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Cultivating Professional Support through Continuous Professional Development of Sanskrit Teachers of Delhi

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Abstract :

This research paper explores the systematic approach to Continuous Professional Development (CPD) for Sanskrit teachers in Delhi, focusing on the collaboration between the State Council of Education Research and Training, Delhi (SCERT-Delhi), and the Samskrit Promotion Foundation (SPF), Delhi. Through a structured CPD program aligned with the National Education Policy 2020 (NEP 2020). The initiative was aimed to enhance the pedagogical skills and professional competencies of Sanskrit teachers of the Directorate of Education, Delhi. This study evaluates the effectiveness of the CPD program, the selection process of Master Trainers, and the feedback from participants, providing insights into the impact of such initiatives on the professional growth of Sanskrit language teachers.

Keywords :

Continuous Professional Development (CPD), Sanskrit Master Trainers (SMT), Teacher Competencies (TC), Experiential Learning (EL), Activity-Based Learning (ABL), Language Skills, Sanskrit-Rich Environment.

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Introduction

The teaching of Sanskrit, a classical language with profound cultural and historical significance in India, faces distinct challenges in modern educational contexts. Unlike regional languages or the mother tongue, Sanskrit demands a specialized pedagogical approach to ensure its effective teaching. Acknowledging this need, the State Council of Education Research and Training, Delhi (SCERT-Delhi), in collaboration with the Samskrit Promotion Foundation (SPF), has launched an initiative to provide targeted professional support for Sanskrit teachers through Continuous Professional Development (CPD) programs. Professional development is vital for school reform and improving overall school performance. It is a continuous process that equips teachers with the tools to identify and overcome classroom challenges, ultimately leading to better student outcomes and alignment with both globally recognized and locally relevant standards (Gray, 2005)

The foundation of this initiative lies in the National Education Policy 2020 (NEP 2020), which emphasizes the importance of ongoing professional development for teachers to stay updated with the latest pedagogical advancements and innovations. Clause 5.15 of NEP 2020 specifically emphasizes the need for Continuous Professional Development, advocating for teachers to engage in at least 50 hours of CPD activities annually. These activities are designed to enhance teachers' skills across various domains, including foundational literacy, numeracy, competency-based learning, and experiential learning methodologies.

The CPD program developed by SCERT-Delhi and SPF-Delhi focused on the professional growth of approximately 4,000 Sanskrit teachers within the Directorate of Education, GNCT of Delhi (DoE). This paper outlines the systematic approach taken to design and implement this program, evaluates its effectiveness, and analyses participant feedback to understand the impact of such initiatives on the professional competencies of Sanskrit teachers.

Objectives of the Study

The primary objectives of this study are to:

1. Assess the level of agreement among participants with the sessions conducted during the CPD program for Sanskrit Master Trainers.
2. Evaluate the overall quality of the CPD program for Sanskrit Master Trainers.
3. Examine the usefulness of the resource support and materials provided during the CPD program.
4. Compile suggestions for further improvement of the CPD program.
5. Analyse the competencies developed among Sanskrit Master Trainers as a result of the CPD program.

Methodology

The study employs a mixed-methods approach, combining quantitative analysis of participant feedback with qualitative insights gathered through structured interviews. The selection of Master Trainers involved a two-stage process: a self-assessment phase using a tool named "Atmnirikshanam," followed by an in-person interaction where shortlisted candidates were evaluated by a panel of Sanskrit scholars. The selected Master Trainers then participated in an intensive offsite CPD program, designed to enhance their pedagogical and facilitation skills and enable them to cascade their learning to other Sanskrit teachers in Delhi.

Sample Population: The total population for this study includes approximately 4,000 Sanskrit teachers from the Directorate of Education, Delhi. The sample, consisting of 40 Sanskrit Master Trainers, was selected using a purposive sampling technique. Among the 40 selected master trainers, 30 males and 10 females were there. The sample includes 10 PGT Sanskrit trainers and 30 TGT Sanskrit trainers. Additionally, 39 master trainers are from government schools in Delhi, while 1 master trainer is from a government-aided school.

Data Collection Tools

1. **Google Form:** A structured questionnaire through Google Form was deployed to gather quantitative data on participant feedback regarding the CPD sessions. The form included questions on participant information, level of agreement with the sessions, training feedback, resource support, and suggestions for improvement. [Google Form: https://forms.gle/FC4NkJwKGecpHbvK6](https://forms.gle/FC4NkJwKGecpHbvK6) .
2. **Padlet Platform:** A Padlet link was shared with participants to facilitate the collection of qualitative feedback in a more interactive format. [Padlet Link: https://padlet.com/insetcellscert/cpd-of-sanskrit-master-trainers-in-dehradun-taoex21k14pg5kj](https://padlet.com/insetcellscert/cpd-of-sanskrit-master-trainers-in-dehradun-taoex21k14pg5kj)
3. **Interviews:** Structured interviews were conducted with a subset of Master Trainers to gather in-depth insights into their experiences and the perceived impact of the CPD program on their professional competencies.

Layout: CPD of Sanskrit Master Trainer Programme

A. Selection of Master Trainers:

1. Atmnirikshanam: The INSET Cell, SCERT Delhi and SPF Delhi developed a questionnaire through Google form titled "Atmnirikshanam" to facilitate the selection of Master Trainers from within the fraternity of approximately 4,000 Sanskrit teachers in the Directorate of Education (DoE), Delhi. The selection criteria were based on teachers' qualifications, experience, recognition, pedagogy and competencies, with responses quantified according to these criteria. In the first phase, the questionnaire was administered and a total of 192 responses were received. After analysing the data, only 80 teachers were shortlisted for an in-person interaction.

2. In-Person Interaction for Selection of Sanskrit Master Trainers (SMT): The 80 shortlisted teachers were evaluated by a panel of eminent Sanskrit scholars based on three key criteria:

- i. Command over the Sanskrit language, particularly Sanskrit grammar.
- ii. Understanding and application of Sanskrit teaching pedagogy.
- iii. Facilitation skills.

After a rigorous selection process, 40 Sanskrit teachers were selected as Sanskrit Master Trainers (SMT) for further capacity building as CPD of the Sanskrit Master Trainers Programme.

B. Offsite Sanskrit Master Trainers Capacity Building (CPD):

The training was designed to enable these selected 40 Master Trainers to serve as resource persons and cascade their training to other Sanskrit teachers across the DoE, Delhi, with support from SPF, Delhi as the knowledge partner. The objectives of the CPD program for Master Trainers were as follows:

- i. Strengthen training techniques in all the four language skills (listening, speaking, reading and writing).
- ii. Provide comprehensive exposure to activity-based language teaching for Sanskrit teachers.
- iii. Emphasize experiential learning.
- iv. Build the capacity of a core team of Master Trainers to conduct CPD programs.
- v. Identify and address challenges in Sanskrit teaching through action research.

The course design incorporated a blend of theoretical knowledge and practical applications, enabling Sanskrit Master Trainers to enhance their instructional strategies and leadership qualities. The program emphasized the integration of innovative teaching methodologies, such as Activity-Based Learning (ABL), Experiential Learning (EL) Art-Integrated Learning (AIL) and storytelling-based approaches, into the Sanskrit curriculum in line with NEP 2020

This offsite Capacity Building program for the selected 40 Sanskrit Master Trainers was held at Shrimad Dayanand Arsh Jyotirmath Gurukul, Pondha, Dehradun, Uttarakhand, from June 28, 2022, to July 2, 2022, based on the objectives of the CPD for the Sanskrit Master Trainers (SMT).

