

# Impact of Blended learning in Sanskrit teaching

Prof. Leena Sakkarwal

*School of Education CSU, Jaipur Campus Rajasthan*

**Abstract—** *Technology in education is a journey not a destination. To make this educational journey interesting, adaptive and approachable to every student, it is necessary to think innovatively, launching creative pedagogical approaches which are ought to be learner-centered and based on flexible approaches. This research paper deals with Blended Learning Approaches which are the combination of both technology and traditional learning methods, and has various models, which can be used in Sanskrit Education at graduation level. To make the learning process active, comprehensive and joyful. These blending learning approaches might assist Sanskrit teachers in producing the reflective practioners, better problem solvers, and critical thinkers who become the responsible citizens of tomorrow, Also discuss the challenges and possibilities of BL approach based models' implementation in Sanskrit Education.*

**Key words—***Blended Learning approaches, Sanskrit Education, Blended Learning models; Blended face to face class, online class, flipped classroom, rotation model, Lab rotation, Individual rotation, Self blend, Blended MOOCS, Role of Sanskrit teacher, NEP 2020*

## I. INTRODUCTION

Integration and use of technology in Education is a demand of today's Era. Since new circumstances and realities require new initiatives. The thrust of technological interventions will be for the purpose of improving teaching learning and evaluation process. Blended learning is not a mere mix of online and face to face mode, but it refers to a well – planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focusing on learning outcomes and the learner centered instruction environment. Transforming the entire nation into a digitally empowered society and knowledge economy it is mandatory to adopt the new and innovative pedagogies, emerging importance of leveraging technology for teaching learning at all ends, from school to higher education. *The NEP 2020 (24.4)<sup>1</sup> also recommends for use of blended model of learning. It states that "While promoting digital learning and education, the importance of face to face in person learning is fully recognized.*

*Accordingly, different effective models of blended learning will be identified for appropriate replication for different subjects."*

The term "mixed learning" was first ambiguous because it encompassed a variety of pedagogical strategies and procedures in various consolidations methods. A Bonk and Graham released the first Hand book of Blended learning in 2006, the term gained additional prominence. Through the definition of "mixed learning systems" as educational frameworks that "combine face to face training with computer mediated instruction." (Kaur, 2019)<sup>2</sup>

Objectives of the study-

- To understand the concept of Blended learning.
- To assure the relevance of BLA in Sanskrit Education.
- To justify the role of Sanskrit teachers while adapting BLA.
- To explain the challenges and possibilities for implementing BL approaches.

## II. RESEARCH METHODOLOGY

Methodology deserves a very careful consideration. Methodology and procedures are the important factors in conducting research. Appropriate methodology used in research helps to collect valid and reliable data and analyze information purposively to arrive at correct decision. The study was solely based on secondary data. Also, this research is qualitative research based on qualitative method by collecting data from secondary sources. Hence, the information was gathered from various related books, journals, Internet, newspapers, articles and personal collections. Data was collected according to the requirement of fulfilment of objectives. There has lot of related data in websites, but the most important data was only incorporated here. Gathered experience and knowledge also comprised in this research paper.

What is Blended Learning ?

Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face-to-face teaching. This model is a mixture of offline and online teaching. In blended learning teachers design blended activities based on the subject, the learners need and the curriculum requirement. In the concept Note of Blended Mode of Teaching and learning, UGC states that, “A blended learning mode provides ultimate flexibility in many aspects. And most of all, it can be applied to any program which holds on to the values of traditional learning and incorporates digital media with that. It is a lot more effective and likable than anything that has been even before. Students, academicians, policy makers etc. appreciate the needed freedom / flexibility. Only a well-crafted blended solution can provide a seamless transition from classroom to computer or vice-versa. Though there are many teaching methods and techniques, available resources indicate that blended learning mode is the “best of all worlds.” It is the best because it helps all learning requirements and styles through a variety of mediums and techniques.”<sup>3</sup>

There are many words such as “hybrid Learning,” “technology-mediated training,” “web-enhanced instruction,” “mixed mode instruction,” and “mixed learning” are widely used mutually in academic publications, but what qualifies as mixed learning, which actually defines blended learning. The two essential elements in creating blended learning are online and in person training. (Picciano, 2006)<sup>4</sup> Additionally, blended learning associates some of the advantages or both in person and online learning, combining both modes of learning (Rovai and Jordan 2004)<sup>5</sup>

Why Blended learning is relevant in Sanskrit teaching :

The term Sanskrit Education defines the far reaching aspect of learning this most ancient language of India. Beginning from school to higher education, learning a classical language such as Sanskrit has a value of its own, apart from the link it provides with one's living past, identity and sense of well-being with in one's culture.

