CHAPTER FIVE

THE APPROPRIATE MODEL OF A MODERN GURUKUL
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THE APPROPRIATE MODEL OF A MODERN GURUKUL (CONCLUSION)

Expected Results and Policy implications:

The guru-shishya parampara remained the popular model of teaching in the North of the subcontinent for centuries. Muslim, Hindu, professional Hindustani and Northern Indian - almost all musicians learnt this way. Traditionally, the students lived at the guru’s house for years together, serving them and their family and obtained their music education in return. Certain elements of Indian music made this essentially interactive means of learning a necessity, but also a limitation. In the end of the research the main aim would be to finally find out whether there is any limitation still left like only adopting the style of a particular Gharana or Parampara and that the student is not allowed to appreciate or learn the other qualities of the Gharana and also the right model of a Gurukul in the modern era that would and can play the role of an idol representation of the appropriate design of a successful Gurukul in the new age. Creating a basic model of Gurukul for this era is what I expect in final results. The model of the Gurukul could act as a guideline for policy makers for setting up new Gurukuls. It can also help Policy makers to allocate funds appropriately.

Following points are kept in a hierarchical manner which is appropriately prioritized:

1. Guiding Principle:

What is a guiding principle?

Any principles or precepts that guide an organization throughout its life in all circumstances, irrespective of changes in its goals, strategies, type of work, or the top management.¹ So here, it is necessary that the guiding principle is purely based on Gurukul System.

¹ http://www.businessdictionary.com/definition/guiding-principles.html
Image: A picture depicting Guru and his shishya in a Gurukul

2 http://www.newsbharati.com/Encyc/2015/7/30/The-social-dimension-of-ritualistic-Guru-Purnima
What is a Gurukul System?

Gurukul system is an ancient Indian concept of education, wherein the participants get knowledge by residing with his teacher. Guru refers to the Teacher or the Master. A "Gurukul" is a type of school prevalent from ancient India, residential in nature with pupils called as shishyas. In a Gurukul shishyas learn from the gurus in his day to day life, including carrying out of mundane chores like washing clothes, cooking etc. A guru doesn't receive any fees from the shishya. At the end a shishya offers the guru dakshina before leaving the Gurukul. Teachers and students live together. There were regular physical services that the pupils had to redder to teacher.

The tradition of learning Indian music have kept the institution of Indian music alive due to which there has been a development that has been observed. Traditions have brought a balance, perseverance and persistence in Indian music. A lot of importance has been given to the system of Parampara.

It is a well-known truth, and the fact that without keeping Parampara of music in mind we cannot ever imagine to learn Indian Music. Music is related to learning for development of Gharana system which has a great importance in the music domain. Today also a student of music has to mandatorily learn from a Guru. Guru has a tendency to hide the special qualities of that particular Gharana which resulted into a drastic change in the past thirty to forty years. The Gurus had enormous knowledge and knew how to teach the most hardest of the things. This Parampara used to take its time and due to this the students used to come out in a very perfect manner. They used to inherit a certain style and had the efficiency in it. They were well trained and had the full authority for their art form. The students used to have very humble respects for the Guru and discipline was pursued due to this they got the opportunity to learn the good points of the attitude and art. They were taught directly or face to face and there were lot of benefits of this style of teaching.
The environment provided to the student was made sure he would come out an artist.

2. Finance:

Financial support can be through following ways:

1.1. State or Central Government Aided or Semi Government aided:

The education sector has changed a lot and as such numerous educational colleges have come up in the recent times. In respect of colleges, one can come across various kinds like government, self-financing, aided and unaided colleges. It is with the advent of globalization that aided and unaided colleges have now dominated the education sector. When talking of aided and unaided colleges, there are many differences between them. One of the main differences between aided and unaided colleges is with regard to funds. A college that gets aid from the government is termed as aided college whereas a college that does not get any funds or aid from the government is called as unaided college. While aided colleges get support from the government, unaided colleges do not get any support from the government side. The aided colleges get grants from the government for various purposes like infrastructure development, academic activities. Another major difference that can be seen between aided and unaided college is in the fee structure. The unaided colleges take heavy fees from the students whereas the aided colleges only take the fees stipulated by the government. While the government pays the teachers of the aided colleges, it is the management that pays the salary of the unaided college teachers. The teachers in aided colleges are protected whereas the teachers have no protection in unaided colleges. In terms of autonomy, the unaided colleges have great autonomy when compared to aided colleges. This is because the unaided colleges, unlike the aided ones, do not have any liability. Though private
managements run these two sects of colleges, the unaided colleges have more freedom and liberty than the aided colleges.\(^3\)

1.2. Self-Aided:

A firm or project that generates its growth capital from its own income, instead of acquiring it from external sources such as investors or lenders.\(^4\) This kind of Gurukul will come under the type of A Guru’s Gurukul.

