

**Development and Implementation of an
Activity Based Programme to Teach Sanskrit at
Class IX**

**A
DISSERTATION
SUBMITTED TO THE SARDAR PATEL UNIVERSITY,
VALLABH VIDYANAGAR
IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE OF**

Master of Education

Guide:

Dr. Sheetal Helaiya

Researcher:

Ms. Reena Raj

Waymade College of Education

Sardar Patel University

Vallabh Vidyanagar

March, 2014

CERTIFICATE

*This is to certify that the work incorporated in the dissertation bearing the title **Development and implementation of Activity Based Programme to Teach Sanskrit at Class IX** submitted by Ms. Reena Raj comprises the results of independent and original investigations carried out by her. The materials that have been obtained (and used) from other sources have been duly acknowledged in the dissertation.*

Date:

Research Scholar

Place:

Ms. Reena Raj

Certified that work mentioned above is carried out under my Guidance.

Date:

Research Guide

Place:

Dr. Sheetal Helaiya

CERTIFICATE OF APPROVAL

This dissertation directed and supervised by the candidate's guide has been accepted by the Waymade College of Education, Sardar Patel University, Vallabh Vidyanagar in partial fulfillment of the requirement for the degree of

MASTER OF EDUCATION

Title: Development and Implementation of an Activity Based Programme to Teach Sanskrit at Class IX

Researcher:

Ms. Reena Raj

Guide:

Dr. Sheetal Helaiya

Date:

Professor & Head

Waymade College of Education

Acknowledgement

At the completion of my research study, I owe it to the many persons who have personally supported and helped me in many ways. First of all, I thank **God Almighty** who has been a powerful source of inspiration and strength at every stage of my research study.

I would like to express my sincere gratitude to my esteemed guide **Dr. Sheetal Helaiya** for the continuous support of my study and research, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better advisor and mentor for my M. Ed study.

Besides my advisor, I would like to express my inner most gratitude about altruistic **Dr. Sulabha Natraj**, Professor and Head, Waymade College of Education.

I express my gratitude to **Dr. Bharati Rathore** and **Dr. Rucha Desai**, Assistant Professor, Waymade College of Education for their keen interest, invaluable guidance and profound support.

I express deep thankful to **Principal and IX standard Students** of M.U. High School, Vallabh Vidyanagar, without their support this research work could not be possible.

My sincere thanks also go to **Mr. Bhavin Prajapati**, Librarian and **Mr. Keval Thakar**, Lab Assistant at the Waymade College of Education for their continuous support and cooperation during my research work.

Finally, Words alone are insufficient to express my deep sense of gratitude to my beloved parents **Mr. Rameshsinh** and **Mrs. Lilaben** and **Mr. Harpalsinh Thakor**, **Mr. Jashvant suthar** for their invariable moral support.

Reena Raj

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Chapter-1

Introduction

1.0 Introduction

People have used language as a powerful medium of communication. Language has played such an important role in development of human civilization and culture that the story of language has rightly been called as the story of civilization. Development of man depends upon the extent he uses language and literature. Language is an instrument with which an individual forms ideas and feelings; moods and aspirations, will and act. The language plays a greater role for the harmonious and happy life of the individual.

The origin of language in the human species has been the topic of scholarly discussions for several centuries. In spite of this, there is no consensus on its ultimate origin or age. One problem that makes the topic difficult to study is the lack of direct evidence. Consequently, scholars wishing to study the origins of language must draw inferences from other kinds of evidence such as the fossil record or from archaeological evidence, from contemporary language diversity, from studies of language acquisition, and from comparisons between human language and systems of communication existing among other animals, particularly other primates. It is generally agreed that the origins of language are closely tied to the origins of modern human behaviour, but there is little agreement about the implications and directionality of this connection.

This shortage of empirical evidence has led many scholars to regard the entire topic as unsuitable for serious study. In 1866, the Linguistic Society of Paris went so far as to ban debates on the subject, a prohibition which remained influential across much of the western world until late in the twentieth century. Today, there are numerous hypotheses about how, why, when, and where language might first have emerged. It might seem that there is hardly more agreement today than there was a hundred years ago, when Charles Darwin's theory of evolution by natural selection provoked a rash of armchair speculations on the topic. Language may assume various forms as mother tongue, regional language, national language, cultural language, foreign language and so on but the most effective and potent form of language is the mother tongue. In India, several languages are used such as Gujarati, Hindi, Marathi, Madras, etc. and they are used in

speaking also but among them Sanskrit is not given that much importance for speaking and writing.

Language education helps in development of personality. It provides opportunities for creative expression, imparts information and aesthetic experience. The dynamism of personality has much to do with the effective use of language. From the above statement it is clear that language plays an important role in adjustment in life and language is the most useful tool to achieve it. Nothing can be done without an adequate mastery over the language – oral as well as written. Language plays a vital role in studying any subject. The entire process of nation depends very much upon the general achievement in language as it provides an adequate and effective instruction of communication. In the school curriculum of language subject plays a vital role. Among all language ancient language hold unique position in the development of any nation, since, they embody within themselves the gems of the tradition, culture, ceremonies and ritual helping a nation to preserve its cultures. India is a land with numbers of dialects and languages, among them Sanskrit is one of the most prominent and ancient language of India.

Schools should give importance to the Sanskrit language. In the school education, Sanskrit subject has been introduced for primary education, but still students are not able to develop Sanskrit language competency. There are able to read, write and speak other language such as English, Hindi and Vernacular languages but they find difficulties in reading, writing and speaking Sanskrit language. The learning of Sanskrit has not received proper attention as students feels it's less applicability in their present and future life. They don't feel that learning of Sanskrit language has any utility for them. Sanskrit is one of ancient language of India and being an Indian, it is a necessary to learn this language. There are many literatures available in Sanskrit language. The people from the world, has realised an importance of Sanskrit language and they have started learning Sanskrit language so that they can read and make a use of Indian literature written in Sanskrit language.

1.1 Statement of the Problem

Development and Implementation of an Activity Based Programme to Teach Sanskrit at Class IX

1.2 Hypothesis

The following hypothesis is framed by the researcher.

H_0 = There will be no significance difference in mean achievement of students in pre-test & post test.

1.3 Objectives of the Study

The objectives of the study are presented as follows.

1. To develop activity based programme to teach Sanskrit at class IX.
2. To implement the activity base programme to teach Sanskrit at class IX.
3. To study the effectiveness of the activity based programme to teach Sanskrit at class IX.

1.4 Rationale of the Study

Learning of language is an important aspect of individual learning. It is not facilitate an individual to communicate his ideas, feelings to other but it is part of his personality. The individual learns language through informal and formal education system. Before enter in to school education, individual acquire basic learning of language from his family. He learns his mother tongue by interaction with his family. This mode of learning is informal education. This learning facilitate, child express his feelings with his family. When child enter into the school, he acquire knowledge of other languages. In the school, students come from various backgrounds. They differ in many aspects and one of them is language.

India many languages are used for communication. It interact in the society, it is an essential for the individual to acquire knowledge of such language which connect him with the society. So it is necessary to provide such kind of language education which develop language competency of the students. Kothari Commission (1956) has emphasis on the language learning. This commission had recommended 3 language learning formula. As per this commission's recommendation, 3 language learning is provided at school education. According to this recommendation, out of 3 one of the language learning is mother tung, another is a national language and third language could be ancient or international language.

Today, in the school education, students are acquiring knowledge of more than 3 languages as vernacular language, international language (English), national language (Hindi) and ancient language (Sanskrit).

In the modern world, people are giving more importance to international language as it connects him with the world, but the learning of other language is also important. Day by day, the learning of Sanskrit is more mechanical. The students learn this subject to get good marks in the examination rather acquiring mastery over language competency. There are many good literatures are available in Sanskrit language which cannot be utilised without the knowledge of Sanskrit language. Foreign countries has realised the importance Sanskrit language and they have started learning this language. But in India, very few people are interested to learn this subject. The people have started forgetting their ancient language. The teaching and learning of Sanskrit subject is more mechanical in the school education. The teaching method adopted by the teacher is mostly lecture method and more emphasis is given to rote memory rather than acquisition of language competency.

The present study is an attempt to develop a programme by adopting activity base approach to teach Sanskrit subject to IX standard students.

1.5 Variables

The present study is experimental in nature. In the present study independent and dependent variables are used. These variables are as follows.

- **Independent Variables:** An activity base programme to teach Sanskrit
- **Dependent Variables:** Students' achievement in Sanskrit subject

1.6 Explanation of Terms

For the present study various terms are used such as activity base programme, effectiveness of the activity base programme. These terms are explained as under.

- **Effectiveness of the Activity Base Programme:** For the present study, an effectiveness of the programme refers to the students' achievement in Sanskrit language. The achievement of students means enhancement in score obtained by students from pre test to post test.

- **Activity Based Programme:** An Activity Base Programme refers to the teaching learning activities planned by the researcher. The programme was developed by adopting activity base approach for teaching Sanskrit subject. The activity base programme comprised of total 16 group activities to teach “Dristiya Gograhanam Svanntam” lesson and “Sanskrit grammar” of class IX Sanskrit subject.

1.7 Delimitation of the Study

The study is delimited to

- Gujarati medium GHSEB school of Anand city and
- One chapter of Sanskrit subject and few concept of Sanskrit Grammar of class IX.

1.8 Scheme of Chapterization

The study report is divided in to five chapters. The chapterization is as following.

Chapter: 1 Introduction

This chapter begins with an introduction of the study. It also, consists of the problem of study, the objectives of the study, delimitations of the study, Operationalisation of the terms, hypothesis, rationale of the study and variables of the study. It provides overview about the study.

Chapter: 2 Conceptual Frameworks and Review of Related Literature

This chapter comprises the two parts, one is conceptual framework and research reviews. The first part is deals with conceptual framework, in which importance education, how language is important for human being to communicate, share views, desires, sorrows, despair, joy, excitement and so on. It also talks about the importance of Sanskrit language, origin of Sanskrit language, what is status of Sanskrit language in Indian society, various method to teach Sanskrit, how to teach Sanskrit language through activity programme, meaning and Importance of activity based approach, merits and characteristic of activity based teaching, role of teacher in activity based teaching. The second part of chapter includes literature reviewed by the researcher. It includes different review of thesis and research articles which has provided an insight to the researcher to decide the right technique for the present study.

Chapter: 3 Research Methodology

This chapter gives details of the study including the tools and the validation procedure. The chapter shows the detail study of experiment and tools used by the researcher in this study, such as pre-test, activity based program, post test.

Chapter: 4 Data Analysis

This chapter contains analysis of data collected through pre test and post test. Based on analysis of the data interpretation is given. The objective wise analysis and interpretation is presented in this chapter.

Chapter: 5 Findings and Suggestion

This chapter list the findings of the study which is derived based on analysis of data collected through various tools. Based on findings of the study, various suggestions and conclusion of the study is given in this chapter.

1.9 Conclusion:

This chapter mentions all importance aspects related to the research. The researcher presented information about the research problem, delimitation and operationalization terms, objectives, research question, rational and chapterization.

The next chapter in this dissertation is about the review of related literature.

Chapter-2

Conceptual Framework

and

Review of Related Literature

2.0 Introduction

In the first chapter the nature of problem and objective of the investigation have been discussed and second chapter conceptual framework and review of related literature are presented. This chapter is divided in to two parts. First Part is dealing with the conceptual framework of the study and second part regarding the review of related literature. This two are essential for developing understanding about the study. It provides direction to the researcher to carry out research work.

2.1 Conceptual Framework

In the part of conceptual framework of the study is presented. The conceptual framework is the base of the study. For this study, in the conceptual framework the researcher has include the origin of Sanskrit language, its important in the nation, status of Sanskrit language in Indian society, Sanskrit learning at various level in education, methods of teaching Sanskrit language with reference to particular activity, group activities on based task. This part of chapter also provide in concept of task based activity method.

2.1.1 Meaning of Sanskrit Language

All the north –India language owe their origin to Sanskrit in an evolutionary process viz Sanskrit to prakrits to modern Indian languages. Sanskrit is the origin language of all the language. It is a “Devvani”. It is also proved it’s “Ancientness”. It is from the “myself of veda”, common events, and also related to the fan activities, it is all about the Sanskrit literature. The Sanskrit literature is available in every language. Sanskrit is still one of India’s official languages although. It’s in the vermicular is limited. Early Sanskrit was written using Brahmin or kharosthi scripts. It is usually written with the devanagari alphabet. The indo-aryan or indicate family of the indo-European languages family Indo Aryan speakers from about one half of the indo European speakers.