Course Design for CPD of Sanskrit Master Trainers

CPD of Sanskrit Master Trainers

Venue: Shrimad Dayanand Arsh Jyotirmath Gurukul, Pondha, Dehradun, Uttarakhand

Duration: 28.06.2022 to 02.07.2022 (5 Days)

Time/Date	Day 1	Day 2	Day 3	Day 4	Day 5
09:00-10:00	उद्घाटनम्	संस्कृतशिक्षणम् परिचर्चा	रचनात्मकं गृहकार्यम् परिचर्चा	गतिविध्यात्मकशिक्षण म् परिचर्चा	शिक्षणप्रतिफलनिर्धार णम् परिचर्चा
10:00 – 11:30	राष्ट्रीयशिक्षानीति: (२०२०) इत्यस्या: सन्दर्भे लक्ष्यनिर्धारणम् परिचर्चा	उच्चारणं वाचनकौशलञ्च	रचनात्मकम् आकलनम् (मूल्याङ्कनम्)	संस्कृतमयः परिवेशः	क्रियात्मकानुसन्धानम्
11:00 – 11:15	अल्पविरामः				
11:15 – 12:45	सामूहिकं कार्यम् (कार्यशालायाः अपेक्षाः)	सामूहिकं कार्यम्	सामूहिकं कार्यम्	सामूहिकं कार्यम्	सामूहिकं कार्यम्
12:45 – 02:00	भोजनं विश्रान्तिः च				
02:00 – 03:30	सम्भाषणात्मकं संस्कृतम्	पाठ्यपुस्तकम्	अभ्यासाः	त्रुटिविश्लेषणम्	अनुभवकथनम् / समापनम्
03:30 – 05:00	सामूहिककार्यम्	सामूहिककार्यम्	सामूहिककार्यम्	सामूहिककार्यम्	समापन समारोह
5:00 – 05:15	अल्पविरामः				
05:15 – 06.15	कृतकार्यपरिचर्चा	कृतकार्यपरिचर्चा	कृतकार्यपरिचर्चा	कृतकार्यपरिचर्चा	—

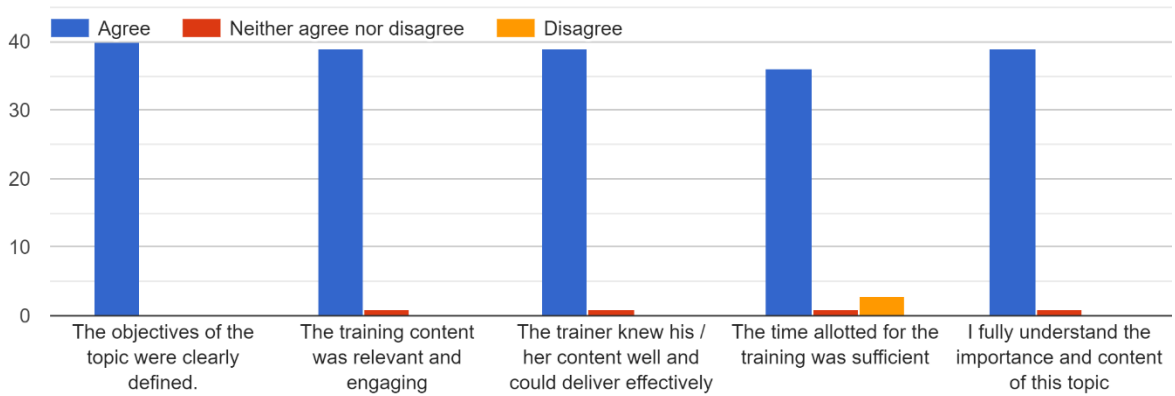
Analysis and Findings:

The analysis of the feedback from participants (Sanskrit Master Trainers-SMT) provides a comprehensive understanding of the effectiveness of the CPD program. The findings are categorized based on the feedback from each session conducted during the training.

1. Understanding the Level of Agreement with the Sessions of the CPD for Sanskrit Master Trainers Programme

Session 1: सत्रस्य विषयः - राष्ट्रियशिक्षानीति: (२०२०) इत्यस्या: सन्दर्भे लक्ष्यनिर्धारणम् परिचर्चा

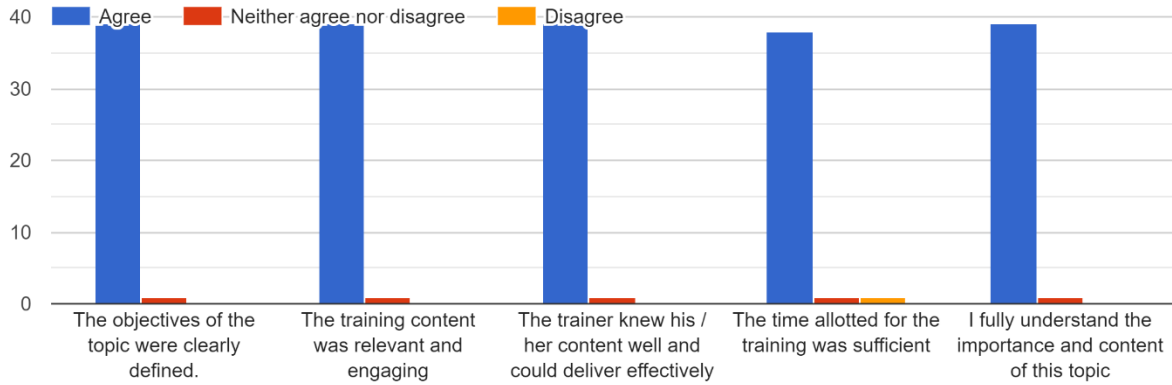
Level of agreement with the statements listed below for the session "1. सत्रस्य विषयः - राष्ट्रियशिक्षानीति: (२०२०) इत्यस्या: सन्दर्भे लक्ष्यनिर्धारणम् परिचर्चा।"



- **Objectives Clarity:** 100% of respondents agreed that the objectives of the topic were clearly defined.
- **Content Relevance and Engagement:** 97.5% of respondents agreed that the training content was relevant and engaging. Only 2.5% were neutral on this aspect.
- **Trainer's Expertise and Delivery:** 97.5% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery. Only 2.5% were neutral.
- **Time Allocation:** 90% of respondents felt that the time allotted for the training was sufficient. Conversely, 7.5% disagreed with the time allocation and 2.5% were neutral..
- **Understanding the Topic:** While 2.5% of respondents were neutral regarding their understanding of the topic's importance and content, 97.5% agreed that they fully understood both.

