

Impact of Modern Education in The Light of Sanskrit Language Through CLT For Reading And Writing Skill

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CHAPTER

4

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Abstract:

The usefulness and relevance of Sanskrit as the most excellent language in this scientific age are well known. If there is no language, it cannot be practical in the world. Language is the body of culture. Therefore, language is the most excellent tool in the daily practice of human society. In this world, language learning begins at birth through informal means. The tendency to acquire language is natural in humans; therefore, a child starts speaking a language quickly. Language learning in humans is natural, universal and eternal. Everywhere a child learns language from his mother from childhood. After that, language is acquired by household members and other social members. There is a social process by which a child acquires language with ease and play. Therefore, at the higher secondary level, students can read, write and speak in their mother tongue, but there is some difficulty in reading, writing and speaking in Sanskrit. Acquisition of Sanskrit requires the ability to read and understand certain words and all kinds of proficiency in the language. In the present era, there is a great need for practice in learning Sanskrit. Therefore, new trends are being seen in language learning worldwide to solve all the problems. There is some tendency among them towards computer-assisted instruction. How it can be used in Sanskrit language acquisition is considered here.

Introduction:

In recent times, the explosion of science has radically changed every field. The field of education is also constantly changing, giving birth to various branches of knowledge. Education based on purposefulness is respected globally, so people are egotically trying to get meaningful knowledge. In this changing world, new trends become interesting, and this is natural. In the fields of science, technology, psychology and education, groundbreaking research has led to unimaginable developments, various tools and devices. Then a new vision and a new instinct are constantly observed in each field. There are also new trends in language learning in the world. So what are the new trends in language learning? Among them, there is some trend of language learning done with computers. What is the nature of this? How it can be used in language teaching, especially in Sanskrit language teaching, is considered here.

New instincts:

The saying that new becomes new is born is often heard. Everyone likes something new, and everyone has an interest in something new. What is the new trend here? This inquiry refers to

new behavior or change. A new instinct is a change that is the communication of innovation in the elements of activities, substances, and ideas in previously existing methods. The changes and development that began in the Western world after the Renaissance with the Industrial Revolution impacted all sectors of the world. After that, the development of science began. Since the invention of computers and the Internet, information technology has spread new thinking, new visions and trends everywhere. Some recent trends have also come up in language teaching, some of which are presented below. These are some of the new trends currently taking place in language teaching.

- ❖ Language learning through television/language learning through satellite.
- ❖ Language learning by limited circuit television (CCTV).
- ❖ Language learning by accessing access.
- ❖ Language learning through instructional systems.
- ❖ Language learning through distance.
- ❖ Computer-assisted language learning.
- ❖ Among the many trends in language learning through microlearning, (to acquire language skills), this paper presents the idea of computer-assisted language learning.

Meaning of the language:

Language is the most excellent means in the daily behavior of the human community. The new ideology is as great music is promoted in a loud and pronounced manner on limited levels. The great sound is the universe in its unlimited letters, and the following (Musical Phenomenon) Bloom Field and others mean. Patanjali has said, “These are the characters of expressed speech, and these are the language of the power of communication, which is called dhiyaktavac”.

Language Teaching:

The importance of language in developing equality is everywhere. In a country where language is developed and prosperous, people are also prosperous and developed. In this world, there are three teachings: formal, informal and random. Without language, a man becomes completely inactive and lame. Language richness is an index of the richness of people. And the language that is refined, refined, simple, sweet, capable, and understandable is respected worldwide. For a long time, the same language reigns, contributing to science development and society as people benefit.

A. Spelling: The first component of language is the destruction of letters. First of all, language is a phonetic code. Next, a scripted language code was required to communicate between people in remote areas. Over time, the alphabetical arrangement came to mean the clear writing of letters according to words.

B. Vocabulary: This is the second of the components of language. Every language has a huge vocabulary space. A word web is the words in a language. The order and form of words form a sentence.

C. Reading: Here is how to read when reading a sentence. There should be no errors in reading during the reading. Then the students have to be informed.

