CONCUSSION OF NATIONAL EDUCATION POLICY 2020 ON THE ARTICULATION TECHNIQUE OF SANSKRIT LANGUAGE

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ABSTRACT

Language is the medium of expression. Sanskrit is the treasure house of traditional Indian language. We can’t imagine the existence of Indian culture without Sanskrit Language and Sanskrit Language can’t exist without the association of Indian culture. Sanskrit is known as the mother of all languages. It is one of the 22 official languages of India which is approved by Indian constitution. Sanskrit language teaches us the art of life which is depicted in Vedas, Dharma sastras, Puranas and Classical Sanskrit Literature. Sanskrit is known as ‘Shastra Sudhabhasha’ because the grammar of this language is scientifically bound in Sutras. So, the students should learn the articulation technique of Sanskrit Language for better understanding of Sanskrit.

INTRODUCTION

Learning is a key process in human behaviour. Because it plays a central role in the language we speak, the customs we maintain, the personality we develop and the objectives we set in life. A student learns to use of language for understanding the discrimination between two objects and to behave in a socially acceptable way. Because learning of various language teaches the process of adjustment.

The objectives of research

1. To improve the Sanskrit articulation technique.
2. To make student aware of various Sanskrit speaking strategies.
3. To practice the pronunciation of difficult Sanskrit words.

The most important form of communication

1. Speech
2. Facial and bodily movements that show different emotions.
3. Touch
4. Sigh language used by the deaf
5. Written symbols of words.

As we know the child knows about three words by one year. By two years he knows nearly three hundred words and by three years he knows nearly one thousand words. In this way by five years he knows above two thousand words.

An experimental study conducted by Smith (1926) on the number of words acquired by the child

<table>
<thead>
<tr>
<th>Years</th>
<th>Months</th>
<th>Number of Words</th>
</tr>
</thead>
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<td>0</td>
</tr>
<tr>
<td>0</td>
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<td>1</td>
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<td>0</td>
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<td>2562</td>
</tr>
</tbody>
</table>

As per the study, language learning must follow the rule of Listening→speaking→reading→writing.

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So, from above learning process it is necessary to develop the speaking skills in Sanskrit learning. There are four major tasks in learning to speak Sanskrit.

1. Pronouncing words.
2. Learning new words.
3. Connecting meaning with words.
4. Arrange the words together into sentences.

In Vedic age Guru (teacher) guided Sisya (student) to chant the Vedic hymns. In this way students improve their pronunciation. Teacher taught students to pronounce shorter and simpler words.

When a student is chanting incorrect mantra of Veda, he prays God to forgive him by saying- “Oh Lord of Lords, whatever shortcomings that may be there in the mantras chanted by me, or in the actions and puja or even in my devotion itself, let them be overcome and be made complete when I worship you with devotion.”

The aims of Sanskrit Learning

1. Modification of behavior.
2. Adjustment in environment.
3. Attainment of a goal.
4. Acquisition of knowledge and Attitudes.
5. Creative thinking.
6. Search new ways to face the problems.
7. Readjusting to new situation.
8. Ability to respond.
9. Satisfaction of needs.
10. Acquisition of new behaviour.
11. Improvement the efficiency of adjustment.
12. Helps to combine the old and new experiences.
13. Helps to find out the solution of social obstacles.
14. In a general way learning known as a path which enable us to make the best use of the things in the world around us.

Learning is not bounded by 3R’s i.e. reading writing and arithmetic. It is an expanded idea consists of 7R’s i.e. reading, writing, arithmetic, right, responsibilities and their relationships and recreation.

Certification course in spoken Sanskrit is a best platform to improve the Sanskrit speaking skill.

The aspect of Sanskrit Language

1. language conversation
2. Vedic literature (Vedas and Brahmanas)
3. classical literature (Padyakavyas, Gadyakavyas, Drusyakavyas and Campukavyas)
4. philosophy of life (Upanishads, theistic philosophy)
5. Dharma shastra (Ethical literature behavioural literature)
6. Scientific aspects (yoga Ayurveda and mathematics etc.)
7. Grammar aspects (Paninian grammar and Patanjali grammar etc.)
8. Administrative Aspects (Arthasastra and Manusmruti)


“Sanskrit will be offered at all levels of school and higher education as an important, enriching option for students, including as a mainstream option in the three-language formula. It will be taught in ways that are interesting and experiential as well as contemporarily relevant, including through the use of Sanskrit Knowledge system, and in particular through phonetics and pronunciation. Sanskrit textbooks at the foundational and middle school level may be written in Simple Standard Sanskrit (SST) to teach Sanskrit Through Sanskrit (STS) and make its study truly enjoyable.”

