



A Comparative Evaluation of Learning Methodology by Reading Samhita Versus Audio Listening with special reference to Shlokas of Ashtanga Hridaya Sutrasthana 1st Adhyaya-A Pilot Study

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Abstract: The two important phases in educational system are teaching and learning methods. Learning method can be achieved by two methods one is guru shishya parampara I.e in presence of guru studying the concept with the help of samhita, other method is audio i.e priorly recorded stuff will be given to the student to read .Shlokas are the keys to understand the concepts of Ayurveda.now a days Many of the students are feeling difficult to recite the Shlokas as the Shlokas in the Samhitas which are written in the Sanskrit language. Students are lacking the knowledge of Sanskrit language and are feeling difficult to do the pronunciation. **Aim & Objective:** To compare the learning outcomes of reading samhitas and audio listening of the shlokas OF ASHTANGA HRDAYA SUTRASTHANA 1ST ADHYAYA. **Methodology** - In the present study students read the shlokas from the samhita first, after leaving 15days I.e washoff period the same students are made to listen the shlokas through audio. For this study 31 students were randomly selected. Pre and post study evaluation was done by google form through questionnaire. Obtained data was statistically analysed by Chi square test. **Conclusion-** Reading directly from samhita was useful to enhance the shloka learning with significance level $P < 0.001$. **Key words-** Samhita Reading, Audio Recording, Ashtanga Hridaya, Sanskrit.

Introduction:

The process of learning is continuous, which promotes learning skills, to master new knowledge, develop new proficiency, which in turn helps to improve student learning. learning is an activity or process of gaining knowledge or skill by studying, practising being taught, or experiencing something the activity of someone who learns. Now a days the learning process has become more “Memory oriented” rather than “Understanding and Practical approach towards the concept”. And the present graduate level of learning is in monotonous way i.e. there is lack of interest among students. Where as, In ancient India, education was imparted through Gurukul system. Though we have entered into our new millennium, but our culture remains unforgotten. When we converse a lot about the culture, how can we forget the Guru, who has given this ancient knowledge, which he himself has got and preserve from his Guru’s tradition. Here one can say that the Guru is the core of all education, arts, culture and knowledge. The Guru is a teacher who guides the Shishya from blindness or ignorance to bliss, wisdom and enlightenment. It was also known as the GuruShishya Parampara.As generation passes one can

observe a lot of changes in the learning process of students where one can see the use of audios, internet etc, so to measure the impact of learning shlokas through listening audio verses script of Ashtanga Hridaya Sutrasthana 1st Adhyaya, Ashtanga Hridaya is the most legitimate and extensive summary of Ayurvedic principles. It is neither a very brief nor an elaborate form of Ashtanga Samgraha. AH is divided into 6 Sthanas with a total of 7471 verses. All these verses are in poetic form but in different Chhanda. Chhandas or Sanskrit prosody alludes to the investigation of poetic metres and verse in Sanskrit. Ashtanga Hridaya Sutrasthana consists of 1603 Shlokas, written in Devanagari Lipi. 1st Adhyaya of Ashtanga Hridaya consists of 48.5 Shlokas¹, these Shlokas were recorded by proper splitting, pronunciation, with chandhas that is proper tune.

Aim & Objective of the study- To compare the learning outcomes of reading samhita and audio listening the Shlokas of Ashtanga Hridaya Sutrasthana 1st Adhyaya

Materials- The permission was obtained from the Institutional Ethical Committee before starting the interventional study. audio recording of shlokas, Ashtanga Hridaya Samhita related to topic of present study, google form.

Methodology-

Population for the study- 1st phase BAMS students of BLDEAS AVS AMV VIJAYAPUR, were selected for the study.

This is an cross sectional interventional study to compare the learning outcomes of both reading the shlokas from samhita and audio listening of the shlokas OF ASHTANGA HRDAYA SUTRASTHANA 1ST ADHYAYA. And feedback through google form was collected from students in order to evaluate the effect.

A group of 31 students were randomly selected and made to read the shlokas of 1st adhyaya of ashtanga hridaya directly from the samhita daily for 1hr, 15 days gap i.e wash off period was their and the same group was made to listen the similar shlokas through the recorded stuff daily 1hour for 7 days.