D. Syntax: Language is the fourth of the components. A sentence is a group of words. That is, there is an interrelationship between the terms. Blocked words do not signify the meaning of a sentence, even as a group. For example, linguists have expressed their views on the meaning of the sentences, which do not have any relationship between the words pot, cow, human, sky and world. According to the jurists, the main elements of sentence structure are the presence of aspiration, ability and presence.

Language skills in teaching Sanskrit:

Listening Skill: Good (1959) described it as follows: “The act of understanding the meaning of printed or spoken language as constructed, with the ability to perceive and pronounce words without reference to their meaning.”

Measures to improve listening skills:

- ❖ Listen carefully to sounds when others are speaking.
- ❖ Listen to the sounds carefully and speak again.
- ❖ When different sounds are pronounced, know how those sounds are released.
- ❖ Sounds of needs should be heard even during noisy times during debates.
- ❖ Identify the short, long and consonants and understand the statement's meaning.

Tools for listening skills: Family members, radio, television, telephone, phonograph, computer, amplifier, concentrated prints, telephone, seminars, inclusions, conferences, films, etc., are the means.

Listening Skills Required:

- ❖ To pronounce words correctly and to hear and repeat them.
- ❖ To express the meaning of words and for pure knowledge.
- ❖ To acquire speech ability, etc.

The tasks that teachers undertake are tailored to the age and mental level of the students. Therefore, he thinks about improving his skills according to the level.

Resources for listening skills at the secondary level:

- ❖ Foot games that edit listening skills occur at this level.
- ❖ Students can acquire listening skills by light reading textbook passages.

Resources for listening skills at the upper secondary level:

- ❖ Listen to songs, stories and verses with new tastes.

❖ Students should be motivated to participate in poet conferences, discussions and workshops in Saraswati Sabhas.

❖ Use of films, sound recordings, concentrates recordings, computers, telephones, etc.

Speaking Skill: Speaking comes second to language skills. All human beings speak to express their intentions. But we do know that merely uttering words is not speech. Sometimes, even in words spoken, if the user's intention of the words is not discovered, it is not proper to say that he spoke. Therefore, the discovery of meaning is significant in speech. This skill is the second target acquisition of students; the form of speech is the expression of emotion. The power of speech is born and grows under the influence of the environment and on the basis. Because in the classroom, however, listening and speaking are the most important things. Therefore, language knowledge is immature and incomplete without speaking skills. Meaningful pronunciation is also a distinctive feature of language skills.

Tools for speaking skills: Conversation, storytelling, impromptu speech, debate, competition, initials, picture reading, drama, language games etc., are the main tools in developing students' speaking skills. If students enhance their speaking skills, their pronunciation will be pure.

Ways to improve speaking skills:

❖ **Conversation Camps:** Sanskrit speaking should be promoted by organizing conversation camps in your school.

❖ **Debate:** Decide on the topic and provide students with adequate time for practice. Students should be encouraged to express their views on the pros and cons of the topic.

❖ **Competition:** The school should organize essays, debates and general knowledge competitions on issues of national and international importance.

❖ **Picture reading:** Students develop thinking power in reading practice by looking at pictures in class.

❖ **Drama acting:** Teaching based on drama style in the classroom. Then the students' language understanding is correct.

❖ **Language play:** Play also plays a major role in teaching nowadays. Sports can bring about a radical change in the lives of students. In the language field, speaking practice can also be done through games such as creating infinite stories and filling in incomplete stories.

Reading Skill: Reading the written part of language silently or aloud with the eyes is the priority of grasping the meaning. This is so grasping skill because it is considered to be the priority of reading as well as listening in language skills started only when the child has been given a thorough practice in listening and speaking skills." "Reading is a process of looking at written or printed symbols and translating them into appropriate sound components."

Ways to improve reading skills:

❖ Reading in such a way that there is a clear relationship between the scripts.

❖ Provide space for reading with meaning.

❖ Reading in a room-appropriate tone and without interruption.

- ❖ Reading following the pace of prose and verse.
- ❖ Acquire reading skills according to the consonants and vowels of signs in various languages.
- ❖ Reading, giving priority to the act of pleading over the act of gestures.

