



# Takshila magazine

MARCH 2012



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# Tamaso ma Jyotirgamaya

## From Darkness to Light

Maa Asato maa sad gamaya  
Tamaso maa jyotir gamaya  
Mrityor maa amritan gamaya  
Om shaanti shaanti shaanti

Lead us from falsehood to truth,  
from the unreal to the Real,  
from darkness to Light,  
from death to Immortality.  
Om peace, peace, peace.

Brihदारanyaka upanisada 1:3:27



In many cultures and beliefs, light is the symbol of knowledge and understanding of the world. In many ways, light represents something that enriches us as human beings. Whatever our spiritual beliefs might be, what connects us as humans is our desire for knowledge. With our knowledge, which we share, we ignite light in the hearts of the people near us. This act of sharing will bring happiness to many.

Please share your knowledge, go from darkness to Light.





# Why Takshila

India has a very long and fascinating history on the field of education. Two millennia ago, India was known to be the home of one of the oldest universities in the world, Takshila.

The world's first university was established in Takshila (sometimes also Taxila or Takshashila, nowadays in Pakistan) in about 700 BCE. It was an important Vedic, Hindu and Buddhist center of learning. Its geographic position made Takshila the crossroad of knowledge and meeting place of many amazing cultures.

Takshila was a centre of higher education, commerce and trade. From Takshila Buddhism travelled to the Far East, influencing many cultures including the Persians, Greeks and Hindus, who left their cultural heritage there. More than ten thousand students from all over the world came to Takshila to obtain their knowledge. The students came from as far as Babylonia, Greece, Arabia and China.

Different lectures in science, mathematics, medicine, politics, political economy, warfare, astrology, astronomy, music, religion, law and philosophy were taught, but also archery, hunting and elephant lore. After finishing the courses of studies in these schools and colleges students wandered far and wide to acquire practical experience and develop the faculty of personal observation. As a result of its fame for education, Takshila grew into a cosmopolitan city.

Takshila was Alma Mater of Panini (famous Sanskrit linguist) Chanakya (famous strategist of ancient India, his well known treatise Arthashastra (The Knowledge of Economics) is believed to have been written during his residence in Takshila) and Ayurvedic healer Charaka.

The city of Takshila was destroyed in 5<sup>th</sup> century CE, probably as a result of an invasion of the nomadic tribe of Huns from the East, who, according to the legends, brought ruin and desolation to everywhere they set their feet.

For its value in the history of education of humankind and as an important archeological site, Takshila has been listed by the UNESCO as one of the World Heritage sites in 1980.





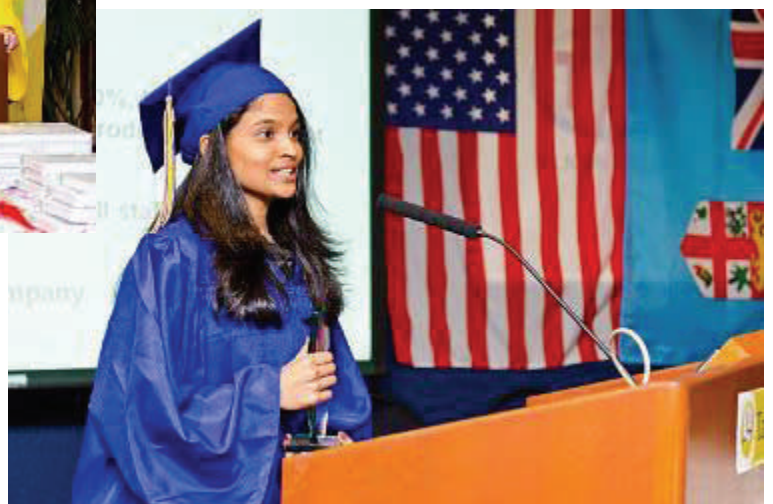
# Graduation 2011

On December 18th 2011 we met for a very special event—Graduation of our students.

We wish them lots of good opportunities to apply their many talents and knowledge they gained during their studies with us.







# ‘Entrepreneur in Residence’ Program Launches in Silicon Valley

“If you take the immigrants out of Silicon Valley, you have no Silicon Valley.  
Inject immigrants to Silicon Valley and the prospects are endless”

-Michael Moritz, Partner, Sequoia Capital



On February 22<sup>nd</sup>, 2012, representatives from California Takshila University attended the official launch of the Entrepreneur in Residence (EIR) program, organized by the United States Citizenship and Immigration Services. The event was held at NASA Research Park, Moffett Field, and it was hosted by the USCIS Director Alejandro Mayorkas.