2.1.2 Origin of Sanskrit Language

Sanskrit, Latin and ancient Greek are from a stereo of classical literary languages. Sanskrit is the ancient language of India and the India subcontinent. Its literature, the vedic Sanskrit was written in vedic Sanskrit as in the Rig veda from about 1500 B.C, chronologically next came classical Sanskrit. Like Latin in Europe and elsewhere Sanskrit has been used by the educated classes in India for literary and religious purposes for over two thousand years. It achieved this status partly through a standardization that resulted long tradition of grammatical theory and analysis .this tradition composed an intricate and complete description of the language in the form of quasi-mathematical rules. The South Indian Dravidian language belonged to Dravidian family. But these have been greatly influenced by Sanskrit. These languages have incorporated a good amount of Sanskrit vocabulary. The literature of the language of the Dravidian family has been enriched by thought and expression. In this way, all the modern Indian languages have been produced brought up and in some cases nourished by Sanskrit.

2.1.3 Importance of Sanskrit Language

Each language is important for the communication. The use of each language gives its importance. The Sanskrit language has its importance. The importance of Sanskrit language is given as follows.

- Sanskrit is a living language.
- Gi'rva'na bha'rati is a living language.
- Sanskrit is also the fountain-head of the modern Indian language of north India.
- Sanskrit is also source of new vocabulary and expression for all the Indian language.

The importance of Sanskrit the language of India's religion, philosophy and culture, and the eternal source of inspiration for the intellectual, emotional, spiritual and aesthetic achievements cannot be over-exaggerated. However, all modern Indo-Aryan languages, as well as Munda and Dravidian languages, have borrowed many words either directly from Sanskrit, or indirectly via middle Indo-Aryan languages (*tadbhava*) words originating in Sanskrit are estimated to constitute roughly fifty percent of the vocabulary of modern Indo-Aryan languages and the literary forms of (Dravidian) Malayalam and Kannada. Literary texts in Telugu are lexically Sanskrit or Sanskritized to an enormous extent, perhaps seventy percent or more.

Sanskrit is recognised as a storehouse of scripture and as the language of prayers in Hinduism. Like Latin's influence on European languages and Classical Chinese's influence on East Asian languages, Sanskrit has influenced most Indian languages. While vernacular prayer is common, Sanskrit mantras are recited by millions of Hindus, and most temple functions are conducted entirely in Sanskrit, often Vedic in form. Of modern day south Asian languages, Hindi, Nepali, Bengali, Assamese, Konkani, and Marathi still retain a largely Sanskrit and Prakrit vocabulary base, while Hindi and Urdu tend to be more heavily weighted with Arabic and Persian influence. The Indian national anthem, Jana Gana Mana, is written in a literary form of Bengali (known as *sadhu bhasha*); it is Sanskritised to be recognisable but is still archaic to the modern era. The national song of India, Vande Mataram, which was originally a poem composed by Bankim Chandra Chattopadhyay and taken from his book called 'Anandamath', is in a similarly highly Sanskritised Bengali. Malayalam, Telugu and Kannada also combine a great deal of Sanskrit vocabulary. Sanskrit also has influence on Chinese through Buddhist Sutras. Chinese words like (Devanagari) were borrowed from Sanskrit. The word Sanskrit means refined or purified. It is the antonym of prakrita, meaning nature. It is made up of the primordial sounds and is developed systematically include the natural progressions of sound as created in the human mouth. Jawaharlal Nehru has said that Sanskrit is a language amazingly, rich, efflorescent, full of luxuriant growth of all kinds and yet precise and strictly keeping with the framework of grammar with Panini lead down two thousand years ago. It spread out, added to its richness, became fuller and more ornate but always it stuck to its original roots. The ancient Indians attached great deal of importance to sound, and hence their writing, poetry or prose, had a rhythmic and musical quality. Modern language of India are children of Sanskrit, and to its owe most of their vocabulary ad their format of expressions, Sanskrit- language of ancient.

Its application is not limited to the literature but Sanskrit language has contributed in many field. It is useful in medicine as many India arurveda literatures are available in this language. It is also used in field of science and technology. Sanskrit language is also used as computer language. The National Aeronautics and Space Administration (NASA), has acknowledge the scientific importance of Sanskrit as a possible computer language, since the syntaz is perfect, with little room for error.

2.1.4 Status of Sanskrit Language in Indian Society

Sanskrit is the language of Indian culture. Sanskrit is the embodiment of Indians rich cultural heritage. Sanskrit is the speech through which the civilization of India. The base of Sanskrit has been spiritual, which after all is India's gift to the world. Indian attitude to life is marked by compassion, sympathy, active service and righteousness that all come in Indian society by Sanskrit language. Sanskrit is historical Indo-Aryan language the primary very old language of Hinduism and scholarly language in Buddhism and Jainism. Today, it is leister as one of 22 scheduled languages of Indian. The corpus of Sanskrit literature encompasses a rich tradition of poetry and drama as well as scientific technical, philosophical and drama text. Sanskrit continues to be widely used as are moniker language in Hindu religious naturals and Buddhist practice in the form of hymns and mantras. Spoken Sanskrit is still in use in some villages and few traditional institutions in India and there are many attempts at further popularisation. Bala Sarveswara Gurukkal, founder of Sanskrit Vikas Kendra, Karaikal said that the language has lost its importance in recent decades in india. To revive it, it is necessary to take the language close to the masses and encourage students from all sections of the society.

2.1.5 Sanskrit Learning at Various Level of Education

In India, language leaning has received importance since ancient time. The students learn various language from school education. The students learn Sanskrit language from school education till the higher education. The objective of learning language differs from each level of education. The detail about this is presented as follows.

➤ Primary Stage:

At the primary stage education starts with the teaching of mother tongue. At the most close of the primary stage official language must be begin a second modern language can be easily begin in the 4th or 5th class. The morning prayers at the beginning of the day's work in the school should be in Sanskrit. Slokas or mantra should be chanted. Some Sanskrit subhasit as must be explained be remembered.

➤ Secondary Stage:

Sanskrit deserves its right place at this stage for purposes of regular formal teaching. But introduction of Sanskrit in the 6th class creates certain problems which must be solved adequately the problem is of burden of language at this stage, if Sanskrit is introduced as

a compulsory language. In the words of Sanskrit combination: there is much scope for pruning the present syllabus in secondary school by dropping some subjects now include in the core curriculum in order to make room for an essential subject like Sanskrit..

➤ **The Higher Secondary Stage:**

In High school, Sanskrit must be taught as a compulsory subject in the 9th and the 10th class. In higher secondary school, with diversified curriculum, Sanskrit must continue from the middle stage as a compulsory subject in the core-curriculum at the same time, it must be introduced as a special subject in the elective groups.

➤ **The Higher Education:**

Sanskrit is must be included as an elective subject to be offered on choice, but compulsory for purpose of passing in the examination. A subject like elements of Sanskrit culture or ancient, India culture must be introduced at the B.A and honours level as is already introduced in some universities. The syllabus of the subject like English, philosophy, law, history, and political science, music, architecture and medicine should include a study of corresponding Sanskrit text should envisage a fair knowledge of Sanskrit. A history of Sanskrit literature may be studied in history.

2.1.6 Methods of Teaching Sanskrit:

To teach, teacher has to make use of various methods and approaches. The language leaning is not possible without appropriate use of methods by the teacher. To teach Sanskrit subject, various methods are available which can be adopted by the teacher. These all methods have its advantages and limitation. Teacher has to see the appropriateness of this method with relevance of the content and level of the student. Here, few methods of teaching Sanskrit is presented.

➤ **The Direct Method**

It goes by many other names also they are reformed method, the nature method, synthesis, conversational, oral method and so on. Each of which gives some information as to how the method has been regarded by various people. The teacher perhaps starts by pointing out certain common objects in the environment and tells their names. Gradually, the teacher would proceed to introduce other words denoting action. Gradually, the pictures grow more and more complicated and finally even a whole story may be told

through their mean. In this way, the use of pictures in the early teaching of language helps to increase the vocabulary of the pupils and to promote fluency of speech.

➤ **The Traditional Method:**

The language that was learned by all Indians apart from their mother tongue in olden days was Sanskrit because of the linguistic and cultural co-ordination between them. In the teaching and learning of Sanskrit, the mother tongue was freely used. They learn Sanskrit following more or less the five steps that are usually followed by commentators in writing commentaries and that was the traditional method.

➤ **Translation Method:**

This old method of teaching ancient language with the aid of grammar and translation is a circuitous procedure. It attempts to teach the new language through the medium of the following diagram. Perhaps the distinction between the direct and the translation method has resemblance to individual's ideas concerning the logical and psychological presentation, of the subject matter. It is commonly stated that the logical arrangement of the subject matter is that of the wishes to say, divides it into suitable units and grades it according to progressive difficulty. Lays on emphasis on speech Maintains close communication between the mother tongue and the new language follows the adult's logical of learning a language.

➤ **The Substitution Method:**

A procedure which has been found useful in the learning of language is the substitution method which is explained by professor palmer in the following way: "The whole of our speech material is possessed by us either as memorised matter or as constructed matter. The substitution method can be used where the direct method fails us and if provides us with a means of enabling our pupils to acquire comparatively rapidly a large number of English language habits." The aim of the substitution method is to inculcate certain language habits in much a manner that the pupils will use than effortlessly and will use almost automatically.

2.1.7 Meaning and Importance of Activity Based Approach

Activity-Based Learning or ABL describes a range of pedagogical approaches to teaching. Its core premises include the requirement that learning should be based on

doing some hands-on experiments and activities. The idea of activity-based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If a child is provided the opportunity to explore by themselves and provided an optimum learning environment then the learning becomes joyful and long-lasting.

Activity method is a technique adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a child-centred approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning, since, it is well proved that more the senses are stimulated, more a person learns and longer he/she retains.

Pine G (1989) mentions that in an activity based teaching, learners willingly with enthusiasm internalize and implement concepts relevant to their needs.

Any learning that is carried out with a purpose in a social environment, involving physical and mental action, stimulating for creative action or expression.

2.1.8 Concept of Activity Based Teaching-Learning:

The teacher learning process is the heart of education. According to Khanzode (1995) “previously teachings meant nothing more than giving information and are imparting knowledge. It was regarded as a bi-polar process. The teacher and the subject are it two poles. Child was all together ignored. But now teaching has become triangular process of teaching-learning. Teacher, student and subjects are the three poles in teaching learning process teacher, learner as well as subject all these three components are very important.

According to Jonassen (2003), “Learning is biochemical activity in the brining out positively permanent change in behaviour,” information processing always includes remembering and recalling, social negotiation, critical thinking, knowledge construction, conceptual change, meaning making, activity turning perception, environmental affordances and learning is change human being are using language to others in the spoken and written form. A student centred teaching method may enable the students to engage himself / herself in creative communication skill.

According to Dhand (1995), “A learning centre or activity centre is one way of organizing instruction, so that, students can direct their own learning. It is most conveniently a designated area of the school where students work independently or in small group. Students work on activities purported to achieve certain objectives.” It is conducive to individualized learning. Learning becomes more meaningful and challenging when each student competes only with him or herself students explore, estimate, experiment, question and hypothesize through learning centre activities.

The activity based teaching approach is unique and effective to attract school children. The teacher who are involved in implementing this method have developed activities for each learning unit which facilitates readiness for learning instruction, reinforcement and evaluation. It makes activities and meaningful learning. The aim of activity based teaching is for learners to construct process of self learning and problem solving and transfer of information and skill. This method has brought out the potential of the learners in classroom situations.

In terms of language curriculum also, it would be desirable to listening and speaking skills in children. These skills could be further enriched by providing children opportunities to with books experimental more meaningful and interesting like storytelling, drama, etc.

Ravindranath (1968) followed “the activity principal and advocated constructive and creative activities they believed that there should be daily practice by pupil in expressing immediately what they are learning. The central point in educational activity according to Toger is joy which should pervade all types of activities. He also emphasized the principle of curiosity and interest, and the spirit of play. He advocated fullness of experience, physical, mental, aesthetic and emotional.”

