CHAPTER III

SANSKRIT EDUCATION AND SANSKRIT

VIDYAPEETHAS IN INDIA: AN OVERVIEW

3.1 INTRODUCTION

Sanskrit language and literature originated in ancient India. It is classical language of the Hindu inhabitants of India. It is the member of the great Indo-European family of languages. In India, Sanskrit and other languages born of it represent the largest linguistic group.

The others in the order of importance are the Dravidian, the Austro and the Tibeto-Chinese groups. The Word ‘Sanskrita’ means perfected, polished, elaborated and is strictly applied to the language as regulated and established by the Indian grammarians. In a wider sense Sanskrit is applied both to the earlier form i.e. Vedic Sanskrit which appears in vedic texts and to the later form stereotyped by the grammarians as Classical Sanskrit. Most writings of Classical period deal with non religious subjects.

It is not definitely known when Sanskrit was introduced into India, but 1500 BC is the date generally accepted. For a period Sanskrit was both the common speech and literary language. But by the 500’s BC local dialects had sprung up.
The Indian Culture\textsuperscript{2} and Sanskrit language spread in the South East and Central Asia, Tibet, China, Korea and Japan. The influence of the epics of Ramayana and Mahabharata had more and more effective growth of knowledge in Sanskrit among writers and people. Notable results are achieved in India in various branches of knowledge namely phonetics, Grammar, Mathematics, Astronomy, Medicine, Law and Philosophy etc.

Sanskrit\textsuperscript{3} is the most important languages of Indo-European family and has a high rich and continuous history nearly five thousand years. The discovery of Sanskrit by Sir William Jones led to the comparative grammatical studies of Sanskrit, Greek, Latin, Old Persian and other languages. The importance of Sanskrit study goes far beyond the aesthetic value of its literature. Sanskrit is the key to most of the branches of the study of Indian Civilisation and Contribution of this civilisation to the development of human thought and culture are considerable.

Sanskrit is universally recognised as the language containing the earliest literature in the world. Sanskrit has also been found the most suited as a Universal Language and it is an international language after English at present.

Sanskrit\textsuperscript{4} is the matrix of almost all the Indian Languages. Our culture and traditional learning are wedded to Sanskrit and also the computer culture co-ordinate well for this language. Sanskrit is the mother of almost all Indian Languages. Without the knowledge of Sanskrit, it is very difficult to understand the culture and civilisation of India.
Sanskrit is having a prominent role with a great influence in past, present and future centuries. Sanskrit is useful to all in day to day life such as prayers, performance of marriages, chanting in Vratas, Yagas, inaugural functions, ceremonies etc.

3.2 SANSKRIT EDUCATION IN INDIA

Sanskrit is being studied not only in India but also in different countries of the World. The learning of Sanskrit is essential due to the following reasons:

1. All the North Indian languages are derived from Sanskrit. Therefore, anyone specialising in modern language of North India should have some knowledge of Sanskrit to understand the language in depth.

2. Sanskrit has also influenced the four Dravidian languages of South India due to the reasons of its long Co-existence and intermingling with them. In the four Dravidian languages Kannada, Tamil, Malayalam, Telugu and saturation is so much that not only has the whole Sanskrit sound system been taken over by them but whole times of verse or prose could be written in Sanskrit inflection and with some terminal endings of those languages, they would be accepted as Telugu or Malayalam. Therefore, the background of Sanskrit discipline is a great asset in understanding the languages of the Dravidian family.
3. The background of Sanskrit is essential to understand the Hindu religion and Indian Culture in its proper perspective.

4. In addition to the above the knowledge of Sanskrit also helps to know the notable achievements of Indians during the Ancient period in different subjects such as Mathematics, Astronomy, Medicine, Law, Philosophy, Grammar etc.

3.2.1 Ancient System of Sanskrit Education

The Sanskrit teacher has great and glorious traditions behind him. He is the descendent and representative of ancient Indian seers, Vedic Rishis, who were the first teachers of Sanskrit known to humanity.

It was not much known about the ancient Sanskrit education in India. The educational system in Ancient India was based on the conception of Brahmacharya. The education means in ancient India was only Sanskrit not the other. The education started in India with the Sanskrit language. The Gurukula system and agrahara system taught the Vedas, Puranas, Smritis, Upanishads, six systems of Indian Philosophy and epics such as Ramayana and Mahabharata to their students.