This event served as an opportunity for industry experts to share their business expertise and provide strategic thinking on agency policies and practices relating to immigrant entrepreneurs. Based on this meeting, the EIR Tactical Team will identify ways to optimize certain existing visa categories used by entrepreneurs to provide pathways that are clearer, consistent, and aligned with business realities.

The event was combined with a special naturalization ceremony as well as an award ceremony for “Americans of Choice”.



Alejandro Mayorkas, USCIS Director



The Entrepreneur in Residence (EIR) program will utilize industry expertise to strengthen the USCIS policies and practices surrounding immigrant investors, entrepreneurs and workers with specialized skills, knowledge or abilities. This program will also strengthen USCIS's collaboration with industries, while complying with all current federal statutes and regulations. It will increase the USCIS's efforts to promote startup enterprises and increase the level of job creation, including enhancements to the immigrant investor visa program. These collective endeavors advance President Obama's goal to grow the U.S. economy and create and protect American jobs.

Speakers at the Entrepreneurs in Residence event:

- Alejandro Mayorkas, Director, USCIS
- The Honorable Zoe Lofgren, U.S. House of Representatives
- Ping Fu, President and CEO, Geomagic
- Michael Moritz, Partner, Sequoia Capital
- Shervin Pishevar, Managing Director, Menlo Ventures
- Vivek Wadhwa, Academic, Researcher, Writer, Entrepreneur



## John Amos Comenius

John Amos Comenius is a very important personality in the history of education. In his writings he expressed many new ideas on universal educational principles, and he is considered the father of modern didactic teaching methods.

Comenius was a great visionary in the field of organization of all human knowledge. He was a respected scholar and many of his ideas are implemented in education even today. His works have been published in many languages and greatly influenced education systems all over the world.



This year we are celebrating 420<sup>th</sup> anniversary of Comenius' birth.

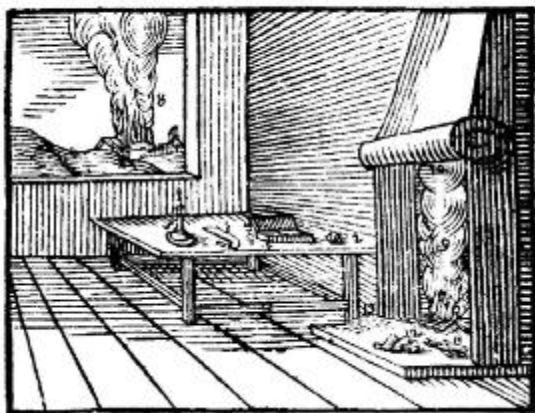
John Amos Comenius was born on 28<sup>th</sup> of March 1592. There are no accurate records of the location of his birth, his birthplace might have been in the Uhersky Brod region in Moravia, in nowadays Czech Republic. Regarding his ethnicity, he described himself as "Moravus ego natione, lingua Bohemus" – Moravian by birth, speaker of Czech language.

Comenius' life was closely connected to his faith – both of his parents belonged to the church of Moravian Brethren, which was established by religious reformer John Huss.

Comenius himself later became one of the pastors and rectors of Moravian Brethren, and with his work he supported innovative ideas of humanism of John Huss. Because of strong Habsburg Counter Reformation movements in Bohemia, in 1621 he lost all his property and his writings, and six years later he was forced into exile. While being banished from his home country, he became respected throughout Europe.

Ignis.

Das Feuer.



Initially Comenius took refuge in Leszno in Poland, in 1638 Queen Cristina invited him to Sweden, where he was to create new system for the management of Swedish schools. In 1641 he was requested by the English Parliament to work on a commission to reform the system of public education in England. He also presented his ideas to the Royal Academy in London. Comenius returned to Sweden a year later because of the political situation in England.





From 1650 to 1654 Comenius taught at the first Hungarian Protestant College in Sárospatak, where he wrote some of his most important works. After his stay in Hungary he returned to Leszno. During the Northern Wars in 1655 he declared his support for the Swedish Protestant side, which infuriated the Polish peasants, who burned his house and many of his valuable manuscripts. Among these manuscripts was also his monumental Czech-Latin dictionary, on which he worked almost his whole life, and he never really recovered from this significant loss. From Leszno Comenius fled to Amsterdam, where he died on 4<sup>th</sup> of November 1670.



Comenius' heritage in education and education theory supports the principle that every theory, which is being taught, has to be functional in practical use, therefore has to be didactic. Comenius' book *Janua linguarum reserata* (The Gate of Languages Unlocked, 1631) brought him widespread prominence and fame. In his *Didactica Magna* (Great Didactic), Comenius outlined a new system of education, he was a supporter of "education according to nature". In 1657 he published the *Orbis Sensualium Pictus*, which is probably the most renowned and most widely circulated of school textbooks. It was also the first successful application of illustrations to the work of teaching.