Certainly students everywhere complain about such ‘unnecessary’ and laborious extra tasks. This is because, in the actual teaching of Sanskrit or any other classical language, mindless learning by rote

of one declension and verb class after another has to be abolished. This discourages most students at once. However, students overlook that such learning helps to train one's mind in certain ways that one cannot achieve by learning modern language such as English or French. The only thing which is needed is that to reform teaching culture. If we agree, that classical languages such as Sanskrit are important for our self-image and for our sense of feeling at home in our own traditions, it must be deliberated how to proceed, in theory and practice, with its study. The process of learning of an ancient language starts from primary level where Sanskrit teachers' responsibility is to develop interest towards language. To make teaching interesting in today's scenario one must be quite familiar with the use technology. NEP 2020 mentions the adoption of ICT at every level to make the education student centric to teach Sanskrit language effectively and making the learning experience more joyful. Sanskrit teachers require suitable ICT training to become an effective online educator. It cannot be assumed that a good teacher in a traditional classroom will automatically be a good teacher in an online classroom. Teachers will undergo rigorous training in learning centric pedagogy and on how to become high quality online content creators themselves using online teaching platform and tools blended with traditional class. There will be emphasis on the teacher's role in facilitating active student engagement with the content and with each other.

Myths and Realities for adopting Blended Learning Approach -

Many teachers or schools, institution fear that BLA replaces a teacher. It will diminish the teacher's role in future. Moreover, teachers will play a passive and less important role in students' education. Unlike fact is that in the changing scenario of pedagogical practices BLA will be more helpful to teachers as well as students. It does not replace a teacher. However it shifts the teacher's role from knowledge provider to coach and mentor. Besides, teachers play an active and important role in students' education. In BLA, teacher is not only a knowledge provider but they act as a facilitator, they are the supporters, coaches and mentors. Instructions shifts from uniform to individual. This shift does not mean that teachers play a passive or less important role in students' education. Quite the contrary – with BL, teachers can have an even more profound influence

and effect on students' learning. Traditionally, classroom instruction has largely been teacher – directed, top down, and one size fits all, with a bit of differentiation thrown in but with BL, it now becomes more student-driven, bottom up and customized, with differentiation as a main feature. Much of this new learning dynamic is due to the enhanced role technology plays in instruction. BL provides an appropriate balance between online instructions which offers the interactive, tech-based learning, individualized pacing and privacy that keep students continuously engaged and motivated and teachers led instructions which personalizes the learning experience and adds the human elements of encouragement, compassion and caring guidance that only teachers can give.

#### Role of a Sanskrit teacher in adapting BLA

India is a treasure trove of culture, developed over thousands of years and manifested in the form of arts, works of literature, customs, traditions, linguistic expressions, artifacts, heritage sites and more. Language, of course, is inextricably linked to art and culture. In NEP 22.57 mentioned that unfortunately, Indian languages have not received their due attention and care, with the country losing over 220 languages in the last 50 years alone. UNESCO has declared 197 Indian languages as endangered. More over in 22.6 it is also mentioned that even those languages of India that are not officially on such endangered lists. Such as the 22 languages of Eighth schedule of the constitution of India, are facing serious difficulties on many fronts, Sanskrit language is one of the 22 languages which is introduced in school from upper primary level. This language is taught under three language formula. And students learn it as a third or classical language. It is a formidable challenge for every Sanskrit teacher to strengthen the language in an interesting and comprehensive way. Mostly students opt Sanskrit as a scoring subject. They do not bother about its long term importance. This is the utmost responsibility of Sanskrit teachers to teach Sanskrit not only to score good marks but to inculcate values and importance of Sanskrit language in a life long journey of every student. In further studies also Sanskrit lecturers or professors have to upgrade her/himself according to the need of time. Upgrading themselves in ICT its approaches is a need of today's era. One should not be considered as an effective teacher without knowing the use of ICT. At each and every level of learning any

language or subject. Every teacher should pay attention about the use of new concept note of Blended Mode of Teaching and Learning Collaboration and not competition at individual level, needs to be encouraged for a teacher's contribution towards a productive society. Studies also emphasize that active participation of learners in the co-creation of knowledge leads to the increased level of learner satisfaction and motivation. At one hand, co-operative learning strategies, group-work, group-projects in the classroom environments helps teachers in creation of conducive learning environments, whereas collaborative ICT tools such as Blogging, sticky notes (Idea flips, Lino.it, Jamboard), shared documents (Google doc, Google slides etherpad), Concept-mapping, Mind mapping, infograph tools, comprehensive activity tools such as Padlet, Miro, Whimsical etc prove a great aid to the teacher in co-creation of knowledge by learners.

