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EFFECT OF VERTICAL INTEGRATION ON THE ATTITUDE OF FYBAMS STUDENTS TOWARDS SANSKRIT LANGUAGE.

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Introduction:

Vertical integration is defined as the incorporation of the basic sciences in the clinical or applied aspect of the curriculum. It can be undertaken throughout the curriculum with the basic subjects and clinical sciences from the early years of the curriculum until the later years. Originally vertical integration is a business strategy used to develop a firm by gaining ownership of the firm's previous suppliers or distributors. This concept was highly appreciated by education stalwarts to avail its benefits to the students. Vertical integration motivates, enhances deep learning, aids in problem solving and prepares the student for a self-dependent lifelong learning process.

Sanskrit is a subject in curriculum for First year BAMS students. But it is seen from observations that students have a fear towards this subject. As a result they develop stress and grudge regarding this subject and tend to neglect it. This results in the increase in the failure rate of the students especially now when the viva exams for this subject have been terminated. The negligence towards this subject has a negative impact on students' reading of original Samhita granthas which happen to be in Sanskrit language. Also many a times there is misinterpretation of certain words due to lack of knowledge of Sanskrit.

Hence there was a thought to undertake a vertical integration strategy to develop their interest and to make students aware of the importance of this language. Charak Samhita (Uttarardha) which is used as a text for third year BAMS students can be incorporated while teaching Sanskrit. The original versus would be explained to the students from grammatical point of view.

The use of *sandhis*, *samaas*, *vibhaktis* etc would be demonstrated to the students while reading and interpretation of these verses. The difference in the outcome of meaning of these verses due to the lack of knowledge of Sanskrit would be demonstrated to them to make it more interesting. All these efforts would inculcate a habit of reading Samhitas in the students and make them aware of the applicability of this language, thus reducing their fear and apathy towards this language.

Aim:

To assess the effect of vertical integration on the attitude of FYBAMS students towards Sanskrit language

Objectives:

1. To change the step-motherly attitude and fear towards this subject.
2. To develop a perfect understanding of the original verses of Ayurvedic Samhitas.
3. To increase acceptance of vertical integration as a teaching method.

Materials and Methods:**Materials:**

1. Textbook of Sanskrit Grammar (Laghusiddhanta kaumudi, Anuvad Chandrika)
2. Charak Samhita (Uttarardha)
3. Questionnaire for the students.

Methodology:

1. The questionnaire was prepared and authenticated by few experts.
2. The prepared questionnaire was then used in pre-test for judging the interest and opinion of students regarding Sanskrit language
3. Vertical intervention using Sanskrit text (Charak Samhita, a curriculum subject for TYBAMS) demonstrating the application of rules of Sanskrit grammar in it.
4. The same questionnaire was then used for post-test also.
5. Data was collected and analysed.

Sample size: 100 Inclusion criteria:

1. Students of first year BAMS.
2. Students who are present for the lecture.

Exclusion Criteria:

1. Students who are absent for the lecture.

Questionnaire used:

Sr.no	Questions
1	Have you read the Ayurvedic Sanskrit texts (Samhitas) without translation?
2	Have you read the Ayurvedic Sanskrit texts (Samhitas) with translation?
3	Did you make use of sandhis and samas while reading the verses?
4	Did you find differences in the meanings between original verse and translation?
5	Did you find difficulty in reading the original Sanskrit verse?
6	Do you think it is difficult to learn and grasp Sanskrit?
7	Do you think the passing rate of FYBAMS students decrease due to sanskrit?
8	Are you afraid of Sanskrit as an academic subject?
9	Do you think BAMS syllabus can be designed without Sanskrit?
10	Do you think this method would help you to develop interest in the subject?
11	Do you think the new method of teaching Sanskrit which is better?

Observations : The class was attended by 94 students out of 100. Pre and post questionnaires were filled by the students. The post questionnaire was filled after attending the vertical intervention lecture. The response was noted.

Sr.no	Pre (%)	Post(%)	P value	Statistically significant
1	42	58	0.7669	No
2	46	54	0.2399	No
3	42	58	0.0057	Yes
4	48	52	0.6512	No
5	52	48	0.3965	No
6	53	47	0.4622	No
7	55	45	0.1400	No
8	56	44	0.1855	No
9	60	40	0.2642	No
10	49	51	0.5170	No
11	45	55	0.0095	Yes

Table no.1 Observations obtained from questionnaire

Discussion

- (Q.nos.1,2)-The number of students reading Samhita granthas has increased after the intervention, though it is not statistically significant. Without translations implies reading of the original verse rather than the translated version. This gives an opportunity to the reader to get first-hand opinion of own about the verse. It makes him/her go in the depth of every word with its meaning which leads to a clearer understanding of the matter.
- (Q.no.3) The use of sandhi, samas and other concepts of grammar has increased considerably, which proves the efficacy of this method. Unless the grammar theory is applied practically, it is futile. So using these factors while reading the Samhitas, is a good step towards self-learning of the verses and not depending on available translations.

3. (Q.no.4) It is a little difficult at the level of first year, to analyse the meaning of the verses and the translations.
So there is not much difference in the pre and post observations.
4. (Q.nos. 5,6) Difficulty in reading Sanskrit verses and to learn and grasp Sanskrit has reduced though not significant statistically. But if this method is used continuously and with few modifications, it can prove to be helpful in reducing the difficulty level of understanding Sanskrit.
5. (Q.no.7) Application of concepts rather than just theory helps students to obtain mastery over the topic easier. Hence the feeling that there are failures due to Sanskrit has decreased.
6. (Q.no.8)As per the statistical figures, the fear of Sanskrit has decreased in students as they have started understanding the applicability of Sanskrit.
7. (Q.no.9)There is a 20% increase in the number of students who feel that Sanskrit should be a part of BAMS syllabus. This shows the increase in acceptance of the students regarding this subject,
8. (Q.no.10)There is an increase in the number of students, however not statistically significant, who feel that this method will help them develop interest in the subject. This shows the acceptance of the students towards this method.
9. (Q.no.11)The figure of students who feel that vertical intervention method is better is more than the conventional method. This shows that the overall impact of this method on the students is benefitting.

Even if as a definition, vertical integration is a link between clinical and basic subjects, still it can be implemented at any stage where application of one subject in another is possible. It enhances the knowledge of both subjects, improvise concepts and also saves time. Students also find this pattern interesting and appealing.

Conclusion:

The vertical intervention method in case of Sanskrit language is better accepted by the students and the introduction of this method can alter the acceptance of the students towards Sanskrit positively.

References:

1. en.wikipedia.org/wiki/Vertical_integration
2. Paul Bradley, Karen Mattick, Integration of basic and clinical sciences – AMEE 2008, <https://amee.org>>AMEE-

[Past-Conferences.](#)