

A Boon to Indian Classical World- Akhil Bhartiya Gandharv Mahavidyalaya

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ABSTRACT

Gandharva Mahavidyalaya Mandal works for the promotion and propagation of Indian Classical Music and Dances with its main Sangeet Vidyalaya in Vashi, Navi Mumbai and has nearly 1200 affiliated institutions and nearly 800 Exam Centres all over the country from Assam to deep South Kerala and more than One Lakh students take examinations every year from Prarambhik (Beginners level) to Sangeet Acharya (Ph.D. level). Mandal's General Body consists of members not only from almost all the States in India but from abroad also. The art of Indian music, which in the days bygone, had enjoyed the privilege of honour and esteem in the royal court, was deprived of it in the mid-eighteenth century. With a single aim in mind to uplift music, Pt. Paluskar set out on a Bharat Yatra in the year 1896 with his two disciples. He conducted music programmes in different states in India and received accolades and recognition. No treatise of musicology in India will ever be complete without making a study of life of the great visionary late Pt. Vishnu Digambar Paluskar and the Gandharva Mahavidyalaya established by him in 1901 at Lahore. Akhil Bharatiya Gandharva Mahavidyalaya Mandal is a virtual continuation of this Gandharva Mahavidyalaya. Music has always been considered a means for the development of the world from its origin. Music has been a way of meditation. The entire Indian world is well aware of the fact that in ancient times music teaching was done by the Guru Shishya tradition.

Keywords: Indian Classical Music, Boon, Akhil Bharatiya Gandharv Mahavidyalaya

INTRODUCTION

The Art of Indian Music, which in the days bygone, had enjoyed the privilege of honor and esteem in the Royal Court, was deprived of it under the British Rule. Due to this, the public had began to look rather disinterestedly towards Music. Amongst the ancient Indian singers, some singers were such who gave birth to special singing styles by their talent and taught their sons scriptural music. Their disciples and family members have been following same style till now. This singing style is called Gharana. In short, we can just say that Gharana means Guru Shishya tradition. There was a time when gharanas were all the more important as they gave birth to several renowned music directors in film industry.

Musicians were being looked upon as illiterate, whimsical and uncultured persons by the society and public at large. Pt. Vishnu Digambar Paluskar was aware of the humiliating treatment shown by the society and public towards music and musicians and aimed to uplift music and musicians to the esteemed and honorable status it now enjoys. With this single aim in mind, Pt. Paluskar set out on a Bharat Yatra in the year 1896 with his two disciples. He conducted music programs at Aundh, Satara, Baroda, Rajasthan etc and received accolades and recognition. In the year 1898 he entered Punjab. On 5th May, 1901, Pt. Vishnu Digambar Paluskar established the Gandharva Mahavidyalay at Lahore.

In 1907, Pt Paluskar reached Mumbai. In the year 1908, he established a Vidyalay at Girgaon. After this the scope of his activities widened and vidyalayas were established at Gokuldas market in 1911, Budhwar Peth, Pune in 1912 and at Nagpur in 1913. In the year 1915, he inaugurated the new building of Gandharva Mahavidyalay in Mumbai. Unfortunately, due to unavailability of adequate funds and resources, the building of Gandharva Mahavidyalay was lost in 1924. After a distinguished and unparallel service to the cause of Indian Music, Pt. Vishnu Digambar Paluskar laid down his life on 21st August, 1931.

After the sad demise of Pandit Paluskarji, the task of democratizing music education was taken over by his disciples, who had, by then established in the field of music as teachers and artistes. A meeting of all the disciples of Panditji was convened in 1931, at Ahmadabad by Prof. Shankarrao Vyas & Shri. N. M. Khare. A large number of their colleagues responded and it was decided in this meeting that a body named "Gandharva Mahavidyalaya Mandal" be constituted and its executive council elected, which should direct all activities. It was also decided that the general body should meet triennially and elect the executive council, including its President. Thus the "Gandharva Mahavidyalaya Mandal" was formed in 1931.

For the first few years, after the formation of the Mandal, the disciples of Panditji established their own vidyalayas in different parts of the country and affiliated these vidyalayas with the Gandharva Mahavidyalaya Mandal. The Mandal drafted a syllabus for the various courses to be followed in the affiliated institutions. The first exams of Gandharva Mahavidyalaya were organized at the Anand Centre (Gujarat) as per the Mandal's syllabus. Further the number of affiliated institutions kept on increasing and by the end of year 1950. These institutions were situated all over India in various provinces such as Mumbai, Gujarat, Sind, Karnataka, Punjab, Delhi, Rajasthan etc. Examinations were conducted according to the Mandal's syllabus at various centers and approximately one thousand students appeared per year in the various examinations. The degrees and certificates of the Mandal were recognized by various universities and other educational bodies. During this period, a need was felt to co-ordinate and communicate the different activities of the Mandal to the various affiliated institutions, exam centers, music teachers, students and music lovers at large. For this purpose, it was decided to publish a bilingual monthly magazine i.e Hindi and Marathi, which will be the House journal of the Mandal. Thus, in the year 1947, on the auspicious day of Balipratipada (Diwali) the first edition of the Sangeet Kala Vihar magazine was published.