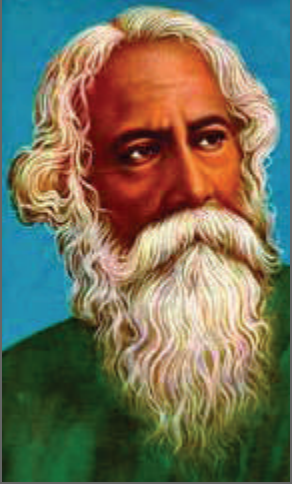


### Comenius' rules:

- Rule of Experience: students should learn by practice
- Rule of Continuity: learning materials should be continuous and interconnected, not only in individual subjects but also among various subjects. It is necessary to ensure that education is systematic
- Rule of Activity: students should strive to gain experience and use it in their learning and actions
- Rule of Lasting Effect: it is necessary to refresh learned knowledge
- Rule of Ability: teacher should base his work on the age and individual abilities of his students

# Poetry of India

## Heritage of Rabindranath Tagore



*"Who are you, reader, reading my poems an hundred years hence? I cannot send you one single flower from this wealth of the spring, one single streak of gold from yonder clouds. Open your doors and look abroad. From your blossoming garden gather fragrant memories of the vanished flowers of a hundred years before. In the joy of your heart may you feel the living joy that sang one spring morning, sending its glad voice across an hundred years."*

— *The Gardener*, 1915

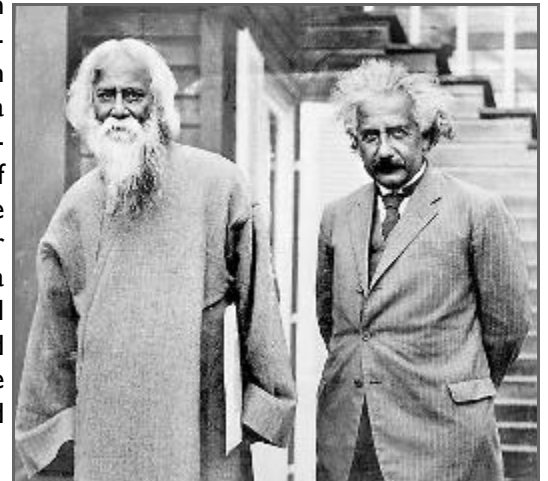
Rabindranath Tagore was a Bengali poet, writer, playwright, composer, teacher, painter, philosopher and supporter of independence of India and Indian cultural heritage.

Tagore was born on 6<sup>th</sup> of May 1861 in Calcutta as fourteenth and last child of his parents. He grew up in an environment of education and culture – his grandfather financially supported the local school of medicine, his father was a religious reformer and teacher. Tagore himself started writing poems when he was eight years old.

Tagore was initially educated by lecturers coming to his home, later he attended several schools in his hometown, e.g. the Bengal Academy, where he studied history and culture. In 1873 he went on a trip around India with his father, who shared his knowledge of English, Sanskrit, astronomy and history with him. In October 1878 Tagore travelled to England, where he was to study law. After two years he returned to India.

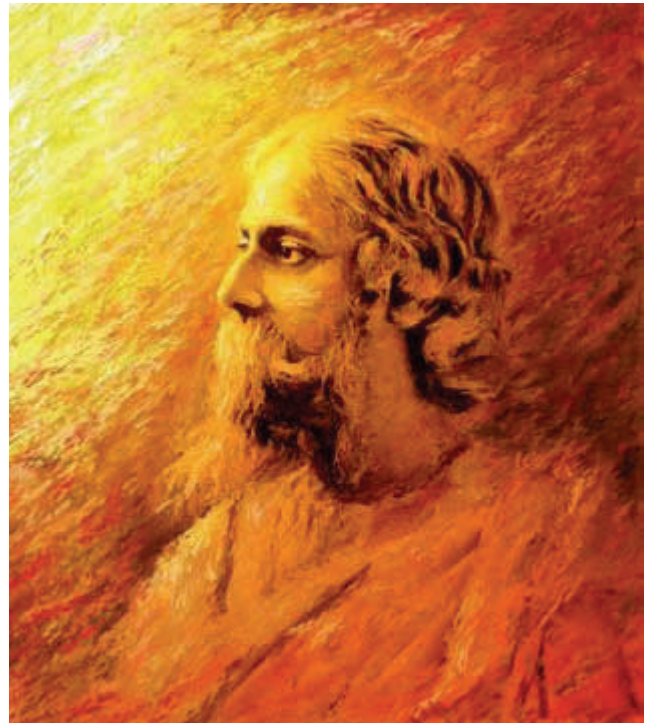
From 1890 to 1901 Tagore lived in East Bengal, where he managed family farms and collected local legends and poetry, which brought him into close touch with common humanity and increased his interest in social reforms. In 1901 Tagore moved to West Bengal, where he established his ashram (meditation temple), which also included school, library, gardens and groves.