Session 2: सत्रस्य विषय:- सामूहिकं कार्यम् (कार्यशालायाः अपेक्षाः)

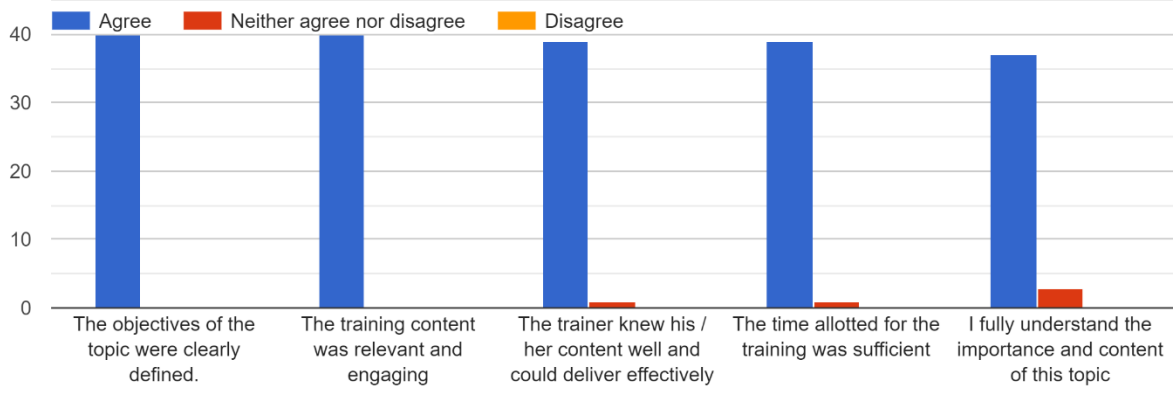
Level of agreement with the statements listed below for the session "2. सत्रस्य विषयः - सामूहिकं कार्यम् (कार्यशालायाः अपेक्षाः)।"



- **Objectives Clarity:** 97.5% of respondents agreed that the objectives of the topic were clearly defined. Only 2.5% were neutral on this aspect.
- **Content Relevance and Engagement:** 97.5% of respondents agreed that the training content was relevant and engaging. Only 2.5% were neutral on this aspect.
- **Trainer's Expertise and Delivery:** 97.5% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery. Only 2.5% were neutral.
- **Time Allocation:** 95% of respondents felt that the time allotted for the training was sufficient, while 2.5% were neutral, and 2.5% disagreed with the time allocation.
- **Understanding the Topic:** While 2.5% of respondents were neutral regarding their understanding of the topic's importance and content, 97.5% agreed that they fully understood both.

Session 3: सत्रस्य विषयः - सम्भाषणात्मकं संस्कृतम् |

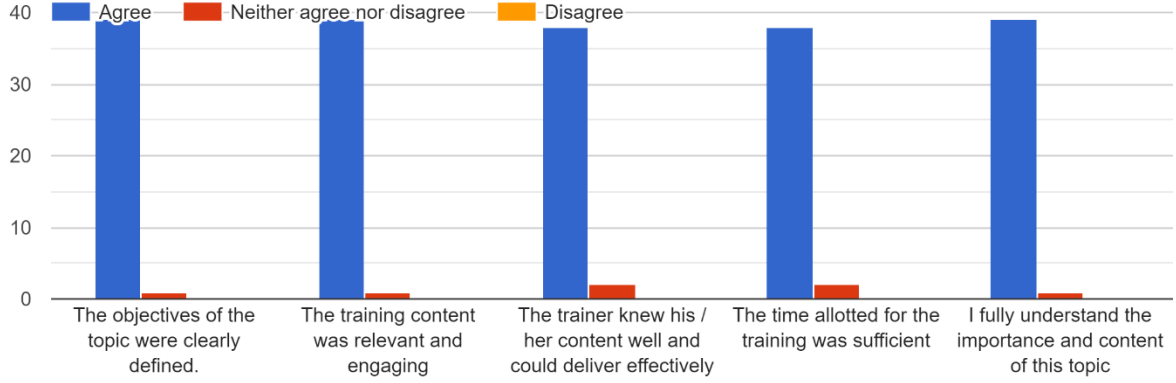
Level of agreement with the statements listed below for the session "3. सत्रस्य विषयः - सम्भाषणात्मकं संस्कृतम् |"



- **Objectives Clarity:** 100% of respondents agreed that the objectives of the topic were clearly defined.
- **Content Relevance and Engagement:** 100% of respondents agreed that the training content was relevant and engaging.
- **Trainer's Expertise and Delivery:** 97.5% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery. Only 2.5% were neutral.
- **Time Allocation:** 97.5% of respondents felt that the time allotted for the training was sufficient, while 2.5% were neutral, and 2.5% disagreed with the time allocation.
- **Understanding the Topic:** While 7.5% of respondents were neutral regarding their understanding of the topic's importance and content, 92.5% agreed that they fully understood both.

Session 4: सत्रस्य विषयः- उच्चारणं वाचनकौशलञ्च |

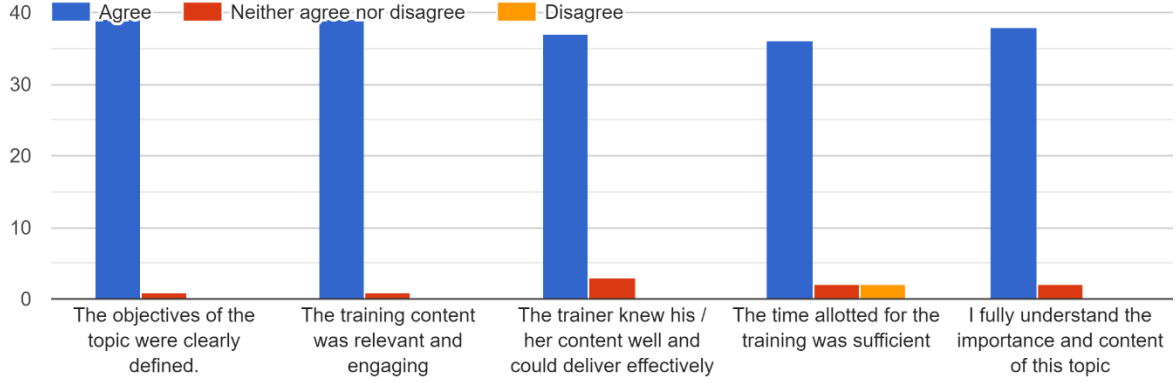
Level of agreement with the statements listed below for the session "4. सत्रस्य विषयः - उच्चारणं वाचनकौशलञ्च |"



- **Objectives Clarity:** 97.5% of respondents agreed that the objectives of the topic were clearly defined. Only 2.5% were neutral on this aspect.
- **Content Relevance and Engagement:** 97.5% of respondents agreed that the training content was relevant and engaging. Only 2.5% were neutral on this aspect.
- **Trainer's Expertise and Delivery:** 95% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery. Only 5% were neutral.
- **Time Allocation:** 95% of respondents felt that the time allotted for the training was sufficient, while 5% were neutral with the time allocation.
- **Understanding the Topic:** While 5% of respondents were neutral regarding their understanding of the topic's importance and content, 95% agreed that they fully understood both.