Assessment of the learning outcome: The learning outcome was assessed with the help of google form and questionnaire. Result of the pre and post test was evaluated and effect of learning outcome of both reading the shlokas from samhita and listening the shlokas from audio recording was compared and evaluated.

Sampling and randomization- total 31 students of 1st phase BAMS, were randomly selected irrespective of gender.

Study design – cross sectional interventional study

Observations and Results – after the completion of both the trial, the feedback was obtained from the students in the form of questionnaire through google form, the google form was containing of 6 nominal scale questions, the score of the students were evaluated after recording the score.

Table:1- Easy for splitting

Easy for splitting	No. of patients	Percentage
By listening to audio	5	16.1

By reading samhita	26	83.9
Total	31	100.0

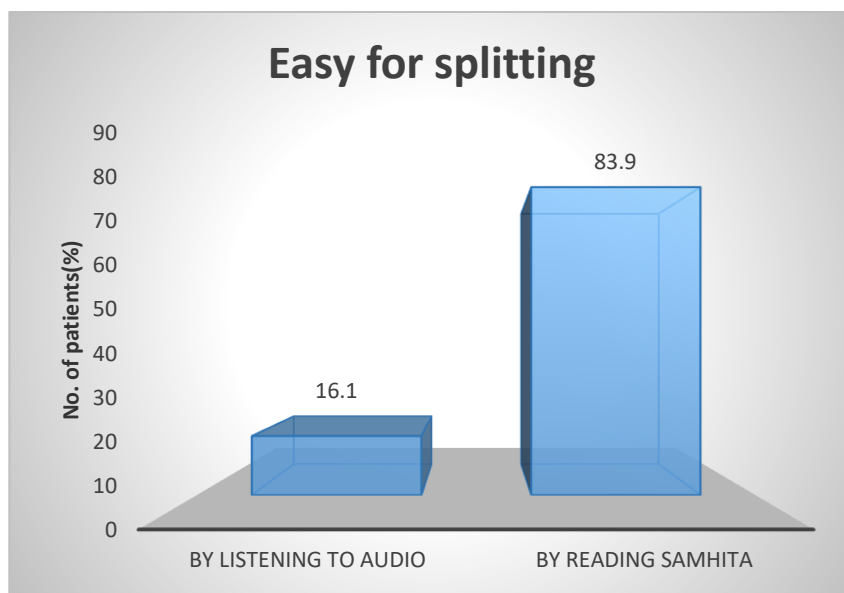


Table:2- Easy for pronunciation of shlokas

Easy for pronunciation of shlokas	No. of patients	Percentage
By listening to audio	14	45.2
By reading samhita	17	54.8
Total	31	100.0

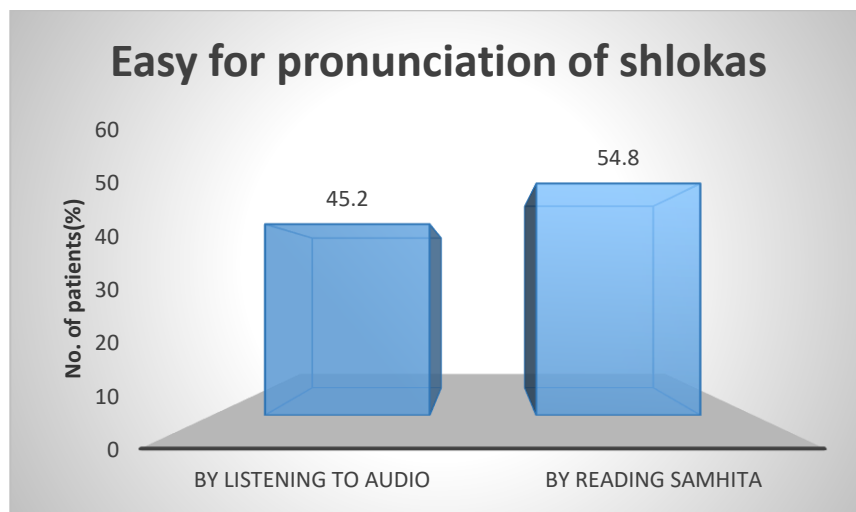


Table: 3-Easy for understanding of word to word meaning of shlokas

Easy for understanding of shlokas	No. of patients	Percentage
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By listening to audio	1	3.2
By reading samhita	15	48.4
Both of above	15	48.4
Total	31	100.0