#### Integration of Blended Learning Models (BLAM) in Sanskrit teaching

Teachers are valuable coaches for helping students manage in any learning situation; it is up to teachers and learning designers to offer blended activities that best suit the subject, the learners' needs and the curriculum requirements. Not all unique and interesting BL designs are one-size-fits-all model. Here are some Blended Learning Models consider for BL teaching situation. Though these model of BL are drawn from higher education but can be shaped to fit any teaching and learning situation.

#### Types of blended learning models:

- Blended face to face class
- Blended online class
- The Flipped classroom
- Rotation model
  - Lab rotation model
  - Individual rotation model
- The Self blend model
- The Blended Mooc

#### Blended face to face class

This model is closest to offline classroom. It is also known as face-to-face Driver Model. And It has become increasingly popular in many educational settings. Online activities used to supplement the in-person classes ,reading, quizzes or other are done online at home. The advantages of this model are that class time is used for higher order learning

activities such as discussions and group project. The model is good for classroom with differentiate replaced people. Since this model does not need more than a few digital devices to be available in the classroom. For the Face to Face model of blended learning is relatively inexpensive to deploy handheld devices as well as common computer terminate that have access to online educational resources are enough to proceed. Headphones are also useful when students will be listening to educational content via videos for example since this will allow the rest of the students in classroom face-to-face teaching to continue without distraction. These models allow students and faculty to share more high-value instructional time<sup>9</sup>.

#### Blended online class

It is also called online drive model this model is an opposite of the blended face to face class. In this model, the class is mostly conducted online but there are some lectures or lab required in person activities this model is suitable for those who are in jobs and demand flexibilities and for those students also who are highly motivated and driven or for those people who cannot attend the class regularly or they are suffering from any kind of chronic disease

#### The Flipped classroom

It is developed by Jonathan Bergmann and Aaron Sam's in 2007. This flipped classroom reverses the traditional class structure of listening to a lecture in a class and completing homework activities at home. Students in flipped classes watch a short lecture video online and come into the classroom to complete activities such as group projects. The concept of flipped classroom, students study the concepts outside the class and prepare themselves to participate in the class. During class they practice and apply concept in the classroom projects or applications and after class they check their understanding outside the classroom, these classrooms have more flexibility for students and it promotes student centre learning and collaboration learning and content are accessible anytime that's why it is more efficient and if we look at the disadvantage of the flipped classroom it requires preparation on the part of the students and it is assumed that students are highly motivated and self driven and increased the screen hour also, that is not good for the eye health. Flipped classrooms are

frequently viewed as a sub-model of hybrid classrooms that blend online and traditional classroom.<sup>10</sup>

#### Rotation Model

Rotation model means breaking a group of learners into small units to perform different types of task in rotation model. There are three types of rotational model:

##### 1. The Station Rotation Model

In this station rotation model students rotate between station in the classroom at an instructor's direction or at fix schedule. This model is suited to school education. We can understand station rotation through illustration pattern for example on station 1 teacher is giving instructions to the students group, then on station second, students are learning online, then again they rotate their station and on the next station they are doing their group activity. So this station rotation model give benefits to the smaller group and differentiated learning through diverse activities and methods it gives an opportunity to collaborate with each other and if we see the limitation of this model then it requires the learning and lesser flexibility is seen due to fix schedules.

##### 2. Lab Rotation Model

In this lab rotation model students wrote it among location within campus and among these lab rotation at least one of rotation should we organize an online learning. It is similar to station rotation model but the main difference is that not all activities are going to perform in the classroom so this model is basically suitable for college education.

##### 3. Individual Rotation Model

In this model students rotates through learning modalities on a customize schedule students do not necessarily go to every station and the additional benefit over station rotation model is the customization of the dues to meet the learning needs of each student.

#### The Self Blend Model

It is program level model and it allows force work beyond that offered in the specific institution student and role in courses to supplement their regular program of study this role model. It is not offered by the institution may be taken by the students who wish advanced placement course for early college

credit can enroll in this course designed and approved for or their studies highly motivated and fully independent learners can learn through self blend model.

#### The Blended Mooc

It is a form of flipped classroom using in person class meeting to supplement a massive open online course students access move material perhaps from another institution or instructions and then come to class meeting for discussions in class activities. Eventually, blended learning models can be blended together and these models are not very exclusive. Teachers can design blended activities based on their subject and the learner needs.