Session 5: सत्रस्य विषयः - पाठ्यपुस्तकम् |

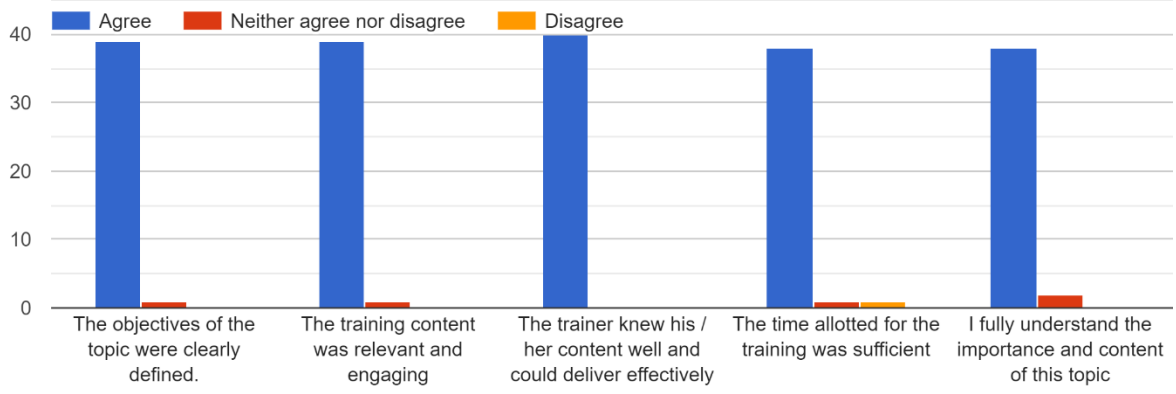
Level of agreement with the statements listed below for the session "5. सत्रस्य विषयः - पाठ्यपुस्तकम् |"



- **Objectives Clarity:** 97.5% of respondents agreed that the objectives of the topic were clearly defined. Only 2.5% were neutral on this aspect.
- **Content Relevance and Engagement:** 97.5% of respondents agreed that the training content was relevant and engaging. Only 2.5% were neutral on this aspect.
- **Trainer's Expertise and Delivery:** 92.5% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery. Only 7.5% were neutral.
- **Time Allocation:** 90% of respondents felt that the time allotted for the training was sufficient, while 5% were neutral and 5% disagreed with the time allocation.
- **Understanding the Topic:** While 5% of respondents were neutral regarding their understanding of the topic's importance and content, 95% agreed that they fully understood both.

Session 6: सत्रस्य विषयः - संस्कृतशिक्षणम् परिचर्चा |

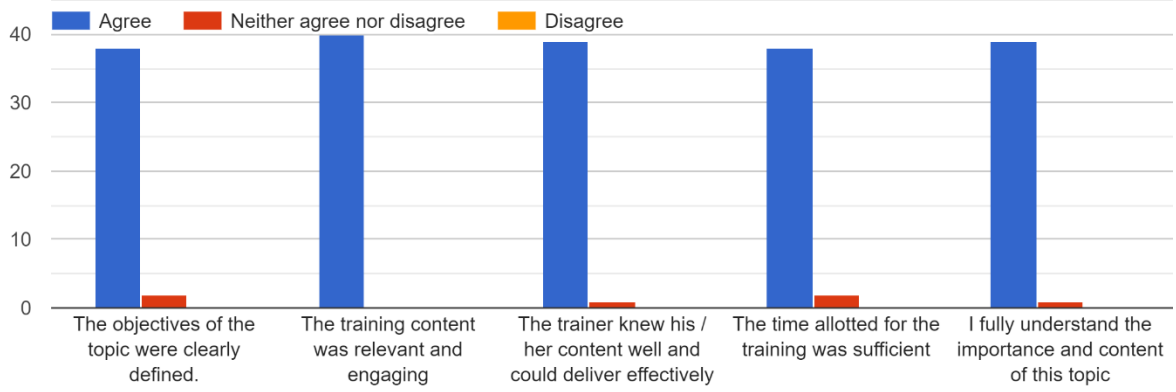
Level of agreement with the statements listed below for the session "6. सत्रस्य विषयः - संस्कृतशिक्षणम् परिचर्चा |"



- **Objectives Clarity:** 97.5% of respondents agreed that the objectives of the topic were clearly defined. Only 2.5% were neutral on this aspect.
- **Content Relevance and Engagement:** 97.5% of respondents agreed that the training content was relevant and engaging. Only 2.5% were neutral on this aspect.
- **Trainer's Expertise and Delivery:** 100% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery.
- **Time Allocation:** 95% of respondents felt that the time allotted for the training was sufficient, while 2.5% were neutral and 2.5% disagreed with the time allocation.
- **Understanding the Topic:** While 5% of respondents were neutral regarding their understanding of the topic's importance and content, 95% agreed that they fully understood both.

Session 7: सत्रस्य विषयः - रचनात्मकं गृहकार्यम् परिचर्चा|

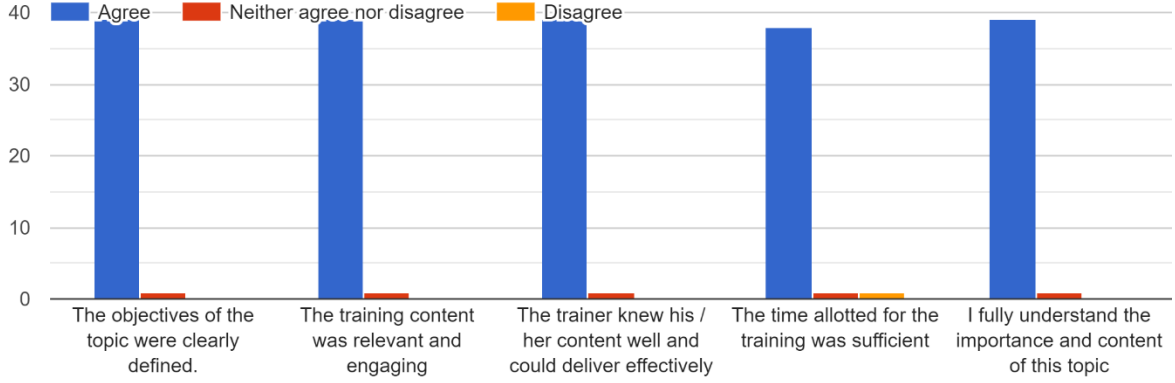
Level of agreement with the statements listed below for the session "7. सत्रस्य विषयः - रचनात्मकं गृहकार्यम् परिचर्चा |"



- **Objectives Clarity:** 95% of respondents agreed that the objectives of the topic were clearly defined. Only 5% were neutral on this aspect.
- **Content Relevance and Engagement:** 100% of respondents agreed that the training content was relevant and engaging.
- **Trainer's Expertise and Delivery:** 97.5% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery and only 2.5% were neutral.
- **Time Allocation:** 95% of respondents felt that the time allotted for the training was sufficient, while 5% were neutral with the time allocation.
- **Understanding the Topic:** While 2.5% of respondents were neutral regarding their understanding of the topic's importance and content, 97.5% agreed that they fully understood both.