1.3. Corporate Social Responsibility (CSR) or Trust:

Corporate social responsibility (CSR, also called corporate conscience, corporate citizenship or responsible business) is a form of corporate self-regulation\(^5\)\(^6\) integrated into a business model\(^7\)\(^8\). CSR policy functions as a self-regulatory mechanism whereby a business monitors and ensures its active compliance with the spirit of the law, ethical standards and national or international norms. With some models, a firm's implementation of CSR goes beyond compliance and engages in "actions that appear to further some social good, beyond the interests of the firm and that which is required by law." The aim is to increase long-term

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\(^3\) http://www.differencebetween.net/miscellaneous/difference-between-aided-and-unaided-colleges/

\(^4\) http://www.businessdictionary.com/definition/self-financing.html

\(^5\) Industry self-regulation is the process whereby an organization monitors its own adherence to legal, ethical, or safety standards, rather than have an outside, independent agency such as a third party entity monitor and enforce those standards. Self-regulation of any group can be a conflict of interest. If any organization, such as a corporation or government bureaucracy, is asked to eliminate unethical behavior within their own group, it may be in their interest in the short run to eliminate the appearance of unethical behavior, rather than the behavior itself, by keeping any ethical breaches hidden, instead of exposing and correcting them. An exception occurs when the ethical breach is already known by the public. In that case, it could be in the group's interest to end the ethical problem to which the public has knowledge, but keep remaining breaches hidden.


\(^7\) A business model is an "abstract representation of an organization, be it conceptual, textual, and/or graphical, of all core interrelated architectural, co-operational, and financial arrangements designed and developed by an organization presently and in the future, as well as all core products and/or services the organization offers, or will offer, based on these arrangements that are needed to achieve its strategic goals and objectives."

\(^8\) https://en.wikipedia.org/wiki/Business_model
profits and shareholder trust through positive public relations and high ethical standards to reduce business and legal risk by taking responsibility for corporate actions. CSR strategies encourage the company to make a positive impact on the environment and stakeholders\textsuperscript{9,10} including consumers, employees, investors, communities, and others.\textsuperscript{11}

A trust is a relationship whereby property is held by one party for the benefit of another. A trust is created by a settlor, who transfers property to a trustee. The trustee holds that property for the trust's beneficiaries.\textsuperscript{12}

1.4. Donation:

A donation is a gift given by physical or legal persons, typically for charitable purposes and/or to benefit a cause. A donation may take various forms, including cash offering, services, new or used goods including clothing, toys, food, and vehicles. It also may consist of emergency, relief or humanitarian aid items, development aid support, and can also relate to medical care needs as i.e. blood or organs for transplant. Charitable gifts of goods or services are also called gifts in kind.\textsuperscript{13}

Hence, donation can be given to the Gurukul by anyone in any ways specially monetary and infrastructural like, building, books, instruments etc..

3. Allocation of Place/Land:

A special place/Land should be allotted in the vicinity of nature and peace.

Place: In this case the governing authority or donor or a trust can give some space or rooms or a building for opening a Gurukul. It should also be ensured that the

\textsuperscript{9} A stakeholder or stakeholders, as defined in its first usage in a 1963 internal memorandum at the Stanford Research Institute, are "those groups without whose support the organization would cease to exist."
\textsuperscript{10} \url{https://en.wikipedia.org/wiki/Stakeholder_(corporate)}
\textsuperscript{11} \url{https://en.wikipedia.org/wiki/Corporate_social_responsibility}
\textsuperscript{12} \url{https://en.wikipedia.org/wiki/Trust_law}
\textsuperscript{13} \url{https://en.wikipedia.org/wiki/Donation}
place can later be designed appropriately for running a Gurukul. It should be in a surrounding with no sound pollution and greenery to create ambiance where the Guru and the students inhale and exhale without toxic materials in air.

