the blanks. Exhibiting Map E

Students Complete Map E by filling the blanks.

4. Discussion (TS: 4-5 minutes)

<table>
<thead>
<tr>
<th>कर्ता</th>
<th>क्रिया</th>
<th>कर्म</th>
<th>पूर्णवाक्यम्</th>
</tr>
</thead>
<tbody>
<tr>
<td>देवदत्त</td>
<td>भजति</td>
<td>(कर्म) हरिम्</td>
<td>देवदत्त: हरिं भजति</td>
</tr>
<tr>
<td>राम</td>
<td>बन्दले</td>
<td>(कर्म) पितरसूँ</td>
<td>राम: पितरसं बन्दले</td>
</tr>
<tr>
<td>रामु</td>
<td>पठति</td>
<td>(किं ?) पुलकाम्</td>
<td>रामुः पाठ पठति</td>
</tr>
</tbody>
</table>

TF:

Faculty raises points for discussion. Students are expected to give different answers.

OF:

Hints for discussion.

1. Needs for different sutras for accusative case.
2. Different kinds of roots.
3. Discuss the case variations in Sanskrit and Malayalam.
   - Guna dokedhthi payadh.
   - Balim vachath vasanthalam.
5. Practise (TS: 3-4 minutes)

1. Incomplete examples are given to students for completion.

.................. गच्छति।
.................. पठति।
.................. गायति।

2. Sentences are given to identify whether they are True or False.

ग्रामं अजान् नयति। (True)
ग्रामे अजान्यं अनयत्। (False)

3. Correct the false sentences.

ग्रामं अजाम् अनयत्। (Corrected)

4. Prompting students to give more examples.

गां पयं दोषि।
विद्यालयमं अगच्छत्।

6. Summary & Conclusion (TS: 3-4 minutes)

The faculty Summarises the Sutras and gives the gist of discussion in Sanskrit. Retrospect the contents of maps and chart.

7. Recommending Study material and references (TS: 1 minute)

Pointing out basic references: Karakam
Additional references: Sidhantakaumudi
Further Reading: Prakriya sarvaswam and Balabodhanam.

8. Giving Assignments (TS: 4-5 minutes)

TF:
Students are conveniently formed into three groups at an average three members and assignments are given for each group.

OF:

Group A

Find out the case of underlined word(s) with relevant sutras.

<table>
<thead>
<tr>
<th>साध्यत-</th>
<th>सुचिभाषी: साध्यत-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. तद्वालोिनः पठति।</td>
<td></td>
</tr>
<tr>
<td>2. शिर्षु धर्मं शास्ति।</td>
<td></td>
</tr>
<tr>
<td>3. देवा क्षिरसारं सुधा मन्त्राति।</td>
<td></td>
</tr>
<tr>
<td>4. कृपीयत् अजाम् नयति।</td>
<td></td>
</tr>
</tbody>
</table>

Group B

Answer the following Questions

1. Point out the difference types of roots with examples
2. Explain the sutra. ‘Akadhitam ca’
3. Explain ‘Ardhanibandhaneyam Sanja’.
4. Difference between ‘Harim Bagathi’ and ‘Visham Bhunkthe’.

Group C
Point out the different structure(s) in Malayalam and Sanskrit.

| 1. गां दोमिघि भक्त। |
| 2. बलि पिपले वसुधाम। |
| 3. माणवकं पन्यां बुले। |
| 4.वृक्षपाठिनात्ति फलानि। |

(C) Post-Class
- Submission of Assignments
- Comments by Students
- Appreciation
- Feed back
- Remedial teaching, if necessary.
Module for teaching Sanskrit Sastra in P G Level

General Information: This topic is taken from ‘Tarkasangraha’ of Annambhatta with Deepika commentary. The lesson has two parts - the Navagragra and the discussion about tamaha as the tenth dravya.

Topic: तमस: दशाग्रहयत्वम् आशाक्ष्य निराकरणम्।

Methodology Followed: The topic was introduced through brainstorming. Results were mapped leading to corresponding explanations. Samvada method was used to understand the topic more closely.

(A) Pre-class

1 Objectives
- To identify, understand and distinguish Navadravyas.
- To realize the inclusion of Tamah among Navadravyas.
- To familiarise the tarkik style of scholars.
- To experience the samvada mode of learning.

2 Preparation
- Consultancy and References.
  (Tarka sangraha of Annambhatta with Dipika commentary)
- Selecting the Methodology of teaching.
- Preparing the concepts of Navadravyas and their explanations.
- Preparing arguments for poorvapaksha and sidhanthapaksha regarding the inclusion of tamah among Navadravyas.