Reading Teaching Methods: There are three main methods in teaching reading.

Alphabet Method: In this method, the vowels and consonants of the alphabet are taught sequentially after the compound letters, words and sentences are understood. Sanskrit characters are scientific.

Word teaching method: Meaningful words are taught. The student pronounces the words first.

Sentence teaching method: In language, sentences are the connotations of meaning, and words and letters are components. Even grammarians consider the explosion of a single sentence to be meaningful. This method is addictive for students.

Writing skill: There are two forms of language, oral and written. The expression of emotions in descriptive words is the verbal form. The written form of language is writing these descriptions in linear words. The oral form is immediate. Written but permanent. Therefore, writing letters clearly and beautifully is an important part of language learning.

Writing Skills Requirements and Objectives:

- ❖ Increase students' writing and emotional expression.
- ❖ Practice clean, clear and beautiful writing in Sanskrit and provide opportunities to write poems appropriately.
- ❖ Write proverbs, riddles, proverbs and judgments according to context.
- ❖ Write concisely when summarizing and in detail when expanding.
- ❖ Increase the speed of students in sequence and movement, and develop the ability to read, concentrate and remember.
- ❖ Enhance sentence formation skills for deliberative composition.
- ❖ Practice writing signs in various moods and knowledge of punctuation marks.

Ways to improve writing skills: Students need to practice sitting still and comfortably and train their fingers to hold a pen. Then the writing will be beautiful and neat. Writing Practice in the Past, the method of repeating the large letters written by the teacher on the students' writing boards seems to be neglected now. In learning to write, one must believe in the shape of letters at the beginning. The writing of the letters shall be clear and nicely headlined. Teacher's writing is ideal for students. Students should then be encouraged to write beautifully in person and indirectly. Mottoes and proverbs written artistically on paper should be placed on the room's walls. Students who are attracted to it should practice beautiful writing. Skill in art is accomplished by practice. Well-planned competitions motivate children. In the classroom, children work carefully to achieve full skills competitively. Thus, we can enhance writing skills in many ways. These four skills are interdependent. Listening, speaking, reading and writing

skills are essential to achieve the primary purpose of communicative language. These skills are essential in the development of the Sanskrit language.

Learning: Acquisition is acquisition. This word is "derived from the verb 'gam' with the prefix adhi". From birth to death, all living beings are always learning something. Learning is a continuous process that goes on throughout life. Even there, human learning is unique.

Learning is the relative eternal result of experience, practice, training, or information in the behavior of living beings. The result of maturation, fatigue, alcohol and drugs etc. is not learning of learning in general, and the symptoms are all accepted. The computer is an audio-visual installation of technological devices for its simplicity and effectiveness in learning and acquiring modern languages. A school cell is required to acquire language by computer. The teacher makes effective language acquisition for the students through projectors, sound receivers, phonographs, video recorders, computers, etc.

Educational technology:

Educational Technology is the field of study that investigates the process of analyzing, designing, developing, implementing, and evaluating the instructional environment, learning materials, learners, and the learning process to improve teaching and learning.

The Association for Educational Communications and Technology (AECT) defined educational technology as "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources". It denoted instructional technology as "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning". As such, educational technology refers to all valid and reliable applied education sciences, such as equipment, as well as processes and procedures that are derived from scientific research. In a given context, it may refer to theoretical, algorithmic or heuristic approaches: it does not necessarily imply physical technology. Educational technology is the process of integrating technology into education in a positive manner that promotes a more diverse learning environment and a way for students to learn how to use technology as well as their common assignments.

Accordingly, there are several discrete aspects to describing educational technology's intellectual and technical development: Educational technology as the theory and practice of educational approaches to learning.

Educational technology as technological tools and media, for instance, massive online courses, that assist in the communication of knowledge and its development and exchange. People usually refer to this when they use the term "detach".

Educational technology for learning management systems (LMS), such as tools for student and curriculum management and education management information systems (EMIS).

Educational technology as back-office management, such as training management systems for logistics and budget management, and Learning Record Store (LRS) for learning data storage and analysis.

