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* REPORT OF THE COMMITTEE APPOINTED BY THE

* UNIVERSITY GRANTS COMMISSION TO CONSIDER

* THE PROPOSAL OF THE MINISTRY OF EDUCATION

* AND CULTURE FOR CONFERRING DEEMED TO BE

* UNIVERSITY STATUS ON THE KENDRIYA SANSKRIT

* VIDYAPEETHA TIRUPATI AND SHRI ~~DEL~~ BANADUR

* SHASTRI KENDRIYA SANSKRIT VIDYAPEETHA NEW

* DELHI UNDER SECTION 3 OF THE UGC ACT 1956

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* UNIVERSITY GRANTS COMMISSION

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340

C O N T E N T S

<u>Chapter</u>	<u>Page</u>
I - Introduction	... 1
II - Sanskrit as a University Discipline; A Historical Perspective	... 5
III - Implementation of the Recommendations of the Sanskrit Commission by the Government of India	... 9
IV - Some Basic Facts and Figures	... 15
V - Observations Made by the Students, Teachers and Others	... 29
VI - Observations and Recommendations of the Committee	... 52
VII - Acknowledgement.	... 46
 <u>Annexure</u>	
I - Revised Guidelines laid down by the U.G.C. for considering proposals for declaring an Institutions as Deemed to be University under Section 3 of the U.G.C. Act.	... 47
II - The Functions of the Central Sanskrit Board	... 48
III - Objects of the Rashtriya Sanskrit Sansthan	... 49
IV - Publications of the Kendriya Sanskrit Vidyapeethas, Tirupati	... 51
V - Kendriya Sanskrit Vidyapeetha, Tirupati: Details of Teaching Staff	... 55
VI - Kendriya Sanskrit Vidyapeetha, Tirupati: Examinations Results	... 58
VII - Statement showing the Budget allotment and actual Expenditure for 1980-81, 1981-82 and 1982-83.	... 59
VIII - Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi ; List of Publications ...	63
IX - Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi ; Sharadiya Jnana Mahotsava (Extension Lecture Series)	... 65

<u>Annexure</u>	<u>Page</u>
X - Bio-Data of Teachers of Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi	... 68
XI - List of Periodicals in Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi; Literary and Research Journals	... 72
XII - List of Magazines in Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi	... 74
XIII - Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi; Note on Manuscripts	... 76
XIV - Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi; Examination Results	... 77
XV - Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi; Revised Budget Estimates for the year 1983-84	... 79
XVI - Kendriya Sanskrit Vidyapeetha, Tirupati; Details of the Proposed Academic Programme, Research and Publications	... 80
XVII - Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi; Details of Proposed Academic, Research and Publication Programme	... 87
XVIII - Governments and Universities which have given recognition to the Examinations of the Rashtriya Sanskrit Sansthan	... 89

Report of the Committee to consider the proposal of Ministry of Education and Culture for Conferring Deemed to be University status on the Kendriya Sanskrit Vidyapeethas at Tirupati and Delhi.

CHAPTER I

INTRODUCTION

1.1 Earlier Proposal

1.1.1 The Government of India, Ministry of Education and Culture, forwarded in November 1981 a proposal for declaring the Rashtriya Sanskrit Sansthan, Delhi and its constituent units, an institution deemed to be university under Section 3 of the U.G.C. Act. The Sansthan, an autonomous organisation under the Ministry, then had besides the Delhi campus, five regional wings at Jammu, Allahabad, Puri, Tirupati and Guruyavoor(Kerala). The main aim of the Sansthan is to propagate, develop and encourage Sanskrit learning, research and publications. The Sansthan is funded by the Ministry of Education and Culture in the form of grants-in-aid. The U.G.C. Standing Committee on the New Universities and Postgraduate Centres considered the proposal at its meeting held on 29th December 1981. The Committee desired that the proposal may be discussed in the first instance with the Ministry of Education, Government of India, and thereafter, if necessary a committee of experts may be constituted to examine the proposal.

1.1.2 The proposal was discussed with the Ministry of Education in February 1982. It was observed that apart from the six campuses of the Rashtriya Sanskrit Sansthan, it has a large number (19) of affiliated colleges located all over the country. This changed the entire complexion of the proposal, as an institution deemed to be a university would not be expected to have colleges affiliated to it and spread over the country like an affiliating university but an Institution with a reputation for high level performance and excellence of standards in a chosen area. An institution deemed to be a University, could, however, have different campuses in the same State. The Ministry of Education was, accordingly, requested to send a note indicating the academic activities of the Sansthan, alongwith the number of students, teachers appointed with qualifications etc.

1.2 Present Proposal

1.2.1 In March 1983, the Additional Secretary, Ministry of Education, (Department of Culture)

sent a proposal to the U.G.C. for the conferment of deemed to be University status on (i) the Kendriya Sanskrit Vidyapeetha, Tirupati and (ii) Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi. In support of the proposal, the Ministry stated as under :

*(1) Soon after the advent of independence there was a general aw-areness in the country about need to strengthen the traditional roots of our culture by reviving the study of classics and making them an integral part of our general educational set up. The Government, accordingly, set up a Sanskrit Commission under the Chairmanship of late Shri Suniti Kumar Chatterjee to study the condition of Sanskrit education in the country and to recommed steps to be taken by the Government to revive the same with proper adjustments with the modern requirements.

*(2) Many of the recommendations of the Commission have since been implemented by the Ministry by introducing suitable schemes for encouraging study of Sanskrit on traditional lines and at the same time inculcating some degree of modern knowledge among the students who take to Sanskrit education. Considerable activitiiss have also gone to the collection and publication of rare manuscripts and reproducing all out-of-print Sanskrit books.

*(3) One of the recommendations of the Commission was to establish Sanskrit University preferably in the South, where the traditions are still preserved to a considerable extent. As a first step in this direction, the Government of India established a Kendriya Sanskrit Vidyapeetha at Tirupati in the year 1962 fully financed by Government and catering to students who wish to prosecute postgraduate level studies and research in Sanskrit. A similar Vidyapeetha was also set up in the Capital ,thanks to the interest that was evinced by late Shri Lal Bahadur Shastri in whose name the institution come into being. Later , the Ministry of Education set up an autonomous body in the name of Rashtriya Sanskrit Sansthan to establish more Vidyapeethas in the country and to coordinate their activities including the two at Tirupati and Delhi. Consequently the two societies which were independently running these two Vidyapeethas with direct grant from Government of India were dissolved and the Sansthan took over these two institutions to which four more were added later at Jammy, Allahabad, Puri and Guruvayoor.

¶(4) The Ministry has also got a Central Sanskrit Board to advise the Government from time-to-time on matters concerning Sanskrit Schemes and this Board itself is a sequel to the recommendations of the Sanskrit Commission. At its meeting held on 15th October, 1982 the Central Sanskrit Board has recommended that the Kendriya Sanskrit Vidyapeetha at Tirupati and Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, Delhi may be converted as Deemed Universities under the UGC Act to facilitate their independent development, particularly keeping in view the original factors that were responsible for setting up these two Vidyapeethas.

¶(5) It may not be out of context to mention here the great interest that was evinced by the Government of Andhra Pradesh and Tirumalai Tirupati Devasthanam in setting up this Vidyapeetha at Tirupati and their original idea was to have fulfilled Sanskrit University there in keeping with the back-drop of the large manuscript collection of Venkateswara Oriental Research Institute and the tradition of Philosophical scholarship in that pilgrim town. Similarly, the late Shri Lal Bahadur Shastri conceived the idea of a Kendriya Vidyapeetha at Delhi as clearing house for the research activities of all foreign and national oriental research institution and scholars. His dream was to develop this into an International Centre where more foreign students would come to be benefited by traditional Sanskrit scholarship.

¶(6) The proposal to convert these two Institutions into Deemed Universities are ripe to be considered at the present moment for the following reasons:-

(i) The Recommendation of the Central Sanskrit Board is very much in tune with the original intentions of those who were responsible for the setting up of these two institutions.

(ii) The present stage of development of these two Vidyapeethas ensures all infrastructural re-quirements of a University.

(iii) There won't be any large need for fresh investment in the form of capital expenditure in both these cases

1.3.2. The Committee held four meetings at Delhi on September 10, 1983, December 3, 1983, February 3, 1984 and July 2, 1984. The committee visited the Kendriya Sanskrit Vidyapeetha Tirupati on October 24 -25, 1983 and Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha Delhi on December 2, 1983. The committee met the Principals, teachers and students of these two Vidyapeethas. At Tirupati, the committee also took the opportunity to hold discussions with the Vice-Chancellor and Heads of the Departments of Sanskrit and Philosophy, Sri Venkateswara University, Tirupati.

1.3.2 The committee was required to consider the general question of declaring Sanskrit Vidyapeethas as deemed to be university under Section 3 of the UGC Act, 1956 which states as under :

The Central Government may, on the advice of the Commission, declare, by notification in the Official Gazette, that any institution for higher education, other than a University, shall be deemed to be a University for the purpose-s of this Act, and on such a declaration being made, all the provisions of this Act shall apply to such institution as if it were a University within the meaning of clause (f) of Section 2.

1.3.4 The Committee took note of the guidelines laid down by the UGC for considering proposals for developing an institution as Deemed to be University under the Act, as per Annexure I. The committee considered in depth the special historical and other conditions leading to the present proposal.

