



Changing Patterns Of Life Skills And Syllabus From Vedic To Modern Education

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Summary

This research study has been conducted with the objective of knowing the changing patterns of life skills and syllabus from vedic to modern educational system. In which conclusions have been drawn on imparting Vedic and 'modern' education system to students through experimental testing. For this a self-made methodology has been used. In the research, the positive effects of 'modern' and 'Vedic' education and its effectiveness on curriculum and quality of life have been measured on various components.

Key Words - Children with special needs, inclusive classroom, 'Traditional Indian' education system, traditional instruction, achievement testing, tutor, tutee.

Introduction

Life skills are those which along with all-round development of personality can help in adaptation and feeling of belonging to home, family, society, nation and internationality. Can give practical form to the acquired knowledge, can provide the ability to understand and fight the struggles of life. To be able to face life's obstacles wisely instead of running away like cowards out of fear. According to the World Health Organization, "Life skills are the abilities for adaptive and positive behavior that enable a person to adjust effectively to the demands and challenges of daily life."

Life skills are mainly based on three components - 1. Knowledge or information, 2. Conduct and values, 3. Behavior change. Life skills are different from other skills.

Curriculum and life skills in Vedic period education system

The word Veda means knowledge. Education of the Vedic period means that knowledge which is preserved in the Vedas and which was used in that period. The knowledge of the basic culture of India is preserved in these ancient religious texts. Education during the Vedic period neither believed in bookish knowledge nor was it a means of earning a living, it was

completely a step towards moral and spiritual knowledge. The meaning of education at that time was that a person should self-enlighten in such a way that he can have all-round development. Listening, meditation and Nididhyasana etc. were the means of acquiring education. The Vedas which were not compiled in written form and were merely memorized were called Shruti. Thus, in Vedic literature the word education was used in the sense of knowledge, wisdom, discipline etc. The word education has been used in both broad and limited senses by ancient Indian philosophers.

Research Objective -

To study the significant difference in the effect of teaching by old teaching method and new teaching method on the learning outcomes of curriculum aspect of primary level students.

To study the significant difference in the effect of teaching by old teaching method and new teaching method on the learning outcomes of life skills aspect of primary level students.

Research hypothesis

There is no significant difference in the effect of teaching by old teaching method and new teaching method on the learning outcomes of curriculum aspect of primary level students

There is no significant difference in the effect of teaching by old teaching method and new teaching method on the learning outcomes of life skills aspect of primary level students

Population and Sampling

In the presented research, students of primary level schools of Jaipur district of Rajasthan were selected as a sample by random method because this study class is related to primary level students. Under the sample selection process, 50-50 regularly attending primary level students were kept in two groups. In this research, Hindi medium students were taken for use in teaching in schools. To study the effect of ancient and new teaching methods, the researcher created two groups of these schools, one of which was experimental group and the other was controlled group. There were 50-50 students in each group.

Methodology

Experimental method has been selected for the study of the presented research. This experimental study has been completed in three phases.

1. Pre-experimental stage - In this stage, the work of selecting the sample was done and after assessing the previous marks of the students studying in the primary level, two groups, experimental and controlled, were formed.

2. Experimental stage - In this stage, the researcher taught both the experimental and control groups for 3 months through both the teaching-learning methods which included ancient and new teaching methods. The experimental group was taught using the old teaching method and the control group was taught using the new teaching method.

3. Post-experiment stage - In this stage, after completing the twelve weeks of experiment, the experimental group which was taught with the old teaching method and the control group which was taught with the new teaching method, to assess the effect of both the methods on their curriculum and life skill aspects. Along with the self-made test, standardized and other self-made tests were re-administered and the information obtained from it was preferably tabulated for analysis.

Tools

In compliance with the objectives of the present research, self-made instruments were selected by the researcher. Due to lack of any test available in Hindi on curriculum and life skills, these were created by the researcher.

Result

Table 1 Curriculum of vedic and modern teaching methods and its components' mean, standard deviation and critical ratio.

Sr.	Course Segments	Teaching Method	N	Pre test				Post test			
				Mean	S.D.	C.R.	Significance Level	Mean	S.D.	C.R.	Significance Level
1	Knowledge	Vedic	50	5.85	2.68	- 0.120	0.906	8.50	2.16	1.247	0.228
		Modern	50	5.95	2.11			7.65	1.56		
2	Realization	Vedic	50	6.80	2.19	- 1.111	0.281	9.15	2.03	3.302	0.004
		Modern	50	7.30	1.45			7.25	1.44		
3	Use of Knowledge	Vedic	50	6.45	1.53	- 0.295	0.772	8.80	2.52	3.713	0.001
		Modern	50	6.60	1.66			6.40	1.14		
4	Creativity	Vedic	50	1.65	0.74		0.209	2.35	0.67	3.249	0.004