2.1.9 Origin of Activity Based Learning

Activity-Based Learning started sometime in 1944 around World War II when a British man David Horse burgh came to India and finally decided to settle down there. He was an innovative thinker and charismatic leader. He started teaching in Rishi Valley School. He joined the British Council and worked in Chennai and Bangalore for many years. After his voluntary retirement, he located a 7-acre site in Kolar District and opened his school, Neel Bagh. Neel Bagh was based on an innovative idea of Horse burgh and

known for its creative methods in teaching well-planned learning materials. With his wife Doreen and his son Nicholas, Horse burgh developed a diverse curriculum, which included music, carpentry, sewing, masonry, gardening, as well as the usual school subjects, English, Mathematics, Sanskrit, and Telugu. These pedagogic materials were systematically planned, with sketches and drawings and an occasional touch of humour. Later Horse burgh created a magnificent library in Neel Baugh that was accessible to teachers and students. This initiative of Horse burgh was later proved to be one of the pioneer and milestones in ABL. In modern time, ABL is the method of education followed in the Corporation schools of Chennai, from 2003, as an effort to provide special schools for children who had been freed from bonded labour.

The activity-based approach was born of the same litter as the conventional trip-based model. The landmark study of Mitchell and Rapkin was not only established the link of travel and activities but also called for a comprehensive framework and inquiries into travel behaviour. Unfortunately, the overwhelming policy perspective of "predict and provide" that dominated the post-war economy led to the genesis of a transportation model that focused on travel only (the who, what, where, and how many of trips versus the why of activities), and the link between activities and travel was reflected only in trip generation. Many authors (for example, Kurani and Lee-Gosselin, 1997) have attributed "the intellectual roots of activity analysis" to fundamental contributions from Häger strand (1970), Chapin (1974), and Fried et al. (1977). Häger strand forwarded the time-geographic approach that delineated systems of constraints on activity participation in time-space. Chapin identified patterns of behaviour across time and space. Fried, Havens, and hell addressed social structure and the question of why people participate in activities. These contributions then came together in the first comprehensive study of activities and travel behaviour at the Transport Studies Unit at Oxford where the approach was defined and empirically tested, and where initial attempts to model complex travel behaviour were first completed.

The activity approach began as a natural evolution of research on human behaviour, in general. Early criticism of the performance of the FSM did not serve as a major catalyst for activity-based research until the fundamental incompatibility of the FSM and emerging policy directions was realized. Rather, these criticisms placed significant focus on enhancing the FSM, primarily through the introduction of disaggregate models and

equilibrium assignment. The overall framework was maintained and effectively, institutionally reinforced. This is not to diminish the past and future potential of these contributions, since disaggregate models are often key components of activity-based approaches, but it serves to emphasize the overwhelming influence of institutional inertia, both in research and practice.

The fundamental tenet of the activity approach is that travel decisions are driven by a collection of activities that form an agenda for participation and, as such, cannot be analyzed on an individual trip basis. Thus, the choice process associated with any specific travel decision can be understood and modelled only within the context of the entire agenda. The collection of activities and trips actually performed comprise an individual's activity pattern, and the decision processes, behavioural rules, and the environment in which they are valid, which together constrain the formation of these patterns, characterize complex travel behaviour. A household activity pattern represents a bundle of individual member's patterns which reflect the household activity program, the household transportation supply environment, and the constrained, interactive decision processes among these members. The household activity program, representative of the demand for activity participation within the household, is transformed through various activity demands and transportation supply allocation decisions into a set of individual activity programs, each an agenda for participation reflective of the constraints which influence the choice process. The actual scheduling and implementation of the program is completed by the individual, producing the revealed behaviour of the individual activity pattern.

2.1.10 Importance of Activity Based Approach

The information processing theory in psychology views learners as active investigators of their environment. This theory is grounded in the premise that people innately strive to make sense of the world around them.

In the process of learning, they experience, memorize and understand. Students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. Teachers need to be actively involved in directing and guiding the students' analysis of the information.

It requires active problem solving by students in finding patterns in the information through their own investigation and analysis. With continued practice in these processes, students do not learn the content of the lesson but also develop many other skills.

- It enhances creative aspect of experience.
- It gives reality for learning.
- Uses all available resources.
- Provides varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values.
- Builds the student's self-confidence and develops understanding through work in his/her group.
- Gets experiences, develop interest, enriches vocabulary and provides stimulus for reading.
- Develops happy relationship between students and students, teachers and students.
- An activity is said to be the language of the child. A child who lacks in verbal expression can make up through use of ideas in the activity.
- Subjects of all kind can be taught through activity.
- Social relation provides opportunity to mix with others.

2.1.11 Characteristics of Activity Based Teaching-Learning:

According to Dhand(1995) “children educational aids to foster self-learning and allows child to study according to his/her aptitude and skill activities in milestone include games, rhymes, drawing, and songs to teach a letter or a work understand a concept.”

Characteristics of Activity Based Teaching are as following:

- Encourages independence and team learning.
- Provides a wide variety of manipulative open ended and creative activity provide student experience and active participation in the explore environment.
- Make students advance at their own rate that is with their abilities, interest and motivations.
- Encourages self reliance and development of initiative in an atmosphere of trust.
- Encourages children to follow many of their own interest and desires to learn.

- Teacher plays the role of facilitator, guide, and coach.
- Problem-solving, critical and creative thinking and deep understanding emphasized.
- Learners are encouraged to explore the new knowledge independently.

2.1.12 Activity Based Teaching –Learning in Secondary Schools

At the secondary stage, students have capacity to express their ideas in creative and innovative way. It is most important period to guide them and provide an opportunity to enhance their inner potentialities for to make an effective teaching .Activity based teaching approach play important role. According to Secondary Education Commission (1952-53), Education should emphasis on various aspects. These are given as follows

1. The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations and for this purpose, the principles of ‘activity method’ and ‘project method’ should be assimilated in school practices.
2. Teaching method should provide opportunities for students to learn activity and to apply practically the knowledge that they have acquired the classroom.
3. They should aim not inculcations desirable values and proper attitudes and habits of work in the students. “The Secondary Education Commission also emphases on activity method which provide an opportunity to the students learn activity”.

Zakir Hussain (1951) has essential features of good school. One of the features is provision for personal activities. The concern of the school is to provide purposeful activities of educationally productive work.

2.1.13 Merits of Activity Based Teaching-Learning:

According to Dhand(1995) Activity Based Teaching-Learning is having certain advantage to students & teachers. The merits of Activity Based Teaching-Learning are given as follows.

- Promotes child-centred activity with fun
- Help individualize
- Encourages independence in learning
- Involves flexibility
- Provide a wide variety of manipulative open ended and creative activities

- Motivation the students for learning
- Provide students experience and active participation of environment
- Make available enrichment activities
- Make students advance at their rate that is attuned with their rate ability interest and motivators
- Encourage children to follow many of their own interests and desires to learn.

Thus, Activity Based Teaching Learning process can make the participative and interactive classroom environment. It helps to motive and encourages the students for interesting learning which can provide an opportunity for the students to enhance clear understanding as well as creativity.

2.1.14 Role of Teacher in Activity Based Teaching- Learning:

The lecture method is a perfect example of passive learning in which students listening and taking notes while the teacher teaches. One world in activity based teaching makes students experience and create climate in which they can own seat for knowledge and skill by self learning and observation.

1. The teacher must determine where in the scheme of a lesson or unit the learning centre will contribute most will have to develop behavioural objectives which will help his or her to decide which type of centre will be the most beneficial on given learning experience. Objectives will also assist the teacher with keeping track of the general achievements of students.
2. The teacher will need to develop sequential activities adaptable to all learning styles and individual characteristics of students.
3. The teacher should allow for variety within the centres in his or her classroom. Variety of activities is necessary in any classroom for motivating and maintaining continuing high level of interest.
4. The teacher will have to be sure to help students develop basic skills in a variety of ways.
5. The teacher should encourage students to participation in dealing collectively and democratically with the problems arising out of the operation of the centre.
6. The teacher more importantly should trust the students who need the freedom to self discovery.”

2.2 Review of Related Literature

2.2.0 Introduction:

In this part of the chapter, review of related literature an attempt is made to review some of the relevant researches conducted in this area. It may be noted that most of the studies reviewed were related to linguistic basic aims and its instructional strategy. The purpose is to have guidelines and insights for developing the design for the present study.

This chapter focused on some major works in the Activity Based Approach in general and teaching Sanskrit.

Reference to books, article and M. Ed. & Ph.D. thesis are made in terms of review of the work. An attempt is made to relate the reviewed works to the present experimental study. For the present study, the researcher has reviewed total 21 studies related to Sanskrit subject, activity based approach and group work learning. The review of related literature done by the researcher is presented as follows.

Dewel, O. S. (1974) has studied on *A study of difficulties in teaching English and effectiveness of programmed teaching a system approach*. Studied the difficulty involved in teaching English and developed a programmed to use the effectiveness of teaching English through programmed material and compares it with that of the traditional method. The finding was that PLM was capable of our coming some of the felt difficulties of the teachers and helped students perform significantly better than these who taught through the conventional method.

Jain, P. (1984) has conducted a study on *The diagnosis of language errors and a programme of teaching in Sanskrit*. The objectives of the study were to find out the nature of errors committed by students in Sanskrit in class X, to prepare tools for diagnosing the errors, to find out the fundamental causes of the errors, to suggest a remedial programme on the basis of the nature and causes of diagnosed errors. The Major findings of the study revealed that teaching of Sanskrit as third language was not according to the syllabus. The objectives were not achieved. Students' knowledge of grammar was at an elementary level and therefore, their mistakes were mainly in grammar, they were able to analyze but not synthesis. Since, most Sanskrit teachers were

untrained, they were not able to create students' interest in the subject either through teaching or other activities in school. Lack of practice pronunciations in the class, absence of home work and inadequate home support also resulted in poor performance. The duration and total time allotted for the teaching of Sanskrit was inadequate. Since, marks obtained were not included awarding grades, students did not take much interest in the subject. The headmasters and teachers felt that co-curricular activities were not organized because of the students' lack of interest in the subject and consequently a suitable environment for learning the language could not developed.

Jocab, E. and Mattsan, B. (1987) has studied on *Cooperative learning with limited English proficient student* The study indicate that cooperative learning methods my provide a way help limited English proficient students achieve academically and develop the English language skills necessary for successful classroom functioning. The method involves small groups of six students in tasks that require cooperation and positive interdependence within the groups. It provides cooperation for face-to-face interaction on school tasks, raises academic achievement levels and improves inter groups relations and self-esteem.

Shastri, V.D.(1989) has conducted a study on *A study of the existing position of teaching of Sanskrit language*. The objective of the study was to know the existing position of teaching of Sanskrit language in upper primary and secondary schools of Rajasthan. Methodology missing The major findings revealed that most Sanskrit language teacher were undergraduates and around 50% teachers were teaching Sanskrit only because they were asked to do so, though they were not qualified to teach Sanskrit. Around 70% male and 50% female teachers used translation method for teaching Sanskrit only 16% teachers gave practical exercises while teaching Sanskrit grammar.

Natraj, S. (1989) the author in her book titled '*Group method techniques for English language instruction*' has acknowledged the fact that the present classroom structure is a crowded one few reasons embarked by the author population explosion. Universalisation of education tree education for women etc. In my opinion too these are the root cause of overcrowded classrooms, the author has also admitted the fact that these above factors are the main hindrances in successful attainment of goals. Further are author is not supporting the efficacy of group work techniques before commencing the experiment was

to test the efficacy of group work technique rather than proving it. I also approve her stand in this regard in my opinion too we should try to test whether GMTS are effective simply because many have reaped the benefit. The author gives a detailed account of ELT in Gujarat with brief references to ELT in India in both pre independence and post independence era various statistical methods like measures of central tendency mean. Median and mode measures of dispersion range and standard deviation correlation testing of hypothesis test, etc.

Last but not the least the author has undertaken extensive study of the subject and also analyzed various books while writing this book.

Chang, K.Y & Smith W.F (1991) has studied on “cooperative learning and CAL/IVD in beginning Spanish: AN experiment” shown that both cooperative learning defined as those instructional setting that encourage collaborative interaction, pre teaching and mediated activities (computer assisted interaction/computer assisted language learning CAL/CALL) can have independent and significant positive effects on student achievement and attitude.