CHAPTER II

SANSKRIT AS A UNIVERSITY DISCIPLINE: A HISTORICAL PERSPECTIVE

2.1 A Historical Perspective

2.1.1 The modern system of western type of university education started with the establishment of the Universities of Calcutta, Madras and Bombay in 1857. Even before that, the Banaras Sanskrit College, founded by Jonathan Duncan in 1791 imparted Sanskrit education at the university level. It functioned as an examining body for over a hundred years.

2.1.2 The idea of a Sanskrit University was first conceived in 1869, when with a view to encouraging the neglected aspects of education, particularly Sanskrit and Ar-abic, the Lieutenant Governor of the Punjab and the British Government

by-side, with the new Western type of universities for literature and science. However, it was given effect to, on a smaller scale, with the establishment in 1882 of an Oriental College at Lahore (now in Pakistan). Even during the first half of the current century, this idea remained at the conceptual stage as will be seen from the following :-

(a) In the South in 1946, Dr.C.K.Raja, issued a booklet entitled "Sanskrit University: A Vision and a Mission", and again in 1956-57 an idea was conceived to found a South Indian Sanskrit University.

(b) At Dwarka, a well-known all India pilgrim centre, the Sankaracharya of Dwarka wanted to organise the Sri Dwarkadheesh University, and the scheme was published in 1947.

(c) The Somanatha Trust Deed, executed by the Saurashtra Government on March 15, 1950, with the approval of the Government of India, had one of its objectives, the setting-up of a Sanskrit University (Somanatha University), research in Sanskrit and Indology, the spreading of Sanskrit learning and the popularisation of Hindu scriptures. This idea could not take shape, but there came into being the Samskrtyavisva Parishad which has the President of India as its head.

(d) The Government of Orissa, worked out a scheme for an Oriental University at Puri and appointed a committee for the purpose in 1955.

(e) Proposals to found Sanskrit Universities at Belur (West Bengal) and Kaladi (Kerala) were also conceived by the Ramakrishan Mission.

(f) In West Bengal, the Government Sanskrit Examination system is vested in a body called the Vangiya Samakrita Siksha Parishad, which also acts as a coordination body for the Tols of the State. The Constitution of the Parishad is drawn more or less on the lines of a modern affiliating and examining university.

2.1.3 The Government of Andhra Pradesh founded in 1954 the Sri Venkateswara University at Tirupati with the avowed purpose, set forth in the Preamble to the Sri Venkateswara University Act 1954, for the encouragement of higher education and research in all branches of learning particularly in oriental learning, Sanskrit, Ancient Indian Art and Culture, Architecture and other Fine Arts. Immediately afterwards, the Kurukshetra University was established in 1956 at Kurukshetra, by the then Punjab Government, for the encouragement of higher education and research in all branches of learning particularly in oriental learning, Sanskrit, Ancient Indian Art and Culture, Architecture and other Fine Arts.

especially in Sanskrit, Prakrits and Modern Indian Languages as also in Indian Philosophy, Ancient Indian and other aspects of Indology. But these universities started from the right earnest as modern universities, but their specific objects and their unique character in respect of Sanskrit and allied studies are to be given effect to.

2.1.4 The Banaras Sanskrit College, already functioning like a University for Sanskrit, had the largest number of Sanskrit departments and teachers, and possessed one of the richest collections of Sanskrit manuscripts, and which conducted a series of publications etc. was raised to the status of a University. The Varanaseya Sanskrit Vishwavidyalaya Act was passed in 1956, the Vishwavidyalaya actually was established in 1961. It has a large number of Pathshalas and other institutions of the Shastri and Acharya grade affiliated to it.

2.1.5 The Government of Bihar established the Kameshwar Singh Darbhanga Sanskrit Vishwavidyalaya in 1962.

2.1.6 The Gurukul Kangri Vishwavidyalaya, Hardwar, established in 1900, was brought within the purview of the U.G.C. Act, and declared as a 'Deemed to be University' under Section 3 of the Act, in June 1962.

2.1.7 The Jagannath Sanskrit Vishwavidyalaya, Puri was established by the Orissa Government in 1981 (Orissa Act 31 of 1981)

2.1.8 Besides the Sanskrit Universities at Darbhanga, Varanasi and Puri, as many as 60 modern universities have departments of Sanskrit imparting facilities for postgraduate studies and research by the end of 1983.

2.2 The Sanskrit Commission (1956-57)

2.2.1 The Sanskrit Commission, appointed by the Government of India, in October 1956 under the Chairmanship of Dr. Suniti Kumar Chatterji, for the promotion of Sanskrit education in universities and non-university institutions and traditional system of Sanskrit Education and its incorporation into the modern system, made interalia the following main observations and recommendations as for as higher education in Sanskrit is concerned :

- (i) The traditional Pathshala system of Sanskrit education and higher studies should be continued and preserved and recognised as an accepted form of education like any type of school and college education and this system revitalised with the introduction of some modern subjects in the courses, adequate care being taken to see that this does not result in lowering the standard of Pandit scholarship.

- 349
- (ii) Pandit teacher in the Sanskrit High Schools or reorganised Pathshalas should be required to undergo a Course of teachers' training and for that purpose special Sanskrit Pedagogy courses should be instituted.
- (iii) It is premature and not wise to make any forced attempt at an integration of the Pathshala and the University systems of Sanskrit education into a single system.
- (iv) The Commission, however, recommends a greater measure of cooperation between the two systems helping the two to approximate each other steadily and gradually, so that a healthy and lasting integration of the two might mutually emerge at some future date. Care should be taken to see that there is no hybridisation by bringing the two systems together in a superficial manner, and that the intergation of two systems should be tried at higher levels by arranging for some Sanskrit graduates of the universities undertaking Pandit-Training and for Pandits, after the completion of their Sastraic study undergoing training in modern methods.
- (v) With a view to upgrading and toning up the traditional system of Sanskrit education, Sanskrit Universities should be established in different areas. These universities should not interfere in any manners with the existing universities and their Sanskrit departments and the courses of studies in Sanskrit on modern lines. Sanskrit universities should constitute the apex of the reorganised Pathshala system of Sanskrit Education. Besides being coordinating, affiliating and examining bodies, the Sanskrit universities should also function as centres of higher studies and research in Sanskrit, Sanskrit universities should not neglect any modern faculty, including sciences and technology, and have Sanskrit as its sole medium of instruction and should produce necessary literature in Sanskrit.
- (vi) While the Sanskrit Universities should concentrate on pure Sanskrit studies at the higher level, they should also comprehend the necessary complement of modern knowledge. These Universities

the production of Sanskrit works embodying modern knowledge so that Sanskrit studies fostered in their set-up do not suffer from segregation.

(vii) The Central Government should give a lead in the matter of founding Sanskrit University some where in the South which could work alongwith the proposed Central Board of Sanskrit Studies.

(viii) For the cultivation and promotion of Sanskrit studies, the Central Government should set up a Central Sanskrit Board, as a coordinating and advisory body, should concern mainly with two fields of Sanskrit activity : (i) the Pathshala education, and (ii) the privately organised research institutes in the country.

CHAPTER III

IMPLEMENTATION OF THE RECOMMENDATIONS OF THE SANSKRIT COMMISSION BY THE GOVERNMENT OF INDIA.

3.1 Central Sanskrit Board

3.1.1 With a view to advising the Government of India on policy matters concerning the propagation and development of Sanskrit in the country, a Central Sanskrit Board was constituted in August 1959, under the Chairmanship of late Justice Patanjali Shastri. It consisted of nine members, of which seven were non-official. It was, however, felt that the recommendations of the Board and the Central schemes were not receiving adequate attention from the departments of the Central and State Governments, the Government of India set-up on 1-1-1973, the Kendriya Sanskrit Parishad, as a more broad-based advising body under the Chairmanship of Minister of Education and Youth Services. The Parishad included Education Ministers of all States or their nominees, four members of the Lok Sabha, two members of the Rajya Sabha, Vice-Chancellors of Sanskrit Universities, a representative of the University Grants Commission, Chairman of the Commission for Scientific and Technical Terminology, a representative of the Ministry of Information and Broadcasting and the Director, Central Institute of Indian Languages, Mysore.

3.1.2 In actual working, though the Parishad was supposed to meet twice a year, it was, however, found difficult to call for a meeting even once in two years or so. In 1981, the earlier decision was reversed, and the Central Sanskrit Board, more or less on the same lines as the original one was reconstituted. The functions of the Central Sanskrit

3.2 Kendriya Sanskrit Vidyapeethas

The Sanskrit Commission recommended that the Central Government should give a lead in the matter of the Sanskrit University by founding a Centrally administered Sanskrit University somewhere in the south. Instead of going for a Central Sanskrit University, the Government of India, however, decided in favour of establishing a number of Kendriya Sanskrit Vidyapeethas in different parts of the country on the lines of the IITs in technical education; and in due course of time the feasibility of establishing a Central Sanskrit University may be considered. The Kendriya Sanskrit Vidyapeethas, Tirupati and Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeethas, New Delhi, were set up in 1962 so as to serve the purpose of universities in the South and the North, respectively. With the establishment of four more such Vidyapeethas at Jammu, Allahabad, Puri and Guruvayur, it was decided in the interest of administration facility, to bring them all under one Registered Autonomous Society and with this objective, the Rashtriya Sanskrit Sansthan, New Delhi, was established in 1970. Since, then the Sansthan has set up one more Vidyapeetha at Jaipur, Rajasthan in 1983.