		Modern	50	1.95	0.75	- 1.301		1.85	0.67		
5	Total	Vedic	50	20.75	5.99	- 0.743	0.467	28.80	6.29	3.326	0.004
		Modern	50	21.80	3.94			23.15	3.58		

In the above table, the pre- and post-experiment effect of ancient and new teaching methods on the curriculum and its components has been analysed. It is clear from the facts of the table that the difference in the means of knowledge, understanding, application of knowledge, creativity and total achievement results of curriculum aspect before teaching through old and new teaching method is very less. The critical ratio for the pre-curricular aspect of teaching using these methods is -0.120, -1.111, -0.295, -1.301 and -0.743 respectively for knowledge, understanding, application of knowledge, creativity and total achievement, which is not significant even at .05 level of significance. . Therefore, there is no significant difference in the knowledge, understanding, application of knowledge, creativity level and overall achievement of the curriculum aspect of both the groups of students before teaching. After teaching the students of the control group with the new method and the experimental group with the old method, the difference has been found to be increased in the means of their knowledge, understanding, use of knowledge and creative levels of the curriculum and the total achievement results, in which the students taught with the old method The mean of the students is higher than that of the students taught with the new method. The mean of knowledge level of ancient and new method is 8.50 and 7.65 respectively, 9.15 and 7.25 for understanding level, 8.80 and 6.40 for application of knowledge, 2.35 and 1.85 for creativity level and 28.80 and 23.15 for total achievement. The critical ratio of the ancient and new methods of knowledge, understanding, application of knowledge, creativity and total achievement are 1.247, 3.302, 3.713, 3.249 and 3.326 respectively, out of which the component of knowledge level is not significant at .05 level while the other components are understanding, application of knowledge, creativity. And total achievement is significant at .01 level. This means that after teaching using the ancient method and new methods, there is a significant difference in the overall achievement of the students and their levels of understanding, knowledge utilization and creativity. We can conclude that the levels of achievement in curriculum aspect and overall achievement of the students taught by the old teaching method are significantly higher than the students taught by the new method. Therefore, the null hypothesis “There is no significant difference in the effect of teaching by old teaching method and new teaching method on the learning outcomes of curriculum aspect of primary level students” is rejected.

Table 2 Mean, standard deviation and critical ratio of life skills and its components of vedic and modern teaching methods

Sr.	Course Segments	Teaching Method	N	Pre test				Post test			
				Mean	S.D.	C.R.	Significance Level	Mean	S.D.	C.R.	Significance Level
1	Cooperation	Vedic	50	33.25	5.23	4.610	0.000	34.10	3.75	2.001	0.060
		Modern	50	25.35	4.38			31.40	4.09		
2	Responsibility	Vedic	50	24.40	4.78	3.922	0.001	27.40	3.95	1.795	0.089
		Modern	50	18.80	4.69			25.50	3.05		
3	Personality Development	Vedic	50	27.85	4.40	2.611	0.017	31.55	4.98	1.505	0.149
		Modern	50	24.20	3.67			29.65	3.74		
4	Total	Vedic	50	85.50	12.05	5.011	0.000	93.05	9.60	2.365	0.029
		Modern	50	68.35	8.99			86.55	8.27		

In the above table, the effect of pre- and post-teaching in relation to ancient teaching method and new teaching method on the learning outcomes of components of life skill aspect of primary level students has been analysed. It is clear from the facts of the table that the difference of means in the results of life skills like cooperation, responsibility, personality development and total life skills is more before teaching with the ancient teaching method. The critical ratios of the above mentioned components for pre-learning life skills through these methods are 4.610, 3.922, 2.611 and 5.011 respectively. Apart from the personality development component, all the components show significance difference at .05 levels. Therefore, there is a significant difference in the life skills of cooperation, responsibility and overall social maturity of both the groups before teaching.

After teaching the primary level students with the ancient teaching method, the difference in the means of the components of their life skills is very less, the critical ratios of cooperation, responsibility, personality development, total social maturity are 34.10 and 31.40, 27.40 and 25.50, 31.55 and 29.65 respectively and 93.05 and 86.65. In this, the mean

obtained after teaching with the old method is higher than the mean after teaching with the new method. Their critical ratios have been found to be 2.001, 1.795, 1.505 and 2.365 respectively, in which total life skill shows significance difference at .05 levels. It is clear from this that the ancient method has no effect on life skills and its components. Therefore, the null hypothesis “There is no significant difference in the effect of teaching by old teaching method and new teaching method on the learning outcomes of life skills aspect of primary level students” is rejected.

Conclusion

There are not found any impact of vedic and modern teaching method on life skills and curriculum. There is no significant difference in the effect of teaching by old teaching method and new teaching method on the learning outcomes of life skills aspect of primary level students. There is no significant difference in the effect of teaching by old teaching method and new teaching method on the learning outcomes of curriculum aspect of primary level students.

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