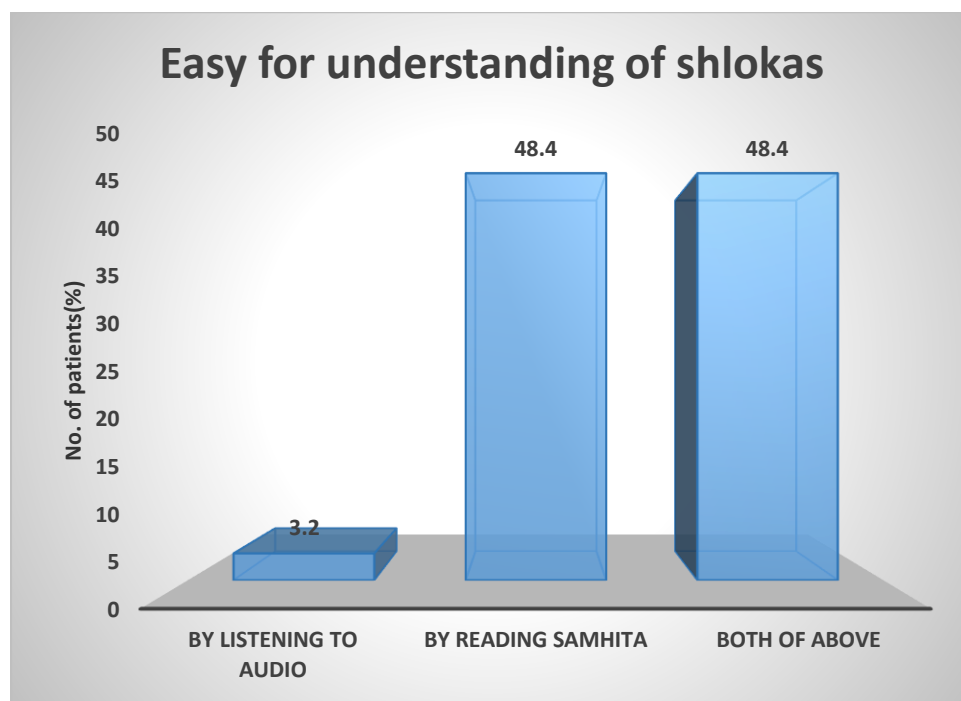


Table:4- Easy for grasping of shlokas

Easy for grasping of shlokas	No. of patients	Percentage
By listening to audio	1	3.2
By reading samhita	15	48.4
Both of above	15	48.4
Total	31	100.0

Easy for understanding of shlokas	No. of patients	Percentage
By listening to audio	15	48.4
By reading samhita	16	51.6
Total	31	100.0