Rajendran, M.(1992) has studied *Activity- centred teaching of English: An experimental study*. The objectives of study was to study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity centred approach to teaching of English. The major findings were the activity centred approach to teaching of English produced an improvement in reading and writing skills. The conventional method of teaching English improved reading and writing skills. There was no significant difference in the achievement of the reading and writing skills between the students taught under activity centred approach and conventional method.

Varghese,(1998) has studied on *Developing and trying out group work and pair work activities and techniques to improve oral communication of learners at the secondary level*. The objective of the study was the experiment aims at selecting, trying out and finally evolving a few group method techniques and verifying student’s applicability through experimentation. The population of the study comprised standard 9th of the excellent English medium school, Borsad. The students in achievement test and feedback from were used as a tool. The data in respect of achievement test were analyzed use of statistical techniques. Findings use of G.W in L1 classes can make students better

interacts. They can become more efficient users of English G.W and pair work technique can prove beneficial to everybody concerned with teaching and learning as L2

Gooden Jones & Carlos quillo (1998) has studied on “proficient college students through cooperative learning strategies” followed limited English proficient community college students who were taught English largely using approach improved the students English writing skills.

Kahatani, H. (2002) conducted a study on relative *Effectiveness of teaching English language using direct method, communicative approach and bilingual method on learning of English among IX standard students*. The Objectives of study were to find out whether students learn English language more effectively by being taught by direct method or by being taught by communicative approach, to find out whether the students learn English language more effectively by being taught by communicative approach or by being taught by bilingual method and to find out which one is the most and best effective method of teaching English language. The experimental method was adopted. The major findings of the study revealed that Students taught through the direct method, communicative approach and bilingual method have had higher achievement in English language as compared to the group of students taught translate the method translation method. Communicative approach and bilingual method when difference in their intelligence level were controlled, it was found that there were significant difference in the mean gain scores of achievement of the total sample of these method and in respect of the groups of IX standard boys taught through direct method, communicative approach and bilingual method when difference in their intelligence were controlled. It was found that there was significant difference in the mean scores of the IX standard boys.

Valand, R. (2004) has conducted a study on the *Problem Encountered during Teaching and Learning of Sanskrit at STD IX*. The objectives of the study were to study the problems of Sanskrit teaching in the area of classroom teaching, methods, Sanskrit textbook, infrastructural support a teacher test, measures taken for teacher’s self improvement and to study the problems of std –IX students with respect to – Sanskrit reading, Sanskrit textbook, teaching methods & Sanskrit translation in Gujarati Sanskrit grammar. The experimental method was adopted and sample for the study was IX standard all students and teachers teaching Sanskrit subject in the Gujarati medium,

Gujarat Secondary Education Board syllabus for academic year 2003-04. Observation Schedule, Interview Schedule and questionnaire were used as tools for the study. The data were analysed by frequency and percentages. The major finding of the study found that relevant instruction were lacking in the explanation of the five of the teachers. There had neither been questioning in Sanskrit while teaching. There was lack of interesting and of teaching. All teacher students that period allotted for Sanskrit teaching were not sufficient. Many of the students felt difficult in mass relation of shlokas. Many of the students sought the help of the teacher to overcome their mistakes in Sanskrit reading. Majority of students liked funny and interesting stories. All most half of far students found problems in identification of various grammatical farms

Natraj, S. (2005) in her book, *Developing Communication Skill*. She said today everyone is impressed by speaker but they are frustrated because they do not seem to happen easily. They should try to understand to the importance of fluency in pronunciation but how they can become fluent speaker and what role the teacher has to play in helping learners, so that, they can. There are some myth related to fluency that a fluent speaker always speaks fast and able to talk on any subject as an excellent orator and who does not make grammatical mistakes. She has also mentioned that the skill of speaking of is 'active' in nature and thus 'productive' speaking in second language involves the development of a particular type of communication skill according to her a successful act of speech communicates something to someone speech is successful when it produced the desired response. These reviews reflect that those have been considerable studies in teaching and learning English languages but still there is a dearth of studies about teaching English languages through games so that study by the researcher can guide and motivate others to use them in classroom.

Ksthariya, R. (2008) conducted a study on *Effect of project based learning method for teaching English on achievement of class VII students*. The objectives of the study were to study the effectiveness of PBL method for teaching English and to study the effect of PBL method for teaching English on comprehension achievement. To study effect of PBL method for teaching English on grammar achievement and to study the effect of PBL method for teaching English on writing skill achievement. To study the effect of PBL method for teaching English on speaking skill achievement. The major findings of study PBL was found to be effectiveness for enhancing English achievement significantly

in term of comprehensive skill comparison to traditional method of teaching and PBL was found to be effectiveness for enhancing English achievement significantly in term of grammar and speaking and communication skill. The students felt PBL to be more stimulating and challenging than traditional method of teaching.

Mathrani, D. (2008) conducted a study of *Effectiveness project based learning in teaching 'organization of commerce at standard XI*. The objectives of study to determine the effectiveness of project based learning in term of the relation of students. The experimental method was used. Two English schools of Gujarat Secondary and Higher Secondary Board were selected and one school XI standard students are considered as control group and XI standard students of another school was considered as experimental group for the academic year 2007-2008. Achievement test and their projects work were used for collect the data. The study found that there is a signification difference in the mean scores of experimental group and control group. The mean score of experimental group was significantly higher than the mean score of control group. There was significant difference between observed frequencies and expected frequencies and students were found having positive reaction to words each statement framed by the investigator for designed PBL. The designed PBL helped the students of experimental group to learn more effective and interestingly subject content.

Barot, H (2009) conducted study development and implementation of CAI in Sanskrit for STD.IX students. The objectives of the study were to develop computer assisted instruction (CAI) on Sanskrit poetry for standard IX students. to study the effectiveness of the CAI in terms of achievement of Std IX students on Sanskrit poetry. to study the reactions of the standard IX students on the CAI developed by the investigator. The experimental method was adopted. The sample of the study students of std IX of shree ambe vidyalaya. The population of the study all the Guajarati medium schools of Gujarat state under GSHEB were the target population of the present study. Achievement test, reaction scale were used as tools for the study. Data were collected administered per-test, post-test, the experimental and control groups, poem-wise. The data were analysed by 't' test. The major findings of the study were largely significant difference has been found between mean achievement scores of control group in favour of experimental group. So, the CAI was found effective for teaching Sanskrit.

Jadav, K (2009) carried out the studied on *Development and Try Out of an Activity Package to Enhance in English Language at Higher Secondary Level*. The objectives of the study were to prepare a set of activity package. to apply activities with a view to improve the students fluency, to find out the effectiveness of activities in Enhancing fluency in English language. The population of the study comprised of all the class XI arts students of Anand city. Who are studying English subject in Gujarati medium school of Anand city following the study was a pre – experimental design single group pre – test intervention post test design. The sample of the study contains thirty students for the purpose of the study. The tools in the pre – test. The investigator recorded the speech of all the thirty students. Students were allowed to speak on a topic of their choice for two minutes. The fluency measurement tool was used to assess pronunciation vocabulary, grammatical mistakes and variety of ideas. The major findings of the research were the activity package developed for the present study was found to be effective in enhancing fluency in English language. It was safely inferred from the analysis that the treatment through the activity has been found every effective.

Tadvi, K.(2009) conducted a study of *Development and implementation of an activity based programme in Gujarati subject for the students of standard VIII*. The objectives of study were to develop an activity based programme in Gujarati subject for the students of standard VIII and to important the prepared activity based programme in Gujarati subject for the student of standard VIII. To find out the effectiveness of developed activity based programme in Gujarati subject for the student of standard VIII. The experimental method was adopted and sample for the study was the students of standard VIII of division C from Share Ambe Vidhyalaya school was selection where as for control group was selected the students of standard VIII of granted class from Shree Narayana Vidhyalaya school of Baroda cites. Achievement test, opinionaire and focus group discussion were used as tools and techniques for the study. The data were analysed by calculating percentage. The major findings of study found that the activities on collection information and present own way and drama were improved a language skill, clarity of content as well as enhance the extra knowledge. The activity use on black board was very effective to enhance the student's creative writing skills. The activity game with words have help them to sentences have them to enhance vocabulary knowledge and framing the sentence own way. Students learned content with interest when they were involved in different activities like drama, collect information, present it in own way use

the black board own way, game with words, game with sentences. The use of different aids like pictures, cards of words and sentence videos and power point presentation by the teacher during implementation also appreciated by the students in their opinions.

Amin, J. (2011) conducted a study on *Development and implementation of an activity based science teaching programme for pre-service student teachers*. The objectives of the study were to develop the activity based science teaching programme student far the students teachers and to implements the developed programme on student teachers and to study the effectiveness of the activity base science teaching programmes on the student teachers with respect to contort knowledge of science and technology, experiment ability, understand about the nature of science, teaching qualities enhanced as science teacher and understanding about science teaching. The experimental designed were used and the sample was selected purposively. The student teachers opinions regarding activities and the programme were collected. The major findings of study were the designed activities provide testimony to the fact that it is possible learning experience based on constructivist experimental, collaborative, and co-operative and ICT embedded activity through ABST programme. The development activity based science teaching science programme was found to be affective in term of achievement of the student teachers and their quality. There was enhancement of their understanding content clarity, awareness, knowledge, gained, attitude development, innovative thinking, decision making and planning ability. It had also improved their science process skill.

Pandya, (2011) conducted a study on *Enhancement of proficiency in English language through co operative learning method among the IX standard students*. The objectives of the study were to analyze the proficiency in the reading skill. To analyze the proficiency in the speaking skill. To analyze the proficiency in the writing skill. the major findings of the study were all the students more or less improve in their proficiency of English language, as individual's active participations enrich their skills of English language. Writing skill was improved by and large in all the students reading and speaking skill improved less as compared writing skill. Students were found more comfortable in learning within group. Public speaking and communication skill improved in few students. Self learning was enhanced over all in all the students which sustain critical thinking and creative thinking of individuals. This method assisted in improving the level of willingness and confidence among the students.

Patel, (2012) has studied on *Effectiveness of group work activity in teaching English at secondary level*. The objectives of the study were to compose group work activity in the selected unit of standard 9th. English text book, to test in effectiveness of group activity in selected unit std 9th. English text, to know an opinion of the students of experimental group about group work activity, the population of the study comprised all the students of std 9th. The sample of the study comprised one whole class as an experimental and seconds a control group. In the study achievement test and feedback from were analyzed use of statistical techniques. The researcher found out conventional teaching method has less effect on the performance or the students of controlled group. Teaching English through group activity makes the students achieve higher score.

Patel, J. (2013) carried out the studied on *Effectiveness of Language Games to Enhance Spoken Competence of ELS of Class VIII Students*. In his M. Ed dissertation at S. P. University The objective of the study were to design language games to enhance language competence, to prepare the lesson plans based on language games, to implement the lesson plans using language games. The population of the study comprised of all the students of class of the Gujarati medium schools of Gujarat. In the study the sample comprised of class VIII students of Shree Shirva primary school (Mandvi - Kutch) The sampling technique was convenient sampling. In the studied the researcher used pre – test, post – test and an evaluation. Rubric to get the quantitative data. The pre –test consisted of ten questions. The statistical techniques used in data analysis and interpreted it according to the objectives. Spoken competence of the students through pre – test, after teaching the students through language game for 10 days. Teaching of English through language games helped in developing spoken competence of the students. The researcher took pre – test and post – test was taken to check the effectiveness of the teaching through language game. In order to triangulate the data. From the students was analyzed qualitatively as percentage.