Tagore had early success as a writer in his native Bengal. With his English translations of his poems he became well known in the West. In fact, his fame attained a luminous height, taking him across continents on lecture tours and tours of friendship. For the world he became the voice of India's spiritual heritage; and for India, especially for Bengal, he became a great living representative of its cultural riches. He promoted spiritual values and the creation of a new world culture founded in multi-culturalism, diversity and tolerance.





In 1913 Tagore published *Gitanjali*, the English translation of his spiritual lyrical poems, with the foreword by William Butler Yeats. His collection soon became famous both in Europe and America and earned him Nobel Prize for Literature in 1913, with Tagore being the first non-European Nobel laureate. The Swedish Academy appreciated his poetry for his “search for discovery of true relation between faith and thought, which makes him stand out as a poet of rich endowment, characterized by his great profundity of thought, but most of all by his warmth of feeling and by the moving power of his figurative language.” (Presentation Speech by Harald Hjärne, Chairman of the Nobel Committee of the Swedish Academy, on December 10, 1913).



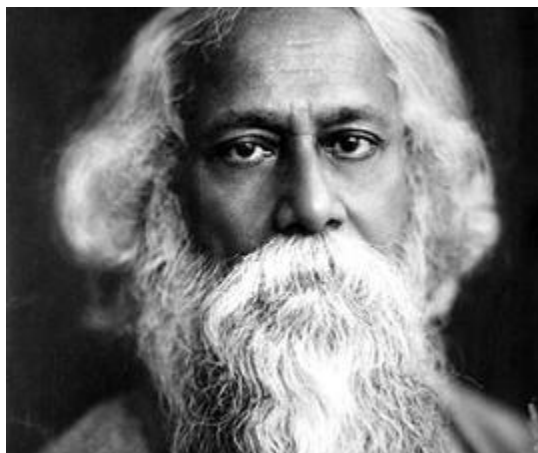
In 1915 Tagore was knighted by the British king George V, however, he renounced this title in 1919 as a protest against the massacre in Amritsar, which involved the killing of hundreds of unarmed, defenseless Indians protesting against repressive laws ratified by the British colonial government.

Tagore visited more than thirty countries on five continents, among his friends were William Butler Yeats, Ezra Pound, Robert Frost, George Bernard Shaw, Thomas Mann, Albert Einstein and many others.

Tagore composed two national anthems: India's *Jana Gana Mana* and Bangladesh's *Amar Shonar Bangla*.

Tagore was an exceptional poet and a man of refined wisdom, capable of expressing with equal harmony and grace the emotions of every mood from the longing of the soul after eternity to joy prompted by the innocent child at play. His poetry was truly universally human in character, radiating his unusual ability to capture beauty, essence and spiritual self-reflection. Tagore was the most important representative of modern Indian cultural renaissance, which introduced Indian literature to the world context while including its millennia long heritage.

The last years of Tagore's life were affected by his illness; however, the poetry that he wrote during these years was considered his best, reflecting his thoughts of the nearing end of his life, mysticism and search for the meaning of human existence. Tagore died on 7<sup>th</sup> of August 1941 in Calcutta.



# 17 nov

international **day** of students

**International Students' Day is an international observance of student community, held annually on November 17**

The date commemorates the anniversary of the 1939 Nazi storming of the University of Prague after demonstrations against the killing of medical student Jan Opletal and worker Václav Sedláček as well as against the occupation of Czechoslovakia, and the execution of nine student leaders, over 1,200 students sent to concentration camps, and the closure of all Czech universities and colleges.

During late 1939 the Nazi authorities in Czechoslovakia (at that time called the Protectorate of Bohemia and Moravia) suppressed a demonstration in Prague held by students of the Medical Faculty of Charles University. The demonstration was held on the 28th of October to commemorate the anniversary of the independence of the Czechoslovak Republic.