3.3 RASHTRIYA SANSKRIT SANSTHAN

3.3.1 The Rashtriya Sanskrit Sansthan was set up as an autonomous organisation under the Union Ministry of Education and Culture in October 1970, in New Delhi. The objects of the Sansthan are given in Annexure III.

3.3.2 The Sansthan has been serving as an effective central machinery for implementing the various recommendations of the Sanskrit Commission with regard to the propagation and development of Sanskrit in all its aspects. It is reported that the Sansthan has worked out its curriculum of studies on the lines suggested under the scheme of reorganised Sanskrit Education as approved by the Ministry of Education and Culture (on the advice of the Central Sanskrit Board) and the University Grants Commission. Teaching, research, publication and preservation of manuscripts and preservation of oral tradition constitute the five major aspects of the working of the Sansthan.

3.3.3 The Sansthan functions under the overall guidance of the General Body, Shasi Parishad (Governing Council) and Artha Samiti (Finance Committee). The Vidya Parishad is responsible for the maintenance of the standards of instruction, education and examinations. The other bodies that advise and assist in the conduct of examinations and publication programmes are the Examination Board and the Publication Committee, respectively.

3.3.4 The Sansthan conducts the following examinations for the students of the Constituent Vidyapeeths and affiliated institutions :

S.No.	Ex-amination	Duration of Course	Equivalent
1.	Prathama	Three years	6th/8th Standard (middle)
2.	Purvamedhyama	Two years	9th/10th standard (Matric/ High School)
3.	a) Uttarmadhyam	Two years	11th/12th Standard Senior Secondary/Intermediate
	b) Prak-Shastri	Two years	11th/12th standard for students from general stream who have passed 10th class.
4.	Shastri	Three years	B.A.
5.	Acharya	Two years	M.A.
6.	Shiksha Shastri	One year	B.Ed.
7.	Shiksha Acharya	One year	M.Ed.
8.	Vidya Varidhi	Two years	Ph.D.
9.	Vachaspati		D.Litt.

The subjects of specialisation offered are :

Veda, Dharam Shashtra, Sahitya, Karmakanda, Sarva Darshan, Sankhya Yoga, Vedanta, Nyaya and Navya Nyaya, Jaina Darshan, Vyakarna, Jyotisha and Purana Itihasa.

3.3.5 The degrees awarded by the Sansthan have been recognised by the Government of India on the recommendations of the Union Public Service Commission. A number of State Governments and Universities have also recognised the degrees of the Sansthan for employment purpose and for admission to higher classes, respectively (Annexure XVIII).

3.3.6 The Rashtriya Sanskrit Sansthan also provides teaching facilities through two stage correspondence courses, namely Lower Introductory and Higher Introductory, through English and Hindi media imparting knowledge of Sanskrit to learners in India and abroad as part of its non-formal education programme. These correspondence courses are of 10 months duration each.

3.3.7 The Sansthan has seven constituent Khandiya Sanskrit Vidyapeethas at Tirupati, (Andhra Pradesh), New Delhi, Allahabad (U.P.), Puri (Orissa), Jammu (J&K) Guruvayoor (Kerala) and Jaipur (Rajasthan). All these Vidyapeethas impart instructions at the university level. For each Vidyapeetha there is a Sthaniya Prabhandak Samiti (local Management Committee) responsible for the general supervision of the Vidyapeetha within the frame work of rules and directives issued from time to time by the Shasi Parishad.

3.4 Shastra Chudamani Scheme

3.4.1 Shastra Chudamani Scheme is a special feature of the multifarious activities of the Vidyapeethas. The main aim of this scheme is to impart deep knowledge of traditional texts of various branches of Sanskrit learning to the teachers/research scholars of the Vidyapeethas, which is not possible in the time bound courses of the Universities or even traditional Sanskrit Pathashalas.

3.4.2. Under this scheme a few retired and reputed teachers who had the privilege of pursuing their studies at the feet of their revered Gurus without the worry of specific examinations, have been appointed to teach a particular text of a particular branch to the lecturers who are interested to enhance their knowledge. This is a three years course and at the end of this course an open debate is held to assess their proficiency.

3.4.3 The services of these elderly scholars are also utilized to teach the research scholars their respective subjects in greater depth for one year which improves their standard of research.

4.1.8 Evening Sanskrit Classes

In addition to regular day Scholars, the Vidyapeetha runs evening Sanskrit classes for Parichaya, Abhigna, Vichakshana, Samartha, Kovida, etc. examinations for which are conducted by the Sanskrit Bhasha Pracharini Sabha, Chittoor. At present 12 Shiksha Shastri trained teachers are engaged in teaching 350 students admitted to these classes.

4.1.9 Free Education

All students are provided free education in the Vidyapeetha, no tuition fee is charged for any class.

4.1.10 Scholarships

Almost each student admitted to the various courses offered in the Vidyapeetha is awarded a scholarship. The monthly value of each scholarship and the total number of scholarships available in the Vidyapeetha are as under :

Course	Total No. of scholarships available	Monthly Value of Scholarship (Rs.)
1. Prak-Sastri I Year	20	50
II Year	20	50
2. Sastri I Year	75	75
II Year	75	75
III Year	75	75
3. Acharya I Year	60	100
II Year	45	100
4. Shiksha Sastri	50*	100
5. Shiksha Acharya	10	100
6. Vidya Varidhi)		300)
7. Sastra Chudamani)		300)
	To all admitted	300) + Rs.100 as contingen expenditure

* 50% of total enrolment

4.1.19 Finances

The Kendriya Sanskrit Vidyapeeth, Tirupati is financed by the Rashtriya Sanskrit Sansthan, an autonomous body under the Ministry of Education and Culture. The actual expenditure incurred for the three years 1980-81, 1981-82 and 1982-83 is as under :

Year	Expenditure (Rs. in lakhs)		Total
	Plan	Non-Plan	
1980-81	9.20	8.50	17.70
1981-82	2.40	10.27	12.67
1982-83	6.29	11.91	18.20

The details of budget allotment and the actual expenditure for these three-years is given in Annexure VII.

4.1.20 Other Activities:

The Vidyapeetha organises every year a series of five extension lecturers and eminent scholars in Veda, Nyaya, Vyakarna, Mimansa, Darshana and Sanskrit Education are invited to deliver these lectures. The lectures delivered from 1975 to 1979 have been published as a special number of the Rashtriya Sanskrit Sansthan's research journal "Sanskrita Vimarsha" in Vol.II (1979). The remaining lectures are being edited for publication.

4.1.21 The Vidyapeetha also organises Sanskrit Drama, elocution contests, Shastrathas, seminars, educational tours etc.

4.2 SHRI LAL BAHADUR SHASTRI KENDRIYA SANSKRIT VIDYAPEETHA : NEW DELHI.

4.2.1 Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi was established on the day of Vijaya Dashmi in the year 1962, with a view to fulfil the need of an International Sanskrit Institute in the Capital of India. The Vidyapeetha is fortunate to have late Prime Minister Shri Lal Bahadur Shastri as the Founder President of its Governing Body. During his stewardship it was registered under the name 'Akhil Bharatiya Sanskrit Vidyapeetha' with following aims and objects :

- (1) To impart instructions in higher Sanskrit learning, including neglected and highly specialised branches, with view to preserving the traditional erudite Sanskrit learning.

- (3) To conduct Research in Sanskrit pedagogy and provide for training of Sanskrit teachers.
- (4) To provide facilities for the study of such languages and literatures of Asia as have a bearing on Sanskrit studies.
- (5) To bring out literature in Sanskrit, including translation concerning both ancient and modern knowledge.
- (6) To arrange publication of Research Works and Journals and aids to research, such as indexes, digests and bibliographies.
- (7) To collect, preserve and publish manuscripts to build up a National Sanskrit Library and a Sangrahalaya having bearing on Sanskrit studies, such as Sruta, Ayurveda, Yoga and Vastuvidya and so on.
- (8) To provide facilities for Research in Sanskrit through traditional as well as modern methods.
- (9) To provide facilities for any other line of work for the development of Sanskrit learning.

4.2.2 On the 2nd October 1966 as a mark of respect to Shri Shastriji's services, and on its take over by the Government of India, Shrimati Indira Gandhi declared to name it "Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha. The Government of India, Ministry of Education took over the Vidyapeetha as an autonomous body with effect from 1st April, 1967 and established a 'Sabha' for its management. Rashtriya Sanskrit Sansthan, an autonomous organisation established by the Govt. of India, took over this Vidyapeetha w.e.f. 21-12-1970 and since then this Vidyapeetha has been functioning under the name 'Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha'.

4.2.3 From 1962 to 1968 the Vidyapeetha was affiliated to Shri Kameshwar Singh Darbhanga Sanskrit Vishwavidyalaya (Bihar) and followed its syllabi and scheme of examinations in all the classes, i.e. Shastri, Shiksha Shastri and Acharya. During the years 1969 and 1970, the Vidyapeetha, under the recommendations of the Ministry of Education, Govt. of India, was affiliated to the Varanaseya Sanskrit Vishwavidyalaya which very kindly arranged for the special courses of study for this Vidyapeetha. From the year 1971, the Vidyapeetha has been following the syllabus of the Rashtriya Sanskrit Sansthan.