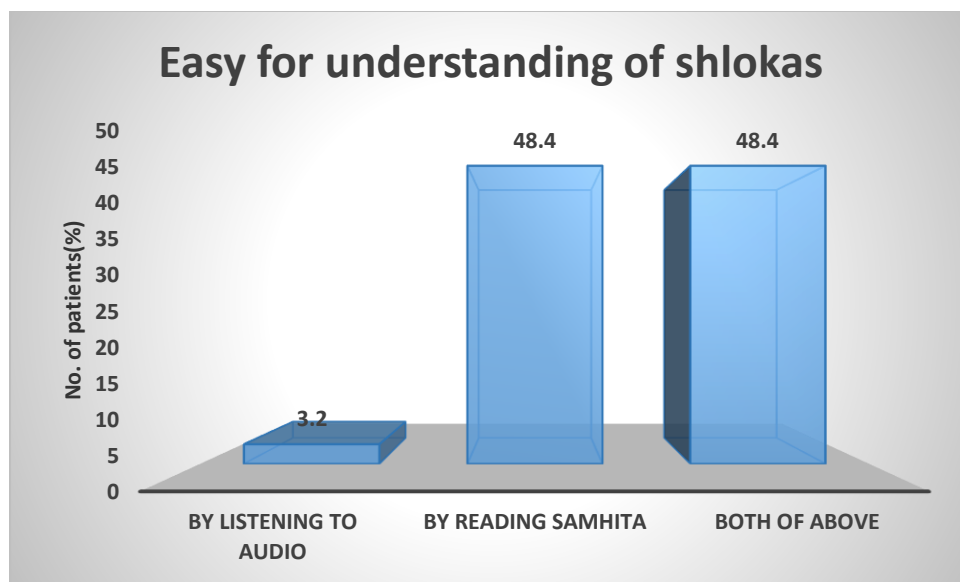


Table: 5-Easy for recalling shlokas

Easy for recalling of shlokas	No. of patients	Percentage
By listening to audio	3	9.7
By reading samhita	12	38.7
Both of above	16	51.6
Total	31	100.0

COMPARATIVE RESULTS:

Table: 6

	By listening to audio		By reading samhita		Chi square test	P value
	N	%	N	%		
Easy for splitting						
Yes	5	16	26	84	X ² =28.452	P<0.001*
No	26	84	5	16		
Easy for pronunciation of shlokas						
Yes	14	45	17	55	X ² =0.5806	P=0.4461
No	17	55	14	45		
*: Statistically Significant						

Table: 7

	By listening to audio		By reading samhita		Both of above		Chi square test	P value
	N	%	N	%	N	%		
Easy for Understanding word to word meaning of shlokas								
Yes	1	3	15	48	15	48	X ² =18.968	P<0.001*
No	30	97	16	52	16	52		
Easy for Grasping of shlokas								
Yes	1	3	15	48	15	48	X ² =18.968	P<0.001*
No	30	97	16	52	16	52		
Easy for understanding of shlokas								
Yes	0	0	16	52	15	48	X ² =23.323	P<0.001*
No	31	100	15	48	16	52		
Both of above								
Easy for Recalling of shlokas								
Yes	3	10	12	39	16	52	X ² =12.871	P=0.006*
No	28	90	19	61	15	48		
*: Statistically Significant								

Discussion – The essential phase of any research is discussion, the research work completes after giving a rationale for its utility, nature and importance. Sampling and randomization-total 31 students of 1st phase BAMS, were randomly selected irrespective of gender because the shlokas of ashtanga hridaya 1st adhyaya are in their academic curriculum.

Study design – cross sectional interventional study, was the design because there was no follow up, only once the assessment was done.

The observation depicts p value of reading shloka directly from the samhita is significant when compared to pre and post test of listening shlokas from audio. Reading, splitting, understanding, grasping, recalling of shlokas directly from samhita is significant at the p value P<0.001* from chi square test, students agreed 54.8% for pronunciation, 83.9% for splitting, 48.4% for grasping, 51.6% for understanding, 51.6% for recalling the shlokas with samhita reading when compared to listening of the shlokas from audio, reason may be reading samhita directly helps the students to read the shlokas properly with good concentration, each and every word the student may feel easy to split, but when hearing from audio the student may feel difficult to concentrate on each shloka as the time will be passing, and student needs to rewind and pause the shloka to hear it, which may disturb the students concentration. The first distinction between reading and listening is that reading involves cognitive processes that occur on the left side of the brain. Listening, on the other hand, activates both hemispheres. This happens because, when

listening to an audiobook, one need to process speech and its meaning simultaneously. On the other hand, improves the retention of information. Experts believe that readers recall more details when they can orient themselves in the text or book. This is not the case with audiobooks. And digital screens are shown to fall short of offering this experience to readers. Another reason that users can remember more information while reading is that they can highlight or underline sentences. There is no possibility to do this with audiobooks. So, for more complex subjects or new topics, reading is most definitely a better option. And most importantly, readers do less multitasking when reading. This is not the case with listening. Many people listen to audiobooks or podcasts while doing other things like running, dishwashing, or commuting. All these actions divert readers' attention away from the subject. So, while these activities become more enjoyable while you listen to your favorite audiobook, recollecting complex information is more challenging².

Conclusion- cross sectional interventional study shows reading shlokas directly from samhita is good and is highly significant compared to reading shlokas directly from hearing the audio. This study throws lime light on the method of gurukul system and to adopt the method of reading shlokas from samhita .

References –

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