Session 8: सत्रस्य विषयः - रचनात्मकम् आकलनम् (मूल्याङ्कनम्) |

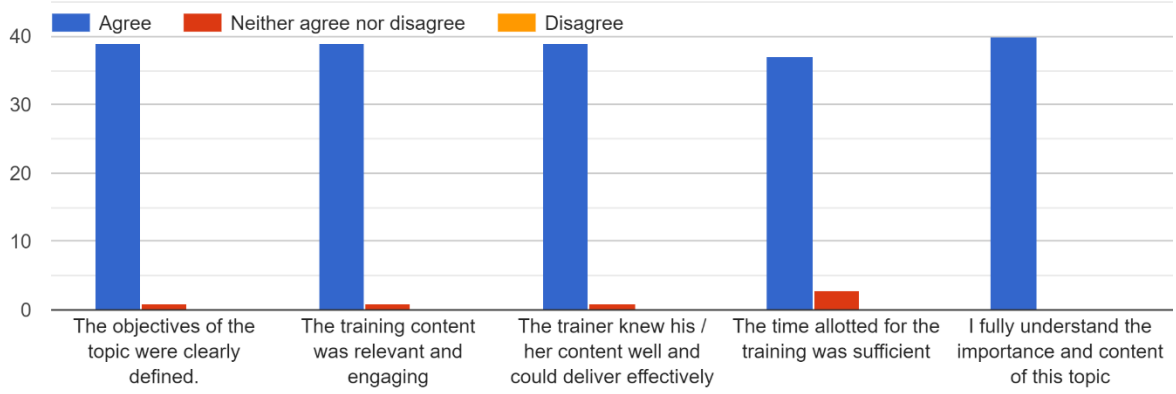
Level of agreement with the statements listed below for the session "8. सत्रस्य विषयः - रचनात्मकम् आकलनम् (मूल्याङ्कनम्) |"



- **Objectives Clarity:** 97.5% of respondents agreed that the objectives of the topic were clearly defined. Only 2.5% were neutral on this aspect.
- **Content Relevance and Engagement:** 97.5% of respondents agreed that the training content was relevant and engaging but 2.5% were neutral.
- **Trainer's Expertise and Delivery:** 97.5% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery and only 2.5% were neutral.
- **Time Allocation:** 95% of respondents felt that the time allotted for the training was sufficient, while 2.5% were neutral and 2.5% disagreed with the time allocation.
- **Understanding the Topic:** While 2.5% of respondents were neutral regarding their understanding of the topic's importance and content, 97.5% agreed that they fully understood both.

Session 9: सत्रस्य विषयः - गतिविध्यात्मकशिक्षणम् परिचर्चा|

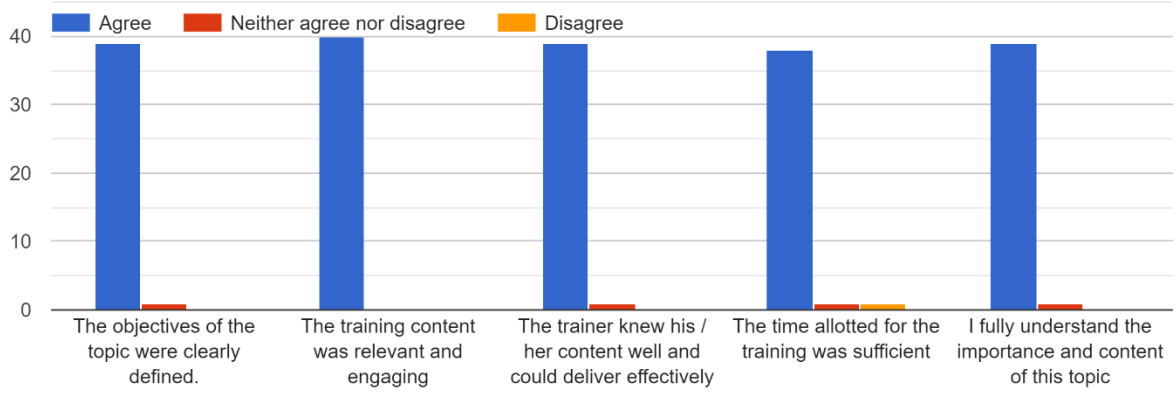
Level of agreement with the statements listed below for the session "9. सत्रस्य विषयः - गतिविध्यात्मकशिक्षणम् परिचर्चा |"



- **Objectives Clarity:** 97.5% of respondents agreed that the objectives of the topic were clearly defined. Only 2.5% were neutral on this aspect.
- **Content Relevance and Engagement:** 97.5% of respondents agreed that the training content was relevant and engaging but 2.5% were neutral.
- **Trainer's Expertise and Delivery:** 97.5% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery and only 2.5% were neutral.
- **Time Allocation:** 92.5% of respondents felt that the time allotted for the training was sufficient, while 7.5% were neutral with the time allocation.
- **Understanding the Topic:** 100% of respondents agreed that they fully understood the topic's importance and the content.

Session 10: सत्रस्य विषयः - संस्कृतमयः परिवेशः।

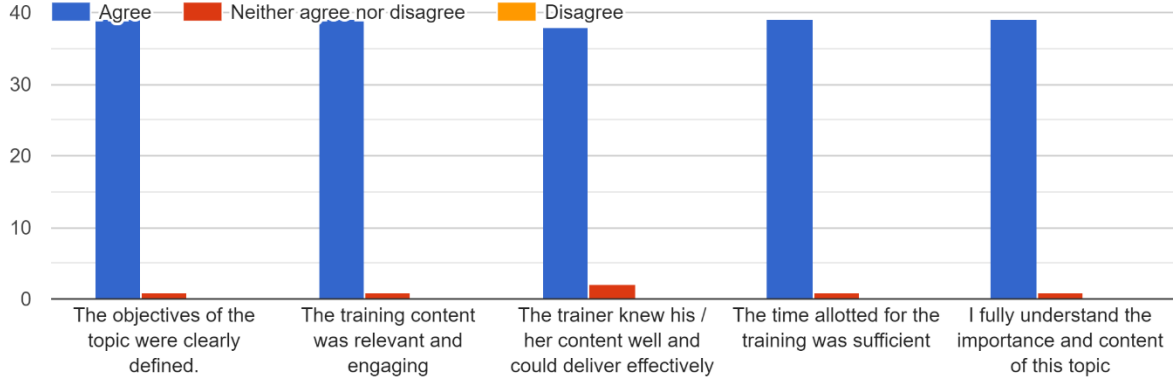
Level of agreement with the statements listed below for the session "10. सत्रस्य विषयः - संस्कृतमयः परिवेशः।"



- **Objectives Clarity:** 97.5% of respondents agreed that the objectives of the topic were clearly defined. Only 2.5% were neutral on this aspect.
- **Content Relevance and Engagement:** 100% of respondents agreed that the training content was relevant and engaging.
- **Trainer's Expertise and Delivery:** 97.5% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery and 2.5% were neutral.
- **Time Allocation:** 95% of respondents felt that the time allotted for the training was sufficient, while 2.5% were neutral and 2.5% disagreed with the time allocation.
- **Understanding the Topic:** While 2.5% of respondents were neutral regarding their understanding of the topic's importance and content, 97.5% agreed that they fully understood both.