Land: A piece of Land or Plot can be ideal for a Gurukul. It can be allotted through a governing body and purchase it legally from the Government or from a party. In this case the Gurukul can be designed properly keeping in mind all the infrastructural needs for its running. This should also be in the vicinity of the green environment with natural trees and other natural habitat. Such an environment helps in concentration and good breathing practices which is directly related to music because a musician should also be a healthy and fit person internally.

4. **Infrastructure:**

Basic facilities like water, electricity, constructed building with proper roof should be provided in the Gurukul.

In a Guru’s Gurukul, other than the above, the students should be provided with rooms to live as well as a common room for riyaz.

In a Gurukul with many Gurus, it should be made sure that each Guru gets a separate room for classes or riyaz. It can be in their house which is provided by the Gurukul or it can be in the main building.

5. **Appointment of Other staff and non-teaching staff:**

The appointed of staff that includes the Chairperson or Director or President and Administrator from the top to bottom like peons etc. should also be done carefully.

The Chairperson or President should be a music lover. He can represent the trust or the private limited company or a member of cultural department from the Government.
For the post of a Director it is necessary for him or her to be a musician first and also an able administrator. His main aim and vision should always be in the goodness of the Gurukul. If required he can take classes or be one of the Gurus of the Gurukul.

The other non teaching staff members include clerks like accountants or finance officers who will deal with overall financial transactions of the institution. Also there will be assistants, computer operators and secretaries for simplifying the workload. Librarians can be appointed for the library facility. Peons can also be appointed. Other non teaching staff members can be the ones who will look after the kitchen like cooks, horticulture like gardeners, security personnels and workers for keeping the premises clean. Since they will be working for an institute with a different cause and has a different system of working all together it is necessary for them and they should appreciate the music, musicians, culture and should be responsible human being.

Non-teaching staff related to Music:

These are an important part for the working of the Gurukul that is mainly based to serve music. These are Accompanists and recordists. Accompaniment is an integral part of Indian music weather it is for vocal or instrumental or dance. Without accompaniment it is not possible to get through overall learning process and make the students ready for performance and as an artist.

Recordists and archivists are those who are trained for professional recording and archiving of the recordings etc.

6. **Appointment of Gurus:** Gurus who hold an important place in the working of a Gurukul should be appointed very carefully. The Guru should be of a standard of a good artist or a performer and should be a learned person with a vision. The Guru should follow a Gharana Paddhati but also appreciate other styles at the same time.
7. **Admission Process of students:** This process is one of the most important processes. The student/Shishya selection process should be given a high priority as the selected students will be nurtured to be an artist of excellence. A few deadlines should be followed like:

   i. Voice Test
   ii. Age (17-30)
   iii. both the genders can apply
   iv. Choice of Guru and choice of Gharana can be mentioned by the student while filling the form.
   v. Minimum qualification should be 12th pass
   vi. In special cases, like if the scholar is a prodigy can be given age and minimum qualification exemption
   vii. Physically Handicapped can also apply

A student will be admitted for training for at least 3-5 years under a Guru’s tutelage where the student will be going through rigorous riyaz.

8. **Facilities for Gurus:** Basic infrastructural facilities like, salary that comfortably supports the family of the Guru, a house/ apartment in the premises where the Guru can live in his tenure as well as can comfortably teach the students.

9. **Facilities for Students:** Students or Shishyas should be provided with a room sufficiently enough for his/her luggage and instrument is kept with a bed and cupboard. Students should get free food and accommodation. They should have free access to Library, Sports, Yoga, Listening sessions, recording sessions specially those who live in the premises.

10. **Conducive Social Environment:** Students can learn/talk/discuss about something with the Guru whenever required so basically the Guru should approachable. The Guru should be allowed to give performances at national and international levels, Radio and Television. He/ she can also take their
students for accompaniment in concerts etc. Sufficient freedom should be there for the Gurus to write books and articles and do research.

11. Gradation Process and Self Gradation:

11.1.: Gradation/ Examination Process:

In this process the Student has to perform according to the given list of Ragas etc. so that the panel can give grades and decide to continue giving tuition/ training to them accordingly. In certain cases the panel can decide to give the student a period of six months to show improvement. Grades can be given in the form of A+, A, B, C, D.

A panel should be made of the members of all teaching faculty and at least one external of a good stature and knowledgeable person.

11.2.: Self-Gradation or Self-Assessment:

In social psychology, self-assessment is the process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification.