(B) In-Class

PART 1

1. Introduction and Formation of the Navadravya map (Time Schedule(TS): 12-15 minutes)

Theoretical Form(TF):

The faculty member tries to collect the peculiarities /specialities/hints of navadravyas through brainstorming method. Three kinds of answers are expected from students.

1. Relevant answers.
2. Related answers.
3. Irrelevant answers.

For example in the case of water: Sensed by touch is a relevant answer; transparent is a related answer and used for bathing is an irrelevant answer.

The teacher selects only relevant answers and arranges them in the form of a map on the chalk board. Related and irrelevant answers can be converted to relevant answers by asking questions and promoting further brainstorming. Summarisation of it may lead to the definitions of navadravyas.
The hints of each navadrayya is collected from the students and its summarisation by the teacher leading to the corresponding definition.

2. Explanations

TF:
The faculty member explains the definitions of Navadrayyas through a table.

OF:

<table>
<thead>
<tr>
<th>द्वाराणि</th>
<th>सहिष्णुता:</th>
</tr>
</thead>
<tbody>
<tr>
<td>पृष्ठिवी</td>
<td>गन्धवत्चन पृष्ठिवी प्रत्यभिजाताः साध्यत:।</td>
</tr>
<tr>
<td>जलम्</td>
<td>स्पर्श्युणः शीतलं जलस्य लक्षणम्। अप्रकाशितं ध्वन्वर्ण तस्य स्वभावः।</td>
</tr>
<tr>
<td>तेजः</td>
<td>उषावः स्पर्श्याः जलानं च तेजसः स्वभावः। भास्मानं ध्वलं तस्य वर्णः।</td>
</tr>
<tr>
<td>वायुः</td>
<td>वायोः वर्णः नास्ति। तं द्रष्टुं न शाक्यते। स्पर्शने वायुः ज्ञातुं शाक्यते</td>
</tr>
<tr>
<td>आकाशः</td>
<td>शब्दो नाम गुणः आकाशं वर्तते।</td>
</tr>
<tr>
<td>कालः</td>
<td>भूतं वर्तमानं भावं च सूचनाय कारणभूतं भवति कालः।</td>
</tr>
<tr>
<td>दिक्क</td>
<td>प्राची अवाची उदीची प्रतीची इति व्यवहार इति भवति दिक्क।</td>
</tr>
<tr>
<td>आत्मा</td>
<td>ज्ञानस्थि: कारणभूतं। ज्ञानम् आत्मनिर्देसी। प्रतिसरीं कर्म: आत्मा जीवनम्।</td>
</tr>
<tr>
<td>मनः</td>
<td>सुखं दुःखं हित: अहितं जन: उपकरोति। सुखाद्वं मनसं विकासः।</td>
</tr>
</tbody>
</table>

3. Conclusion of first part with exercises (T.S. 4-5 minutes)

TF:
Concludes the first part through a set of exercises and clearing doubts.

OF:

A. प्रश्ना:

1. जलस्य लक्षण किम्?
2. कस्य रूप नास्ति?
3. को नाम कालः?
4. ज्ञानम् कारणभूतं कः?

B. कोष्टासुमध्यमुन्नार्थ निदर्शी लिखत।

1. गन्धेन स्थानु शाक्यते। (जल, पृष्ठिवी, तेजसम्।)
2. उषावः वर्तते। (तेजसम्, पृष्ठिवी, जलस्य।)
3. उदीची, अवाची इत्यादिनां हेतुभूतं भवति। (दिक्क, आत्मा, मनः।)
4. ज्ञानस्थितं। (पृष्ठिवी, जलस्य, आकाशम्।)
5. दुःखं, हेतुं, इत्यादश गस्यन जायते। (आत्मनित, मनसों, दिशः।)
PART 2

5. Samvada (T.S. 8-10 minutes)

TF:

As the continuation of the assignment in the first part, the faculty member initiates a debate. Students are divided into two groups based on their agreement to the statement of debate noted on the blackboard.

"Tamah is a tenth dravya".

Pointing to the statement, faculty member introduces the mode of samvada, the concepts of purvapaksha and sidhanthapaksha.

He starts the debate by arguing that tamah is a tenth dravya. Group of students disagreeing the statement may bring forward their own points for arguments. The faculty member supports both groups from time to time so that, the groups have enough points for their arguments and ensure the continuity of the discussion.

OF:

"Tamah is a tenth dravya".

