



Impact of Computer Assisted Teaching in Learning of Sanskrit Poetry

KEYWORDS

CAT, Learning, SAT

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ABSTRACT *The present study was to find the Impact of Computer Assisted Teaching (CAT) in Learning Sanskrit Poetry of students by using Quasi-experimental method. A sample of 60 students of 9th class from one school of Agra has been selected on the basis of Simple random sampling and Sanskrit Achievement Test (SAT) was used for knowing the impact of Computer Assisted Teaching in Learning Sanskrit Poetry i.e. by-hearing, rhythmic singing, understanding. It was found better learning improvement in almost areas of Sanskrit poetry with Computer Assisted Teaching.*

Introduction to Computer Assisted Teaching

Computer is very popular as a tool for research and management, and now it is becoming increasingly popular in the field of teaching-learning too. It is quite a jump-form traditional teaching-reliance on textbooks-to the computer use. The computers serve a dual purpose. They expose students to modern technology while inculcation in them a new and scientific approach to learning. The Computer Assisted Teaching (CAT) means teaching with the aid of computer. CAT material (Software Programming) is used to enrich teaching. Computer-assisted teaching and the learning environments that support it have risen rapidly at the school and college level over recent years. Computer-assisted teaching usually includes multimedia instructional formats, such as animation, video and simulation, and virtual learning environment such as WebCT and Blackboard.

SIGNIFICANCE OF COMPUTERS IN EDUCATION

- Students remain active in computer based learning, and educational material is collected using a computer technique.
- In the second method, a teacher depends on hardware and study material. In this, students are not directly related to computer.
- In the third method teacher develop some educational software program according to the subject and teaches, is called as **Computer Assisted Teaching**.

NEED AND IMPORTANCE OF COMPUTER ASSISTED TEACHING IN TEACHING SANSKRIT

In the technological era, the students have got bored and feel monotony with routine class room teaching like Traditional methods of teaching. By using traditional methods, it's very difficult to make them understand the poems written by earlier writers like Valmiki, Kalidasa, Bhavabhuti etc... So, the situation arise demand for using modern technique like Computer Assisted Instruction, Computer Assisted Teaching, using ICT in order to sustain the interest of the pupils' in Sanskrit learning. It makes the student to become active and participate in the learning with involvement. So, Computer Assisted Teaching breaks the monotony of traditional class room teaching as it helps in academic achievement in Sanskrit too.

JUSTIFICATION

The subjects such as English, Science are using latest inno-

vative approaches like ICT, Computer Assisted Instruction and Computer Assisted Teaching etc...But, most of the Sanskrit teachers are not that much interested to use these innovative techniques and they are not aware of innovative techniques itself like CAT in Sanskrit teaching-learning process. The pupil gets interested in learning of Sanskrit poetry by Computer Assisted Teaching as they helps in raising interest level. The pupils remain active and enthusiastic during teaching-learning process while they observe the effect of animations, graphics and moving pictures in the poetry. Ultimately it leads to effective learning of Sanskrit vice versa. So, the present study has been taken up.

STATEMENT OF THE PROBLEM

The present study has been entitled as "Impact of Computer Assisted Teaching in Learning of Sanskrit Poetry".

OBJECTIVES OF THE STUDY

The major objective of the research was:

- To study the impact of Computer Assisted Teaching in learning of Sanskrit poetry.
- Following subsidiary objectives were framed to achieve the major objective:
- To compare the scores of post-test between Experimental group and control group with Computer Assisted Teaching in by-hearing of Sanskrit poetry.
- To compare the scores of post-test between Experimental group and control group with Computer Assisted Teaching in rhythmic singing of Sanskrit poetry.
- To compare the scores of post-test between Experimental group and control group with Computer Assisted Teaching in understanding the Sanskrit poetry.

HYPOTHESIS OF THE STUDY

The hypothesis of the present study was as follows,

1. There will be no significant difference in the post test scores, on learning of Sanskrit poetry, between experimental and controlled groups.

Subsidiary hypotheses were,

- There will be no significant difference in the post test scores, on by-hearing of Sanskrit poetry, between experimental and controlled groups.

- There will be no significant difference in the post test scores, on rhythmic singing of Sanskrit poetry, between experimental and controlled groups.
- There will be no significant difference between the post test scores, on understanding of Sanskrit poetry, between experimental and controlled groups.

DELIMITATIONS OF THE STUDY

- The delimitations of the present study were,
- The present study is restricted to Agra city only.
- The present study is delimited to 9th standard only.
- The present study is restricted to Sanskrit poetry only.

