

Educational Practices In Manu Panini And Kautilya

This volume of the monumental reference series being prepared under the general editorship of Karl Potter provides summaries of the main works in the Grammarian tradition of Indian philosophy. Describing the functions of language on different levels, from ordinary empirical speech to the poetic intuition of the divine, the Grammarians sought to demonstrate that the correct grammatical use of language and the devotional chanting of mantras are ways of moving from lower to higher stages of knowledge and self-realization. This work gives special emphasis to the thought of Bhartrhari, the great systematizer of the Grammarian philosophy. For those unacquainted with Indian philosophy, the editors' introduction provides an explanation of the basic concepts found in the Grammarian texts. Grammarian thought is based on the Vedas, and the writings of Panini, Patanjali, Bhartrhari, and others develop implicit Vedic ideas about language and its function. Their works combine a grammatical analysis of Sanskrit language with a philosophy that takes language as divine. Originally published in 1991. The Princeton Legacy Library uses the latest print-on-demand technology to again make available previously out-of-print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions. The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905.

Contributed articles.

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Subject Lessons offers a fascinating account of how western knowledge “traveled” to India, changed that which it encountered, and was itself transformed in the process. Beginning in 1835, India’s British rulers funded schools and universities to disseminate modern, western knowledge in the expectation that it would gradually replace indigenous ways of knowing. From the start, western education was endowed with great significance in India, not only by the colonizers but also by the colonized, to the extent that today almost all “serious” knowledge about India—even within India—is based on western epistemologies. In Subject Lessons, Sanjay Seth’s investigation into how western knowledge was received by Indians under colonial rule becomes a broader inquiry into how modern, western epistemology came to be seen not merely as one way of knowing among others but as knowledge itself. Drawing on history, political science, anthropology, and philosophy, Seth interprets the debates and controversies that came to surround western education. Central among these were concerns that Indian students were acquiring western education by rote memorization—and were therefore not acquiring “true knowledge”—and that western education had plunged Indian students into a moral crisis, leaving them torn between modern, western knowledge and traditional Indian beliefs. Seth argues that these concerns, voiced by the British as well as by nationalists, reflected the anxiety that western education was failing to produce the modern subjects it presupposed. This failure suggested that western knowledge was not the universal epistemology it was thought to be. Turning to the production of collective identities, Seth illuminates the nationalists’ position vis-à-vis western

education—which they both sought and criticized—through analyses of discussions about the education of Muslims and women. This Monograph Is An Anthology Of Twenty Articles On Vedic Expositions, Interpretations And Speculations. The Veda Is Not Only A Religious Text, But Also A Literature Of The Most Ancient Period, A Primordial Source Of Human Knowledge, Knowledge Par Excellence . This Sacred Text Portrays The Microscopic Observations Of The Vedic Seers On Macroscopic Subjects. Ostensibly, Different Scholars Have Been Analysing The Vedic Material From Diverse Angles. The Aim And Objective Of This Project Is To Focuss All Such Diverse Studies In The Veda By Congregating Them In One Volume. Learned Reviews Of Our Vedic Scholars In The Contemporary Context Have Been Included In This Treatise. The Contents Here Project The Vedic Knowledge Of Mythology, Religion, Philosophy, Literature, Grammar, Cosmology, Cosmogony, Space And Time, Astronomy, Sociology, Fine Arts, Poetry, Games And Sports, Accent, Mathematics, Warfare, Education And The Science Of Healing By Herbs And Plants. Discussions On Vedic Meters, Vedic Hostile Groups And Individuals, Vedic System Of Education And The Ayurveda Are The Alarming Constituents Of This Monograph. The Analysis Of Every Topic Is Lucid, Informative And Subject Based. Scholars Have Undertaken A Tedious Task Of Exercising Their Capabilities In The Way Of Extracting The Very Primitive Speculations And Conceptions Made In The Veda. The Vedic Deities Are Also The Significant Limbs Of The Vedic Literature. Indeed, Different Branches Of Vedic Studies Evolve With The Revolution Around These Age-Old Divinities Which Are Really Manifested In Our Natural Phenomena. This Book Includes An Articles On The Vedic Deity Aditi, The Imperishable One. Though Varieties Of Discourses On Wide Range Of Subjects Of The Vedic Literature Have Been Carried Out Here, Still Many More Are Left To Be Taken Up In Future. However, The Present Work Embraces Most Of The Thrust Areas In Which The General Readers Find Their Interest. Contents Chapter 1: Prolegomenon By Dr Bidyut Lata Ray, Chapter 2: Some Aspects Of Vedic Studies By Dr G U Thite, Chapter 3: Emergence Of The Aranyakas By Dr Didhiti Biswas, Chapter 4: Siksa Sastra And Accental Semantics By Veda Varidhi P Pamanujan, Chapter 5: Aditi: The Imperishable And A Goddess Of Mortality By Dr Shrimanta Chattopadhyay, Chapter 6: Vedic Mythology By Dr D S Das, Chapter 7: Vedic Philosophy By Dr Bidyut Lata Ray, Chapter 8: Vedic Religion By Dr Brajakishore Swain, Chapter 9: Vedic Astronomy By Dr Padmakar Vishnu Vartak, Chapter 10: Games And Sports In The Veda By Dr P K Datta, Chapter 11: Space And Time In The Veda By Dr S Biswal, Chapter 12: Fine Arts In Veda By Dr Vaijayanti Shete, Chapter 13: The Poetic Beauty In Rigveda By Dr K C Mahalik, Chapter 14: Vedic Meters By Dr R K Panda, Chapter 15: Vedic Hostile Groups And Individuals By Dr U Chakravarty, Chapter 16: The Atharvan Roots Of Ayurveda By Prof K V Sarma, Chapter 17: Vedic System Of Education By Dr V Ramachandran Nair, Chapter 18: Warfare Of The Vedic Period By Prof N Gangadharan, Chapter 19: Vedic Mathematics By Dr S Biswal, Chapter 20: Medicinal Herbs In The Atharvaveda With Special Reference To Ayurveda By Dr Gauri Mahulikar

