

Sanskrit e-learning

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Abstract

Sanskrit e-learning is a development we are scheduling to implement. We are trying to tune our training program with latest academic trends in India and rest of the world. In this article we are discussing issues involved in traditional learning, present classroom learning and e-learning. The objective is to show Sanskrit in e-learning environment. As customary preparing of Sanskrit have two sections. One section is similar to classroom showing and this can be reproduced to expansive degree utilizing e-learning innovation and the other part is recitation, i.e., taking in articulation from master for emphasized Vedic writings which can be accomplished to some degree utilizing m-Learning (mobile learning).

Keywords: m-learning, e-learning, transliteration

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INTRODUCTION

Sanskrit e-learning is a project we are planning to implement. We are trying to tune our training program with latest academic trends in India and rest of the world. In this article we are discussing issues involved in traditional learning, present classroom learning and e-learning. As the present classroom learning involves four basic elements – chalk, blackboard, lecturer and students and interaction, traditional Sanskrit learning is based on Gurukula system.^[1]

Sanskrit is the mother of all languages. It is most scientific language in term of Syntactic and semantics. Think Sanskrit language is all about religious texts, this is not true. Though the way all of Ancient Indian Scientific knowledgebase Astronomy, Chemistry, Mathematics, Medicine, etc is written in Sanskrit Language.

It is necessary to learn Sanskrit Language to know about Ancient Indian Scientific knowledgebase and heritage. The goal is to

teach Sanskrit in e-learning environment. As traditional training of Sanskrit has two parts. One part is like classroom teaching and this can be simulated to large extent using e-learning technology and the other part is recitation, i.e., learning pronunciation from guru for accented Vedic texts which can be achieved to some extent using m-Learning (Mobile learning).^[2]

As traditional Sanskrit language learning facility is seldom available and accessible in India and rest of the World in present scenario due lack of scholars and facility, it is necessary to develop Sanskrit E-learning facility to learn the language with the help of web and present technology and even from remote location.

India is a country of languages. Almost every Indian knows two or more regional or national languages. It is said that in India the language changes mile to mile. Sanskrit is mother of all languages. Many Indian language scripts such as Hindi, Marathi, etc are similar to Sanskrit. The

unique feature of Sanskrit is that the sounds are pronounced precisely as they are written.

Background

While the advantages afforded by e-learning have increasing recognition in countries such as UK, Australia and the United States, Egypt .It seems has not really begun to exploit the medium. In their assessment of Egypt's readiness to adopt e-learning One of the author reported that he supreme council of universities provided no accreditation for any educational programme supported or delivered through this platform .There appears to have been little or no change in the intervening period. This is not to suggest that e-learning should be considered as suitable only for distance learning programs nor to say that Egypt should not focus on a longer term investment with regard to increasing on campus capacity through a planned building Programme. Effective application of e learning techniques in a variety of forms can help to promote more efficient use of on campus facilities and human resource.

Implementation

C-DAC has been a pioneer in developing and proliferate the use of Indian languages on computers using GIST technology. This technology is now extended to include multimedia and multilingual computing solutions covering a wide range of applications such as publishing and printing, word processing, office application suites with language interfaces for popular third party software on various operating platforms, electronic mail, machine translation, language learning, video and television and multimedia content in Indian languages.^[3]

Some Issues for the Development of e-learning system for Sanskrit.

1. Script/Font.

2. Operating system support for the language.
3. Reference material.
4. Transliteration.
5. Dictionaries/translation.

Script: Foreigners write Sanskrit language in Diacritic roman. This is similar to English with Diacritic marks. It is necessary to transliterate e-learning package for Diacritic Roman Script on line to address vast community. The other issue is Unicode will not support Vedic accents and efforts are on worldwide to add accents in Unicode code base. Still we need to use proprietary fonts to some extent.

Operating System: Support for the language.

- a. True type/Open type support in all O/s
- b. Rendering mechanism of same font in different O/s.
- c. Font Installation Issues.
- d. Unicode support for Sanskrit language in user O/s.

Reference Material:

- a. Reference material to participants readable in all O/s.
- b. Hyper linking of texts using html/xml to navigate to reference.
- c. Manuscripts in image format.
- d. Sound files size and download time.

Transliteration: Transliteration of course material in different language should be provided. This will help in learning new language using their own mother tongue script.

Dictionary: Necessary to develop dictionary from Sanskrit to other language or provide translation facility.^[4]

Approach – Steps Involved

Sanskrit e-learning itself is not really a unique field. It's a combination/extension of many other existing fields. As such,

what happens in technology/learning theory/web design/network analysis, etc. impacts and shapes Sanskrit e-learning. Want to know where Sanskrit e-learning is going? Look at the fields that create it.

This article explores and presents the "Whole Picture of Sanskrit E-learning". The model is intended to be an educational/resource model for individuals involved in planning, managing and developing Sanskrit e-learning. The notion of "follow steps 1–5 to a successful Sanskrit e-learning project" is ridiculous. The best way to succeed with Sanskrit e-learning is to understand the landscape, and to make choices based on the unique

environment and concerns in the organization where Sanskrit e-learning is being implemented. e-learning implementation should be holistic.