METHOD OF THE STUDY

DESIGN OF THE STUDY

The Present study has been carried out by Experimental method. The entire sample has been divided in to two groups based on pre-test results i.e. experimental group and control group. This experiment has undergone three phases. In the first phase of experiment, The Sanskrit teachers were given orientation about Computer Assisted Teaching in Sanskrit teaching like what are the instructional materials that are available, the utility of computer in Sanskrit teaching, Power Point Presentation, animation, etc... In the second phase, some animation has been prepared by the researcher for five poems in the Sanskrit at 9th standard. In the final phase, teachers have taught some poems using animation made by the researchers.

SAMPLE OF THE STUDY

The researchers have adopted Simple Random sampling in the selection of school. The students were selected on the basis of Purposive sampling which consists of 60 students of 9th class.

TOOLS OF THE STUDY

There are many tools available for data collection one of them is achievement test. The researchers have constructed and administered Sanskrit Achievement Test (SAT) for both groups i.e. experimental group and Control group (post-test). Before administering the Achievement test, researcher has kept the objectives in view and strictly followed Learning, By hearing, Rhythmic Singing and Understanding followed by blue print, has been made on the basis of by hearing "Gati", "Yati", "Laya", "Hrasva", "Dheerga", "Bhava", "Abhiniya", understanding poem.

STATISTICAL TECHNIQUES USED FOR ANALYSING DATA

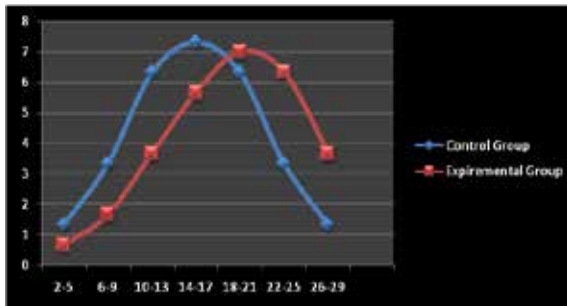
After tabulating the data the Mean and Standard Deviation were calculated and t-test (CR) was employed to know the significance of difference between experimental and control groups.

ANALYSIS AND INTERPRETATIONS OF DATA

In pursuance of objectives, the data gathered are tested through the significance difference at different levels.

Table – 1 showing post-test’s Mean, S.D and t value of test on Learning of Sanskrit poetry:

Group	N	Mean	S.D	df	CR	Significance
Control	30	52.5	17.52	58	2.47	Significant at 0.05 levels
Experimental	30	63.8	17.83			

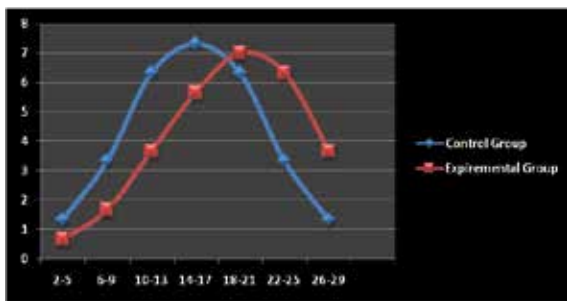


Comparison of "learning Sanskrit" between control group and experimental group

H01: It can be seen that from the above table, the Mean and SD of the experimental group for post-test were 63.8 and 17.52 whereas Mean and S.D of the controlled group for post-test were 52.5 and 17.52 respectively. The obtained CR value was 2.47. It clearly indicates that there is significance deference in the scores of experimental group and control group at 0.05 levels. So the null hypothesis that "There will be no significant difference in the post test scores, on learning of Sanskrit poetry, between experimental and controlled groups" has been rejected, which means better achievement found in Sanskrit learning with Computer Assisted Teaching.

Table - 2 showing post-test’s Mean, S.D and t value of test on by hearing of Sanskrit poetry:

Group	N	Mean	S.D	df	CR	Significance
Controlled	30	15.5	5.21	58	2.58	Significant at 0.05 levels
Experimental	30	19.1	5.58			

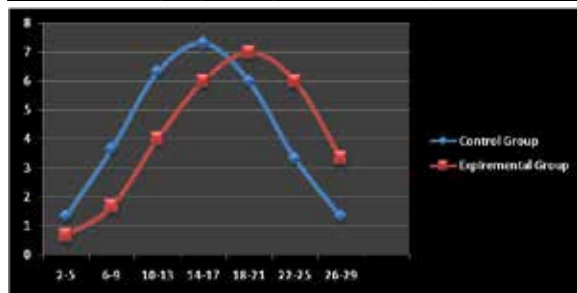


Comparison of "by hearing" of control group and experimental group

SH1: It can be seen that from the above table (No.2), the Mean and SD of the experimental group for post-test were 19.1 and 5.58 whereas Mean and S.D of the control group for post-test were 15.5 and 5.21 respectively. The obtained CR value was 2.58. It clearly indicates that there is significance deference in the scores of experimental group and control group at 0.05 levels. So, the hypothesis that "There will be no significant difference in the post test scores, on by hearing of Sanskrit poetry, between experimental and controlled groups" has been rejected, which means better achievement found with Computer Assisted Teaching in Sanskrit with specific reference to "By hearing".