As per the statements of Radhakumud Mookerji in the 6th and 7th Century BC there were famous seats of Sanskrit learning Universities such as Nalanda, Vikramasila and Taxila which attracted Sanskrit scholars from distant cities like Rajagraha, Banaras, Mithila and so on.
In addition to the above universities, Sanskrit was also taught in the following institutions in ancient India as mentioned by Raghunath Safaya as follows:

1. Gurukulas
2. Parishads
3. Tols
4. Ghatikas
5. Mathas
6. Vidyapeethas
7. Temple Premises (Institutions) and
8. Hermitages

3.2.2 Present System of Sanskrit Education

After independence, the Government of India took more interest for the development of Sanskrit education. The main aims of the Sanskrit education are:

i) To read, understand and appreciate Classical Sanskrit,

ii) To write Sanskrit in an intelligent manner,

iii) To know the ways and manners of the ancient Aryans whose mother tongue was Sanskrit.

iv) To get out the ancient Indian literature, Sciences, Astronomy and so on.
The Government as well as private bodies have taken more steps in the development of Sanskrit education by establishing the educational institutions in different parts of the country. At present there are three levels of Sanskrit education in India. They are:

1. School Education;
2. College Education; and
3. University Education.

1. *School Education*

In school education, the pupils are being instructed with oriental languages mainly Sanskrit. The higher secondary schools and high schools, which are intended to provide Sanskrit education are called as oriental schools or oriental high schools. Along with this language, the pupils are also being taught other disciplines such as science, social studies, mathematics, English and regional languages.

2. *College Education*

The Sanskrit is taught in two types of courses in the college education such as Oriental Colleges and Degree Colleges.

The Sanskrit is being studied as a main subject in Oriental Colleges and it is studied as a second language in Degree Colleges.
3. **University Education**

There are facilities in several Universities and Deemed Universities for doing Post Graduate Course and Ph.D. Course in the field of Sanskrit.

3.2.3 **Three Language Formula**

According to the Book "Sanskrit in India" (1972) of the Sansthān\(^\text{10}\), the Central Sanskrit Board concentrated on the Three Language Formula in its very first meeting. The Board felt that, as already recommended by the Central Advisory Board of Education the only way-out was the provision of the Composite Course with Hindi or with regional language under which Sanskrit Language could be taught compulsorily. The State Governments and the Secondary Education Boards and Universities were thus to be asked to assure that marks allotted to Sanskrit and regional language or Hindi under the Composite Course, as the case may be, should be in the ratio of 60:40 and in the later classes 40:60. This three language formula continued to be discussed in several meetings of the Board upto its 18\(\text{th}\) meeting also held in February, 1956.

The following formula was adopted by the Board for the recommendations to Government of India for the integration of Sanskrit into the Indian Educational System: -
For Non-Hindi Speaking States

- Regional Language
- English and
- Hindi and Sanskrit on 50:50 basis

For Hindi Speaking States

- Regional Language
- English and
- Any other modern Indian Language and Sanskrit on 50:50 basis

3.2.4 Role of Government of India for the Development of Sanskrit Education

At the fountain-head of the modern Indian Languages, Sanskrit enjoys a pre-eminent positioning this country. This language is universally acknowledged as a potent factor towards the national integration of India.

After the attainment of independence, the Government of India took on hand the re-organisation of education, and towards this purpose, appointed two commissions, one relating to University Education with Dr. Sarvepalli Radhakrishnan as Chairman and the other to Secondary School Education with Dr. A.Lakshmana Swami Mudaliar as Chairman. With respect to the official language of the Indian Union as adopted in the Constitution (namely Hindi side by side with English for the present), the
Government of India also appointed an another Commission under the Chairmanship of the Late Bal Gangadhar Kher. In the reports of these three commissions, the question of Sanskrit Education and place of Sanskrit were discussed. It was at this juncture that Government of India appointed a Sanskrit Commission “to consider the question of the present state of Sanskrit Education in all its aspects”, under the Chairmanship of Dr. Suniti Kumar Chatterji. The Commission⁸ has submitted its report on 30th November, 1957 with the following recommendations under the terms of reference.