#### Implementation of BLA in Sanskrit Education

Implementing Blended learning approach requires a systematic, planned instructional process. An effective teaching learning process in a blended environment calls for understanding and skill of using appropriate pedagogies with suitable technologies. Learners in BL environments are not visualized as passive learners, but active learners generating ideas, assimilating knowledge individually and in teams. Once learning resources are provided on an online platform, students sitting in the classroom need not again listen to the instructor. The time, then, can be used for engaging them in activities. Even their online time can be used innovatively for making online sessions more effective and interesting.

Here are some few learning process for both online and face to face mode through Sanskrit language teacher can enhance the knowledge of Sanskrit as well as make it more interesting for students. BL approaches are basically applied in higher education. However, it can also be used by the teacher at school level. When students opt Sanskrit from primary level, they have some previous knowledge of other languages and some experience of learning LI and L2. So, lecturing of teacher assuming the learners are empty boxes is no more a preferred pedagogy. Learners, instead, can contribute by sharing their knowledge, ideas, views either in the classroom or else on online platforms. BL mode may provide this opportunity to learners to a great extent. Resources can be uploaded and external links can be pasted on Learning Management Systems (LMS) prior to classroom sessions

Similarly creating cognitive structure/schema/ or sentence structures of any topic in the mind is the best cognitive exercise for learners to learn language. These help learners understand the topic from all perspectives and also help learners establish relationships of concepts on their own. Sanskrit grammar topics such as cases, compounds, verbs, nouns etc. can be taught through this learning process. Features such as inserting images, sticky notes, sketches in such tools makes the exercise interesting and learners get engrossed in the process of meaningful learning.

Moreover, story creation tools are helping learners to learn languages. Info graphs, short videos, podcasts provide them opportunity to give a creative from to their knowledge of any topic of particulars language. This will develop their expression skill of learning language, and help them present their ideas creatively even after in the field of work often education.

Cooperative learning strategies such as Jigsaw, Team-pair-share, Team-pair-solo, Fishbowl, One-stray, PQP etc have proven effective in face-to-face modes. These strategies help in developing sense of responsibility of learning, interdependence, teamwork, logical and analytical thinking and teacher can ensure participation of all learners in the meaningful learning process.

Last but not least Project Based Learning both school and in Higher education gives advantages to the students to learn language. The students attain the conceptual learning through online resources such as recorded lectures or live classes. In addition, the students have their practical skills by working on guided projects in a face-to-face setting. So with careful planning, you can gradually increase the proportion of learner-centered activities. The LMS should be updated with resources for the subjects or languages that will be covered in both online and on-campus modes. Teacher can post guidelines for online activity on an LMS. Activities should be reflected on the LMS both online and in person.

#### Challenges to implement BLA in Sanskrit teaching-

- Most of the Sanskrit Universities are not aware of this approach.
- Sanskrit Teachers are also not trained to use these approaches in their teaching methodology.

- Sufficient infrastructure is also not available in different Sanskrit Education institutes.
- Students are also not habitual to adapt this learning approach.
- Sometimes administration also not support innovative thinking and approaches.

Possibilities of implementation of BLA based models in Sanskrit teaching –

- Sanskrit Universities should be upgraded by the novice approaches in learning.
- Sanskrit teachers may attend training programs to understand the use of BL approaches in teaching.
- Administration of Sanskrit Universities should support new learning approaches.
- Students ought to be encouraged by teachers to adapt innovative learning strategies.
- Timely getting feedback from students will also help to improve learning strategies and adopting new blended approaches.
- Infrastructure should also be upgraded to introduce new style of learning.

### III. CONCLUSION

Eventually we can conclude that Blended learning approaches are the need of today's technology era. Both theoretical and empirical angles are presented in BLA. It's crucial to note that many school administrators have adopted a variety of blended learning strategies for their students. This implies that a number of factors, along with the quality of the trainer, the caliber of the training activity, the training support, the training environment, the subject matter, and consequently the study workload, are necessary for blended learning to be successful (Lin 2002)<sup>11</sup>. As a Sanskrit language teacher it is mandatory to adopt the changing strategies of teaching learning process. Today, when NEP 2020 mentions the variety of subjects to be chosen by learner and they have an opportunity to customize their own subjects according to the need of time and interest. It is a challenge for Sanskrit teacher to arise interest in students to learn this India's ancient language. For that, ICT upgrading is must for language teachers. Approaches, models learning styles are actually teaching aids for teacher to proceed their subject in an interesting and flexible way and making it learner centered. However prominent thing is that teacher should have profound command on language. Using of

technologies and innovative ideas does not mean to give only surface level of knowledge to students of language or any other subject. It is the utmost responsibility of the teacher to learn the language intensely and then with strong background of knowledge. Teacher can use all these innovative Blended learning approaches and models to magnify the keen knowledge of Sanskrit language among all the students.

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