2.3 Observation:

1. Most studies conducted of activity based(Varghese (1998), Patel(2012), Amin(2011), Tadvi(2009), ksthariya(2008), Mathrani(2008))

2. All Most of studies have adopted experiment method on research Design(Jadav(2009), Barot(2009), Dewel(1974), Patel(2004), Rajendran(1992), Amin(2011), Tadv(2009), Kahatani(2002), Mathrani(200), Ksthariya(2008), Varghese(1998), Patel(2012), Dewel(1974), Patel(2013), Chang & Smith (1991), Pandya(2011)
3. Majority of the studies found group activities effective to enhance learning of the students(Jadav(2009), Barot(2009), Jacob & Mattsan(1987), Patel(2012)
4. Majority studies revealed that the students were actively participating in group activities. (Jadav(2009), Barot(2009), Dewel(1974), Patel(2004), Rajendran(1992), Amin(2011), Tadv(2009), Kahatani(2002), Mathrani(2000), Ksthariya(2008), Varghese(1998), Patel(2012), Dewel(1974), Patel(2013)
5. Only four studies were conducted on Sanskrit subject(Shastri(1989), Rajendran(1992), Barot(2009), Valand(2004)) but none of studies have used activity base approach to teach the subject.
6. Majority of the studies have focused school education at various levels.
7. Patel(2013) has found that effectiveness language game is helpful to enhance spoken competence of ELS for students of std VIII.
8. Barot (2009) has found that development and implementation of CAI in Sanskrit language was developed Sanskrit competence in student of standard IX.

2.4 Implication of the Reviews:

The researcher has reviewed various literatures related to Sanskrit subject, activity base approach and group activities to get insight about the research. The majority of research has adopted experimental method of research. Majority of studies focused school education at various levels. Many studies focused English language learning and very few studies conducted on other language subjects. The mostly group activities were found effective for the development of language. Only four studies were conducted on Sanskrit subject by Shastri(1989), Rajendran(1992), Barot(2009), Valand (2004), but none of studies have used activity base approach to teach the subject. In one of the study on Sanskrit subject has develop and implemented of CAI for IX standard students (Barot, H. (2009)). The study also found that CAI found effective for the development of Sanskrit competency of students. Patel (2013) has found that effectiveness language game is helpful to enhance spoken competence of ELS for students of standard VIII.

Majority of the studies found group activities effective to enhance learning of the students (Jadav(2009), Barot(2009), Jacob & Mattsan(1987), Patel(2012). Teaching English through group activity makes the students achieve higher score. The researcher doesn't come across any study related to activity approach to teach Sanskrit subject to secondary student.

2.5 Conclusion

The chapter was dividing into two parts. In the first part- Conceptual Frame Work; the origin of Sanskrit language, its important in the nation, status of Sanskrit language in Indian society, Sanskrit learning at various level in education It also talks about the methods of teaching Sanskrit language with reference to particular activity, group activities on based task. It gives clear understanding of the Activity Based Learning Concept, need, importance, and its history, how it is different from Conventional method. It also talks about Characteristics of APL, Merits of APL, What is status Activity based learning in secondary schools, what is role of teacher in activity based teaching learning method. Theoretical understanding of the Sanskrit language and APL is mentioned. This part of chapter also provide in concept of task based activity method. In the second part- Review of Related Literature references to M.Ed. and Ph.D. thesis are made in terms of review of the work. An attempt is made to relate the reviewed works to the present experiment. This chapter will be followed by the next chapter Methodology of Research or Plan and Procedure.

Chapter-3

Research Methodology

3.0 Introduction:

This chapter deals with the plan and procedure adopted by the researcher for the present study. Plan and procedure provides the direction at every moment to the researcher and leads to the proper completion of the study. This chapter includes research design, population and sample for the study, tools used for the data collects and data analysis techniques.

3.1 Research Design

The present study was Experimental in nature. The single group pre test post test design was adopted by the researcher. The symbolic explanation of the research design was given as follows.

E Q1 X Q2

E = Experimental group

Q1 = Pre-test

X = Treatment

Q2 = Post – test

3.2 Population of the Study

The population for the study comprised of all secondary students of class IX, GHSEB Gujarati medium schools of Anand District for academic year 2013-2014.

3.3 Sample of the Study

The purposive sampling technique was adopted to select secondary school. M.U. Patel Technical School at Vallabh Vidyanagar was selected for the study. There were five divisions of class IX in the school. Students of Class IX B were selected by employing cluster sampling technique. There were sixty four students in class IX B division. At the time of pre test fifty nine were present and fifty eight students had given post test. There were fifty six students who remained present through the research work. So, for the

present study, sample size was fifty six students of class IX of GSHSEB Gujarati medium schools of Anand District for academic year 2013-2014.

3.4 Tools

The present study had adopted single group per test and post test design. For the present study, two achievement tests were prepared by the researcher which was administered as pre test and post test.

3.5 Achievement Tests

Achievement test were prepared to find out pre and post knowledge of students. The pre test and post test, achievement tests were parallel achievement test. These tests consisted questions related to Sanskrit pronounces, Script writing, Sanskrit grammar (samash, avyaypad), making sentence and tens.

Pre Test:

- The test was of 30 marks.
- Duration for the test was 35.
- Total three questions were asked in the paper.
- Question one was based on Sanskrit vocabulary carrying 10 marks.
- Question two was based on Sanskrit vocabulary carrying 5 marks.
- Question three (A) was based on the disjoined Sandhi carrying 5 marks.
- Question three (b) was based on the joined Sandhi carrying 5 marks.
- Question three (c) was based on translate Sanskrit sentence carrying 5 marks.

Post Test:

- The test was of 30 marks.
- Duration for the test was 35.
- Total three questions were asked in the paper.
- Question one (A) was based on Sanskrit vocabulary carrying 5 marks.
- Question one (B) was based on the joined Sanskrit sandhi carrying 5 marks.
- Question two (A) was based on Sanskrit vocabulary carrying 5 marks.
- Question two (B) was based on identify avyaypad carrying 5 marks.
- Question three (A) was based on the identify tens carrying 5 marks.

- Question three (B) was based on translate Sanskrit sentence carrying 5 marks.

3.6 Construction of Tools:

On the above mentioned components for class IX, tools were developed by the researcher. There were two achievement test were prepared by the researcher. One of achievement test was used as pre test and another was used as post test.

Pre test: Researcher had prepared pre test. He had included in the pre test Sanskrit vocabulary, disjoin and join the sandhi, translate Sanskrit sentence.

Post test: Researcher had included in the post test Sanskrit vocabulary, joined sandhi, identify avyaypad, identify tens and translate Sanskrit sentence.

After preparing the initial draft, of the tools were given to three experts belonging education field for their comment and suggestion. Based on suggestion and feedback of experts in the field of education, final drafts of achievement tests were prepared.

3.7 Procedure of Data Collection

The procedure of data collection was done through various phases. These phases are presented as follows.

- **Phase I : Construction of Tools**

To find out previous knowledge of students about Sanskrit language. Pre test were prepared by the researcher. And to know students learning in Sanskrit subject after the implementation of activity based programme, post-test was developed by the researcher. Both the tests were modified as pre the suggestion of the experts.

- **Phase II : Development of a Activity Based Programme**

By adopting activity based learning approach, programme was developed by the researcher. The programme was finalized based on suggestion of the expert in the field of education. The programme consisted of 16 activities to teach 2 lessons of Sanskrit subject.

- **Phase III : Implementation of Activity Based Program and Data Collection**

Developed programme was implementing for 10 days on IX class students. The data were collected by implementing pre- test before implementing the programme and post test was administered of the implementation of the

programme. The schedule of entire programme implementation is presented as follow

Table No.: 3.1 Schedule of Programme Implementation

Name of activity	Period	Time
Show me direction/role play	1	30 minute
Role play/word game	1	30 minute
30 minute Role play/we win	1	30 minute
Identify tens/avyapad	1	30 minute
Role play/clock game	1	30 minute
My role/bubble game	1	30 minute
Role play/my word bank	1	30 minute
We can do/our script for skit	1	30 minute

Data was collected by the researcher personally.

➤ **Phase IV : Data Analysis**

The data collected through various tools and techniques were analyzed quantitatively. To find out effectiveness of the activity based programme to a teach Sanskrit, t-test was employed.

3.8 Data Analysis:

Data collected through pre test & post test were analyzed by employing t-test.

3.9 Conclusion

Thus, this chapter gives detail information about the research design, population, sample, construction of tools, APL program, needs analysis, validation of the program, day wise conduction of the program and technique to analyze the data.

The next chapter in this dissertation is about the Analysis and Interpretation of Data.

Chapter 4

Data Analysis and Interpretation

4.0 Introduction

In this chapter, the data collected through various tools were analysed to achieve the objectives of the study. The data analysis and interpretation of data is present in this chapter. The data analysis and interpretation of data were carried out objective wise by employing various data analysis technique. The first two objectives were related with development and implementation of the activity based programme and last objective was related to study of effectiveness of the programme. The first two objectives were presented in this chapter, with reference to the procedure for preparation and implementation of the activity based test. For third objective, t-test was employed to find out effectiveness of the activity base programme. The objective wise analysis was presented as follows.

4.1 Objective 1 To Develop an Activity Based Programme to Teach Sanskrit at Class IX.

Activity based learning approach adopted to develop programme for teaching Sanskrit subject. Two chapter of IX class Sanskrit subject were selected for developing the programme. These two chapter were Dristiya svanntam gograhanam & Sanskrit grammar. For each chapter 16 activities were developed. The activity based programme whsisted of total 8 activities for both the chapters. These activities were group activities. The activity based programme is presented as follows.

Table No:4.1 Schedule of the Programme

No of activity	Name of activity	Duration
1	Show me direction/role play	30 minute
2	Role play/word game	30 minute
3	Role play/we win	30 minute
4	Identify tens/avyapad	30 minute
5	Role play/clock game	30 minute
6	My role/bubble game	30 minute

7	Role play/my word bank	30 minute
8	We can do/our script for skit	30 minute

The programme consisted of 16 activities. The each activity describes the procedure adopted by the teacher to adopt activity base approach to teach Sanskrit is presented. The activity is having its objectives, procedure with material required is given in the develop programme by the researcher. The few sample activities are presented in this analysis of the objective. These sample activities are as follows.

Activity Based Programme

Activity No: 01

Name of Activity: Words Game

Duration: 15 minute

Objectives:

- To learn correct pronounce in Sanskrit language.
- To enhance Sanskrit language vocabulary of students.
- To enable students to make meaningful sentences in Sanskrit language.

Procedure:

Step 1: Divide the students in to three groups.

Step 2: Give few Sanskrit words to each group. (Give different words to each group.)

Step 3: Instruct each group to make sentence from the given words.

Step 4: Instruct each group to ask other groups to make sentence using given words.
(i.e. A = B & C C = A & B B = A & C)

Step 5: At the end ask each group leader to present these sentences and instruct all students to note down those sentences presented by each group.

Activity No: 2

Name of Activity: Clock game

Duration: 15 minute

Objectives:

- To enable students to make meaningful sentences in Sanskrit Language.
- To make them learn pronounce correct Sanskrit language.

Procedure:

Step 1: Divide class into four groups and ask them to decide group leader.

Step 2: Show clock chart to the students.

Step 3: Instruct them to note down words written on clock chart.

Step 4: Instruct them to make sentence from those words in a group.

Step 5: Ask each group leader to present these sentences.

Number of Activity: 03

Name of Activity: Bubbles game

Duration: 15 minute

Objectives:**Procedure:**

Step1: Divide class in to 4 groups.

Step 2: give them pictures cards & ask then to write dialogues in bubbles of pictures.

Step 3: Ask each group to present their dialogues written as per pictures.

Step 4: Do correction & discussion based on student's presentation.

Activity No: 04

Name of Activity: Our Script for Skit

Duration: 15 minute

Objectives:

- To develop writing skill of students in Sanskrit language.
- To develop speaking skill of students in Sanskrit language.

Procedure:

Step 1: Divide class in to 3 groups.

Step 2: Instruct student to write script for skit in Sanskrit language (on similar topic).

Step 3: Instruct students to perform skit in the class group wise.

Step 4: Carry out discussion based on performance of students.

4.2 Objective 2 To Implement the Activity Base Programme to Teach Sanskrit at Class IX.

After the preparation of the programme, it was implemented in M.U.Patel Technical High School on the IX Class students. The activity based programme was developed for 2 chapters *Dristiya Gograhanam Svanntam & Sanskrit grammar* of IX class Sanskrit subject. There were 16 group activities. For first, chapter total 10 group activities were designed & second chapter 6 group activities were developed. The programme was implemented for 10 days in school. The programme implementation schedule was given as follows.