The development of professional-technical and general higher education requires heavy investment in infrastructure. Experience has shown that rational calculation have not always played a determining role in the allocation of funds between diferent levels of education and also between different programmes of higher education in this century. A need for a thorough study of finances, costs and productivity of higher education is, therefore, warranted. In the present book, Dr. K.S. Chalan has attempted to evaluate the finances and productivity of the higher education in Andhra Pradesh with the help of macro as well as micro data of the system. A socio-economic analysis of private costs, and the cost effectiveness of higher education has also been made to throw light on the enrolment policy, scholarship schemes, subsidy to institutions, etc.

History of the Arakkal House, Cannanore, a Muslim ruling family in Kerala since 16th century.

This elegantly written book introduces a new perspective on Indic religious history by rethinking the role of mantra in Vedic ritual. In *Bringing the Gods to Mind*, Laurie Patton takes a new look at mantra as "performed poetry" and in five case studies draws a portrait of early Indian sacrifice that moves beyond the well-worn categories of "magic" and "magico-religious" thought in Vedic sacrifice. Treating Vedic mantra as a sophisticated form of artistic composition, she develops the idea of metonymy, or associational thought, as a major motivator for the use of mantra in sacrificial performance. Filling a long-standing gap in our understanding, her book provides a history of the Indian interpretive imagination and a study of the mental creativity and hermeneutic sophistication of Vedic religion.

This book is a comparative study of how early childhood educational policies and initiatives in three countries—China, India, and the United States—have been utilized as both direct and indirect strategies for responding to fierce global economic competition. Human capital theory and cultural ecology theory serve as the conceptual framework for discussing how this has played out in each of the three countries. In addition, this book presents a discussion and analysis of how the beliefs, parents' perspectives, and practices with regard to child-rearing and the education of young children have both changed and remained the same in response to forces of globalization.

The Importance Of This Book Lies In Its Attempt To Explore Common Understandings Of The Social Agenda Which Lies Behind The Transmission Of Knowledge In Widely Differing Contexts.

Study of educational systems advocated by three preceptors of ancient India.

Study of the ancient Indian civilization as reflected in *Manusmṛiti*, a classical work on Hindu law, by Manu.

India has the largest concentration of tribals in the world. In recent years, a vibrant feature of North-East Region has been the rise of ethnic consciousness leading to tribal movement and ethnic unrest. This vital problem faced by us today is largely on inheritance from our recent past and a close look back is called for to unravel some trends for second thought to solve this burning problem. In the present book, Dr. Paul has tried to explain the various dimensions of tribal movements with a special reference to 'Udayachal Movement' in Assam Valley. This is a pioneering attempt where he explored sociologically the genesis of plain's tribal movement of Assam Valley. His contention is that Udayachal Movement has not come out from a vacuum. The contradictions introduced by the Unequal socio-political forces in the tribal communal social system during the colonial era and the consolidation of the same in the post-Independence period challenged their existence.

The Laws of Manu form a towering work of Hindu philosophy. Composed by many Brahmin priests, this is an extraordinary, encyclopaedic representation of human life in the world, and how it should be lived. Manu encompasses topics as wide-ranging as the social obligations and duties of the various castes, the proper way for a righteous king to rule and to punish transgressors, relations between men and women, birth, death, taxes, karma, rebirth and ritual practices. First translated into English in 1794, its influence spread from Nietzsche to the British Raj, and although often misinterpreted, it remains an essential work for understanding India today.

This chronological review of education examines eight South Asian countries, including special "day in the life" and timeline features, and a description of their current educational systems.

Contents: Introduction, School Education, Government s Role, The Drop-outs, College Education, The Concessions, Societal Factors, Protection under Constitution, Conclusion.

First published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

This book presents previously unexamined connections between teaching practices and specific philosophical ideas, locating the prior beliefs and practical knowledge of early childhood practitioners in urban India within the broader social and historical religio-philosophical context.

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