Present Activities

4.2.4 The Vidyapeetha has set before it the goal of emerging as an International Centre for Sanskrit Studies. However, for the present, looking to the

three faculties namely :-

- (1) FACULTY OF RESEARCH & PUBLICATION
- (2) FACULTY OF TRADITIONAL SHASTRAS
- (3) FACULTY OF EDUCATION

Faculty of Research and Publication

(a) Research by Students :

4.2.5 In this department, 114 Research students are working on the subjects like Veda, Purana, Darshan, Jyotish, Agam, Dharamshastra, Karma Kanda, Poetics, History, Sahitya, Vyakaran, Education etc. The students registered for Vidya-Varidhi (Ph.D.) degree of the Rashtriya Sanskrit Sansthan are provided with scholarships worth Rs.300/-p.m. They are also given a contingency grant of Rs.1,000/-. By 1983, 41 scholars have been awarded the Vidya Varidhi (Ph.D.) and ten others have submitted their thesis for the award of Vidyavaridhi.

(b) Research Seminars :

4.2.6 The department of Research holds seminars every Thursday regularly wherein Research Scholars and other scholars read papers. Group discussions are held under the supervision of the teachers of Research Department.

(c) Research Projects

4.2.7 The Vidyapeeth is working on the following research projects :

- (i) Darshan Kosha
- (ii) Samhita Bhashya
- (iii) Mimamsa and Shraut Sutra

(d) Research Journal :

4.2.8 A half yearly journal was started by this faculty in which 10 volumes have so far been published. Now 'Shodha Prabha' a quarterly Research Journal is regularly being published and its several volumes are already out. These volumes include Research articles of the reputed scholars of Vidyapeetha and outside, ancient unpublished works, lectures delivered in the Sharadiya Jnana Mahotsava and review of the newly published works.

(e) Publications

4.2.9 The Vidyapeeth has so far published 52 learned works duly edited and in some cases with commentaries and 8 works are under print. Five publications are out of print. Details are given in Annexure VIII.

SHASTRA CHUDAMANI SCHEME:

4.2.10 Shashtra Chudamani Scheme sponsored by the Ministry of Education and Culture, Govt. of India has also been started in Vidyapeetha. Under this project 5 eminent scholars are appointed as teachers to teach and guide scholars in special branches of different shastras.

FACULTY OF TRADITIONAL SHASTRAS

The Faculty has the following 16 teaching departments which provide for the teaching and research facilities upto Shastri and Acharya classes and Vidyavaridhi(Ph.D.);

1. Department of Veda
2. Department of Vyakaran(Navya and Prachin)
3. Department of Darshan
4. Department of Vedanta
5. Department of Nyaya-Vaishashik
(Navya Nyaya and Prachin Nyaya)
6. Department of Samkhya Yoga
7. Department of Jainism
8. Department of Dharam Shashtra
9. Department of Paurohitya and Puranetihasa
10. Department of J-yotish (Phalit & Ganit)
11. Department of Panchang.
12. Department of Sahitya
13. Department of Hindi
14. Department of English
15. Department of History & Political Science
16. Department of Sociology

With a view to enrich the studies with the modern scientific knowledge, the Vidyapeetha has arranged for imparting instructions in modern subjects like Political Science, Sociology, History, English, Hindi, Psychology, Physical Education and so on.

4.2.12 There is a special provision of two years Prak Shastri Course for those who have passed High School or equivalent examination with Sanskrit from a recognised Examination Board.

4.2.13 Vidyapeetha has started the publication of Panchang. It has also undertaken steps for the construction of a Vedha-Shala.

The Faculty is publishing annual Magazine 'Manisha' and 'Jnan Rashmi'. The faculty has so far produced 926 Acharyas, 1044 Shastris and 219 Prak-Shastris.

FACULTY OF EDUCATION

4.2.14 In the Faculty of Education students are prepared for Shiksha Shastri (B.Ed.) and Shikshacharya (M.Ed.) courses with a view of making trained Sanskrit T-teachers available to the country. In Shikshacharya (M.Ed.) course Postgraduate teaching is imparted in the field of Education. The students study Philosophy of Education, Advanced Psychology, Educational Research, Statistics, Vocational and Education Guidance, Teacher Education and Educational Administration and supervision, besides writing Research dissertation on educational topics relating to Sanskrit. In Shiksha Shastri besides Educational Psychology, Educational Philosophy, School Management, Modern Educational problems and physiology the students are imparted training in 50 experimental lessons per pupil-teacher alongwith teaching methodology of Sanskrit Language, Philology, Shastras like Vyakarana and Sahitya and other general subjects like Hindi, English, Maths, History, Civics etc. Meritorious students are awarded scholarship worth Rs.100/- and Rs.75/- per month each student, of Shiksha Shastri and Shiksha Acharya, respectively.

4.2.15 This department brings out 'Shiksha Jyoti' an annual Magazine. Its four issues have been published and the fifth is ready for publication.

4.2.16 So far, this department has presented 12 Shiksha Acharyas and 1886 Shiksha Shastris to the nation.

SHARADIYA JNANA MAHOTSAVA & SHASTRI SMARAK VYAKHYAN MALA

4.2.17 With a view to disseminating the knowledge concerning Indian culture and Sanskrit Literature, the Vidyapeetha has been organising a series of lectures for the 15 years. Under this scheme, 41 lectures have been delivered by eminent scholars and Indologists from India and abroad. A list of such extension lectures delivered is given in Annexure IX.

Enrolment of Students

4.2.18 The number of students admitted to the various courses of the Vidyapeetha during 1981,1982

and 1983 was 543, 495 and 512, respectively as per details below :

Name of course	Number of students admitted in the year		
	1981	1982	1983
Prak Shastri I	41	17	29
" " II	-	27	13
Shastri I	54	37	61
" II	43	29	20
" III	26	41	29
Acharya I	97	75	106
" II	55	35	33
Shiksha Shastri	190	191	168
Shiksha Acharya	6	7	10
Vidya Varidhi	31	36	43
	<u>543</u>	<u>495</u>	<u>512</u>

During 1983, there were 337 men and 175 women students and their distribution in various courses was :

Courses	Enrolment		Total
	Boys	Girls	
Prak Shastri	29	13	42
Shastri	54	56	110
Acharya	104	35	139
Shiksha Shastri	110	58	168
Shiksha Acharya	6	4	10
Vidya Varidhi	34	9	43
	<u>337</u>	<u>175</u>	<u>512</u>

4.2.19 The break up of enrolment in Acharya courses into various disciplines in 1983 was :Veda (5) Vyakarna (14), Sahitya (31), Sarva Darshan(13), Nyaya Nyaya(1), Sankhya Yoga (13), Adwait Vedanta (2), Jain Darshan (9), Dharama Shastra (11), Karma Kanda (3) Purana Itihas(2), Jyotish Sidhant(4) and Jyotish Phalit(31),

4.2.20 The distribution of the students on roll in 1983, according to states of domicile was as follows :

S.No.	State of Domicile	Enrolment in courses offered					Total	
		Shiksha Acharya	Shiksha Shastri	Acharya	Shastri	Prak-Shas-tri		Vidya Vari-dhi
1.	Bihar	3	21	14	27	10	5	80
2.	Delhi	1	36	41	44	18	18	158
3.	Haryana	-	25	13	2	5	3	48
4.	Himachal Pradesh	-	15	25	23	5	5	73
5.	Karnataka	-	1	-	-	-	-	1
6.	Kerala	1	2	-	-	-	-	3
7.	Orissa	-	5	8	1	-	1	15
8.	Madhya Pradesh	-	-	-	2	1	-	3
9.	Maharashtra	-	2	-	-	-	-	2
10.	Punjab	-	1	1	-	-	1	3
11.	Rajasthan	-	4	3	-	-	3	10
12.	Uttar Pradesh	5	53	34	9	1	7	109
13.	West Bengal	-	3	-	1	2	-	6
14.	Foreign country	-	-	-	1	-	-	1
		10	168	139	110	42	43	512

4.2.21 At present, 115 research scholars are working with the Vidyapeetha academic faculty for the award of Vidya Varidhi degree.

Free Education

4.2.22 The Vidyapeetha provides free education to all its students. No tutution fee is charged in any class.

Scholarships

4.2.23 Students admitted to the various courses in the Vidyapeetha are provided scholarships on basis of merit at the following rates :

Class	No. of scholarships available	Rate of scholarship per mensem Rs.
1. Prak Shastri I year	20	50
2. " " II Year	20	50
3. Shastri I Year	75	75
4. " II Year	75	75
5. " III Year	75	75
6. Acharya I Year	60	100
7. " II Year	60	100
8. Shiksha Shastri 50% of students	→	100
9. Shiksha Acharya	10	100
10. Vidya Varidhi	15 (3 years each)	300 (plus contingent grant of Rs.1000)

The continuance of scholarship is subject to the satisfactory academic progress and good conduct of awardee.