Table No: 4.2 Schedule of the Programme Implementation

Day	Name of Activity	Duration
1	Pre-test	30 minute
2	Show me direction role play	15 minute 15 minute
3	Role play word game	15 minute 15 minute
4	Role play we win	15 minute 15 minute
5	Identify tens Avyapad	15 minute 15 minute
6	Role play clock game	15 minute 15 minute
7	My role bubble game	15 minute 15 minute
8	Role play word bank	15 minute 15 minute
9	We can do our script for skit	15 minute 15 minute
10	Post-test	30 minute

The detail of the programme implementation day wise is presented here. It provide clear idea about the implementation of the programme by the researcher. The researcher has personally implemented the programmed on the selected sample of IX class students. The day wise detail implementation is as follows.

Day 1

Pre test was implemented on selected on IX standard students. pre test was administered on all students of class IX. 59 students given test as they were present on that day.

Day 2

On the second day, the researcher had taught the students Sanskrit lesson *Dristya Goghranam swanntam* through activity, the researcher had also taught them consonants by using classification method. The researcher taught students pronoun using role play method. The Researcher had also made character for the dialogs and taught few character of lesson through activity.

Day 3

On the third day, the researcher had taught them few part of lesson through dialogs of students. The Researcher had taught them how to pronouns Sanskrit words. The Researcher had taught meaning of Sanskrit words and taught them how to make sentence from the words. The Researcher had taught them how to pronouns Sanskrit words by using group activity. They also practiced the same activity by group discussion. After discussion they have got right meaning of words and frame the sentences based on that words.

Day 4

On the fourth day, the researcher had taught them part of lesson by dialogs. The Researcher had instructed each group to frame questions in Sanskrit language based on chapter content. Divide class in to two groups. Instructed first group to asked question to another group in Sanskrit language and another group has to answer the question in Sanskrit language and Vice Versa. Assigned one marked for correct answer and reduced half mark for wrong answer. Researcher had noted down total score on Black Board.

Day 5

On the fifth day, the researcher had taught them *Sanskrit Grammar*. The researcher had taught type of present tense and Sanskrit *Ayaypadani* in Sanskrit grammar. The researcher has given task to identify tens and avyaypad in the per groups. Each group

were frame the sentences on those tense and identify avyaypad as the researcher's instruction.

Day 6

On the sixth day, the researcher taught students part of lesson through student's dialogues then she had drawn one clock on black board according to lesson. She asked to students identify sentences to clockwise words. The students had made a sentence on that clock and written in their note book.

Day 7

On the seventh day, the researcher had given an example of role play method then divided them into three groups. The Researcher asked each group to prepared script for role play. Each group performed script written by them Discussion were carried out based on performance of the students.

Day 8

On the eighth day, the researcher had taught them few part of lesson by dialogs. The researcher had given bubble game paper to students. The researcher had given example how to fill up paper. Students have filled up bubble game paper and mention their ideas by presenting in the class. The discussion carried out based on the student's presentation.

Day 9

On the ninth day, the researcher had taught them part of lesson through dialogs. Students have performed their dialogues as given in textbook and then the researcher had divided students in the group. She had Provide different Sanskrit words to each group and asked each group to write Gujarati meaning of those words. Assigned one mark for correct synonym to each groups. Researcher had noted down marks gained by each group on Black Board.

Day 10

On the tenth day, the Researcher had divided class into three groups. Researcher had provided Sanskrit words to each group and instructed them to disjoin the Sandhi of given words. The Researcher asked each group to present their group work.

Day 11

Researcher had divided class in to 3 groups and instructed student to write script for skit in Sanskrit language. Students had performed skit in the class group wise. Based on skit performance, discussion was carried out in the class. The researcher has administered post test in order to find out the learning of the students.

Based on implementation of the programme, data were collected by the researcher for which was use to achieve third objective.

4.3 Objective 3 To Study the Effectiveness of the Activity Based Programme to Teach Sanskrit at Class IX.

To achieve these objectives and to test the null hypothesis. The collected data were analyzed by employing 't' test. Ho: there will be no significant difference in mean achievement score of the pre-test and post-test. The collected data were analyzed by employing 't' test.

The calculated t-value is presented in following table.

Table No. : 4.3 Calculated t-value

	No of Sample	Mean	SD	SEMs	df	r	t-value
Pre –test	56	220.93	02.78	00.61	55	00.66	6.18
Post-test		225.13	03.29	00.44			

(0.01 level= 2.00 , 0.05 level= 2.66)

The last objective is to study the effectiveness of the programme is tested by calculated t-value as presented above. For this objective, null hypothesis is framed by the researcher.

The sample size is 56 and df is 55. The mean score of pre test id 220.93 and post test is 225.13 which has increased and the SEMs at pre test is 00.61 which has reduced at 00.44 at post test. The calculated t value is 6.18 and it is tested at 0.01 level and 0.05 level of significance. The t value at 0.01 level is 2.00 and 0.05 level is 2.66.

Ho: There will be no significant difference in mean achievement score of students on pre test and post test.

As the calculated t value 6.18 is greater than the table t- value at 0.01, 2.00 and 0.05, 2.66 level for 55 degree of freedom. Thus, null hypothesis is rejected at both the level.

Hence, there is positive moderate achievement scores of pre-test & post –test. It means there is significance difference in mean score obtained by the students in pre test & post test. So, the treatment found effective to enhance achievement of students in Sanskrit subject.

This indicates that the activity base programme to teach Sanskrit is effective.

4.4 Conclusion

Thus, this chapter gives the detail analysis of pre-test and post-test, it also presents the feedback of the student the program and also difficulties faced by the researcher during the program. Through the discussion it is clear that such a kind of the program can be helpful for improvement of Sanskrit language competence of students at class IX

The next chapter in this dissertation is about the Findings, Implications and Conclusion.

Chapter-5

Findings, Implication and Suggestion

5.0 Introduction

The researcher conducted a study on development and implementation of activity based program for secondary students in Sanskrit Language. The statistical as well as descriptive analyses have conformed in the previous chapter the positive outcome of the experiment. After having presented the data analysis and data interpretation the next thing is to give a comprehensive collaborative picture of the scenario that emerged from the process done in the previous chapter. The present chapter an attempt has been made to provide to reader a gist of the study through major findings, suggestions and implication.

5.1 Major Findings

Based on analysis of the data collected, major findings are derived by the researcher. These major findings of the study are presented as follows.

- There was a significant difference between means achievement score of students in pre-test and post test in Sanskrit subject. It indicates that activity base programme was effective to teach Sanskrit subject to class IX students.
- It was found that all the sessions helped students to understand the concepts of Sanskrit subjects which were covered by the researcher.
- Active participation of all the students reflects that they enjoyed all the activities given by the researcher.
- The exposure to the programme helped in enhancing learning of students in Sanskrit subject.
- The students responded that they had enjoyed few activities such as script writing, role play, clock game, word game.
- The students found teaching through activity base approach was more interesting than their regular teaching.
- The students had developed their self confidence through participating in various activities.

- All students have performed the activity given by the researcher after few sessions as they become more confident in using language.
- It was found that all the students was understood the Sanskrit joined and disjoined sandhi.
- It was found that all the students were understood the Sanskrit Avyaypadani. And they were learnt about use to Avyaypad.

5.2 Implication of the Present Study

The study found that the activity base approach is effective to teach Sanskrit subject. The study has given few implications which can facilitate to improve Sanskrit teaching learning in the school. The activity base approach can be use to teach Sanskrit subject for other topics where students finds it interesting and get on hand experience. The activity base approach provides students an opportunity to perform something and gain learning out of it. The teacher can design various activities where students can participate and develop Sanskrit language competency. The teacher can design various activities for developing speaking competency where students have to speak in Sanskrit and gain mastery over the language. The teacher can prove certain activities on writing for developing writing competency of the students. The teacher can prepare various activities audio base where the students have to listen and then perform some task. The purpose of such activities is to develop listening competency of the student. The language learning requires more practice which can be provided through the activity base approach. The activity base approach provides opportunities to the students to show their talents and it facilitates to develop their potentials. The learning of Sanskrit subject is not only to acquire knowledge of the language but it is to acquire the skills and competency to make use of this language. Through the activity base approach the teacher can create an environment in the class where students can develop these skills and competencies.

5.3 SUGGESTIONS

The researcher has provided some suggestions based on her experience gained during this study.

5.3.1 Teachers of Sanskrit

The teacher should prepare and make use of a variety of group work activities for teaching the Sanskrit subject in other standards of secondary school as well as, on the lines illustrated in this study. He should try his best to adopt the group method strategy.

5.3.2 Suggestion for the Further Studies

The present study has been conducted in a limited area. Based on findings of the study, the researcher has given few suggestions for the future studies. These suggestions are presented as follows.

- Development and implementation of an activity base programme for higher secondary school students
- Development and implementation of an activity base programme for post graduate students having Sanskrit subject
- Development and implementation of an activity base programme for development of language competency
- Development of teacher modules for making use of activity base approach to teach secondary school students
- Development of self learning modules based on activity base approach for school students

5.4 Conclusion:

The Sanskrit is an ancient language. Indian has to learn it and has to develop language competency of this subject. The teaching and learning is most important component for acquiring language competency. The activity base approach is one of the way through which Sanskrit language can be taught to the students. The research has found that the activity base approach is effective in improving Sanskrit language competency. The students achievement is not only improved by they have find the subject more interesting and they have started paying attention in the class. The teacher has to bring change in his teaching by adopting activity base approach where he can increase participation of the students in the teaching learning process. By adopting activity base approach, teacher can make his class student centred. They are more active in the class. The students find learning of Sanskrit subject interesting and useful to them.

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Appendix-1

Pre-test

ધોરણ- :૯

પૂર્વ કસોટી

તારીખ :

વિષય

સંસ્કૃત--:

સમય :

રોલ નં

: કુલ ગુણ -:30

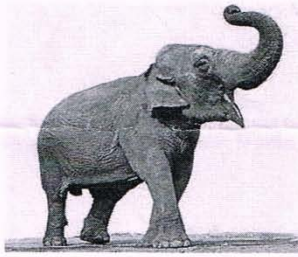
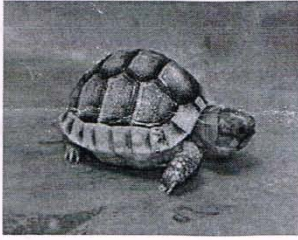
પ્રશ્ન :1નીચે આપેલા સંસ્કૃત શબ્દના સાચા ગુજરાતી અર્થ પર ✓ ની નિશાની કરો (૧૦).ગમે તે દસ

૧	સ્વામીભક્ત	-	સ્વામી ભગત સ્વામી ભક્ત /
૨	આગચ્છતિ	-	જાય છે આવે છે /
૩	સારમેય	-	કૂતરોકૂતરી /
૪	દ્રષ્ટ્વા	-	આપીને જોઈને /
૫	ક્રોળ	-	કોણ ખૂણો /
૬	ભૂપાલ	-	રાજા ભોપાલ /
૭	પર્ણશાલા	-	પાંદડાની શાળા ઝૂંપડી /
૮	દૂરીભૂતા:	-	દૂર રહેલા દૂર થઈ /
૯	અનારતમ્	-	અનંતર સતત /
૧૦	દારક	-	ડાળી બાળક /
૧૧	અલીક	-	અલક ખોટું /

પ્ર-રુ(જ)નીચે આપેલા ચિત્રનો સંસ્કૃત શબ્દ આપેલ જગ્યામાં લખો.



સ



પ્રશ્ન)૩અ

નીચે આપેલા શબ્દોની સંધિ છોડો :(૫)

(ગમે તે પાંચ) .

૧ વિદ્યાર્થી = _____

૨ પરોપકાર = _____

૩ વિદ્યાલય: = _____

૪ તથૈવ = _____

૫ કતોઽસ્માકમ્ L= _____

૬ રામાશ્રિત = _____

પ્રશ્ન)૩બ નીચે આપેલા શબ્દોની સંધિ જોડો.(ગમે તે પાંચ)

(૫)

૧ કૃષ્ણમ્ + આશ્રિત = _____

૨ પિત + અમ્બરમ્ = _____

૩ ઇતિ + આદિ = _____

૪ શિવ + આલય: = _____

૫ પ્ર + આચાર્ય = _____

૬ મહા + ઈશ્વર = _____

પ્રશ્ન)૩ક :(નીચે આપેલ સંસ્કૃત વાક્યોનું ગુજરાતીમાં ભાષાંતર કરો).