The aims of Sanskrit Articulation

1. Offering learning opportunities to the students towards the scientific and humanistic study of the Sanskrit language.
2. It helps in shaping of cognitive and behavioral abilities.
3. It helps to improve the analytical and critical thinking.
4. Imparting knowledge of Indian culture and life style.
5. Creating a language environment.
6. To improve the memorization and recitation power of a student.
7. The fulfillment of the aim of National Education Policy 2020 i.e. Sanskrit Through Sanskrit (STS).
8. It helps to improve the immunity power of a student.
9. Chanting of mantra helps to stimulate the body chakras which are known as the energy centers of the body.
10. It helps to increase the concentration and learning power.

The problem areas in articulation of Sanskrit

1. Sentence structure.
2. Lack of vocabulary.
3. Use of in correct tense.
4. Difficulty in pronunciation.
5. Monotone voice.
6. Colloquial language.
7. Lack of confidence and anxiety.

Place of articulation in Sanskrit

1. Velar: originating from the throat.
2. Palatal: originating from the soft palate, at the back of the mouth.
3. Retroflex: sounds articulated between the alveolar ridge and the hard palate.
4. Dental: sounds to be produced by touching the tongue to the teeth.
5. Labial: sounds originated from the lips.
6. Nasal: sounds to be pronounced with a nasal sound.

<table>
<thead>
<tr>
<th>Figure 1 Vowels</th>
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<tbody>
<tr>
<td><strong>Sounds</strong></td>
</tr>
<tr>
<td>Velar</td>
</tr>
<tr>
<td>Palatal</td>
</tr>
<tr>
<td>Labial</td>
</tr>
<tr>
<td>Retroflex</td>
</tr>
<tr>
<td>Dental</td>
</tr>
<tr>
<td>Velar + Palatal</td>
</tr>
<tr>
<td>Velar + Labial</td>
</tr>
</tbody>
</table>

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Table 2 Consonants

<table>
<thead>
<tr>
<th>Sounds</th>
<th>Unaspirated</th>
<th>Aspirated</th>
<th>Unaspirated</th>
<th>Aspirated</th>
<th>Nasal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Velar</td>
<td>क,ख,ग,घ,ङ</td>
<td>छ,ज,झ,ञ</td>
<td>क,ख,ग,घ,ङ</td>
<td>छ,ज,झ,ञ</td>
<td>छ,ज,झ,ञ</td>
</tr>
<tr>
<td>Palatal</td>
<td>च,छ,ज,झ,ञ</td>
<td>छ,ज,झ,ञ</td>
<td>च,छ,ज,झ,ञ</td>
<td>छ,ज,झ,ञ</td>
<td>छ,ज,झ,ञ</td>
</tr>
<tr>
<td>Retroflex</td>
<td>ट,ठ,ड,ढ,ण</td>
<td>ठ,ड,ढ,ण</td>
<td>ट,ठ,ड,ढ,ण</td>
<td>ठ,ड,ढ,ण</td>
<td>ठ,ड,ढ,ण</td>
</tr>
<tr>
<td>Dental</td>
<td>न,र,र्त,र्द,र्ण</td>
<td>र,र्त,र्द,र्ण</td>
<td>न,र,र्त,र्द,र्ण</td>
<td>र,र्त,र्द,र्ण</td>
<td>र,र्त,र्द,र्ण</td>
</tr>
<tr>
<td>Labial</td>
<td>प,फ,ब,भ,म</td>
<td>फ,ब,भ,म</td>
<td>प,फ,ब,भ,म</td>
<td>फ,ब,भ,म</td>
<td>फ,ब,भ,म</td>
</tr>
</tbody>
</table>

Table 3 Semivowels and Sibilants

<table>
<thead>
<tr>
<th>Sounds</th>
<th>श, ष, स, र्ष</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palatal</td>
<td>य, श, ष</td>
</tr>
<tr>
<td>Retroflex</td>
<td>र, र्ष</td>
</tr>
<tr>
<td>Dental</td>
<td>ल, स</td>
</tr>
<tr>
<td>Labial</td>
<td>व</td>
</tr>
</tbody>
</table>

The factors should be observed by teachers in the time of articulation in Sanskrit

1. The influence of the learners towards language.
2. The learners age.
3. The learner’s exposure to Sanskrit.
4. The learners innate phonetic ability.
5. The teacher’s motivation.
6. The learners have good command on Sanskrit language.
7. Concern for good pronunciation.

The steps taken for improvement of Sanskrit articulation technique

1. Adoption of translation method for which a student can speak sandhyakshar.
2. Inductive method and deductive method should be used in Sanskrit verse reading.
3. Teachers should motivate their students for verse recitation.
4. Teachers improve the practice of pronunciation in the class.
5. Trained teachers are efficient to teach the technique of recitation. That’s why a teacher must attend the training programs.
6. Teachers should train their students for which they can understand the tone and expression of characters.
7. Speaks fluently without repetition.
8. Uses vocabulary accurately and precisely.
9. Uses simple and complex grammar structure.
10. Recites the verses every day.
11. Uses idiomatic language naturally and accurately.
12. The focus of a Sanskrit teacher should help the learner to strengthen their command over the Sanskrit.

References


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