



## READING ABILITY AND LEARNING ACHIEVEMENT IN SANSKRIT LANGUAGE AMONG THIRD YEAR B.A STUDENTS

**Mr. Tejaji Pradhanji Thakor**

Research Scholar, Hmechandracharya North Gujarat University, Patan 384265

**Dr. S. R. Parmar**

Research Supervisor & Principal, Swami Vivekanad Sarvodaya Bank Education College Mehsana

### ABSTRACT

The objectives of the present study were: (i) To find out the difference in reading ability and learning achievement in Sanskrit speaking among TYBA students; (ii) To study the relationship between reading ability and learning achievement in Sanskrit speaking by TYBA students; and (iii) to explore the stakeholders' recommendations on improving reading ability and learning achievement in Sanskrit. A sample of 1000 students whose mother tongue is Gujarati language. The findings of the study revealed that TYBA students' reading ability and learning achievement in Sanskrit. The stakeholders reported that lack of practice in pronunciation in class, absence of homework and inadequate home support may responsible for poor performances of Gujarati speaking students. They have emphasized that Sanskrit teachers should regularly conduct loud reading in class, give homework, conduct monthly exam, listen patiently and try to understand the exact problems of students etc.

**KEYWORDS :** Sanskrit Language, Reading and Learning Ability, TYBA students

### INTRODUCTION

The research trends in Language education reveals that a number of research studies have been conducted particularly in Gujarati, Hindi and English languages than any other Indian languages. Most of the work deals with critical study of textbooks in different standards, standardization of reading achievement tests, teaching of poetry, orthography, and spelling, vocabulary study. There is dearth of research studies in Sanskrit language in India. As each Indian language has a component of Sanskrit within it. If the similarities are exploited, then Sanskrit could form part of mother-tongue teaching at the school stage. If Sanskrit is made a compulsory component of Ancient Indian History and Culture, Indian Philosophy, Indian Archaeology, Indian Epigraphy and Numismatics and Indian Polity, then there would be greater motivation for studying Sanskrit at the school stage either as part of mother-tongue. Thus, the investigator is interested to know whether any significant difference exist in reading ability and learning achievement in Sanskrit speaking students at UG level.

### Objectives of the Study

The main objectives of the study were as follows:

- To find out the difference in reading ability in Sanskrit speaking by TYBA students.
- To find out the difference in learning achievement in Sanskrit speaking by TYBA students.
- To study the relationship between reading ability and learning achievement in Sanskrit speaking by TYBA students.

### Hypothesis of the Study

H<sub>0</sub>: There is no significance difference between rural and urban area Boy's Reading Ability and Learning Achievement in Sanskrit Language.

H<sub>0</sub>: There is no significance difference between rural and urban area Girl's Reading Ability and Learning Achievement in Sanskrit Language

### METHODOLOGY OF STUDY

**Research Design:** Keeping in view the requirements of the present study, the investigator used descriptive survey method to assess the present status of reading ability and learning achievement in Sanskrit of TYBA students.

**Primary Data:** Researcher has collected primary data by questionnaire

**Secondary Data:** Researcher has collected primary data by published research papers, Articles into National and International journals, websites and books.

**Population and Sample:** For the present study, researcher has studied third year B. A student of Hemchandracharya North Gujarat University, patan studying Sanskrit with the subject. Out of 500 students are boys and remaining 500 are girl students.

**Research Instruments:** Researcher has used well prepared and well structure questionnaire for data collection.

**Sampling Method:** Researcher has used convenience non probability sampling method for this research work.

### Tools Used

The following tools were used for the collection of data:

- Reading Ability Test for Students: The investigator selected three paragraphs of the topic ' Sanskrit text book. Different types of Sanskrit words having varieties of pronunciation, matras, and yuktaksharas. These words were designated to identify errors in reading.
- Learning Achievement Test for Students: The previous year terminal examination marks in Sanskrit have been taken by the investigator as the learning achievement in Sanskrit and Gujarati language TYBA students.
- Opinionnaire Schedules for the Stakeholders: The investigator has developed three opinionnaire schedules for the stakeholders namely subject teacher, and students.

### Statistical Techniques Used

After collection of relevant information for the present study, the investigator analysed and interpreted the data by applying descriptive statistics analysis and description of the opinions of students.

### Analysis and Interpretation of Data

Class	Student Strength
16-20	130
21-25	177
26-30	154
31-35	226
36-40	165
41-45	130
46-50	18

Results of Descriptive Statistics	
Maximum	226
Min	18
N	1000
Mean (X)	143
Median (Median)	154
Standard Deviation (SD)	64
First Quartile Deviation (Q1)	250.25
Third Quartile Deviation (Q3)	750.75
Quartiles(Q)	250.25
10th Percentile (P10)	85.2
90th Percentile (P90)	196.6
Skewness (SK)	-0.90
Skewness Standard error (σSK)	-0.29
Skewness Credential Ratio (CRSK)	-2.48
Kurtosis (Ku)	2.71
Kurtosis Standard error (σKu)	0.07
Kurtosis Credential Ratio (CRSK)	4.48

#### Limitations of the study

- Sample selected into this research work is 1000 third year BA students
- Sample selected into Hemchandracharya North Gujarat University, Patan

#### Implications of the Study

The result of present study reveals that there is difference in reading ability and learning achievement between Sanskrit and Gujarati speaking students of TYBA students. Student possess lack of correct pronunciation ability, fluency in reading and committed more mistakes while reading matras and yuktakhyaras.

1. So the Subject teacher should develop strategies for correct reading ability in Sanskrit. Proper care should be taken to correct the pronunciation of 'matras' and 'yuktakhyaras'. Specific instructional programme should need to be undertaken. So that students develop the insight into the rules and ways in which Sanskrit words are spelt.
2. Since pronunciation drill and reading practice alone do not help in remedying deficient spelling ability, these should always be accompanied by word-study and writing practice.
3. Use of the teaching-learning strategies which involved oral-aural-visual and motor experience of the word was most suitable for improving the spelling ability of students.

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