Educational technology itself is an educational subject; such courses may be called “computer studies” or “information and communications technology (ICT)”.

Computer: A computer is a unique man-made device that accomplishes the desired task quickly, in large quantities, without evil, and tirelessly based on the information provided by an encrypted instruction system. A computer is an electronic device that is designed to work with information. The term computer is derived from the Latin term 'compute', which means to calculate or programmable machine. Here the name computer-assisted means a task performed with the help of a computer. If language learning is done with the help of a computer, it is called computer-assisted language learning. To our advantage, the teaching method involves computers and audio-visual aids.

The computer is an audio-visual installation of technological devices for its simplicity and effectiveness in learning and acquiring modern languages. A school cell is required to acquire language by computer. The teacher makes effective language acquisition for the students through projectors, sound receivers, phonographs, video recorders, computers, etc.

What is the need for computer-assisted language learning?

The computer accomplishes some of the teacher's work within the chapter. It provides great help to the approaches in the acquisition. New technologies and new software have made computers more useful. Many software components have come into play in language learning. Therefore, language learning through computers has become very interesting and effective. In the last thirty years, great changes have occurred in computer-assisted language teaching, whereas Mr. Barshar divides this into three categories, viz.

1. Practical Computer Assisted Language Learning Behaviouristic CALL,
2. Communicative CALL, Communicative Based Computer Assisted Language Learning
3. Inquiry-based computer-assisted language learning is Integrative CALL.

Now that we know how computer-assisted language learning (CALL) helps in language acquisition, computer-assisted language learning can be divided into three main categories: computer-only, using language learning software available on computers, and computer-based online tools. Computer-assisted language learning is a great help in language acquisition.

- (1) A computer for frequency practice.
- (2) Computer as Drill and Practice.
- (3) Computer as Tutor.
- (4) Computer as Simulation / Problem Solving.
- (5) Computer as Game Computer as Game.
- (6) Computer as a tool for language learning and language acquisition for teachers and students.
- (7) Computers are online tools for teachers and students to access language learning.

(1) Computer as Drill and Practice:

There are three steps in frequency practice: Motivational provision, receiving feedback from the acquirer providing quick feedback. These three functions make a computer beautiful. There are various such frequency exercises in language learning. For example, well-structured frequency practice software such as proper matching, sentence completion, multiple choice questions, correct answers, short answers, etc., indicate the learner's learning development and time spent on it.

(2) Computer as Tutor:

As a teacher of computers, it can help in the following ways, e.g.

Teaching Grammar: In teaching Sanskrit grammar, the chapters of nouns, prepositions, prepositions, verbs, conjunctions, feminine suffixes, adjectives, compounds etc., can be taught effectively with software. Similar efforts in creating ghost systems have been made, and some are being made at Jawaharlal Nehru University, Delhi, Hyderabad Central University, Kanpur-IIT and elsewhere, and similar ghost research works have been done at Rashtriya Sanskrit Sansthan (a recognized university). Many software has also been developed for teaching English grammar. Who should be taught grammar? as-

- ❖ Longman Grammar Software;
- ❖ Grammar Expert Plus; Tense Buster (Clarity Software);
- ❖ Grammar Mastery (ALA);
- ❖ Roman Grammar (Addison Wesley Longman),
- ❖ 3D Grammar:
- ❖ Contextualized Practice for Learners of English (Heinle & Heinle).

Reading: Computers are a great help in acquiring reading skills, and various types of reading, such as model reading, aloud reading, intense reading, critical reading, or acquiring analytical reading.

- ❖ Rocket-Reader (1998) (a speed reading program);
- ❖ Read-Flex (Speed Reading), Reading for English

Thus we can compose such passages in Sanskrit as well.

Writing: There is software in English for spelling, spelling, sentence writing, paragraph writing, report writing, editing, review writing and various writing skills.