Session 11: सत्रस्य विषयः - सामूहिकं कार्यम् |

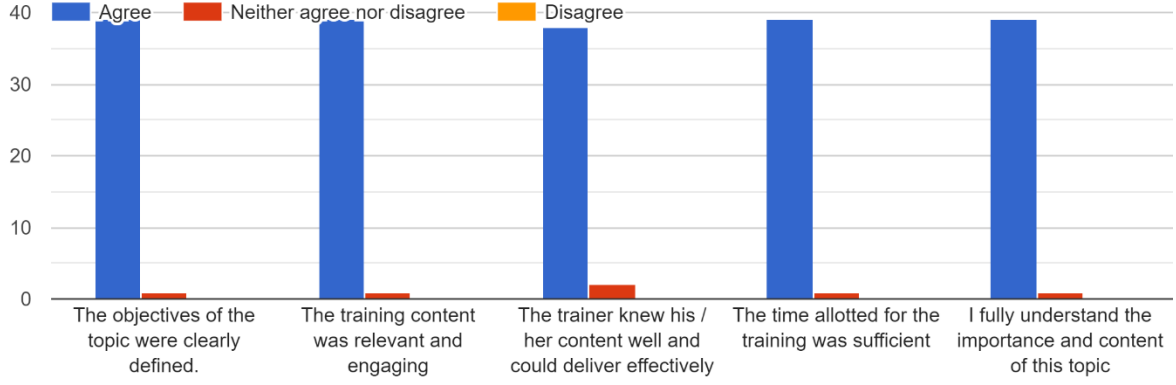
Level of agreement with the statements listed below for the session "11. सत्रस्य विषयः - सामूहिकं कार्यम् |"



- **Objectives Clarity:** 97.5% of respondents agreed that the objectives of the topic were clearly defined. Only 2.5% were neutral on this aspect.
- **Content Relevance and Engagement:** 97.5% of respondents agreed that the training content was relevant and engaging but 2.5% were neutral.
- **Trainer's Expertise and Delivery:** 95% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery and 5% were neutral.
- **Time Allocation:** 95% of respondents felt that the time allotted for the training was sufficient, while 2.5% were neutral with the time allocation.
- **Understanding the Topic:** While 2.5% of respondents were neutral regarding their understanding of the topic's importance and content, 97.5% agreed that they fully understood both.

Session 12: सत्रस्य विषयः - त्रुटिविश्लेषणम् |

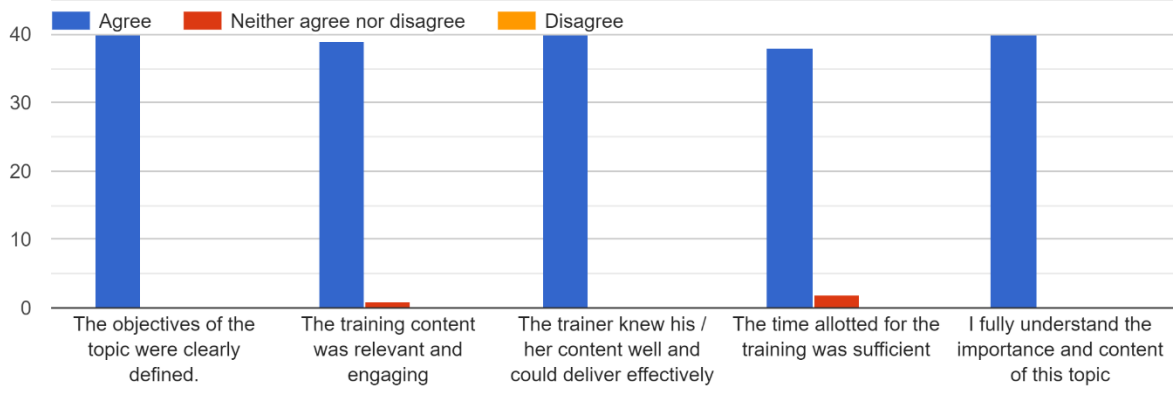
Level of agreement with the statements listed below for the session "12. सत्रस्य विषयः - त्रुटिविश्लेषणम् |"



- **Objectives Clarity:** 97.5% of respondents agreed that the objectives of the topic were clearly defined. Only 2.5% were neutral on this aspect.
- **Content Relevance and Engagement:** 97.5% of respondents agreed that the training content was relevant and engaging but 2.5% were neutral.
- **Trainer's Expertise and Delivery:** 95% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery and 5% were neutral.
- **Time Allocation:** 97.5% of respondents felt that the time allotted for the training was sufficient, while 2.5% were neutral with the time allocation.
- **Understanding the Topic:** While 2.5% of respondents were neutral regarding their understanding of the topic's importance and content, 97.5% agreed that they fully understood both.

Session 13: सत्रस्य विषयः - कृतकार्यपरिचर्चा |

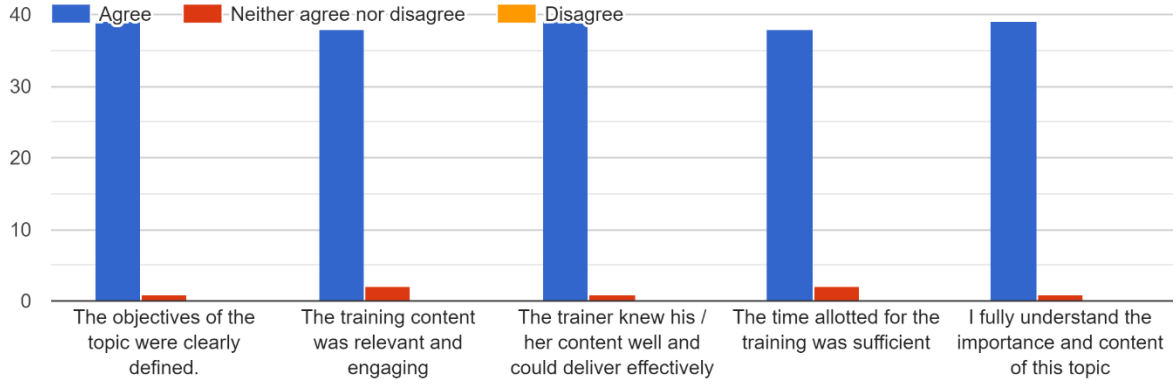
Level of agreement with the statements listed below for the session "13. सत्रस्य विषयः - कृतकार्यपरिचर्चा |"



- **Objectives Clarity:** 100% of respondents agreed that the objectives of the topic were clearly defined.
- **Content Relevance and Engagement:** 97.5% of respondents agreed that the training content was relevant and engaging but 2.5% were neutral.
- **Trainer's Expertise and Delivery:** 100% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery.
- **Time Allocation:** 95% of respondents felt that the time allotted for the training was sufficient, while 2.5% were neutral with the time allocation.
- **Understanding the Topic:** 100% of respondents agreed that they fully understood the topic's importance and content.