II. Reasons of Low Music Knowledge

III. Parameters of the Research Study

1. To Know Gandharva Mahavidyalaya has actually contributed in making music as an independent and a proper subject with a prescribed syllabus.
2. To analyze the work done by Akhil Bhartiya Gandharva Mahavidyalaya in the field of Indian Classical Music.
3. Whatever this institute has done for Indian classical world in the last 121 years, I will present it well to the public.
4. To study 121 years of contribution of Gandharva Mahavidyalaya.

REVIEW OF WORK ALREADY DONE ON THE SUBJECT

S. Aseervatham (2015) has done a research work on concept of music and how music is linked to emotions. Music is helpful in conveying the feelings of human beings. Music has different emotional powers and so music is applied in various industries like music therapy etc. Music helps in relaxation of mind and people feel comfortable when they listen to music. Research over the past few years has concluded that listening to good music is always a soothing experience. Various surveys and experiments have been conducted to experience emotions while listening music. In various surveys, experiments, diary studies, interviews it has been found that music leaves a different impact on our feelings and most of the time it is a pleasure experience.

Anju M.(2013) in her research work has written about the style of singing that Gandharva Mahavidyalaya has adopted. Vrind Gaan has been an eminent feature in Indian music from ancient times and she has described all the styles adopted by Gandharva Vidyalaya in choir singing. She has also worked on effect of Harmony in choir singing. A detailed study of emergence of choir singing has been given and how Vishnu Digamber Paluskar ji started choir singing by chanting Raghupati Raghav raja ram-bhajan given by Mahatma Gandhi.

Sonia (2013) conducted a survey of Gandharva Mahavidyalaya and emphasized on contribution of Pandit Vishnu Digamber Paluskar ji in Hindustani Vocal Music. Details of style of singing adopted, the courses offered by Gandharva Mahavidyalaya and a glimpse on past history of music has been explained in her research work.

Kiran.S (2012) One of the fundamental aims of music education is to find ways and means to enhance understanding and achievements among students in the field of music. The number of students is increasing and the result is that education is becoming very important both from the view of quality and quantity of life. The need of quality education can in no way be over emphasized. Only those nations who have laid emphasis upon quality in their actual life, in their world of work and also in world of education have been able to make their mark. Out of all these qualities, in the world of education, it is more important, as it is in the ultimate analysis to be the root cause of all other types of the qualities of life

Hypothesis

Pandit Vishnu Digamber Paluskar ji who was the founder of the institution, was the first person who made a well defined syllabus of music and started an established music education system Through the following hypothesis, I will try to prove whether Gandharva Mahavidyalaya has given all the visions written below. It will be my endeavor to answer all these positively, which I will try to prove in my research.

- More and more students get an opportunity to pursue music education.
- The institutional education system removes the evils of gharana music teaching and Gandharva Mahavidyalaya has a huge contribution in it.

- With this education system many people get the opportunity to further become teachers and so employment increases.
- Such musical institutes have annual celebrations that raise awareness about music.
- Generates interest in music for the masses.

METHODOLOGY

1. It is exploratory and analytical style of the investigation conceived so as to obtain the answer to research questions.
2. In fact research design is a blueprint that is followed in completing the study. In the present study research design is exploratory and analytical in nature.
3. The present study is not build on any previous study so the purpose of the study is to collect all the data available
4. Analyzing that how Akhil Bhartiya Gandharva Mahavidyalaya has contributed in establishing music as a subject in institutions .
4. The data can be collected from primary and secondary sources. Primary and secondary both type of data will be used for research.
5. Questionnaire is an instrument that is widely used to collect the primary data. The questionnaire will be formulated in a simple language having most of the question in the close end form with multiple choice.
6. Researchers will use following secondary source of information -surveys, Indian statistics.com, Newspapers and Journals.
7. Since the headquarters of this institution is in Mumbai, I will have to go there and get the facts. I will try to establish the fact that Akhil Bhartiya Gandharv Mahavidyalaya was the first institution established where a prescribed syllabus of music was laid down and I will present the contribution of this institution by assessing and surveying the materials and facts received from there.
8. This research work will be done by exploratory and analytical method. It is also necessary to survey the various branches of this institution by this method. I will use facts and information already available .The teaching method of this institute will also be surveyed critically. In this research work, the research scholar has tried to conclude that Akhil Bhartiya Gandharv Mahavidyalaya has contributed a lot in the field of Indian Classical Music.

The above research work can be concluded in following points –

1. It is the only Sanstha who brings all the artists from different gharanas on one platform and honors them in various Sangeet Parishads organized by the Mandal.
2. It is the first organization who established its own publishing house and printing press for printing its books related to Music.
3. The certificates given by Akhil Bhartiya Gandharv Mahavidyalaya carry a lot of weight. A student who has passed Alankaar is equivalent to Masters degree holder from any other recognized university. The certificates are also recognized by UGC.
4. Pandit Vishnu Digamber ji took music education under gharana padhati but was able to establish institutins of music where common man could learn music. He has done a lot of work in spreading Indian Classical Music amongst the masses.
5. Although Pandit ji was a follower of Gwalior gharana and he had learnt music from there, he did not restrict his music institutions only to the style of Gwalior Gharana. His main aim was to give employment to the musicians, to extract their talent in training the upcoming generations. He made sure that anyone who had interest in music and had an inner desire of learning music could take admission in his music school, no matter whether he/she was learning in any gharana before.

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