Paragraph Punch (a writing tutor for effective paragraphs); Write Express Easy Letters (effective business letters); Power Editing (an interactive tutorial on how to edit and revise sentences); Report Writer for Science and Engineering Reports (Clarity Language Consultants) (EFL/ESL report science and engineer writing) This can be done in other languages by following these examples. Pronunciation Speech Reading Listening Skills-

They have developed many software in English to acquire these skills, including Learn to Speak, English Pronunciation (1997-98), Naturally Speaking (A voice recognition program), See It, Hear It, Say It! Accent Improvement (Speak Ware); Real English (Wiser Software)

Computer-Assisted Instruction: Computer-assisted instruction is one such technique that includes information-related content and literal audio-visual and various acquisition processes. Here, the use of computers in teaching is called computer-assisted instruction. The information in this instruction is arranged in an orderly manner. Computer-assisted instruction is where computers are used to enhance teaching and learning skills. The information in this instruction is arranged in an orderly manner. The user can get information on different topics. Chamber son & Specher (1983) stated that drill & practice, tutorials and simulations are available in the classroom through uninterrupted computers. According to White & Forcier (1985), computer-assisted learning is where information is delivered to students through computers and software programs.

“CAI refers to the use of the computer and software programs to assist the delivery of information to the student”. According to Ms. Bark (1982), computer-assisted instruction is the validation of learning skills through computers. According to Bark (1982) “CAI refers to the use of computers for the facilitation and certification of learning”.

Database System Topics generally consist of two programs. The first part is logical analysis and design, consisting of Requirements Specification and Requirements Analysis, Data Modeling, Relational Mapping, and Normalization. The second part is the physical design and implementation of the Data Base Management System, consisting of SQL: Data Definition Language, SQL: Data Manipulation Language. The concept of needs analysis and requirement specifications is a program oriented to user needs so that the scope of the study is unstructured problems. The design and implementation must follow the needs analysis and requirements specifications. The characteristics of the database system course require the use of learning methods not only to emphasize conceptual understanding but also to practice in-depth exploration of unstructured cases. Tutorial models in CAI-based Tutorial (Lestari, 2015; Seow, Pan, 2017) are learning strategies developed for material that has characteristics: new information conceptual nature and emphasizes the optimization of achievement of cognitive aspects. The Drill model, as in (Pacol, Patacsil, 2018; Pujawan, 2018), provides learning experiences through the creation of imitations of forms of expertise that approach the real atmosphere through the provision of exercises to develop creativity and test students' abilities (Darmawan, 2011). The characteristics possessed by the Tutorial and Drill model align with the learning characteristics of database systems that require learning concepts that emphasize conceptual understanding and require deep practice to expose unstructured cases. Our paper proposes a CAI model based on a combination of Tutorial and Drill and Practice models for learning database systems, as shown in **Figure 1**.