1. To undertake a review of the existing facilities of Sanskrit Education in Universities and non-universities Institutions and to make proposals for promoting the study of Sanskrit including research.

2. To examine the traditional system of Sanskrit education in order to find out what features from it could be usefully incorporated into the modern system.

The Government of India has accepted these recommendations and appointed a Central Sanskrit Board in the Year 1959 under the Chairmanship of Shri Patanjali Shastri.

After getting the recommendations of the Central Sanskrit Board, the Government of India appointed a Kendriya Sanskrit Parishad to advise it on various problems relating to the development of Sanskrit education and Literature.
3.2.4.1 Kendriya Sanskrit Parishad

As described in the book "Sanskrit in India" of the Sansthan\(^{10}\), the Parishad had taken the responsibilities to advise and pertaining the policy of propagation and development of Sanskrit in the Country with the following effects:

i. Patterns of Sanskrit education in different levels, coordination of courses, teaching and similar activities, standardisation of syllabus, examinations and degrees, qualifications of different type of teachers and their training arrangements.

ii. Methods to be adopted for the improvement and development of pathasala system of education and privately organised research institutions;

iii. The question adding research departments to higher pathasalas and awarding research scholarships and stipends to the students

iv. The methods should be adopted for the preparation and publication of improved Sanskrit texts

v. The State Honours and Awards for pandits and to recommend names of eminent Sanskrit Scholars for such Honours and Awards.

vi. Matters referred to the Parishad relating to grants-in-aid for the development and propagation of Sanskrit; and
vii. Coordination of the work relating to Sanskrit Studies, which is being done by different institutions all over the country.

In consultation with the Central Sanskrit Board, the Kendriya Sanskrit Parishad has formulated the scheme for the establishment of the Rashtriya Sanskrit Sansthan and its Vidyapeethas all over India to fulfill the aims and objectives of the National Sanskrit Commission.

3.2.4.2 Sanskrit Year

The Government of India has recognised the importance of Sanskrit and focused the value of the language by celebrating different functions in the year 2000 under Sanskrit Year. Several seminars and cultural programmes were conducted throughout the year all over the country. In this connection, the Indians recalled the aesthetic value of its literature and the key to most of the branches of the study of Indian civilisation and the contribution of this civilisation and culture are considerable. It is also denoted to the words that Sanskrit is universally recognised as the language containing the earliest literature in the World.

3.3 EMERGENCE OF SANSKRIT VIDYAPEETHAS IN INDIA

The Rashtriya Sanskrit Sansthan has been established in the year 1970 as an autonomous organisation registered under the Societies Registration Act No. XXI of 1860 bearing No.S/4694 of 70-71 to preserve, promote and propagate Sanskrit learning in India and abroad. The Sansthan has fully
financed by the Government of India and works as the nodal agency of the Indian Government.

Under this, ten Sanskrit Vidyapeethas were managed in places such as Tirupati, New Delhi, Allahabad, Jammu, Puri, Guruvayoor, Lucknow, Sringeri, Jaipur and Garli. Among them the Sansthan has taken over some of the existing institutions from other purview.

The Kendriya Sanskrit Vidyapeetha, Tirupati and Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi were separated from the Sansthan and became Deemed Universities since 1987 under the name of Rashtriya Sanskrit Vidyapeethas.

At present, the Rashtriya Sanskrit Sansthan is also declared as Deemed University with eight Vidyapeethas under its control. The Sansthan has had the aim to open and development two more Vidyapeethas in Mumbai and Bhopal by thinking further to establish many more Vidyapeethas as usual.

In addition to the above, there are state owned universities exclusively for Sanskrit studies. As on 2003, there are seven such universities established by various state governments such as Bihar, Maharashtra, Madhya Pradesh, Rajasthan, Uttar Pradesh, Orissa and Kerala (Appendix - D).
3.3.1 List of Sanskrit Vidyapeethas in India

The University Grants Commission has taken to its umbrella all the Vidyapeethas of all over India. The following Vidyapeethas are situated in different areas:

Table 3.1

List of Sanskrit Vidyapeethas in India

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Vidyapeetha</th>
<th>Location</th>
<th>Year of Establishment</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rashtriya Sanskrit Vidyapeetha (RSV)</td>
<td>Tirupati</td>
<td>1961</td>
<td>Andhra Pradesh</td>
</tr>
<tr>
<td>2.</td>
<td>Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha (SLBSRSV)</td>
<td>New Delhi</td>
<td>1962</td>
<td>New Delhi</td>
</tr>
<tr>
<td>4.</td>
<td>Shri Ganganath Jha Kendriya Sanskrit Vidyapeetha (SGJKSV)</td>
<td>Allahabad</td>
<td>1971</td>
<td>Uttar Pradesh</td>
</tr>
<tr>
<td>5.</td>
<td>Shri Sadasiva Kendriya Sanskrit Vidyapeetha (SSKSV)</td>
<td>Puri</td>
<td>1971</td>
<td>Orissa</td>
</tr>
<tr>
<td>6.</td>
<td>Guruwayoor Kendriya Sanskrit Vidyapeetha (GKSV)</td>
<td>Trichur</td>
<td>1979</td>
<td>Kerala</td>
</tr>
<tr>
<td>8.</td>
<td>Kendriya Sanskrit Vidyapeetha (KSV)</td>
<td>Lucknow</td>
<td>1983</td>
<td>Uttar Pradesh</td>
</tr>
</tbody>
</table>
The first and foremost Rastriya Sanskrit Vidyapeetha was established in Tirupati, the Holy Town of Andhra Pradesh, followed by New Delhi which are in the status of individual Deemed Universities. Other Vidyapeethas (Sl.Nos.3 to 10) are functioning under the control of Rashtriya Sanskrit Sansthan (Deemed University), New Delhi. At present, there are 10 Vidyapeethas are functioning located in different parts of India. All these 10 Vidyapeethas have been considered for this study.

3.3.2 Courses offered in Sanskrit Vidyapeethas

The Vidyapeethas are offering the under mentioned courses in different subjects:

Table 3.2

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Course</th>
<th>Equivalent to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prak Shastri</td>
<td>10 + 2</td>
</tr>
<tr>
<td>2</td>
<td>Shastri</td>
<td>B.A.</td>
</tr>
<tr>
<td>3</td>
<td>Acharya</td>
<td>M.A.</td>
</tr>
<tr>
<td>4</td>
<td>Shiksha Shastri</td>
<td>B.Ed.</td>
</tr>
<tr>
<td>5</td>
<td>Shiksha Acharya</td>
<td>M.Ed.</td>
</tr>
<tr>
<td>6</td>
<td>Sastra Chudamani</td>
<td>M.Phil.</td>
</tr>
<tr>
<td>7</td>
<td>Vidyavaridhi</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>8</td>
<td>Vidyavachaspati</td>
<td>D.Litt</td>
</tr>
<tr>
<td>9</td>
<td>Yoga, Temple Culture etc.</td>
<td>Diploma</td>
</tr>
</tbody>
</table>
3.3.3 Subjects Taught in Sanskrit Vidyaapeethas

The Sanskrit Vidyaapeethas offer courses on the following subjects for Teaching and Research:

1. Vyakarana
2. Jyotisha
3. Sahitya
4. Sarvadarshana
5. Veda
6. Nyaya
7. Mimamsa
8. Advaita Vedanta
9. Dharma Shastra
10. Visistadvaita Vedanta
11. Sankhya Yoga
12. Pourohitya
13. Baudha Darsan
14. Jaina Darsan
15. Pedagogy
16. Dvaita Vedanta
17. English and other languages

In addition to the different departments for teaching there are separate wings for Research and Publications of the Vidyapeetha individually.
3.4 STATE-OF-THE-ART OF LIBRARIES OF THE SANSKRIT VIDYAPEETHAS

In this section the data collected through questionnaire (Appendix-B) from the libraries of the Vidyapeethas under study has been presented.

The State-of-the-art of Libraries of the Sanskrit Vidyapeethas in India have been presented with the following facets:

i. Name of the Library, Location and Year of Establishment.

ii. Status of the Institution, whether Deemed or P.G. College.

iii. Qualification and Experience of the Librarian.

iv. Quantum of Library Staff.


vi. Quantum of the user community such as students, faculty, Research scholars and other administrative staff.

vii. Name of the Software used and year of Information Technology (IT) applications.

viii. Services provided.

ix. No. of computers available in the Library

x. Working hours of the Library.