Teaching Staff

4.2.24 The Vidyapeetha has sanctioned strength of 1 Professor, 11 Readers, 1 Selection grade Lecturer (in the grade of Reader), 35 Lecturers, 3 Junior Lecturers, 1 P.T.I., besides the Principal on the teaching staff. In addition, four Research Assistants also assist in teaching. At present, 3 posts of lecturers are lying vacant. Of the existing teaching staff, the Principal, 8 Readers and 10 lecturers are holding Ph.D. or equivalent research degree, while the Professor holds a Vidya Vachaspati (D.Litt) degree. Five lecturers are engaged in research work leading to Ph.D. degree. The Principal of the Vidyapeetha who is presently holding the concurrent charge of Director Rashtriya Sanskrit Sansthan is an eminent Sanskritist and has edited about 40 works, is member on the 17 academic bodies and recipient of 5 literary awards including President's certificate. The Vidyapeetha faculty has to their credit about 300 research articles and 40 books. The details of the 50 members of the teaching staff, qualification, teaching and research experience are given in Annexure X. The Vidyapeetha faculty hails from various States of the Union. Its break-up to various states of domicile

Himachal Pradesh(1), Kerala(1), Madhya Pradesh(2) Punjab(3), Rajasthan(7), Tamil Nadu (1) and Uttar Pradesh(16). In addition, the Vidyapeetha has on its strength five teachers under the Shastri Chudamani scheme.

4.2.25 The Vidyapeetha teachers, except the Junior Lecturers, enjoy the UGC recommended scales of pay. The teachers are appointed as per qualifications prescribed by the UGC. The Junior Lecturers, teaching Prak-Shastri classes are engaged on the pay-scale of Rs.550-900. The Research Assistants get a consolidated salary of Rs.600/-p.m.

Library

4.2.26 The Vidyapeetha Library is housed in a commodious building providing for a total floor area of 586 sq. meters of the ground and the mazzanine floors, and 290 sq.meters of stacking accommodation. It has about 26500 books on various subjects of learning. It also subscribes to 46 standard literary and research journals and periodicals and 57 magazines of current interest (Annexure XI & XII). The library also extends book-bank facilities to the needy students. The library provides for 72 reading seats for day scholars and 12 cubicals for research scholars. The Librarian of the Vidyapeetha holds a Vidya Varidhi degree and B.Lib.Sc. and is in the scales of Rs.700-1600. He is assisted by two Assistant Librarians Grade I (one post is vacant), and one Assistant Librarian Grade II, one library clerk and one library attendant.

4.2.27 The Vidyapeetha Library has about 1700 manuscripts written originally in Devanagari, Bengali, Oriya, Punjabi and Nepali scripts as per Annexure XIII. Some of the manuscripts are rare.

4.2.28. The accommodation in Library is adequate for its present needs and future developments. In addition, the Vidyapeetha has plans to build a National Sanskrit Library on an area of 1470 sq.meters.

4.2.29. The annual budgetary provision for the library for the year 1983-84 is Rs.50,000/-.

Examination Results

4.2.30 As reported earlier, the Vidyapeetha has, by the end of 1983, turned out 219 Prak-Shastris, 926 Acharyas, 1044 Shastris, 12 Shiksha Acharyas and 1886 Shiksha-Shastris. It was informed that almost all the Shiksha-Acharyas and Shiksha-Shastris have been absorbed in various departments and schools as Sanskrit teachers.

4.2.31 The examination results of the candidates presented by the Vidyapeetha at the various examinations during the years 1979 to 1983 have been shown in Appendix XIV. It will be seen that the pass percentage at the various examinations have been consistently excellent. In the Prak-Shastri examinations the pass percentage varied between 84.2% in 1979 to 96.0% in 1983. The similar range of the pass percentages in other examinations was as under :-

<u>Examinations</u>	<u>Pass Percentage Between</u>
Shastri	65% in 1983 to 100% in 1981
Acharya	74.5% in 1983 to 83.3% in 1979 and 1980
Shiksha-Shastri	68.8% in 1980 to 100% in 1979
Shiksha Acharya	100% in 1982 & 1983

Students Residences

4.2.32. The construction of a hostel building, having accommodation for 96 men students in 48 rooms, of which 16 rooms are single-seated for research scholars and senior students, 16 double-seated rooms and 16 triple-seated rooms, has been completed in December 1983. It has been equipped with modern facilities like a common room, dining hall, refreshment hall, kitchen and pantry. At present, 84 men students from various states of India, viz. Andhra Pradesh (4), Bihar (19), Haryana (8), Himachal Pradesh (17), Madhya Pradesh (3), Orissa (3), Punjab (2), Rajasthan (12), and Uttar Pradesh (16) were residing in the hostel.

Teacher's Residences

4.2.33 The construction of the staff quarters has been progressing in full swing. It was intimated that by June, 1984, 8 staff quarters (type V) for senior academic faculty including the Principal, 8 quarters for Lecturers (type IV) will be complete in all respect for occupancy. Sixteen quarters (type I) and 8 quarters (type III) will be handed over for occupancy by March 1984 end. The Vidyapeetha will then take up the construction of 8 quarters (type II).

Land and Building

4.2.34 The total area of the land allotted to the Vidyapeetha complex situated in the Hauz Khas Institutional Area, New Delhi is 10.5 acres. The double-storey Vidyapeetha building having a total compact area of 3620 sq. meters, consists of

(4) Common room, (5) Canteen and (6) Library. It has 38 class rooms and tutorial rooms, 2 staff rooms, 1 Language Laboratory and 1 Psychology Laboratory, 1 seminar room, 2 research sections, Principal's room and 5 office rooms. The canteen hall is used as publication section and the students for the present, use the hostel dining room for tiffins during the day. The Vidyapeetha has 5 playgrounds. The men students hostel has been constructed. The staff quarters are under construction as explained above.

4.2.35 The Vidyapeetha proposes to construct the building of 4 storeyed National Sanskrit Library (5880 sq.meters), one Auditorium (400 sq.meters), double storey Training College-Archeek Mahavidyalaya (2200 sq.meters), Sanskrit Practising School for Training College (2700 sq.meters), Yagna Shala (390 sq.meters), Yantralaya "Vedhashala" (250 sq.meters).

Finances

4.2.36 The total expenditure of the Vidyapeetha is borne by the Rashtriya Sanskrit Sansthan, New Delhi, an autonomous body under and totally financed by the Government of India, Ministry of Education and Culture. The actual expenditure incurred on the implementation of various programmes and projects of the Vidyapeetha during the three years, 1980-81, 1981-82 and 1982-83 was as shown below :

Year	<u>Expenditure incurred on</u>		Total
	Plan	Non-Plan	
	(Rupees in Lakhs)		
1980-81	11.81	14.98	26.79
1982-82	10.72	14.81	25.53
1982-83	18.14	17.00	35.14

4.2.37 An allocation of Rs.45.00 lakhs has been made in the budget of the Vidyapeetha for the year 1983-84 (Annexure XV).

CHAPTER VOBSERVATIONS MADE BY THE STUDENTS, TEACHERS AND OFFICERS

5.1.1 The Committee held discussions with the Principals, teachers and students of the two Vidyapeethas at Tirupati and Delhi. At Tirupati, the committee had the privilege of discussing the proposal with the Vice-Chancellor, Heads of the Department of S-anskrit and Philosophy, Sri Venkateswara University and the Director of the Sri Venkateswara Oriental Research Institute. The following main observations were made :

5.1.2 Instead of going in for a Central Sanskrit University, as recommended by the Sanskrit Commission (1956-57), the Government of India, Ministry of Education and Culture, decided, in 1962, for establishing a number of Kendriya Sanskrit Vidyapeethas in different parts of the country, on the lines of IITs, and desired that the feasibility of establishing a Central University may be considered in due course of time. It was with this end in view that the Kendriya Sanskrit Vidyapeetha Tirupati and Shri Lal Bahadur Shastri Kendriya Vidyapeetha New Delhi, were established in 1962, so as to serve the purpose of universities in the South and the North, respectively. The Central Sanskrit Board, recommended in October 1982, that the Kendriya Sanskrit Vidyapeethas at Tirupati and New Delhi may be converted as 'Deemed to be Universities' under the UGC Act, to facilitate their independent development, particularly keeping in view the original factors that were responsible for setting-up these two Vidyapeethas.

5.1.3. It was impressed upon the committee that the Vidyapeetha at Tirupati has been functioning in close cooperation, and collaboration with the Departments of Sanskrit, Philosophy and Indian Culture of Sri Venkateswara University, the Tirumala Tirupati Devasthanam and Sri Venkateswar Oriental Research Institute, which has a large collection of old and rare manuscripts. Besides, the pilgrim town of Tirupati has the tradition of Philosophical scholarship. Similarly, Shri Lal Bahadur S-hastri conceived the Vidyapeetha at Delhi, the Capital of India, as an international centre and a clearing house for traditional Sanskrit scholarship as also for the research activities of all foreign and national oriental research institutions and scholars. The Vidyapeetha's project on Encyclopaedia of Philosophy, Samhita Bhasya Project, Mimamsa and Shrauta Sutra Project, National Sanskrit Library project etc. are some of the very outstanding programmes.

5.1.4 The Tirupati Vidyapeetha proposed to tape-record (or video-tape) the scholarly discourses of eminent authorities in Mimamsa, Nyaya, Vedanta, Vyakarna and other Shastras. The recorded tapes will be made use of by Sanskritists and students in colleges and universities in comprehending the fundamentals of Shastras, besides learning their techniques for advanced studies and research. A mobile microfilm unit will be set up at the Vidyapeetha for microfilming rare and valuable manuscripts distributed in this part of the country for the purpose of preservation, cataloguing and editing Sanskrit manuscripts.