Hints for arguments favouring the statement(purvapaksha)

| पुर्वपक्षाः शास्त्रामर्थादिनी अभिप्रयायाः |
|---|---|
| 1. ‘नील तम: चलसि’ इति प्रतीक्ष करते। |
| 2. चलतात्तथयोऽहि नीलरूपमयात्तथावतः च तमः द्रव्यमेव। |
| 3. तमसः रूपवाता आकारे काले दिशि आत्मनि मनसि च नान्तंभवति। आकाशादीनां रूपावात्। |
| 4. तम: स्वर्णवेत्तां न स्वावाते। तस्म: रूप्यं च। अतः वायो नान्तंभवति। |
| 5. तमसः उभ्याभावात् द्रव्यविवाच्य तेजसि नान्तंभवति। तेजसः उभ्यवेत्तां स्वर्णवेत्तां च रत्नते। |
| 6. तमसः स्थर्षलभावात् शीतलाभावात् च जले नान्तंभवति। जलस्य स्वर्णवेत्तां शीतलता च रत्नते। |
| 7. तमसः गन्धवत्वाभावात् न पृथिवी। पुष्पियां गन्धस्वावतिः। |
| 8. सर्वेऽशु द्रव्य्योऽस्म: अनन्तभावात् तम: दशमं द्रव्यम्। |

Hints for arguments against the statement(Sidhanthapaksha)

| सिद्धांतपक्षाः शास्त्रामर्थादिनी अभिप्रयायाः (सिद्धांतपक्ष)। |
|---|---|
| 1. तेजसः अभावमेव तमः। |
| 2. यत्र यत्र तेजः रत्नः च यत्र तत्र तम: नासि। |
| 3. तेजः तम: च एकट्टा न रत्नः। |
| 4. यदि द्रव्यांतरं तथैव तेजः तमः च युगपद्धति। |
| 5. तेजः द्रव्यम्। तेजस: अभावमेव तमः। |
| 6. 'नीलं तम: चलसि' इति प्रतीक्ष: प्रभु एव। |
6. **Conclusion of the Second Part (TS: 8-10 minutes)**

**TF:**
The faculty member applauds different arguments from both sides and concludes that *tamah* is not a tenth *dravya*. He points the reasons on this behalf.

**OF:**
**Hints for conclusion**

| 1.  | तेजसः अभावमेव तमः। |
| 2.  | निलव्यप्रतीति चलनलं व अभावलकमेव। |
| 3.  | अतः तमः न द्रव्यान्तरम्। नव द्रव्याण्येव। |

7. **Giving Assignment (TS: 3 minutes)**

- Make a note of different arguments for and against the inclusion of *tamah* in *navadrayas*.
- Explain why *tamah* is not a separate *dravya*.

**(C) Post-Class**

- Submission of Assignments
- Comments by Students
- Appreciation
- Feedback
- Remedial teaching, if necessary.
Scores of each student were determined based on the assessment plan. The researcher, to arrive at a total score of each student, added these scores. Standard deviation and mean of each student group were found and are given in the following tables. Alternatively, the qualitative findings of the observation panel also have been noted wherever applicable.

6.17. **Analysis of Scores-Prose**

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Experimental Set 1</th>
<th>Experimental Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimtl. Group</td>
<td>Control Group</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>4.9</td>
<td>9.5</td>
</tr>
<tr>
<td>Mean</td>
<td>64.6</td>
<td>59.5</td>
</tr>
<tr>
<td>t Statistic with 14 d.f at 5% level of significance</td>
<td>2.45</td>
<td></td>
</tr>
<tr>
<td>Table Value of t with 14 d.f at 5% level of significance</td>
<td>2.14</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PG Level</th>
<th>Experimental Set 1</th>
<th>Experimental Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Deviation</td>
<td>9.2</td>
<td>11.4</td>
</tr>
<tr>
<td>Mean</td>
<td>77</td>
<td>55</td>
</tr>
<tr>
<td>t Statistic with 5 d.f at 5% level of significance</td>
<td>4.48</td>
<td></td>
</tr>
<tr>
<td>Table Value of t with 5 d.f at 5% level of significance</td>
<td>2.57</td>
<td></td>
</tr>
</tbody>
</table>
Null Hypothesis, \( H_0 = \) There is no significant difference between the scores obtained by the students of experimental group and control group.

Calculated value is greater than table value in both the experimental sets. So null hypothesis is rejected. It is concluded that, there is significant difference between the scores obtained by the students of experimental group and control group. Experimental group has less standard deviation and higher mean.

It is observed that apart from the general advantages, the use of the new system of learning has the following benefits with special reference to teaching of prose.