Table – 3showing post-test’s Mean, S.D and t value of test on rhythmic singing of Sanskrit poetry:

Group	N	Mean	S.D	df	CR	Significance
Controlled	30	15.7	4.92	58	2.32	Significant at 0.05 levels
Experimental	30	18.84	5.57			

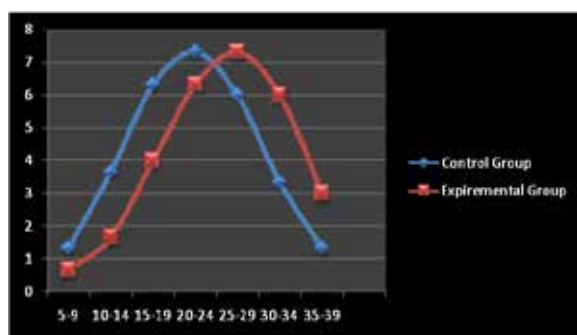


Comparison of “rhythmic singing” of control group and experimental group

SH2: It can be seen that from the above table (No.3), the Mean and SD of the experimental group for post-test were 18.84 and 5.57 whereas Mean and S.D of the controlled group for post-test were 15.7 and 4.92 respectively. The obtained CR value was 2.32. It clearly indicates that there is significance deference in the scores of experimental group and control group at 0.05 levels. So the hypothesis that “There will be no significant difference in the post test scores, on rhythmic singing of Sanskrit poetry, between experimental and controlled groups” has been rejected, which means better achievement found with Computer Assisted Teaching in Sanskrit with specific reference to “Rhythmic singing”.

Table –4showing post-test Mean S.D and t value of test on Understanding of Sanskrit poetry:

Group	N	Mean	S.D	df	CR	Significance
Controlled	30	21.84	6.76	58	2.5	Significance at 0.05 levels
Experimental	30	26.17	6.71			



tComparison of “understanding” of control group and experimental group

SH3: It can be seen that from the above table (No.4), the Mean and SD of the experimental group for post-test was

26.17 and 6.71 whereas Mean and S.D of the controlled group for post-test were 21.84 and 6.76 respectively. The obtained CR values were 2.5. It clearly indicates that there is significance deference in the scores of experimental group and control group at 0.05 levels. So the hypothesis that “There will be no significant difference between the post test scores, on understanding of Sanskrit poetry, between experimental and controlled groups” has been rejected, which means better achievement found with Computer Assisted Teaching in Sanskrit with specific reference to “Understanding”.

MAJOR FINDINGS OF THE STUDY

- The major findings of the present study were as follows,
- There is a better academic achievement in the learning of Sanskrit with Computer Assisted Teaching at 9th standard.
- It has shown better improvement in by hearing Poetry of Sanskrit with Computer Assisted Teaching at 9th standard.
- There has been found better performance in rhythmic singing of Poetry of Sanskrit with Computer Assisted Teaching at 9th standard.
- The results have shown better achievement in understanding Sanskrit poetry with computer Assisted Teaching at 9th standard.

CONCLUSIONS

To conclude, it can be said that computer Assisted Teaching gives us better results in terms of Sanskrit learning, rhythmic singing, by hearing and understanding of Sanskrit poetry. So it is advised that Computer Assisted Teaching must be used by Sanskrit teachers rather than using traditional methods alone.

EDUCATIONAL IMPLICATIONS

- Utility of computer Assisted Teaching Should be in wide range in teaching Sanskrit poetry for better learning.
- Better performance in by hearing Sanskrit poetry.
- To make use of Computer Assisted teaching for rhythmic singing of Sanskrit poetry.
- Involvement of pupils’ participation through animation, Power Point Presentations in understanding of Sanskrit poetry.

SUGGESTIONS FOR FURTHER RESEARCH

- The similar type of study can also be carried out at different levels like district, state and national level.
- The same study can also be taken up in Sanskrit Prose, Vyakarana, storytelling also.
- The same study can also be done various Indian languages.
- The same study can also be conducted at different classes.

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