(ગમે તે પાંચ (૫)

૧ કૈલાસપર્વતે શંકરદેવ વસતિ ।

૨ જિનેશ્વર: કસ્મિન્ નગરે અસ્તિ?

૩ રોનક: શાલાયે ગચ્છતિ ।

૪ અહમ્ જનન્યા દતાં શર્કરા ખાદામિ।

૫ એક: ચોર: આસીત્

Appendix-2

Activity Based Programme

Activity No: 01

Name of Activity: Show Me Direction (Game)

Duration: 15 minute

Objectives:

- To enable students to understand importance of guide (guru) in individual's life.
- To develop communication skill of students.

Procedure:

Step: 1 Select two student volunteers from the class.

Step: 2 Form three groups of students.

Step: 3 Instruct selected two volunteers' students about whole activity as mentioned below.

Instructions: One student has to perform role of a director and another as a blind person.

And explain the procedure as

- Tie up ribbon on eyes of first student and ask another student to stand far from the students.
- Instruct second student to direct verbally to the first student to reach him.
After completing task repeat same procedure as mentioned in 1st step, but bring change in instruction for second student that s/ he has to direct as s/ he feels appropriate way to reach the target place.

Step: 4 Instruct each group to write their observation about the game performed in front of them.

Step: 5 Carry out discussion based on activity performed in the class (moral of the lesson)

Activity No: 2

Name of Activity: Role Play

Duration: 15 minute

Objectives:

- To enable students to communicate in Sanskrit language.
- To enable students to make appropriate use of non-verbal communication.

Procedure:**Step: 1** Select two volunteers from the class.**Step: 2** Assign roles to the students as given in the lesson.**Step: 3** Instruct students to deliver dialogues of a character as given in the lesson.**Step: 4** Carry out discussion based on activity performed in the class**Activity No: 03****Name of Activity:** Words Game**Duration:** 15 minute**Objectives:**

- To learn correct pronounce in Sanskrit language.
- To enhance Sanskrit language vocaballory of students.
- To enable students to make meaningful sentences in Sanskrit language.

Procedure:**Step 1:** Divide the students in to three groups.**Step 2:** Give few Sanskrit words to each group. (Give different words to each group.)**Step 3:** Instruct each group to make sentence from the given words.**Step 4:** Instruct each group to ask other groups to make sentence using given words.

(i.e. A = B & C C = A & B B = A & C)

Step 5: At the end ask each group leader to present these sentences and instruct all students to note down those sentences presented by each group.

जयतु	अश्रद्धयं	बृहन्नले
प्रियम्	ग्रहणं	यदा
अवजितं	गतः	महाराजः
अपयाताः	निःशङ्क	ततः
इव	बाहभ्याम्	प्रविशति
अपूर्व	महासने	बल्लवः
हर्षः	विनियुक्तो	इतः
ब्रुहि	तेन	कथम्
केनासि	सत्कृत्य	भोः
विस्मतः	अभिमन्युः	अभिभाषयन्ते

Activity No: 04**Name of Activity:** Role Play**Duration:** 15 minute**Objectives:**

- To enable students to communicate in Sanskrit language.
- To enable students to make appropriate use of non-verbal communication.

Procedure:**Step: 1** Select two volunteers from the class.**Step: 2** Assign roles to the students as given in the lesson.**Step: 3** Instruct students to deliver dialogues of a character as given in the lesson.**Step: 4** Carry out discussion based on activity performed in the class**Activity No: 05****Name of Activity:** We win**Duration:** 15 minute**Objectives:**

- To enable students to ask question in Sanskrit language.
- To enable students to answer question/s in Sanskrit language.
- To enable students to read, write and speak in Sanskrit language.

Procedure:**Step 1:** Divide class in to two groups.**Step 2:** Instruct each group to frame questions in Sanskrit language based on chapter content.**Step 3:** Instruct first group to ask question to another group in Sanskrit language and another group has to answer the question in Sanskrit language and Vice Versa.**Step 4:** Assign one mark for correct answer and reduce half mark for wrong answer. (Note down total score on Black Board.)

नीचे आपेल प्रश्नोना उत्तर आपो.

1. धार्तराष्ट्राः इति शब्दस्य कः अर्थः?
2. महानसः इति शब्दस्य कः अर्थः?
3. मातुलः इति शब्दस्य कः अर्थः?
4. पदातिना इति शब्दस्य कः अर्थः?
5. महासने कः प्रविशति?
6. नरेन्द्रेण महासने कः विमियुक्तः?
7. घनुः कैः गृहयते?
8. अभिमन्यु केन गृहितः?
9. भाटः किं प्रियं निवेदयति?

Activity No: 06

Name of Activity: Role Play

Duration: 15 minute

Objectives:

- To enable students to communicate in Sanskrit language.
- To enable students to make appropriate use of non-verbal communication.

Procedure:

Step: 1 Select two volunteers from the class.

Step: 2 Assign roles to the students as given in the lesson.

Step: 3 Instruct students to deliver dialogues of a character as given in the lesson.

Step: 4 Carry out discussion based on activity performed in the class

Activity No.: 07**Name of Activity:** I can identify the tense**Duration:** 15 minute**Objectives:**

- To enable students to make correct use of tense in Sanskrit language.
- To enable students to change tense of the sentence in Sanskrit language.

Procedure:**Step 1:** Divide class in to three groups.**Step 2:** Give few words to each group. (Give different words to each group.)**Step 3:** Instruct each group to make sentences by using given words in Sanskrit language.

वर्तमानकाल परस्मैपदना रूपो

लिख्	पिब्	कृ
कथ्	पठ्	रुच्
नृत्	लभ	दा
विद्	गम्	स्पृह
मिल्	दृश	वस्
कथ्	श्रुण	
खाद्	कुप्	

Activity No.: 08**Name of Activity:** Sanskrit Grammar (avyaypad)**Duration:** 15 minute**Objectives:**

- To know students to make correct use of Avyaypad in Sanskrit language.
- To enable students to use Avyaypad in the sentence in Sanskrit language.

Procedure:

Step 1: Divide class in to four groups.

Step 2: Give few Avyaypad to each group. (Give different Avyaypad to each group.)

Step 3: Instruct each group to make sentences by using given Avyaypad in Sanskrit language

अव्ययपद

अतः	उपरि	पुरतः	न
अत्र	कुतः	पृष्ठतः	इतः
अधः	कुत्र	यतः	शीघ्रम्
अधुना	चिरम्	यथा	सर्वतः
अन्तः	ततः	तथा	सर्वथा
अहो	तत्र	यावत्.. तावत्	सर्वत्र

Activity No.: 09

Name of Activity: Role Play

Duration: 15 minute

Objectives:

- To enable students to communicate in Sanskrit language.
- To enable students to make appropriate use of non-verbal communication.

Procedure:

Step: 1 Select two volunteers from the class.

Step: 2 Assign roles to the students as given in the lesson.

Step: 3 Instruct students to deliver dialogues of a character as given in the lesson.

Step: 4 Carry out discussion based on activity performed in the class

Activity No: 10

Name of Activity: Clock Game

Duration: 15 minute

Objectives:

- To enable students to make meaningful sentences in Sanskrit Language.
- To make them learn pronounce correct Sanskrit language.

Procedure:

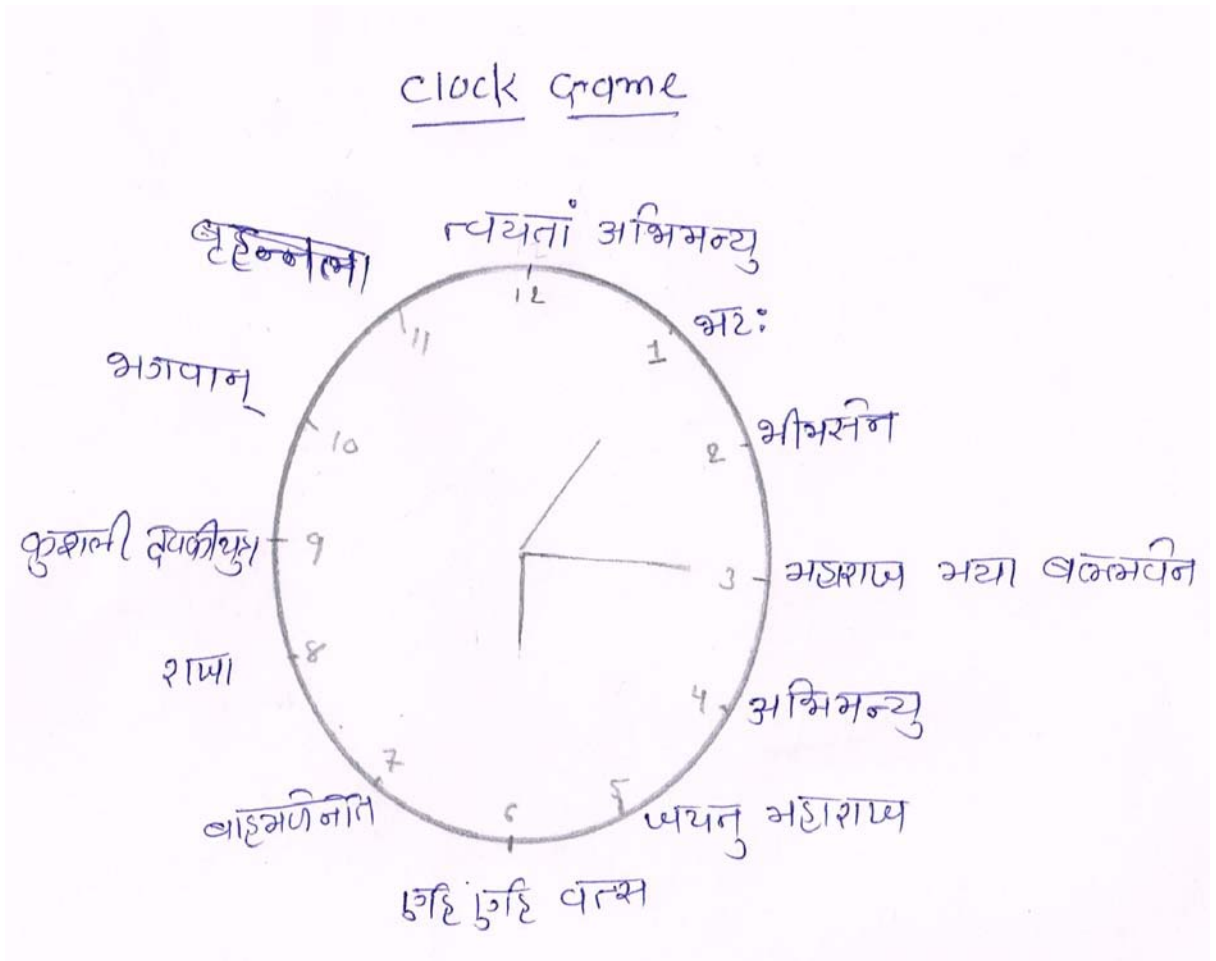
Step 1: Divide class into four groups and ask them to decide group leader.

Step 2: Show clock chart to the students.

Step 3: Instruct them to note down words written on clock chart.

Step 4: Instruct them to make sentence from those words in a group.

Step 5: Ask each group leader to present these sentences.



Activity No: 11

Name of Activity: My role

Duration: 15 minute

Objectives:

- To enable students to communicate in Sanskrit language.
- To develop script writing skill of students in Sanskrit language.
- To develop their ability to make correct pronunciation of words in Sanskrit language.

Procedure:

Step 1: Divide class into three groups.

Step 2: Provide scripts to perform role play to each group.

Step 3: Ask each group to perform role play in the class.

Step 4: Carry out discussion based on performance of students.

Activity No: 12

Name of activity: Bubbles game

Duration: 15 minute

Objectives:

- To enable students to communicate in Sanskrit language.
- To develop script writing skill of students in Sanskrit language.
- To develop their ability to make correct pronunciation of words in Sanskrit language.

Procedure:

Step1: Divide class in to 4 groups.

Step 2: give them pictures cards & ask then to write dialogues in bubbles of pictures.

Step 3: Ask each group to present their dialogues written as per pictures.

Activity No: 14

Name of Activity: My Words Bank

Duration: 15 minute

Objectives:

- To develop students Sanskrit language competency.
- To enhance vocabulary in Sanskrit language.