5.1.5 The Tirupati Vidyapeetha also proposes to specialise in (1) School of Comparative Philosophy - Eastern and Western (2) School of Vedic Linguistic Research (3) Nainisharanya School, (4) School of Research in Sanskrit and modern sciences, (5) School of Indo-European and Dravidian studies, besides schemes for translating several important classical works from Sanskrit into Tamil and Telugu and from Tamil and Telugu into Sanskrit and vice versa. It is proposed to run professional courses concerning (1) Sanskrit Secretarial Course (2) Sanskrit Book-Production (3) Diploma in Library Science, and (4) Diplomas in Manuscriptology, Jyotisha and Agamas. The details of the academic programme, research and publication activity are given in Annexure XVI..

5.1.6 Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi proposes to embark upon a programme of study, research and publication on Encyclopaedia of Indian Philosophy and Religion, Comparative Religion, Tantra-Vijnan Shastra, Fine and Performing Arts, Vanaspati Vijnan including Ayurveda, Vedic Vijnana and Yajnas, Linguistics, Yoga etc. It also intends to set-up microfilm units for preservation and circulation of rare manuscripts, a Vedhashala - (an observatory) for scientific study of astrology, vedic museum, etc. The detailed list of the programmes is given in Annexure XVII.

5.1.7 The Pedagogy Wings of both the Vidyapeethas propose to apply modern educational technology programmed learning to Sanskrit Pedagogy to obtain a healthy combination of traditional Sanskrit methodology and modern methods of science of education, undertake translation and production of textbooks on Pedagogy, to start a diploma course for college teachers on Sanskrit Pedagogy on the pattern of CIEFL, Hyderabad, to start refresher course in Sanskrit Pedagogy for in-service teachers, to develop a methodology of Shastra teaching, to start correspondence courses for Shiksha Acharya for in-service teachers, and to start a journal on Sanskrit Pedagogy.

5.1.8 Both the Vidyapeethas have shown consistently very good results in the various examinations conducted by the Rashtriya Sanskrit Sansthan. A proportion of teachers in both the Vidyapeethas possess research degrees. There is a sincere desire for better scholarship and many teachers are working for a research degree. The faculty has a large number of research articles and publications to their credit. The spirit of devotion and dedication in discharging their duties and responsibilities towards their students, was discernible in the teachers.

5.1.9 These two Vidyapeethas are already providing teaching and research facilities for Sanskrit education and prepare students for the examinations of the Rashtriya Sanskrit Sansthan; these degrees have already been recognised equivalent to university degrees for employment and admission to higher education purposes. At the present stage of their development, no major infrastructural or financial inputs will be required, if these two Vidyapeethas are raised to the status of 'Deemed to be Universities'. This will definitely give a boost to the morale of traditional Sanskrit education in the country. It will also encourage modern scientists to study Sanskrit technical literature so as to bring out valuable works in Ancient Sanskrit Sciences. With the attainment of 'Deemed University Status', the Vidyapeethas would initiate programmes for the coordination of regional languages with Sanskrit for the development of a pan-Indian vocabulary which could be used in the regional language for promoting national integration through Sanskrit language, literature and culture. The Shastra Chudamani Scheme would provide a large scope for the interaction between the traditional and modern system of education.

5.1.10 The students of the Vidyapeethas pleaded that keeping in view the galloping inflation over the years the value of Scholarships should be raised. The present traditional pattern of teaching lacks collaborative effort with the modern system and science, which is so very essential for the modernisation and proper development of Shastraic learning and interpretation.

For these reasons, Sanskrit learning is more needed as a potent force of living universal ideology than a mere rich and old tradition relevant so far as its conservation is concerned.

6.2 Some observations and recommendations made by the Sanskrit Commission (1956-57) may be highlighted as below:

6.2.1. Traditional Sanskrit learning received perfunctory attention, especially after 1857, when the three Western type affiliating universities of Calcutta, Madras and Bombay were established. "Even in the first decade after the attainment of Independence in 1947, the feeling ran that while no positive steps had been taken for helping Sanskrit, the measures taken in respect of other languages had had adverse repercussions on it. The ultimate result of this had been that 'Sanskrit had not been allowed to enjoy even the status and facilities it had under the British Raj'. As quoted by the Sanskrit Commission, the following old verse pictures graphically the acute feeling of regret and disappointment among the Sanskritists:

रात्रिर्गमिष्यति भविष्यति सुप्रभातं ।
भास्वानुदेष्यति हसिष्यति पंकजश्रीः ॥
इत्थं विचयन्ति कोशगते द्विरेफे ।
हा हन्त हन्त नलिनी गज उज्जहार ॥

"The night will pass and the bright day will dawn, the Sun will rise and the 'lotus will bloom in all its beauty' - while the bee imprisoned in a close bud, was thus pondering over its future, alas! an elephant uprooted the lotus - plant itself".

6.2.2 "there is a unique phenomenon of the indigenous system of Sanskrit education existing in this country, side by side with Sanskrit teaching in modern colleges and universities. This has no parallel in Western countries where classical education is an integral part of the University education, and, as such, has no separate existence outside the universities".

6.2.3 "The teacher is the 'kingpin' of the traditional Sanskrit learning. 'Traditional learning is based on complete knowledge of the text'. No literary research can be made without a complete knowledge of the text and no knowledge of a text can be complete without a critical appreciation of its background, the views criticised or established

therein and the overall contribution which it has made to its own School in particular and to Indian thought in general..... The study of the text and the research related to it are complementary; one, the conservative and the static, forms the basis; and the other analytical and dynamic, is the creative aspect. The former is Prakasa, the latter Vimarsa, and the two together are responsible for the consolidation and development of knowledge".

6.2.4 The Commission recommended against the forced integration of the traditional system and the modern university system of Sanskrit education into a single system. It recommended for the continuation and preservation of traditional system of Sanskrit education as a distinct entity and its revitalisation with the introduction of modern subjects into its curriculum. The Commission, however, recommended "greater measure of cooperation between the two systems,..... so that a healthy and lasting integration of the two might mutually emerge at some future date".

6.2.5 With a view to arresting the growth of fissiparous tendencies and linguistic parochialism, and in view of the cultural importance and pan-Indian character of the study and research in Sanskrit, Sanskrit can play the role of great unifying force in the country, and, in fact, the Sanskrit Commission recommended that "Sanskrit should be specially taken care of by the Centre by placing it in the list of concurrent subjects in the Constitution."

6.3.1 Another important recommendation which the Sanskrit Commission made was the establishment of Sanskrit Universities in different parts of the country. These Sanskrit Universities while constituting the apex of the traditional Pathashala system of Sanskrit education, should not neglect any modern faculty, including science and technology. The Central Government should give a lead by establishing a Central Sanskrit University somewhere in the South.

6.3.2 The Government of India, however, decided in 1962 to establish a number of Kendriya Sanskrit Vidyapeethas on the lines of I.I.Ts and desired that the feasibility of establishing a Central Sanskrit University may be considered later. The Vidyapeethas at Tirupati and New Delhi were thus established to serve as universities in the South and North, respectively.

6.4 Traditional Sanskrit learning has gained a new relevance during the last decade, as a source of revitalizing a system of thought universal and open in character. Its preservation and its continuation aspect is not half so

of knowledge. In view of the re-awakening of a desire to integrate our intellectual personality, the traditional system is to be harnessed with the new purpose and the main thrust should be on:

- (1) The revitalization of the oral transmission of knowledge not merely as mnemonic exercise but as a continuous questioning and answering process;
- (2) Giving focal attention on the world view of the traditional Sanskrit learning, with a view to combat disintegrating forces acting here and elsewhere; and
- (3) Drawing a balance sheet of all that centuries old experience and make what is left as vital and essential for the growth of the Indian psyche and the Indian soil an integral part of the total educational system rather than give it a marginal significance.

6.5.1 The Committee visited the Kendriya Sanskrit Vidyapeetha, Tirupati and Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi, acquainted itself with the courses of study, research facilities, including the libraries and laboratories, as also the life of the community associated with these Vidyapeethas. The committee had the privilege of meeting the Vice-Chancellor and Heads of the Departments of Sanskrit and Philosophy and Indian Culture of the Sri Venkateswara University, Director, Sri Venkateswara Oriental Research Institute, Tirupati, members of the faculty and the representatives of the students union at two Vidyapeethas, as also met the Acting Director of the Rashtriya Sanskrit Sansthan and discussed the academic programme undertaken by the two Vidyapeethas and the objective set forth by the sponsors of these institutions. The committee also considered the views of the faculty and the students that in case the Vidyapeethas are granted "Deemed to be University" status, it would be possible for them to undertake various proposed programmes and projects for the development of traditional Sanskrit studies. The committee made the following observations and recommendations.

6.5.2 Both the Vidyapeethas have on their staff qualified and research-oriented faculty and some eminent persons who can go deep into the tradition and then give a new interpretation to what is given in the text (in other words they can recreate the text for the present day student) and they have prepared their students well. A large number of publications and research articles are to the credit of the faculty. Tirupati Vidyapeetha has good resources in Vyakarana (Grammar), Veda and Vedic exegesis, Agama and Agamic Ritual (including temple

architecture, sculpture and temple worship), religions philosophy, while the Lal Bahadur Shastri Vidyapeetha New Delhi has rich resources in Mimamsa, Sahitya, Nyaya (Logic), Purana, Jyotish (Astronomy) and Sankhya Yoga. Both have faculties of education but they have fulfilled just one purpose that they have inculcated the growth of Sanskrit as a viable medium of instruction. The Education faculties in both the Vidyapeethas have not as yet focussed on preparing Sanskrit Pandits; they are merely preparing Sanskrit teachers for middle/high/higher secondary schools.