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14 In psychology, social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. In this definition, scientific refers to the empirical method of investigation. The terms thoughts, feelings, and behaviors include all psychological variables that are measurable in a human being. The statement that others' presence may be imagined or implied suggests that we are prone to social influence even when no other people are present, such as when watching television, or following internalized cultural norms. Social psychologists typically explain human behavior as a result of the interaction of mental states and immediate social situations.


16 In psychology, sociology, anthropology and philosophy, identity is the conception, qualities, beliefs, and expressions that make a person (self-identity) or group (particular social category or social group). Identity may be distinguished from identification; identity is a label, whereas identification refers to the classifying act itself. Identity is thus best construed as being both relational and contextual, while the act of identification is best viewed as inherently processual. That process can be creative or destructive.

17 https://en.wikipedia.org/wiki/Identity_(social_science)

18 Self-verification is a social psychological theory that asserts people want to be known and understood by others according to their firmly held beliefs and feelings about themselves, that is self-views (including self-concepts and self-esteem). A competing theory to self-verification is self-enhancement or the drive for positive evaluations. Because chronic self-concepts and self-esteem play an important role in understanding the world, providing a sense of coherence, and guiding action, people become motivated to maintain them...
and self-enhancement. Sedikides (1993) suggests that the self-assessment motive will prompt people to seek information to confirm their uncertain self-concept rather than their certain self-concept and at the same time people use self-assessment to enhance their certainty of their own self-knowledge. However, the self-assessment motive could be seen as quite through self-verification. Such strivings provide stability to people’s lives, making their experiences more coherent, orderly, and comprehensible than they would be otherwise. Self-verification processes are also adaptive for groups, groups of diverse backgrounds and the larger society, in that they make people predictable to one another thus serve to facilitate social interaction. To this end, people engage in a variety of activities that are designed to obtain self-verifying information. Developed by William Swann (1981), the theory grew out of earlier writings which held that people form self-views so that they can understand and predict the responses of others and know how to act toward them.

Self-enhancement is a type of motivation that works to make people feel good about themselves and to maintain self-esteem. This motive becomes especially prominent in situations of threat, failure or blows to one’s self-esteem. Self-enhancement involves a preference for positive over negative self-views. It is one of the four self-evaluation motives: self-assessment (the drive for an accurate self-concept), self-verification (the drive for a self-concept congruent with one’s identity) and self-improvement (the act of bettering one’s self-concept). Self-evaluation motives drive the process of self-regulation, that is, how people control and direct their own actions. There are a variety of strategies that people can use to enhance their sense of personal worth. For example, they can downplay skills that they lack or they can criticise others to seem better by comparison. These strategies are successful, in that people tend to think of themselves as having more positive qualities and fewer negative qualities than others. Although self-enhancement is seen in people with low self-esteem as well as with high self-esteem, these two groups tend to use different strategies. People who already have high esteem enhance their self-concept directly, by processing new information in a biased way. People with low self-esteem use more indirect strategies, for example by avoiding situations in which their negative qualities will be noticeable. There are controversies over whether or not self-enhancement is beneficial to the individual, and over whether self-enhancement is culturally universal or specific to Western individualism.

Self-knowledge is a term used in psychology to describe the information that an individual draws upon when finding an answer to the question “What am I like?”. While seeking to develop the answer to this question, self-knowledge requires ongoing self-awareness and self-consciousness (which is not to be confused with consciousness). Young infants and chimpanzees display some of the traits of self-awareness and agency/contingency, yet they are not considered as also having self-consciousness. At some greater level of cognition, however, a self-conscious component emerges in addition to an increased self-awareness component, and then it becomes possible to ask "What am I like?”, and to answer with self-knowledge. Self-knowledge is a component of the self, or more accurately, the self-concept. It is the knowledge of one’s self and one’s properties and the desire to seek such knowledge that guide the development of the self-concept. Self-knowledge informs us of our mental representations of ourselves, which contain attributes that we uniquely pair with ourselves, and theories on whether these attributes are stable, or dynamic.