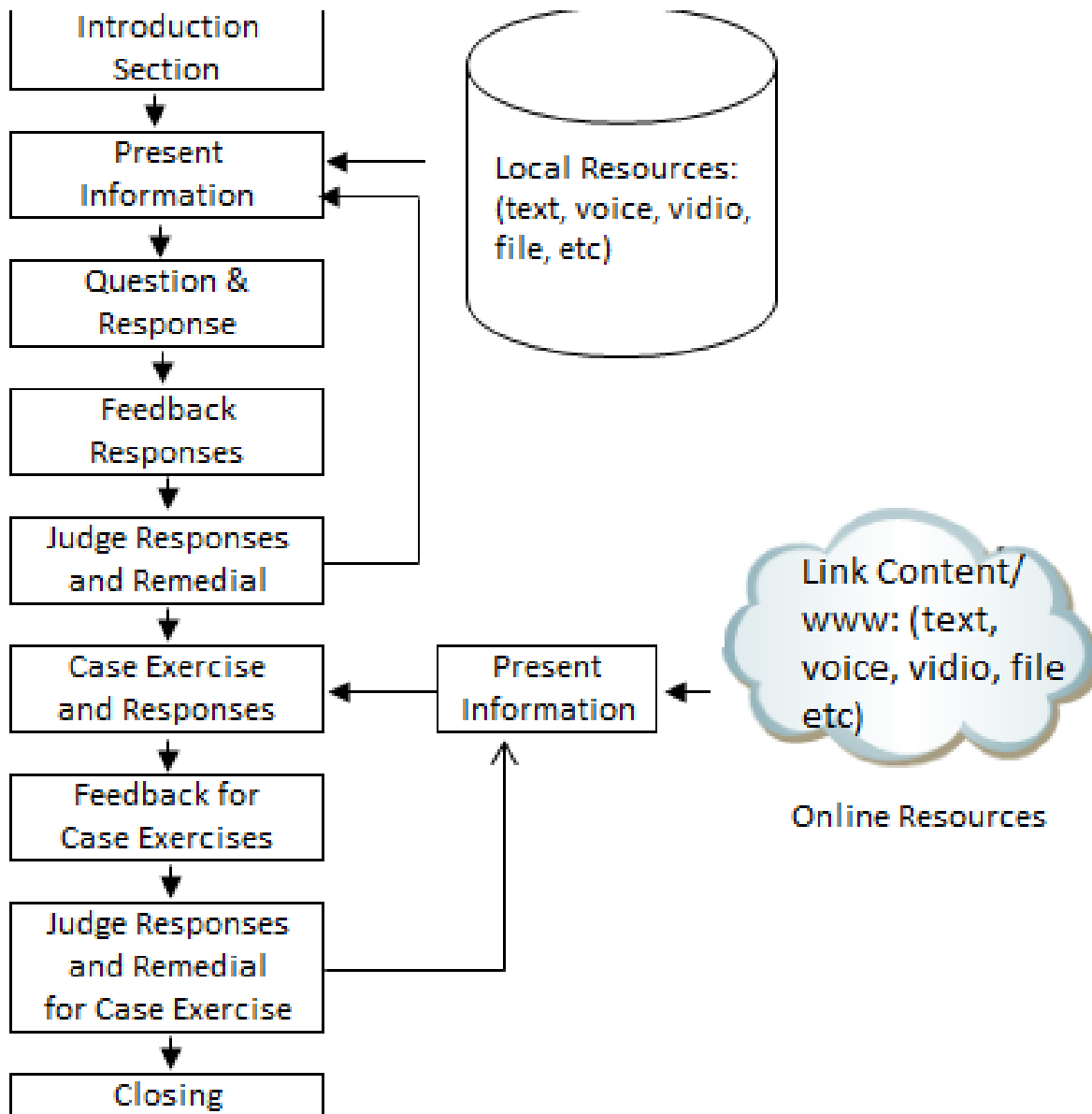


Fig. 1. CAI-Based Procedural Model of Combination Tutorial and Drill & Practice

The CAI model in Figure 1 runs on a Web-based platform or a CMS (Content Management System) application such as e-Learning. The system is used to help students learn independently anytime and anywhere and in classroom teaching with the teacher’s assistance. The CAI procedure based on the combination of the proposed Tutorial and Drill & Practice consists of 9 steps as follows:

Follows:

1. **Introduction Section.** The CAI system displays instructions or learning steps.

2. Present Information. The CAI system presents material sourced from the CAI system's local resource applications in the form of tutorial scripts. Presentation of information in visual information other than text, such as images, graphics, photos, and images /videos.

3. Question and Response. The CAI system presents issues and assesses how students can remember and understand the lessons offered. This stage is an integrated evaluation stage in the material presentation stage.

4. Feedback Response. The CAI system provides feedback as a reaction to the responses given by students. The feedback function is to inform whether the answer given by the student is right or not. Input in the form of messages in the form of text and graphic illustration forms. If the response given by students is correct, the program reinforces students. But if the student's answer is wrong, the program provides a sentence with a statement that the response given is incorrect.

5. Judge Response and Remedial. The CAI system evaluates students' answers/responses so they can provide feedback for students. Assessment functions to assess students' learning outcomes and decide whether the learning process can be continued to the next stage or repeated. Repetition takes the form of restatement of material that students have seen, sourced from local resources.

6. Case Exercise and Response. The CAI system presents questions in the form of new case studies but is still relevant to the materials that have been studied/seen by students and assess the extent to which students can develop certain material they have acquired. Students can reach this session if they have mastered all the main material of learning.