- It serves as a strategy to engage more learners in the class. Observation panel opines that this will be extremely helpful in engaging a class having higher number of students.
- More effective motivational clues can be provided.
- Students are able to express the essential content in Sanskrit itself, if they are prompted to do so as a matter of self-learning.

### 6.18. ANALYSIS OF SCORES- POETRY

The researcher has conducted a t-test to find out whether there is any significant difference between the total assessment scores obtained by students of control group and experimental group in poetry.

#### Table 6.6

**Analysis of Scores: Poetry**

<table>
<thead>
<tr>
<th>Experimental Set 1</th>
<th>Experimental Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>POETRY- Degree Level</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Standard Deviation</strong></td>
<td></td>
</tr>
<tr>
<td>Exprimtnl. Group</td>
<td>Control Group</td>
</tr>
<tr>
<td>4.8</td>
<td>13.4</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td></td>
</tr>
<tr>
<td>71.1</td>
<td>55.9</td>
</tr>
<tr>
<td><strong>t Statistic with 7 d.f at 5% level of significance</strong></td>
<td></td>
</tr>
<tr>
<td>3.1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Table Value of t with 7 d.f at 5% level of significance</strong></td>
<td></td>
</tr>
<tr>
<td>2.36</td>
<td>2.36</td>
</tr>
</tbody>
</table>
Table 6.6
Analysis of Scores- Poetry (continued.)

<table>
<thead>
<tr>
<th>POETRY- PG LEVEL</th>
<th>Experimental Set 1</th>
<th>Experimental Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Deviation</td>
<td>2.6</td>
<td>3.9</td>
</tr>
<tr>
<td>Mean</td>
<td>63.9</td>
<td>54.1</td>
</tr>
<tr>
<td>$t$ Statistic with 9 d.f at 5% level of significance</td>
<td>4.4</td>
<td>4.6</td>
</tr>
<tr>
<td>Table Value of $t$ with 9 d.f at 5% level of significance</td>
<td>2.26</td>
<td>2.26</td>
</tr>
</tbody>
</table>

In the first set of experiment, calculated value is 3.1 and the table value is 2.36. Null Hypothesis, which states that there is no significant difference between the scores obtained by the students of experimental group and control group is rejected as calculated value is greater than the table value.

In the second set of experiment too, null hypothesis is rejected as calculated value is greater than table value. It can be concluded that, there is difference between the scores obtained by the students of experimental group and control group.

The module incorporates more students on top of objectives of the lesson, exhibiting lower standard deviation and higher mean. Teaching of poetry with a pre-planned module witnessed a competitive edge as under,

- Students gradually tune to more involved appreciation
- Teachers tendency to use anecdotes are high.
- Audio assisted learning observed as attractive, especially for developing recitation skill.
- Collaborative method is successfully experimented for literary appreciation.
6.19. **Analysis of Scores-Sastra**

Table 6.7

**Analysis of Scores-Sastra**

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Experimental Set 1</th>
<th>Experimental Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimentl. Group</td>
<td>Control Group</td>
</tr>
<tr>
<td>Mean</td>
<td>61.5</td>
<td>50.6</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>5.7</td>
<td>9.1</td>
</tr>
<tr>
<td>$t$ Statistic with 7 d.f at 5% level of significance</td>
<td>2.5</td>
<td>2.57</td>
</tr>
<tr>
<td>Table Value of $t$ with 7 d.f at 5% level of significance</td>
<td>2.36</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PG level</th>
<th>Experimental Set 1</th>
<th>Experimental Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Deviation</td>
<td>5.7</td>
<td>9.8</td>
</tr>
<tr>
<td>Mean</td>
<td>64.8</td>
<td>53.8</td>
</tr>
<tr>
<td>$t$ Statistic with 5 d.f at 5% level of significance</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>Table Value of $t$ with 5 d.f at 5% level of significance</td>
<td>2.57</td>
<td></td>
</tr>
</tbody>
</table>

Here too the hypothesis is that the scores obtained by the students of experimental group and control group are the same. Same null hypothesis is proposed for both sets of experiments in graduate and postgraduate levels. In degree level calculated values are greater than table values. In postgraduate level, though comparatively marginal, a difference exists between two sets of data and the hypothesis cannot be substantiated.
The standard deviation of experimental group is less than that of control group. Though mean is not as high as in other forms of subject areas, the experimental group witnessed more promising response.

- Teachers tend to use a number of examples and hints.
- Component relationships and sequential relationships among sastra topics are more clearly understood by the students.
- Step-by-step progression from subtopic to subtopic.
- More effective prompting of relevant knowledge by the teacher through the use of Samvada method.