Successful Sanskrit e-learning requires a "whole picture" approach. The Figure 1 below lists the "critical success factors" for Sanskrit e-learning within an organization.^[5]

1. Starting
2. Doing
3. Enabling
4. Evaluating
5. Managing
6. Resources

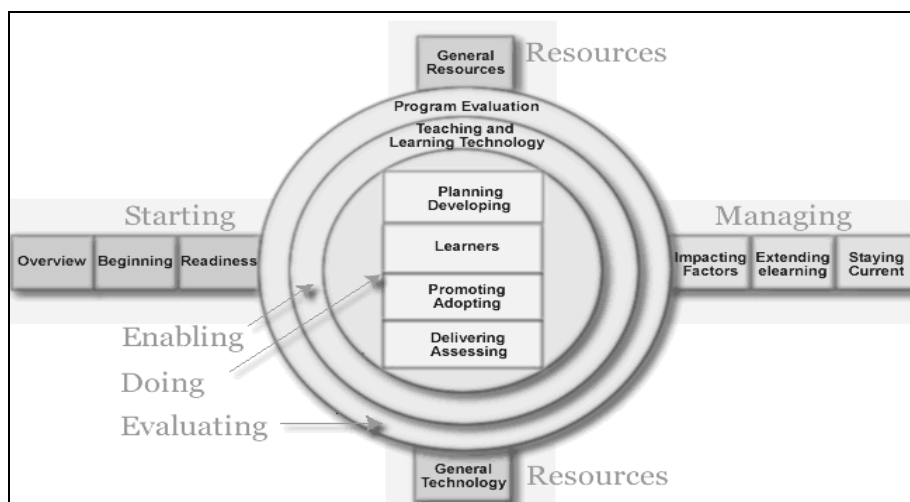


Fig. 1: Critical Success Factor for Sanskrit e-learning.

It is unreasonable to expect a project to incorporate all aspects presented here, but at minimum, an awareness of how pieces fit together is needed.

Starting

Sanskrit E-learning can be initiated program wide in a corporation or institution or at an individual level with a trainer or instructor. At the enterprise level, the primary needs are determining the value and impact of Sanskrit e-learning – strategic assessment, viability and readiness assessment.

This is represented by the Starting resource page on the elearnspace website. Categories include: overview (benefits/negatives, what is e-learning), beginning (converting to online, integrating technology with teaching), and readiness (organizational, learner, and instructor).

Enabling

It refers to the teaching and learning technologies used to make any aspect of the learning design, development, and delivery process more efficient.

Doing

The third stage of e-learning (and where a company spends the bulk of its time after successfully initiating a program) is focused on Doing Sanskrit e-learning – designing, developing, delivering, and assessing the learning. At this level, the content is being created, delivered and learning is being assessed. An intense focus on the learner is critical for success. Components of this stage include instructional design, content management, usability, and accessibility, learning objects, selection of media, assessment, adoption/promotion, and plagiarism/ethics.

Evaluating

The next stage is Evaluating. Evaluation, in this model, refers to the actual Sanskrit e-learning program, not the learners. The Sanskrit e-learning initiative is evaluated against the standards defined as important during strategic planning stage. Most corporations will use a variety of techniques (analytics) in evaluating the success of a program. It might be compliance training, ROI, improved business performance, or any other predefined target.

Managing

The Managing stage represents the challenges in managing, organizing, and sustaining a Sanskrit e-learning initiative. For example, at this level, standards might be a consideration. Which standards to pursue? Other categories include: change management, knowledge management, communities, and copyright.

Resources

The final category of the Sanskrit e-learning model is focused on Resources. Developing technologies may impact e-learning, and awareness of these is important. As well, research and resource sites are valuable in exploring the full depth of learning. These are also represented in this stage of the model.

Resources are divided into two areas: technology and general. This aspect of the model is largely used for reference.

Final Thoughts

Along with the terms learning technology and educational technology, the term e-learning is generally used to refer to the use of technology in learning in a much broader sense than the computer-based training or computer aided instructions. It is also broader than the terms online learning or online education which generally refer to purely web-based learning. In cases where mobile technologies are used, the term m-learning has become more common.

e-learning is naturally suited to distance learning and flexible learning, but can also be used in conjunction with face to face teaching, in which the case is termed as Blended learning. e-learning can also refer to educational web sites such as those offerings worksheets and interactive exercises for children. The term is also used extensively in the business sector where it generally refers to cost-effective online-training.

Standards

A common standard format for e-learning contents is SCORM and LOM. These standards themselves are early in the maturity process the oldest being 8 year old. SIF is primarily PK-12, LOM is primarily corp, military and higher education and SCORM is primarily military and corp with same higher education PESC- the post-secondary education standards council- is also making headway in developing standards and learning objects for the higher Ed. Space, while SIF is beginning to seriously turn towards instructional and achievements are critical metadata for linking e-learning objects in that space.

Future Work Planned

e-learning in Sanskrit language can be classified into two classes. Firstly, Sanskrit learning through e-learning can be online where one can learn Sanskrit through internet, web world on line. Secondly, it is off line. In this we also use computer and learning tools but it is not online because this is done through interactive CDs, multimedia CDs, audiotapes, software which is beneficial for learning Sanskrit.

1. Development of Corpus of Sanskrit texts
2. Hyperlinking reference & concordance
3. Development of aesthetic fonts
4. Transliteration of e-learning module together with languages.
5. Hosting
6. Development of analysis & evaluation tools

Conclusion: In the same way as other dialects Sanskrit is additionally getting famous through e-learning framework. Numerous individuals whether they are understudies or educator or any individual

who need to learn Sanskrit dialect are getting profited by this e-learning framework. Indians as well as a huge number of outsiders come online day by day for Sanskrit learning.

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