7. Feedback for Case Exercise. The CAI system provides feedback as a reaction to students' responses (as in step number 4)

8. Judge Response and Remedial for Case Exercise. The CAI system evaluates students' answers/responses so they can offer feedback to students. Assessment functions to evaluate the results of case training and decide whether the learning process can continue to the next stage or return to its first stage. Repetition in the form of presentation of enrichment material sourced from online resources/internet (www, download files, YouTube, etc.) to enrich students' insight before doing the case rehearsal. This concept can train students to think critically and develop ideas into available material.

9. Closing. The CAI system presents a summary of information about lessons in the form of the main points of a paragraph about learning objectives and provides recommendations for further learning. The first step to the fifth step is the underlying logical structure of the Tutorial-based CAI model, while the sixth step to the eighth step is the core of the Drill and Practice-based CAI model. Both of these models are integrated, resulting in learning logic procedures in the form of applying the Tutorial system at the beginning of teaching to provide conceptual understanding for students and at the end of the teaching offering exercises to develop creativity and test students' abilities.

Computer Assisted Teaching: This is one of the methods used at present. The process of computer-assisted instruction is as follows. Computer learning system is provided to every student in the schools. The teacher teaches using a computer during the lesson. That is, just as he teaches using audio-visual aids in general teaching, he teaches using computers in computer-assisted instruction. Of course, there are limitations to the use of audiovisual equipment. Computer-assisted instruction, however, is very extensive. For example, during the recitation of Kalidasa's verse "Grivabhangabhiramam", the description by Kalidasa can be read with audio-visual aids, but the students do not get that much feeling there. If we display the description by Kalidasa with sound with the help of computers, the students will remember the learning for a lifetime. Moreover, students should demonstrate an attachment to Sanskrit, which is presented as a complicated language.

In the computer-assisted instruction method, the teacher already programs the computer using Animation, Graphics, Sound, Photos etc., according to the teaching subject. The teacher can come to the classroom and show something a little bit according to the context, or it can be shown all at once like a movie. Even after teaching, students can sit in front of the computer and receive feedback according to their abilities. If we install a Monitor wire L.C.D/ L.E.D or Science Projector, it can be displayed on the screen in large format like a movie.

Significance of Computers in Education :

- ❖ Students remain active in computer-based learning, and educational material is collected using a computer technique.
- ❖ In the second method, a teacher depends on hardware and study material. In this, students are not directly related to computers.
- ❖ In the third method, the teacher develops some educational software program, called Computer Assisted Teaching, according to the subject and teachers.

Impact of computer-assisted instruction: As a tool for language learning and language acquisition for teachers and students, e.g.,

❖ **Word Processors:** This resource is very helpful in reading, writing, and editing. Where and what kind? Where is the justification of whose term is used? Similar resources in English indicate that this term is used in the composition. Spelling Checkers: This resource is very helpful in checking for spelling errors. There are such resources in English.

❖ **Grammar Checkers:** There are grammar checkers tools in English to fix grammar-related errors in the language, but they are not very useful. Such tools can also be created in Sanskrit. Great efforts should be made by Sanskrit grammarians and computer scientists for this purpose.

❖ **Concordances:** Concordances are a great help in finding places of use for proper word use. There are such pieces of software in English.

Conclusion:

Under the present circumstances, teachers can teach language effectively through computers. For example, Online Language Learning, Facebook, Language Learning, PowerPoint, E-Learning, and Sanskrit Blogs are tools that can enable innovation in reading, writing and Sanskrit language learning. So at the higher secondary level, computer-assisted instruction now helps greatly in Sanskrit language acquisition. In the technological era, students have gotten bored and feel monotony with routine classroom teaching like traditional teaching methods. Using traditional methods makes it very difficult to make them to understand the poems written by earlier writers like Balmiki, Kalidasa, Bhavabhuti etc. So, the situation raises demand for using modern techniques like Computer Assisted Instruction, Computer Assisted Teaching, and ICT to sustain the interest of the pupils in Sanskrit learning. It makes the student become active and participate in the learning with involvement. So, Computer Assisted Teaching breaks the monotony of traditional classroom teaching as it also helps in academic achievement in Sanskrit.

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