The self-concept is thought to have three primary aspects:
The cognitive self
The affective self
The executive self
different from the other two self-evaluation motives\textsuperscript{24} \textsuperscript{25}. Unlike the other two motives through self-assessment people are interested in the accuracy of their current self-view, rather than improving their self-view. This makes self-assessment the only self-evaluative motive that may cause a person's self-esteem\textsuperscript{26} \textsuperscript{27} to be damaged.\textsuperscript{28}

This can be an essential part for improvement within the students’ skill. After a performance the student will be made to listen to his/her performance and grade it. Self-Assessment can behave in a great way. This kind of assessment is a part of MAHAGAMI Gurukul, Aurangbad curriculum.

The affective and executive selves are also known as the felt and active selves respectively, as they refer to the emotional and behavioral components of the self-concept. Self-knowledge is linked to the cognitive self in that its motives guide our search to gain greater clarity and assurance that our own self-concept is an accurate representation of our true self; for this reason the cognitive self is also referred to as the known self. The cognitive self is made up of everything we know (or think we know about ourselves). This implies physiological properties such as hair color, race, and height etc.; and psychological properties like beliefs, values, and dislikes to name but a few.\textsuperscript{21} \url{https://en.wikipedia.org/wiki/Self-knowledge_(psychology)}

Self-evaluation is the process by which the self-concept is socially negotiated and modified. It is a scientific and cultural truism that self-evaluation is motivated. Motives influence the ways in which people select self-relevant information, gauge its veracity, draw inferences about themselves, and make plans for the future. Empirically-oriented psychologists have identified and investigated four cardinal self-evaluation motives (or self-motives) relevant to the development, maintenance, and modification of self-views. These are self-enhancement, self-assessment, self-verification, and self-improvement.\textsuperscript{24} \url{https://en.wikipedia.org/wiki/Self-evaluation_motives}

Self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs about oneself, (for example, "I am competent", "I am worthy"), as well as emotional states, such as triumph, despair, pride, and shame. Smith and Mackie (2007) defined it by saying "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it." :107 Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships, and criminal behaviour. Self-esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer and feel happy about that") or a global extent (for example, "I believe I am a bad person, and feel bad about myself in general"). Psychologists usually regard self-esteem as an enduring personality characteristic ("trait" self-esteem), though normal, short-term variations ("state" self-esteem) also exist. Synonyms or near-synonyms of self-esteem include: self-worth, self-regard, self-respect, and self-integrity.\textsuperscript{27} \url{https://en.wikipedia.org/wiki/Self-esteem}

Self-assessment can behave in a great way.
11.3.: Peer Assessments:

Peer assessment, or self-assessment, is a process whereby students or their peers grade assignments or tests based on a teacher’s benchmarks. The practice is employed to save teachers time and improve students' understanding of course materials as well as improve their metacognitive skills. Rubrics are often used in conjunction with Self- and Peer-Assessment. These can also be used as a learning device to improve

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29 Benchmarking is the process of comparing one's business processes and performance metrics to industry bests and best practices from other companies. Dimensions typically measured are quality, time and cost. In the process of best practice benchmarking, management identifies the best firms in their industry, or in another industry where similar processes exist, and compares the results and processes of those studied (the "targets") to one's own results and processes. In this way, they learn how well the targets perform and, more importantly, the business processes that explain why these firms are successful.

Benchmarking is used to measure performance using a specific indicator (cost per unit of measure, productivity per unit of measure, cycle time of x per unit of measure or defects per unit of measure) resulting in a metric of performance that is then compared to others.


31 Sadler, Philip M., and Eddie Good The Impact of Self- and Peer-Grading on Student Learning p.2

32 Metacognition is "cognition about cognition", "thinking about thinking", or "knowing about knowing". It comes from the root word "meta", meaning beyond. It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving. There are generally two components of metacognition: knowledge about cognition, and regulation of cognition.

33 [https://en.wikipedia.org/wiki/Metacognition](https://en.wikipedia.org/wiki/Metacognition)

34 In education terminology, rubric means "a scoring guide used to evaluate the quality of students' constructed responses". Rubrics usually contain evaluative criteria, quality definitions for those criteria at particular levels of achievement, and a scoring strategy. They are often presented in table format and can be used by teachers when marking, and by students when planning their work.

A scoring rubric is an attempt to communicate expectations of quality around a task. In many cases, scoring rubrics are used to delineate consistent criteria for grading. Because the criteria are public, a scoring rubric allows teachers and students alike to evaluate criteria, which can be complex and subjective. A scoring rubric can also provide a basis for self-evaluation, reflection, and peer review. It is aimed at accurate and fair assessment, fostering understanding, and indicating a way to proceed with subsequent learning/teaching. This integration of performance and feedback is called ongoing assessment or formative assessment.