6. 20 **ANALYSIS OF SCORES- GRAMMAR (Vvakarana)**

Table 6.8

Analysis of Scores-Grammar

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Experimental Set 1</th>
<th>Experimental Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental Group</td>
<td>Control Group</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>7.2</td>
<td>12.2</td>
</tr>
<tr>
<td>Mean</td>
<td>70</td>
<td>55</td>
</tr>
<tr>
<td>t Statistic with 5 d.f at 5% level of significance</td>
<td>4.18</td>
<td>3.7</td>
</tr>
<tr>
<td>Table Value of t with 5 d.f at 5% level of significance</td>
<td>2.57</td>
<td>2.57</td>
</tr>
</tbody>
</table>
Null hypothesis states that scores obtained by the students if control group and the experimental group are the same. Or, there is no significant difference between the scores obtained by the students of experimental group and control group.

In all the above cases calculated values are larger than the table value of $t$ and the hypothesis cannot be hold true. It is concluded that the scores of students group vary significantly. The table shows that teaching of grammar with a module has better results as compared to the other. Module based grammar teaching has some advantages too.

- Constant assessment of students understanding regarding grammar comprehension. In the proposed module it is tested through a number of maps and charts.
- Teachers tend to use more examples as they had their necessary preparation.
- Step-by-step progression from one grammatical form to the other. This is achieved through Programmed instruction in the module.

### 6.21 NEED FOR REMEDIAL TEACHING

Need for remedial teaching was identified after the assessment. It has been presumed that those who scored below sixty percent total assessment score, needs
remedial teaching. The number of students in each group who deserves remedial teaching is summarized in the following table.

Table No. 6.9

Need for Remedial teaching in Degree level

<table>
<thead>
<tr>
<th>Total no. of students in each group</th>
<th>Experimental Set 1</th>
<th>Experimental Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students whose total score in the assessment is below 60 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exprim t. Group</td>
<td>Control Group</td>
</tr>
<tr>
<td>prose</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>poetry</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>grammar</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>sastra</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

In the first set of experiment, 8% of students in the experimental group need remedial teaching, while it is 49% for the control group. Almost same pattern repeats in the second set too. Eleven percentages of students in the experimental group and 54% of students in the control group need remedial teaching in the second set of experiment. As a whole, 9% of students in the experimental group and 51% of students in the control group has a total assessment score less than sixty. The high achievement level of experimental group here is due to the experimental variable applied.

Table No. 6.10

Need for Remedial teaching in PG level

<table>
<thead>
<tr>
<th>Total no. of students in each group</th>
<th>Experimental Set 1</th>
<th>Experimental Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of students whose total score in the assessment is below 60 %</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exprim t. Group</td>
<td>Control Group</td>
</tr>
<tr>
<td>prose</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>poetry</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>grammar</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>sastra</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>
In the first set of experiment in Postgraduate level, 10% of students in the experimental group and 63% of students in the control group need remedial teaching. In the second set of experiment, 13% of students in the experimental group and 70% of students in the control group need remedial teaching. As a whole, 12% of students in the experimental group and 67% of students in the control group has a total assessment score less than sixty and hence need remedial teaching. The experimental group shows high achievement level with less number of students who need more personalised attention. This can be attributed to the experimental variable, (the module of the learning plan) applied.

6. 22 GENERAL OBSERVATIONS

It is observed that module based teaching has the following common advantages too.

1. The time schedule helps to meaningfully restrict the scope of the class at the same time going deep to the topic. Hence effective use of time and maintaining students' attention can be done through the module.
2. Appropriate use of classroom management techniques can be exercised. The module of the learning plan is divided into several sections each requiring different approaches or activities. This termed as an effective means of learner engagement and classroom management technique.
3. Information can be presented actively and organised clearly with the help of the module. It should be noted that finding the best way to present the topic and adopting the most suitable teaching methodology are two key success factors in teaching.
4. Teachers' competency level can be increased by the use of module-based teaching. The need for outside references, extra consultations and additional enquiries naturally make the faculty an education professional.
5. The interactivity of the module leads to a more involved teaching-learning process.
6. Primary focus is fixed on the students and the usual pitfall of content-focus is avoided.
7. The faculty tends to do more preparations for giving introduction, explanations and assignments, as the learning plan suggests so.
6.22.1 **Pitfalls**

The observation panel identified the following pitfalls to with the module.

1. Some traditional teachers find it difficult to divert from the old-lecture method and lacks flexibility to tune with the module.

2. Such a learning plan puts a heavy responsibility on the shoulders of the faculty considering the time and efforts needed for preparations.