6.5.3 Both the Vidyapeethas have brought out publications (both texts and critical appraisals) of great significance. Tirupati is concentrating on Veda and Agama Literature, much of which is still unexplored and Delhi Vidyapeetha on Mimamsa, Sahitya and Purana. They are bringing out Research Journals.

6.5.4 Both the Vidyapeethas have a continuing programmes of Shastrartha (an open discussion on controversial points). The Shashtra Churamani Scheme is a special feature of the multifarious activities of the Vidyapeethas providing knowledge of traditional texts of various branches of Sanskrit learning to teachers and scholars, as also encouraging interaction between the traditional and modern systems.

6.5.5 Both the Vidyapeethas have their own campuses with hostel facilities and the land which they possess is sufficient for further development.

6.5.6 These Vidyapeethas impart education from the Shastri (BA) level upto Vidya Varidhi (Ph.D) level and also provide for a two-year bridge-course (Prak-Shastri) for students coming from modern high schools, so that they can be admitted to Shastri. They impart instruction for Shiksha-Shastri (B-Ed.) and Shiksha-Acharya (M.Ed.) also. The titles awarded by them are recognised by the Central and State Govt. and Universities as equivalent to corresponding degrees, but they are still not university degrees. For some time these degrees were awarded by the Kameshwar Singh Sanskrit Vishwavidyalaya, Darbhanga and Sampurnanad Sanskrit University, Varanasi, but now for practical reasons, since 1971, examinations are being conducted by the Rashtriya Sanskrit Sansthan, which is the controlling body for these as well as other Kendriya Sanskrit Vidyapeethas in the country, situated in Jammu, Jaipur, Puri, Allahabad and Guruvayur (Kerala). There was a pressing demand for recognition of the titles awarded by the Sansthan as university degrees.

6.5.7 Both the Vidyapeethas impart free education upto Ph.D. level. A large number of scholarships are available to the students enrolled in various courses of

from the high percentage of passes in various examinations and the quality of research work. Quite many students come from weaker sections of the society and many of them are first generation learners.

6.5.8 Both these Vidyapeethas have been organising lecture series by traditional as well as modern scholars and some of the lectures have also been published. These series have generated not only a zest for academic pursuit but also have helped the Pandits in widening their mental horizon.

6.5.9 Both the Vidyapeethas have sizeable libraries, though they need expansion and reorganisation as they are understaffed and not fully equipped with back numbers of important research journals and necessary equipment for maintenance of good library service. The manuscripts collections in both the Vidyapeethas need special attention. So far they are merely preserved.

6.5.10 The academic community at both the Vidyapeethas presents a happy picture as it is comprised of Pandits and students coming from different states in the region and in some cases from outside the region also. There exists a working system of interaction between these Vidyapeethas.

6.5.11 Both the Vidyapeethas have been undertaking extension programmes for the society at large, which in our view should be enlarged so as to include Purana recitation, temple architecture and art, manuscriptology, exposition of Sanskrit lore for the average literate person.

6.5.12 The Education faculties at both the Vidyapeethas, as indicated earlier, are at present mere replicas of the usual B.Ed. and M.Ed. system and in our view they should give a new purpose to themselves. They should run both degrees and reorientation programmes for Pathashala Pandits and their research programmes should particularly focus not only on the history of Sanskrit education but also on the Philosophy and the methodology of the traditional system.

6.5.13 Both the Vidyapeethas are under the administrative control of one apex body, the Rashtriya Sanskrit Sansthan (autonomous organisation under the Union Ministry of Education and Culture), and are fully financed by the Central Govt. The faculty enjoys the U.G.C. pay scales.

6.5.14 The syllabi at both the Vidyapeethas are by and large like other Sanskrit Universities and provide for some modern subjects at the undergraduate level. However, they do need revamping particularly at the Postgraduate and Research levels, where some provision should be made for interdisciplinary approach in the traditional sense e.g. courses in Mathematics/Logic be introduced in Nyaya Acharya or courses in textual criticism be offered in

be offered in Vyakarna-Acharya. Pali, Prakrit and Buddhist studies have also to be made an integral part of the traditional learning. At present they have a nominal role, and so is the case with epigraphy and paleography.

6.5.15 The committee was impressed by the efficient management, congenial atmosphere, discipline of high order and the cordial relationship existing between the different sectors of academic community, at these two Vidyapeethas. It hoped that the Vidyapeethas would strive earnestly to interact with modern scientific methodology and scholars and implement innovative academic and research programmes with the ultimate objective of enriching the system of higher learning itself, and thus also help the society in its march towards national integration, national development and prosperity.

6.5.16 Sanskrit has been the bedrock of Indian speech and literature and the artistic and cultural heritage of the country. The committee recognised the importance of traditional pattern of Sanskrit learning and underscored the need to encourage such a system. It felt that while these two Sanskrit Vidyapeethas were important institution in their own perspective, ways must be found of beneficial interaction between them and with general university system which have departments of Sanskrit, Comparative Religion, Ancient Indian History and Culture, Philosophy etc., and such interaction may be rewarding mutually.

6.5.17. The committee felt these two Vidyapeethas are doing work of a high standard in the field of traditional Sanskrit learning at the university level and raising them to a university status would enable them to develop and strengthen their ideals belonging to the higher education and research. On the attainment of University status, these Vidyapeethas are expected to make a distinct and significant contribution to the university education system and the University system would be enriched in this particular field of specialisation. These Vidyapeethas, presently being under the financial control of Rashtriya Sanskrit Sansthan, have necessary financial resources and viability and management capable of contributing to university ideals and traditions.

6.6.1 The present committee was constituted by the UGC, on the advice of its standing Committee on New universities and University Centres, to 'consider the "general question" of declaring such Sanskrit Vidyapeethas as deemed to be universities'. Having appreciated the need of raising these two Sanskrit Vidyapeethas to the university status, the committee considered the following alternative suggestions for the development of traditional Sanskrit learning at the higher education level:

- (1) The two Sanskrit Vidyapeethas may be brought within the purview of the existing university system as associated/recognised autonomous institutions loosely linking them with a Central or State University;
- (2) Establishment of a Sanskrit University at each of these Vidyapeetha centres;
- (3) Declaring each of these two Sanskrit Vidyapeethas as 'Deemed to be University' under Section 3 of the UGC Act, 1956;
- (4) Declaring these two Sanskrit Vidyapeethas as 'Institutions of National Importance' in traditional Sanskrit learning, like the IITs under the Acts of Parliament, and developing them as centres of excellence in traditional Sanskrit learning.
- (5) Establishment of a Central Sanskrit University which can have a number of campuses at different places in the country; to start with the two campuses may be at New Delhi and Tirupati.

6.6.2 The committee considered in great details these alternatives and observed as under:

- (1) The alternative at 6.6.1(1) was ruled out as this would not serve the larger purpose projected in the preamble of this report for two reasons; one this would be incompatible with the university system, and two, the Vidyapeethas would become very small units in a large and unwieldy structure.
- (2) The alternative at 6.6.1(2) above, is within the purview of State Governments. The experience as regards the development and progress of teaching and affiliating and examining Sanskrit Universities during the past quarter of a century does not inspire to recommend the multiplication of this model.
- (3) One of the criteria in the guidelines of the UGC for declaring an institution as a Deemed to be University (alternative 6.6.1(3)) under Section 3 of the UGC Act lays down that in the chosen field of specialisation the institution has a very high academic standard, is making a distinct contribution to the University education system including innovative under-graduate programmes and significant extension activity, and bringing it under the UGC Act, the university system would be enriched and the granting of a deemed university status would further enhance the development of the area of specialisation,

teaching and research activities in the institution. On a liberal interpretation and application of the above criterion only, the two Sanskrit Vidyapeethas at Tirupati and New Delhi could be considered for declaring as a Deemed to be a University under Section 3 of the UGC Act.

- (4) For the sake of proper discussion, the committee considered the other two alternatives viz 6.6.1(4) declaring as Institutions of National Importance under the Acts of the Parliament, and 6.6.1(5) raising these to the status of Central University(ies) together. Both these alternatives fall within the ambit of the Union Government of India.
- (a) The Sanskrit Commission (1956-57), recommended that 'traditional Sanskrit studies and research should be continued and preserved and recognised as an accepted form of education..... and this system revitalised with the introduction of some modern subjects in the courses, adequate care being taken to see that this does not result in lowering the standard of Pandit scholarship, and further recommended that 'the Central Government should give a lead in the matter of founding Central Sanskrit University'. The committee appreciated the above recommendation in present context and felt that the ideal course would be to establish a Central Sanskrit University which can have a number of campuses at different places in the country (like the California University system in the USA); to start with the two campuses may be at New Delhi and Tirupati.
- (b) The committee also noted that instead of establishing a Central Sanskrit University as recommended by the Sanskrit Commission (1956-57), the Government of India, Ministry of Education decided in 1962 in favour of establishing a number of Kendriya Sanskrit Vidyapeethas in different parts of the country on the line of the IITs in technical education, and in due course of time considering the feasibility of establishing a Central Sanskrit University. To begin with the Kendriya Sanskrit Vidyapeethas were started at Tirupati and New Delhi as 'independent registered societies'. But later, with the establishment of Rashtriya Sanskrit Sansthan in 1970, as an autonomous organisation under the Ministry of Education, the 'two societies which were independently running these two Vidyapeethas with direct grants from the Ministry of Education were dissolved' and the Sansthan took over these two institutions.