Several common features of scoring rubrics can be distinguished, according to Bernie Dodge and Nancy Pickett:

i. Focus on measuring a stated objective (performance, behaviour, or quality)

ii. Use a range to rate performance

iii. Contain specific performance characteristics arranged in levels indicating either the developmental sophistication of the strategy used or the degree to which a standard has been met.


36 Malehorn, Hal Ten measures better than grading p.323
12. **Scholarships:** Students should be given a scholarship of some amount monthly by the Gurukul so that they can use it for expenditures or can support their families. They should also be allowed to appear for other fellowships and competitions to encourage them and make them self-sufficient.

13. **Weekly Performances by students and monthly performances by Gurus:**

A rule should be made that there should be one weekly performance by a student of the Gurukul. A sort of schedule can be made so that it will be convenient for the students to prepare for the performance. The schedule should be made in such a way where each student gets a chance to perform on morning ragas, afternoon ragas and evening ragas during their stay in the Gurukul.

A monthly or once in two months concert/performance by a Guru should be observed. This will help the students to see their Guru performing which can be learning experience.

14. **Small Courses, Workshops, Seminars, Music Appreciation, and Research:**

**Research:** Small courses like six months or one year course can be introduced for local people or people who reside in nearby areas and can travel to and fro, who are interested in learning music. Workshops, Seminars, Yoga and Talks can be organized for the students for overall development.

An aptitude for Research should be initiated within the students.

15. **Exposure to other Arts and Subjects:**

The students should be allowed to read, understand and appreciate other subjects and art-forms. It is important for the students to learn languages like Sanskrit, Hindi and other languages like Brij, Awadhi, Poorvi and some local languages which will expose them to understand aesthetics, poetry and lyrics which are an important part of music. Mathematics and Indian music has had a great relationship since ages.
Musician, Number Theorist in Mathematics of Indian origin, Fields Medalist Prof. Manjul Bhargava of Princeton University finds great relationship between Music, Sanskrit and Mathematics. He says, “Tabla is all about rhythms, time cycles, trying to fit various pieces into a rhythm cycle and so, the arrangements that one practices as a tabla player uses a lot of mathematics. One example that I always start with in the class that I teach, just to get people to realise that mathematics is connected with poetry and music, is an example of Hemachandra. That is always one that I start with because it brings in tabla and poetry and mathematics right away. So, in Sanskrit poetry, there are two kinds of syllables, there is a notion of laghu syllable and guru syllable, how many people of heard of laghu and guru before? So, yes, that’s one thing I feel should be there in mathematics. The notion of laghu and guru is something that led to some of the most fundamental breakthroughs of mathematics, believe it or not, in ancient times in India. So this notion of a laghu syllable and a guru syllable, a short syllable and a long syllable, so in any kind, every kind of poetry in the world, there is a notion of stressed syllable or unstressed syllable. And you see poetry, some syllables are stressed and some are unstressed. In Sanskrit, it goes a step further. Stressed syllables are long and unstressed syllables are short and short syllables take one beat of time to say and a long syllable takes two beats of time to say. So what's peculiar about Sanskrit is that a long syllable takes exactly twice as long to say as a short syllable. So when you recite Sanskrit poetry, all the syllables will be like this, some will last one beat of time and some will last two beats of time. The short are one beat and the long are two beats, and so this is very peculiar about Sanskrit, and as a result of the set-up of Sanskrit poetry, lots of ancient poets considered lots of mathematical questions that related to this one-beat, two beat-up set-up of Sanskrit poetry. So one basic question that would come up, if you're writing poetry and you have 8 beats left in your stanza and you need to fill it with long and short syllables, where a long syllable takes two beats and a short syllable takes one
beat, how many ways can you fill in 8 beats with long syllables and short syllables, where long syllables are two beats and short syllables are one?"\(^{37}\)

Also, they should be allowed to listen to other performances happening in the locale.

16. Common Facilities:

Library, Internet, Recording systems, Microphones, Studio, Archives, Listening sessions, Sports facilities, Yoga sessions, Voice culture sessions, allow appearing in exams like boards, distance learning courses.

17. Teacher Student Ratio:

1 Guru: Ideally 4 /Maximum of 6

18. Time-Table:

A certain routine should be set for the proper working of the Gurukul.