Session 14: सत्रस्य विषयः - शिक्षणप्रतिफलनिर्धारणम् परिचर्चा |

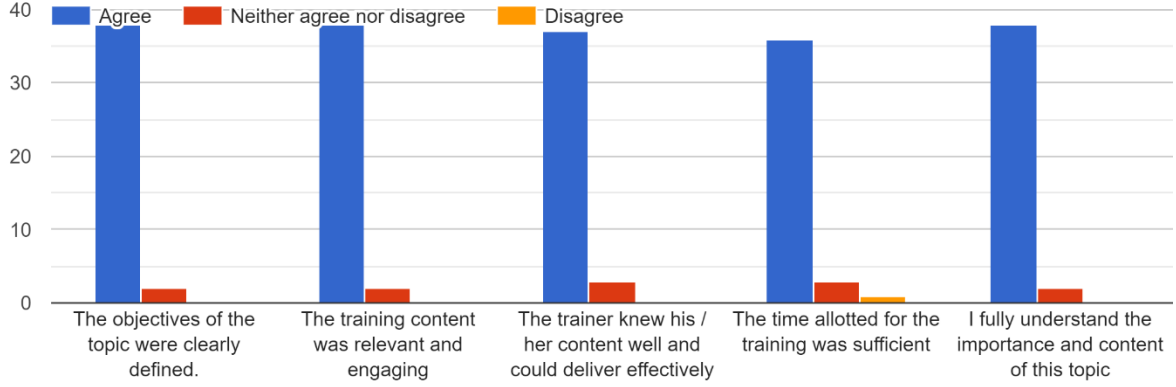
Level of agreement with the statements listed below for the session "14. सत्रस्य विषयः - शिक्षणप्रतिफलनिर्धारणम् परिचर्चा |"



- **Objectives Clarity:** 97.5% of respondents agreed that the objectives of the topic were clearly defined. Only 2.5% were neutral on this aspect.
- **Content Relevance and Engagement:** 95% of respondents agreed that the training content was relevant and engaging but 5% were neutral.
- **Trainer's Expertise and Delivery:** 97.5% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery and 2.5% were neutral.
- **Time Allocation:** 95% of respondents felt that the time allotted for the training was sufficient, while 5% were neutral with the time allocation.
- **Understanding the Topic:** While 2.5% of respondents were neutral regarding their understanding of the topic's importance and content, 97.5% agreed that they fully understood both.

Session 15: सत्रस्य विषयः - क्रियात्मकानुसन्धानम् |

Level of agreement with the statements listed below for the session "15. सत्रस्य विषयः - क्रियात्मकानुसन्धानम् |"



- **Objectives Clarity:** 95% of respondents agreed that the objectives of the topic were clearly defined. Only 5% were neutral on this aspect.
- **Content Relevance and Engagement:** 95% of respondents agreed that the training content was relevant and engaging but 5% were neutral.
- **Trainer's Expertise and Delivery:** 92.5% of respondents agreed that the trainer demonstrated strong knowledge and effective delivery and 7.5% were neutral.
- **Time Allocation:** 92.5% of respondents felt that the time allotted for the training was sufficient, while 5% were neutral and 2.5% disagreed with the time allocation.
- **Understanding the Topic:** While 5% of respondents were neutral regarding their understanding of the topic's importance and content, 95% agreed that they fully understood both.

Overall Summary of Responses:

- Agree: 91.41% of the responses were positive, indicating a high level of satisfaction with the sessions.
- Neither agree nor disagree: 7.22% of the responses were neutral, showing that a small portion of the participants had mixed or neutral opinions.
- Disagree: 1.27% of the responses were negative, indicating minimal dissatisfaction.
- Other mixed responses ("Neither agree nor disagree, Disagree") were very rare and accounted for less than 0.1%.

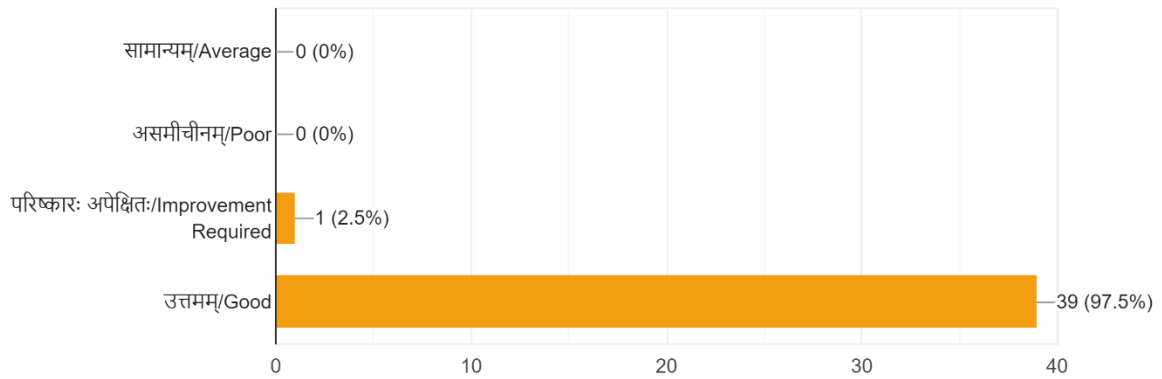
This indicates that the majority of participants found the sessions effective and relevant.

2. Analysis of the Overall Quality of the CPD of Sanskrit Master Trainers Programme

The analysis of the overall quality of the CPD of the Sanskrit Master Trainers programme reveals the following:

Overall Rating of the CPD of Sanskrit Master Trainers

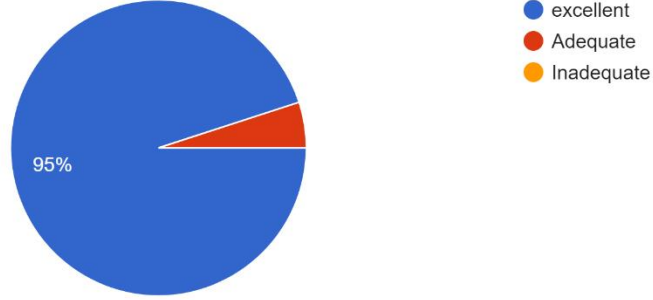
40 responses



1. High Satisfaction: A significant majority (97.5%) of respondents rated the overall quality of the CPD programme as "Good," indicating a high level of satisfaction among participants.
2. No Negative Feedback: None of the respondents rated the programme as "Average" or "Poor," suggesting that the training met or exceeded expectations for most participants.
3. Minimal Improvement Needed: Only 2.5% of respondents felt that improvement was needed, highlighting that while the programme was largely successful, there is a small scope for improvement.
4. Clear Positive Outcome: The overwhelmingly positive feedback indicates that the CPD programme effectively met its objectives in training/CPD of the Sanskrit Master Trainers.

2. Understanding the Usefulness of the Resource Support and Materials Provided During the CPD of the Sanskrit Master Trainers Programme

Training Material (Resource Support)
40 responses



- A large majority, 95% of respondents, rated the training material as "Excellent," reflecting a high level of satisfaction with the resources provided during the CPD of Sanskrit Master Trainers programme.
- The remaining 5% of respondents rated the materials as "Adequate," indicating that while the materials were acceptable, some participants saw space for minor improvements.
- Notably, none of the respondents rated the materials as "Inadequate," suggesting that the resources met the essential needs of all participants.

The data indicates that the training materials provided during the CPD of Sanskrit Master Trainers programme were highly valued, with 95% giving an "Excellent" rating. While the resource support was effective and well-received overall, focusing on continuous improvement could further enhance the experience for those who found the materials merely "Adequate."