Table 3.3 provides the state-of-the-art of Libraries. Out of 10 Sanskrit Libraries which have to be considered for the study has been presented.
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Library and Year of Establishment</th>
<th>Status of the Institution</th>
<th>Librarian's Qualification and Experience</th>
<th>No. of Library Staff</th>
<th>Collection</th>
<th>Users</th>
<th>Name of the Software and Year of Establishment</th>
<th>Services</th>
<th>No. of Computers in the Library</th>
<th>Working Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>RSV, Tirupati. 1961</td>
<td>Deemed University</td>
<td>M.A., Ph.D. (Sanskrit) M.L.I.Sc. 29 Years</td>
<td>14</td>
<td>B - 61,000 BV - 4,000 P - 150 NBM - 5,150</td>
<td>S - 600 F - 52 RS - 100 Oth. -50</td>
<td>SOUL 2002</td>
<td>Cir., Res., ILL, Repro., Indexing, INTENET, E-mail</td>
<td>06</td>
<td>9.00 A.M. to 8.00 P.M.</td>
</tr>
<tr>
<td>2.</td>
<td>SLBSRSV, New Delhi 1962</td>
<td>Deemed University</td>
<td>M.A., B.Lib.Sc. 27 Years</td>
<td>11</td>
<td>B - 66,000 BV - 1,500 P - 20</td>
<td>S - 600 F - 59 RS - 100 Oth. -50</td>
<td>--</td>
<td>Cir., Res., ILL</td>
<td>--</td>
<td>9.30 A.M. to 6.00 P.M.</td>
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<tr>
<td>5.</td>
<td>SJKSV, Puri 1971</td>
<td>P.G. Level</td>
<td>M.A.</td>
<td>1971</td>
<td>B - 50,000</td>
<td>J &amp; P - 25</td>
<td>NBM - 250</td>
<td>S - 500</td>
<td>F - 43</td>
<td>RS - 50</td>
</tr>
<tr>
<td>8.</td>
<td>KSV, Lucknow 1983</td>
<td>P.G. Level</td>
<td>M.A.</td>
<td>1983</td>
<td>B - 12,000</td>
<td>P - 15</td>
<td>BV - 2,000</td>
<td>NBM - 60,000</td>
<td>S - 250</td>
<td>RS - 30</td>
</tr>
<tr>
<td>10.</td>
<td>KSV, Gorli 1997</td>
<td>P.G. Level</td>
<td>M.A.</td>
<td>1997</td>
<td>B - 2,594</td>
<td>P - 08</td>
<td>S - 200</td>
<td>F - 09</td>
<td>RS - 10</td>
<td>--</td>
</tr>
</tbody>
</table>

S - Students  
P - Periodicals  
F - Faculty  
BV - Back Volumes  
RS - Research Scholar  
NBM - Non Book Materials  
Oth - Others  
Cir - Circulation  
B - Books  
Res - Reservation  
ILL - Inter Library Loan  
Repro - Reprography  
Doc - Document Delivery
3.5 CONCLUSION

From the above presentation on Sanskrit Education in India and the state-of-the-art-of the Libraries that have been considered for study the following remarks have been offered:

i. The Sanskrit Education in India has been offered through Vedic Pathasalas (Schools), College and University Departments.

ii. Establishment of separate Sanskrit Vidyapeethas exclusively for Education in Sanskrit studies has also another dimension in the filed of Sanskrit Education in India.

iii. It is observed that out of ten Sanskrit Vidyapeethas two Universities at Tirupati and New Delhi are in the Deemed University Status. The others are brought under the control of Rashtriya Sanskrit Sansthan, New Delhi as its constituent P.G. Centres.

iv. The Rashtriya Sanskrit Sansthan has been also granted the status of Deemed University.

v. It is observed that the Government of Central level is taking keen interest in the Development of Education in the field of Sanskrit studies in order to fulfil the objectives of the national Sanskrit Commission.
vi. It is also observed except Rashtriya Sanskrit Vidyapeetha, Tirupati Centre, none of the Vidyapeetha libraries have provision for automation and attempted towards the automation of their Libraries.

In the next chapter the analysis of the data collected from the Sanskrit faculty of the Vidyapeethas has been analysed and interpreted through the application of statistical techniques.
REFERENCES


