#### THE MYSORE UNIVERSITY SERIES

#### INDIAN CULTURE THROUGH THE AGES

VOL. I: EDUCATION AND THE PROPAGATION OF CULTURE

#### LONGMANS, GREEN AND CO. LTD.

39 PATERNOSTER ROW, LONDON, E.C.4
6 OLD COURT HOUSE STREET, CALCUTTA
53 NICOL ROAD, BOMBAY
167 MOUNT ROAD, MADRAS

LONGMANS, GREEN AND CO.

55 FIFTH AVENUE, NEW YORK
221 EAST 20TH STREET, CHICAGO
TREMONT TEMPLE, BOSTON
210 VICTORIA STREET, TORONTO

# INDIAN CULTURE THROUGH THE AGES

VOL. I: EDUCATION AND THE PROPAGATION OF CULTURE

ВY

#### S. V. VENKATESWARA

UNIVERSITY PROPESSOR OF INDIAN HISTORY, MYSORE

LONGMANS, GREEN AND CO. LONDON I NEW YORK II TORONTO CALCUTTA II BOMBAY II MADRAS



## TO MY MOTHER

#### PREFACE

It is the aim of this work to describe and interpret the genius of India, and explain her contribution to the world's culture. It is my conviction that the stream of Indian culture has flowed through the ages, reinforced by the Time-Spirit at every stage, without being untrue to itself or losing its soul in the sweeping current. Each volume therefore deals with an aspect of culture from the evolutionary as well as from the comparative point of view. The present volume deals with that supreme gift of India to the world—Education in the fullest and the highest sense of the term. Subsequent volumes of the work are devoted to Art, Philosophy, Religion, and Public Life.

My obligations to scholars, are so wide and deep as to baffle attempt at detailed enumeration here. Translations of Indian texts are in many cases my own, and I must accept the responsibility even where I have based them on the accepted renderings of well-known scholars.

My thanks are due to the Mysore University for subsidizing the publication of this volume, and to its learned Vice-Chancellor, Sir B. N. Seal, who has had the kindness to go through it in MSS. and offer valuable suggestions; Professor F. W. Thomas of Oxford, Principal J. C. Rolls of Mysore and Professor S. V. Viswanatha of Trichinopoly, who have very kindly helped in revising the proofs.

#### **CONTENTS**

					ī	PAGR
	PREFACE	•	•	•	•	vii
I.	Daro and Dravidian Cand Its Dis Culture and ture—India	f Indian Cul Harappa—I Culture and Spersion—Th Society—C n Views re	nferences for Its Origin the Goal of Characteristic garding Se	zation of Morom the Res—Aryan Condition Cultics of Indian Cultics of Indian Cultics and E	lics— ulture ure— u Cul- berty	I
II.	of Vedic Str Influence of Culture and Juvenile Eduand Meanu Teacher — Cand Instruct Method — M Self-Educat variana) — D and Ideals-	h, Recitation and established Action—Ir ng — Classe The Student ethods in Incon—Concludation—Concludation Action—Concludation Action—Concludation Action—Mat Known Action	on and Phores of Philosophic the Newstern Sees Teach to Cryaniz ods of Education of Description	nology—Evo ophical Syste on-Aryans— en's Educat panishads, on the chers—The ation—Disc acation—Sciand Philoso iscipleship ( Educational of Most Wo ducation in	Vedic cion— Origin Ideal cipline entific phy— samā- Aims orth—	49
III.	Home Edi Women T Pupil at S yana)—Disc ship (brahn dhyayana)— Conduct—T Student—S of Teacher Play of R	of Babyhoucation—He Teachers—E School—Initiciplinary R Hacharya)—T Completion The Teacher election of and Taugh	ood (sams) ome Education—Cerules—Dura Vacations a of Studer r—Classes Students— t—Harmon -Rules of	NG.  Adra) —Factor ation of Commence of Structure of Structure of Teachers General Relay and Freed of Teachers Used of Teachers General Relay and Freed of Teachers Discipline—Relding—Metl	Girls— —The  spana- udent- (ana- eria of —The ations dom— Mental	105

•	-	

185

257

Conversation—The Buddha as Teacher—Krishna
as Teacher-Technical and Vocational Education -
Localization of Arts and Crafts-Higher Technical
Education-Organization: Educational Institutions
-Educational Ideals-Education of Princes-Curri-
cula-The Kalās-Comparison with Foreign Coun-
tries.

### IV. BUDDHIST AND HINDU EDUCATIONAL INSTITUTIONS . . . . .

Elementary and Secondary Education—Influence of Travel—Discipline—Dietetics—Curricula—Poetry and the Drama—Fine Arts—Utilitarian Arts—Specialization in Education—Features of Education—Influence of Hindu on Buddhist System—Hindu and Buddhist Systems Compared—The State and Education—Female Education—Symbolism in Arts and Crafts—Organization of Higher Education—Schools and Universites—University Equipment—Subjects of Study—Features of University Education—Educational Institutions in South India—The Ghaṭikā—The Tamil Academy Sangam—Contribution of South India to Education.

#### V. THE MIDDLE AGES AND THE BROAD-

CASTING OF CULTURE

Educational Improvements—Bhattavritti—The Matha as an Educational Agency—Vidyāpītha and Its Significance—Effects on Education—Architecture, Sculpture and Iconology—The Importance of the Temple—Value of Pilgrimage—Endowments—Wandering Minstrels—The Vernaculars—Technical Education—Education in the North and the South—Education of the Poet—Education of Women—Educational Institutions.

#### VI. OUR HERITAGE . . . . . 219

Education and the Propagation of Culture—Pre-Natal Preparation—Initiation—Teachers and Students—University Centres—Cultural Extension—Education of Children in India and Outside—Education of Adolescence, the Masses and Women—Technical Education—Merits and Defects—Conclusion.