4. Suggestions for Further Improvement of the CPD of Sanskrit Master Trainers Programme

After the organization of the CPD of the Sanskrit Master Trainers Programme, several suggestions were collected through a Google form questionnaire and observations. The key points are:

1. **Time Allocation:** The data reveals that the time allocated for all the sessions should be slightly increased.
2. **Programme Duration and Continuity:** Suggestions indicate the need to extend the duration of the programme and ensure its continuity throughout the year.
3. **Additional Suggestions:** Participants provided several insights in response to the question "शिक्षकप्रशिक्षणे वयं कथं परिष्कारं कर्तुं शक्नुमः?" (How can we improve teacher training?). Key suggestions include:

- i. Incorporating creative activities and conducting more frequent residential training sessions.
- ii. Increasing focus on textbook-based training and ensuring it becomes more comprehensive.
- iii. Emphasizing the four main aspects of language teaching: prose, poetry, drama and grammar.
- iv. Forming participant groups during training to focus on critical elements and effective methodologies for each aspect, thereby enhancing the impact of the training.
- v. Although the teaching was excellent, more extensive discussions on textbook teaching would be beneficial.
- vi. Selecting topics with language skills in mind and providing participants with more opportunities.
- vii. Continuous implementation of such programmes is essential.
- viii. Utilizing proficient and expressive trainers more extensively in teacher training.
- ix. Increasing discussions on classroom activities and how they can be effectively implemented in teaching.
- x. Extending the training period to at least 15 days.
- xi. Including other subjects that support teaching and incorporating multi-disciplinary practice.
- xii. Organizing ongoing training sessions to ensure continuous skill enhancement for teachers.
- xiii. Regularizing teacher training and continuously refining the new teaching methods.
- xiv. Extending the number of training days.
- xv. Pre-determining specific sections of the supplementary textbooks provided and discussing them collectively in the subsequent sessions to foster a positive understanding of new points.
- xvi. Organizing annual training sessions to boost the confidence of Sanskrit teachers.
- xvii. Teachers feel highly motivated and energized through the training sessions.
- xviii. The prioritized efforts in Sanskrit teacher training are undoubtedly successful. Such efforts can bridge the gap in Sanskrit education, making teaching more engaging, easy, and fulfilling.
- xix. Integrating activities into teaching can enhance the learning level.
- xx. In the current scenario of Sanskrit teaching, such initiatives are greatly needed.
- xxi. Continuously organizing such training programmes can elevate the skill level in Sanskrit teaching.
- xxii. A conversational session should also be included.

3. Positive Aspects of the Training: In response to the question "अस्मिन् प्रशिक्षणे किं सर्वाधिकं रुचिकरम् आसीत्?" (What did you like most about this training?), participants shared:

- i. Group activities, practical conversations in Sanskrit, games and the practical aspect of the training.
- ii. The Sanskrit-rich environment and activity-based teaching were highly engaging.
- iii. Participants enjoyed the group work and Sanskrit conversations.
- iv. All aspects of the training were enjoyable, particularly the preparation and creation of training materials.
- v. The group work, discussions and the Gurukul-like environment were appreciated.
- vi. The enthusiasm of the trainers and the overall training environment were commendable.
- vii. The selection of an offsite training location outside the state was particularly appreciated, as it provided an opportunity to experience the Indian knowledge System and traditions.
- viii. The picturesque environment of the Gurukul, away from home and the workplace, offered an uninterrupted focus on the training.
- ix. The well-trained content creators and resource persons contributed to the successful execution of the training.

5. Understanding the Competencies Developed After the CPD of the Sanskrit Master Trainers Programme

- The data reveals that the training programme was highly appreciated by the participants, with 91.41% of responses being positive, indicating a high level of satisfaction with the sessions.
- Additional feedback received through the Google form in response to the question "अनेन प्रशिक्षणेन भवन्तः/भवत्यः शिक्षणप्रक्रियायाः विषये स्वस्य विचारेषु कीदृशं परिवर्तनम् अनुभवन्ति?" (Are you feeling any difference in your thinking about the teaching process because of this training?) includes the following:
 - Positive and Motivating: Participants felt more positive, motivated and skilled after the training. They found many teaching methods to be effective, engaging, and purposeful. New approaches were learned.
 - Enhanced Confidence: A positive mindset was developed for lesson planning in the sessions through the key points discussed during the training. Participants felt more confident and reported applying all strategies in their mentee schools. They also gained confidence in conversing in Sanskrit during classes.
 - Clarity in Activity-Based Teaching: Participants expressed that the training brought greater clarity to activity-based teaching, making them more capable of presenting topics effectively.

- Confidence in Teaching in Simple Sanskrit: The training instilled confidence in all participants that teaching in simple Sanskrit is possible.
- Skill Development and Increased Confidence: After the training, there was a noticeable improvement in skills and an increase in self-confidence.
- Understanding the Theoretical Foundation of Teaching: Participants gained insights into how the theoretical foundation of teaching should be established.
- Inspirational Training: The training was excellent, especially the sessions led by Prof. Chand Kiran Saluja and Dr. V.K. Pathak, which inspired participants to explore new directions.
- Positive Change: The training brought about a positive change and participants learned how to present subjects comprehensively in the classroom, tailored to the needs of students. They also became better trainers for others.
- Sanskrit-Rich Environment: The immersive Sanskrit environment of the training contributed significantly to the development of teaching competencies.

Competencies Developed: The CPD program successfully developed a range of competencies among the Sanskrit Master Trainers, including enhanced linguistic skills, improved pedagogical strategies and greater confidence in facilitating CPD sessions for their peers. The focus on experiential learning and activity-based teaching methods equipped the Sanskrit Master Trainers with practical tools to engage students more effectively in the classroom.

Conclusion

The CPD program for Sanskrit teachers in Delhi, as designed and implemented by SCERT-Delhi and SPF for the Sanskrit Master Trainers, represents a significant step towards enhancing the professional capabilities of Sanskrit teachers. The program's success is evident from the positive feedback received from participants, who reported a marked improvement in their pedagogical skills and overall professional development. However, the study also highlights the need for continuous refinement of the CPD program to address specific areas where improvements can be made, particularly in terms of time management and resource support.

Recommendations

Based on the findings of this study, the following recommendations are proposed:

1. **Continuous Evaluation and Feedback:** Regular feedback should be collected from participants to identify areas of improvement and to tailor future training sessions accordingly.
2. **Enhanced Resource Support:** Providing additional resource materials, including digital content and online modules, can further support the learning and teaching process.
3. **Extended Time Allocation:** Consideration should be given to extending the time allocated for certain sessions, particularly those that participants found challenging or that involved hands-on activities/practice.

4. **Focus on Experiential Learning:** Increasing the emphasis on experiential and activity-based learning can help teachers better integrate these methodologies into their teaching practices.
5. **Ongoing Capacity Building:** The CPD program should be viewed as an ongoing process, with opportunities for Sanskrit Master Trainers to continue their professional development and to mentor other teachers.

By implementing these recommendations, SCERT-Delhi and SPF can continue to build on the successes of the CPD program with the same CPD of Sanskrit Master Trainers programme, ensuring that Sanskrit teachers are well-equipped to meet the demands of modern education and to contribute to the preservation and promotion of the Sanskrit language.

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Websites/Links:

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2. Samskrit Promotion Foundation, Delhi: <https://scertdelhi.adhyapanam.in/> and <http://sanskritpromotion.in>
3. Report of the CPD of Sanskrit Master Trainers: https://drive.google.com/file/d/1yrj_w8n051XLeVDVY3ASHf_x8UAH2P/view?usp=sharing
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14. Padlet Link: <https://padlet.com/insetcellscert/cpd-of-sanskrit-master-trainers-in-dehradun-taeoex21k14pg5kj>