~~It shall~~

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6.8.1. These three options are open to the Govt of India. If, however, it is considered more desirable and feasible to declare the two Vidyapeethas as 'deemed to be University' under _____, it may do so subject to the following conditions:

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2.7.1984

Parvati Singh
2.7.84

S. M. Antawale
2-7-1984

Sushama
2.7.1984

6.7.1 What the committee envisaged is an experiment in education of a compact nature and size with the ultimate purpose to provide models for such units in future. The experiment should involve not only teachers and students of these units but also scholars and traditional Pandits from universities, non-university type institutions and Pathshalas, but even scholars in modern disciplines so as to juxtapose the scientific knowledge with knowledge stored in Sanskrit. A compact unit can be harnessed to such a purpose more effectively than a larger one. Moreover, a sense of independence at the academic level can only be assured, if an independent status with proper facilities and safeguards is provided. With the above objective in view and the larger and best interests of the development of traditional Sanskrit studies and research, the committee discussed the matter in all its facets, as in Section 6.6.1 to 6.6.2 and makes the following recommendations which may be considered by the UGC and conveyed to the Government of India, Ministry of Education and Culture:-

- (1) That the Kendriya Sanskrit Vidyapeethas at Tirupati and New Delhi be declared as 'Institutions of National Importance' like the IITs and developed as centres of excellence in the traditional Sanskrit studies and research;
- (2) That a Central Sanskrit University, which can have a number of campuses at different places in the country, be established by the Government of India. To start with the two campuses of such a university may be at Tirupati and New Delhi.
- (3) That the Kendriya Sanskrit Vidyapeethas at Tirupati and New Delhi be declared as deemed to be universities under Section 3 of the UGC Act, 1956.

6.8.1 These three options are open to the Government of India. It, however, it considers it more desirable and feasible to declare the Kendriya Sanskrit Vidyapeethas at Tirupati and New Delhi as deemed to be universities under Section 3 of the UGC Act, 1956, it may do so subject to the fulfilment of the following conditions:

- (a) The Prak-Shastri course, which essentially belongs to the higher/senior secondary stage, may not form part of the Vidyapeetha course of study. If for certain reasons, it is not possible to transfer it to school/pathashala stage immediately, it should be done at the earliest possible opportunity.
- (b) The courses be revamped so as to help in achieving the avowed objectives, and clear demarcation of specialisation be made after review by a competent committee so that the duplication is avoided as far as possible.

and at the same time there is uniformity of standard (there is already a marked diversification of fields in these Vidyapeethas, as pointed out earlier).

- (c) Both the Vidyapeethas should recast their Shiksha-Shastri and Shiksha-Acharya courses and make them primarily tradition-based courses. As the Sanskrit High School and Pathshalas would be the main feeders to the Sanskrit Schools and Pathshalas should be required to undergo a course of teachers' training and for that purpose special Sanskrit Pedagogic course should be instituted. If for practical consideration, it is imperative to continue these B.Ed., M.Ed.-type courses, it should be run concurrently for a limited period and for a limited purpose.
- (d) The examination system should be reviewed with a view to considering the desirability of introducing oral examination of the traditional Shastrartha or Vakyartha type, as a substantial part of the examination.
- (e) In research rigorous scientific methodology and attitude should be adopted. Critical acumen, anxiety for accuracy, patience and industry, examination of data, verification of results, avoidance of tendency to take things for granted, sobriety and fairness of judgement should be the main plank of research; and these considerations should not be blurred or brushed aside by traditional complacency, chauvinistic and sentimental zeal and philosophical expansiveness in which all hard little facts get submerged and effusive and abstract generalisations are indulged in.
- (f) The Vidyapeethas should embark upon research on old texts in collaboration with visiting faculty comprising eminent traditional Sanskrit scholars and scholars in modern/western system in various disciplines; for example, Indian example of cosmic phenomena should be juxtaposed with the modern Physics more rigorously and for this a close dialogue and interaction between the Physicist and Vedic Scholar is needed, and so in the field of environmental sciences. Both the modern Sanskrit Scholars and the traditional Pandits have to take their share in deepening and vitalising of Sanskrit study, and exploration of wealth of information and valuable scientific knowledge contained in our scriptures. Eventually, we visualise an ideal Sanskrit Scholar who can play a distinct and valuable role today as

one who combines in himself the best features of modern scientific methods and traditional equipment. But we would like to warn that a spurious and superficial combination of two system should not dilute the standard of scholarly work in the field of research.

- (g) The Vidyapeethas may have research departments/ units devoted to the different Shastras where scholars may be able to make their original contributions. The senior faculty (Professors and Readers) should be appointed as per norms of the UGC.
- (h) Research Journals should contain the research work done through the medium of Sanskrit and Sanskrit abstracts of the research work published elsewhere in English and other languages.
- (i) Both the Vidyapeethas should start a post M.A. intensive courses in Shastraic exposition in a limited number of subjects, with a view to prepare accomplished scholars in the oral tradition. It should not be a mere lecture course; it should be a rigorous exercise in augmentation and interpretation.
- (j) The libraries at both the Vidyapeethas be enlarged and adequately staffed with persons trained in library science. It should be equipped with microfilming and photocopying equipment, microfilm readers and similar other modern equipment.
- (k) The work of manuscripts consists of search, survey, collection, cataloguing and publication of manuscripts. This work should be under the charge of a person specially trained in manuscriptology and editorial work, and have some standing in the field of research, so that the work of thorough examination, early cataloguing and editing of rare manuscripts, discovered among them, could be taken on priority basis. Adequate steps should be taken to safeguard the Mss against decay mutilation etc.
- (l) There should be a material production programme at both the Vidyapeethas in different areas. This material production would be of two kinds:
 - (i) material relevant to the search of a wholesome Indian identity; and
 - (ii) material relevant for advancement of knowledge from a universal angle, such as, material pertaining to

ecological balance, psychosomatics, linguistics, architecture and public health.

- (m) In view of the fundamental importance of the Vedas from the point of view of later development of Sanskrit literature and Indian thought and Philosophy, the Vidyapeethas may take special steps for the preservation of oral tradition of different Vedas and their recensions as current in different parts of India. This oral tradition is useful even from the point of view of linguistic and literary research.
- (n) There being no income from fees, as the traditional Sanskrit education is being imparted free in these Vidyapeethas, the Government of India and UGC will have to make special provision of funds for the implementation of their various academic and research programmes, as the proper development of these institutions can not be ensured with the limited grants made available by the UGC to other 'Deemed to be Universities'. The value of scholarships to students in various degree and postgraduate courses may be raised. The Government and the UGC may make available sufficient number of research fellowships to ensure that every research scholar is in receipt of a fellowship for undertaking research, so that good students and devoted scholars could be attracted.
- (o) Each of these two Vidyapeethas will form a new registered body separate from the Rashtriya Sanskrit Sansthan. There should be some effective provision for coordination in research, publication and orientation programmes.
- (p) There should be a provision for review of the work of the Vidyapeethas every five years by a competent committee appointed by the UGC having on it a representative of the Ministry of Education and Culture.
- (q) Each Vidyapeetha when declared 'Deemed to be University' shall be open to all persons, irrespective of sex, race, caste, creed, colour, religion, nationality, state or citizenship. Requisite provision for appointment of staff and admission of students from weaker sections of society including Scheduled Castes/Tribes and Other Backward Classes shall be made as per directions of the Government of India from time to time.

- (r) The constitution of the proposed Institutions including the academic and executive bodies, academic planning board, procedure for appointment of staff as also for their service conditions, provisions for adequate facilities and machinery for health and welfare of students, teachers and staff etc. should be drawn in consultation with UGC.
- (s) Follow the norms laid down by the UGC in regard to the postgraduate teaching and research.
- (t) Admit to the membership of various bodies such number of devoted scholars and educationists as it considers suitable and qualified for the furtherance of the objective.

CHAPTER VIIACKNOWLEDGEMENT

7.1 The Committee would like to express its appreciation of the good deal of efforts put up by the Rashtriya Sanskrit Sansthan, the Principals, faculty and students of Kendriya Sanskrit Vidyapeetha, Tirupati and Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha, New Delhi in building up and developing these Vidyapeethas to this stage of development and academic achievement. The committee was greatly impressed by the desire of all concerned of ensuring the continuity of these Vidyapeetha to have a perpetuity for their future role in academic excellence and nation building. The recommendations of the committee have been made towards this end.

7.2 The committee places on record its gratefulness and sense of appreciation to the Director, Rashtriya Sanskrit Sansthan, New Delhi, Principal, faculty and students of Kendriya Sanskrit Vidyapeethas at Tirupati and New Delhi; Vice-Chancellor, Head of the Departments of Sanskrit, Philosophy and Indian Culture of Sri Venkateswara University, Director, Sri Venkateswara Oriental Research Institute, Tirupati and Executive Officer, Tirumala Tirupati Devasthanam, concerned Joint Secretary and Deputy Educational Adviser in the Ministry of Education and Culture in extending all cooperation and facilities in the work of the committee.

7.3 The Committee places on record its special appreciation of the excellent help and advice received from Sr. Y. D. Sharma, specially for preparing the draft of the Report.

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