Procedure:

Step 1: Divide class into four groups.

Step 2: Provide Sanskrit words to each group. (Different words in each group)

Step 3: Ask each group to write Gujarati word of those words.

Step 4: Instruct first group to ask synonyms of those words to other groups. And same way provide each group to ask synonyms of those words to other groups.

Step 5: Assign one mark for correct synonym to each group. Note down marks gained by each group on Black Board.

अशस्त्रेण

चादाय

आत्मश्लाघा

व्यपनयतु

शरान्

भग्ना

त्वयर्ताम्

परिरक्षिताः

उपसयर्तु

क्षिप्ता

वाक्यशौण्डीयम्

गोग्रहणम्

उत्सिकतः

स्वन्तम्

दर्पप्रश्नम्

दर्शिता

Activity No: 15

Name of Activity: We can do

Duration: 15 minute

Objectives:

- To enhance students vocabulary in Sanskrit language.

- To enable students to know meaning of Sanskrit words.
- To develop Sanskrit writing skill of students.

Procedure:

Step 1: Divide class into three groups.

Step 2: Provide Sanskrit words to each group.

Step 3: Instruct each group to disjoin the Sandhi of given words.

Step 4: Ask each group to present their group work.

સંધિ છોડો .

અત્રાસ્તિ	:	_____	મહોદધિ:	:	_____
ફલાનિચ્છતિ	:	_____	યદ્યપિ	:	_____
લઘૂદ્યાનમ્	:	_____	તથૈવ	:	_____
સુરેન્દ્ર:	:	_____	માત્રાશા	:	_____
નવોર્મિ:	:	_____	પિત્રાજ્ઞા	:	_____
અદ્દૈવ	:	_____	એકમેવ	:	_____
દેવૈશ્વર્યમ્	:	_____	પીતમ્બરં	:	_____
વનૌષધિ	:	_____	અત્યાદર:	:	_____
હરીચ્છા	:	_____	પિત્રાગમનમ્	:	_____
દેવેન્દ્ર:	:	_____			

Activity No: 16

Name of Activity: Our Script for Skit

Duration: 15 minute

Objectives:

- To develop writing skill of students in Sanskrit language.
- To develop speaking skill of students in Sanskrit language.

Procedure:

Step 1: Divide class in to 3 groups.

Step 2: Instruct student to write script for skit in Sanskrit language (on similar topic).

Step 3: Instruct students to perform skit in the class group wise.

Step 4: Carry out discussion based on performance of students.

(३) गुरु-शिष्य			प्रकाशः -
शिष्यः -	प्रणमामि गुरुदेव		
गुरुः -	वत्स, चिरंजीव भव । अधुना त्वं किम् करोषि ।		मुकुन्दः -
शिष्यः -	गुरुदेव । अधुना एकम् श्लोकं पठामि ।		
गुरुः -	कः श्लोकः पठसि त्वम् ?		प्रकाशः -
शिष्यः -	गुरुदेव ! अहम् एनम् श्लोकं पठामि उद्यमेन हि सिध्यन्ति कार्याणि न मनोरथैः न हि सुप्तस्य सिंहस्य प्रविशन्ति मुखे मृगाः ॥		मुकुन्दः -
गुरुः -	एतस्मिन् श्लोके कस्य महिमानम् वर्णितम् अस्ति ।		माताः -
शिष्यः -	एतस्मिन् श्लोके उद्यमस्य महिमानम् वर्णितम् अस्ति ।		पुत्रः -
गुरुः -	कार्याणि केन सिध्यन्ति ।		माताः -
शिष्यः -	कार्याणि उद्यमेन हि सिध्यन्ति		
गुरुः -	तव उत्तरम् सत्यं अस्ति ।		
	साधु वत्स साधु ।		पुत्रः -

(४) स्वामी-सेवकयोः संवाद			माताः -
स्वामीः -	भोः देवीदास ! अस्माकम् विपणिः कथम् चलति ? सम्यक् चलति वा न ?		पुत्रः -
सेवकः -	महोदय ! अस्माकम् फलविपणिः तु बहु सम्यक् चलति ।		
स्वामीः -	एवम् अस्ति । अन्या कापि आवश्यकता अस्ति चेत् वदतु ।		
सेवकः -	इदानीम् तु सर्वम् पर्याप्तम् अस्ति । यदि आवश्यकता भविष्यति तर्हि भवन्तम् दूखाणीम् करिष्यामि ।		माताः -
	इत्यादि		

स्वामीः -	अस्तु । किन्तु केन अपि ग्राहकेन सह दूर्यवहारम् न भवेत् इति विचारः मनसि सदैव तिष्ठतु ।
सेवकः -	अस्तु महोदय ! चिन्ता मा अस्तु ।

(५) मित्रयोः सम्भाषणम्

- प्रकाशः - मुकुन्द ! पठनं कथं प्रचलति ? कति विषयान् समापितवान् ?
मुकुन्दः - हाः द्वौ विषयौ समापितवान् । भवतः अपेक्षया मम पठनं न्यूनम् एव । पठने तावती आसक्तिः नास्ति मम । पठनस्य अपेक्षया अधिकं लिखामि यतः स्मरणे तिष्ठति खलु ?
प्रकाशः - मम गृहं ह्यः बान्धवाः आगतवन्तः । अतः अध्ययनस्य अपेक्षया जल्पनम् अधिकम् अभवत् ।
मुकुन्दः - इतिहासशिक्षकस्य अपेक्षया गणितशिक्षकम् अहम् इच्छामि । तस्य पाठनशैली सर्वेषाम् अपेक्षया उत्तमा ।
प्रकाशः - भवतां शिक्षकस्य अपेक्षया संस्कृतशिक्षिका रोचकतया पाठयति । वयं तु तस्याः पाठनस्य निरीक्षां कुर्मः
मुकुन्दः - परं मुख्योपाध्यायः तु सर्वेषां अधिकम् उत्साहं, प्रेरणाञ्च पूरयति । केवलम् अध्ययनस्य अपेक्षया अन्येषु विषयेषु अपि प्रोत्साहं ददाति । अतः एव अन्येषां विद्यालयानाम् अपेक्षया अस्माकं विद्यालयः अत्युत्तमः, आदर्शभूतः च अस्ति ।

(७) माता-पुत्रयोः सम्भाषणम्

- माताः - प्रदीप ! दुग्धं पीतवान् वा ?
पुत्रः - नैव अम्ब ! तत्रैव अस्ति दुग्धम् ।
माताः - तर्हि दुग्धं पीत्वा पठतु । तातः स्नानं कृत्वा उपाहारं स्वीकरोति । तावता भवतः स्थानार्थम् अपि जलम् उष्णं भवति ।
पुत्रः - तथैव करोमि अम्ब ! तातः शीघ्रं स्नानं कृत्वा कुत्र गच्छति ?
माताः - अद्य रामनगरे सङ्गत-कार्यक्रमः अस्ति इति । अतः तात, शीघ्रं स्नात्वा, पूजां कृत्वा, उपहारं खादित्वा कार्यक्रमार्थं गच्छति इति ।
पुत्रः - अम्ब ! अहमपि विद्यालयतः सायं विलम्बेन आगच्छामि । मित्रस्य जन्मदिनोत्सवः अस्ति अतः विद्यालयतः मित्रस्य गृहं गत्वा, क्रीडित्वा, नृत्याभ्यासकक्ष्यामपि गत्वा गृहम् आगच्छामि ।
माताः - तर्हि अहमपि देवालयं गत्वा, सखीं मिलित्वा, सम्भाषणं कृत्वा आगच्छामि ।

Glimpse of Teaching Programme





Appendix-3

Post-test

ધોરણ- :૯

ઉત્તર કસોટી

તારીખ- :

વિષય--:સંસ્કૃત

સમય :

રોલ નં

:કુલ ગુણ - : 30

પ્રશ્ન :(અ)1નીચે આપેલા સંસ્કૃત શબ્દના સાચા ગુજરાતી અર્થ પર ✓ ની નિશાની કરો).(૫) ગમે તે પાંચ

- | | | |
|---|------------------|-------------------------------|
| ૧ | ભટ: | - ભટ્ટ સૈનિક / |
| ૨ | ગોગ્રહણમ્ | - ગાયોનું હરણ ગાયોનું અપહરણ / |
| ૩ | ગૃહિત: | - ઘર પકડવું / |
| ૪ | આત્મશલાઘા | - આત્મહત્યા આપવડાઈ / |
| ૫ | વાક્યશૌણ્ડીયર્મ્ | - વાક્યરચના વાણીની શૂરતા / |
| ૬ | ઉત્સિક | - અભિમાની ઉત્સવ / |

પ્રશ્ન)1બ :(નીચે આપેલા શબ્દોની સંધિ જોડો) .ગમે તે પાંચ)

(૫)

- | | | |
|---|----------------|---------|
| ૧ | દેવ + ઇન્દ્ર: | = _____ |
| ૨ | હરિ + ઇચ્છા | = _____ |
| ૩ | સદા + એવ | = _____ |
| ૪ | તથા + અપિ | = _____ |
| ૫ | કિલ + એષ: | = _____ |
| ૬ | યદ + આજ્ઞાપયતિ | = _____ |

પ્રશ્ન 2)અ:(કોઈ પણ પાંચ અવ્યયપદ ગુજરાતી સહ આપો

.(૫)

૧ _____

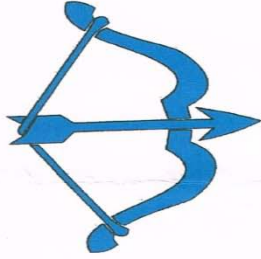
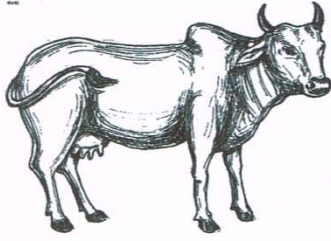
૨ _____

૩ _____

૪ _____

૫ _____

પ્રશ્ન ૨(અ) નીચે આપેલા ચિત્રો પરથી તેના સંસ્કૃત શબ્દ લખો.



પ્રશ્ન)૩અ : (નીચે આપેલ ધાતુને વર્તમાનકાળ પરસ્મૈપદ ના ત્રીજા પુરુષ એકવચનમાં ફેરવો. (૫) ગમે ત પાંચ

- ૧ લિખ્ → _____
- ૨ પઠ્ → _____
- ૩ નૃત્ય → _____
- ૪ કથ્ → _____
- ૫ પિબ્ → _____
- ૬ ગચ્છ → _____

પ્રશ્ન)૩બ : (નીચે આપેલ સંસ્કૃત વાક્યોનું ગુજરાતીમાં ભાષાંતર કરો). (ગમે તે પાંચ) (૫)

૧ ભો: કિં નામભિ અભિભાષ્યન્તે ક્ષત્રિયા: અત્રા।

૨ અસ્માકં કુલે આત્મશલાઘા ડચિત નાસ્તિ।

૩ ઇતઃ ઇતઃ કુમાર । ંષઃ મહારાજઃ।

૪ અભિમન્યો, અપિ કુશભી દેવકીપુત્રઃ કેશવઃ ।

૫ અપિ પૂજિતાઃ કૃતકર્માણઃ યોધધાઃ ।

૬ યદિ અહમ્ અર્જુનઃતર્હિ અયં ભીમસેનઃ ।

Appendix-4

Pre Test and Post Test Achievement Score

No. of student	pre- test	post-test	No. of student	Pre-test	Post-test
1	15	19	29	23	23
2	21	23	30	20	25
3	23	29	31	24	29
4	24	28	32	25	29
5	25	30	33	23	28
6	15	23	34	19	23
7	20	22	35	15	16
8	20	27	36	20	26
9	20	25	37	21	24
10	22	25	38	15	21
11	20	29	39	23	25
12	22	27	40	19	19
13	20	27	41	24	29
14	21	24	42	20	26
15	20	28	43	16	18
16	18	25	44	23	26
17	20	27	45	24	26
18	20	25	46	20	25
19	19	23	47	25	25
20	24	27	48	22	29
21	25	28	49	20	25
22	16	16	50	21	24
23	20	28	51	25	26
24	24	26	52	20	28
25	22	27	53	22	24
26	20	23	54	23	29
27	20	20	55	19	23
28	21	26	56	24	29