During this demonstration the student Jan Opletal was shot and died from wounds on the 11th of November. On the 15th of November his body was meant to be transported from Prague back to his home in Moravia. His funeral procession consisted of thousands of students, who turned this event into an anti-Nazi demonstration. However, this resulted in drastic measures being taken by the Nazis. All Czech higher education institutions were closed down, more than 1,200 students were arrested and sent to concentration camps, and nine students and professors were executed without trial on the 17th of November. Due to this, 17 November was chosen as International Students' Day.



Jan Opletal





For me, this day has always been very special – my great aunt participated in the student demonstrations in 1939, and she was always telling me stories from these days, with tears in her eyes. We would always light candles in memory of the students who lost their lives defending their rights and freedoms. My great aunt described the hope that connected these students, the feeling of unity in a peaceful protest against the Nazi regime. The events of 17<sup>th</sup> November 1939 deeply touched my whole country.



On 17<sup>th</sup> of November 1989 was held another demonstration. This time the students met to express their protest against the oppressive Communist regime that had ruled over my country since 1948. Through their brave actions, the students soon gained support of the whole public, and the Communist regime eventually fell. This time no lives were lost, which gave this period the name of Velvet Revolution. Although I was only in middle school, I felt that something very special was happening.

The events from 1939 and 1989 taught me that as students, we have much power to influence others. Our minds are wide open; we love to discover new things, we are not afraid of change. We are brave in fighting against oppression; we can inspire people around us through our example. Our ideas and actions can help make significant changes in the society. Through our studies we broaden our minds and learn how to stand up for what is right. 17<sup>th</sup> of November will always have a special place in my heart, as a day to be united in our hope and freedom.

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# Maharaja Treasures

## The Splendor of India's Royal Courts

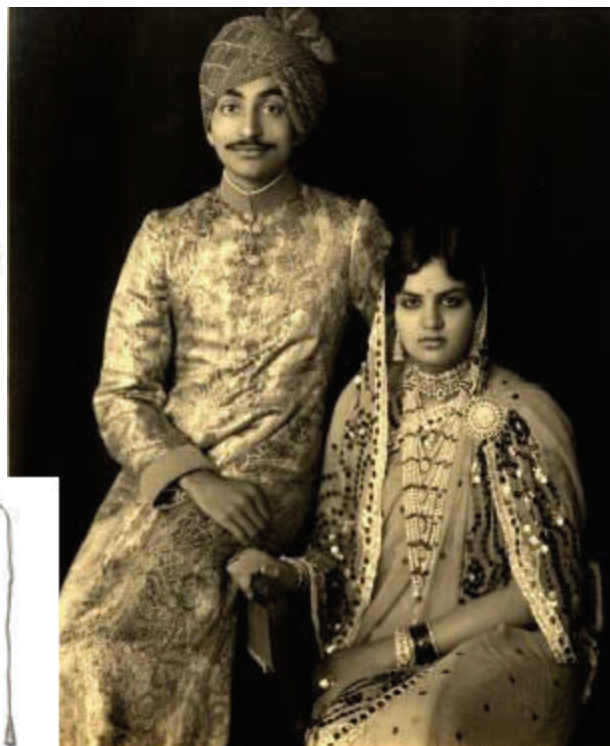
Through April 8<sup>th</sup>, 2012  
Asian Art Museum  
200 Larkin Street, San Francisco, CA 94102



Explore the life and times of India's great kings by getting close to the objects they used and the art they commissioned, collected, and loved. Nearly 200 stunning artworks – including a gold throne, a silver carriage, Man Ray photographs, and a diamond belt – illuminate the dazzling world of Indian royalty from the 1700s to the 1940s, a period of dramatic change.

Set on a journey to the throne room of an Indian court to the inner sanctum of the palace. Visit a variety of kingdoms to learn about India's shifting political powers, its colonization by Great Britain, and the emergence of independent nations of India and Pakistan in the modern era.

Along the way, discover fantastical art created especially for this exhibition by contemporary artist Sanjay Patel. Don't miss more of this colorful works on the second floor inspired by classical Indian art and Hindu epics. On the third floor will be a showcase of magnificent Indian courtly art from the museum's own collection.



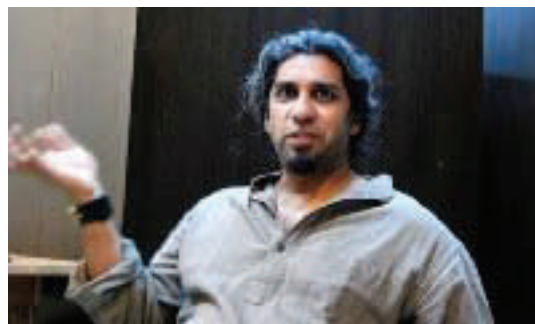
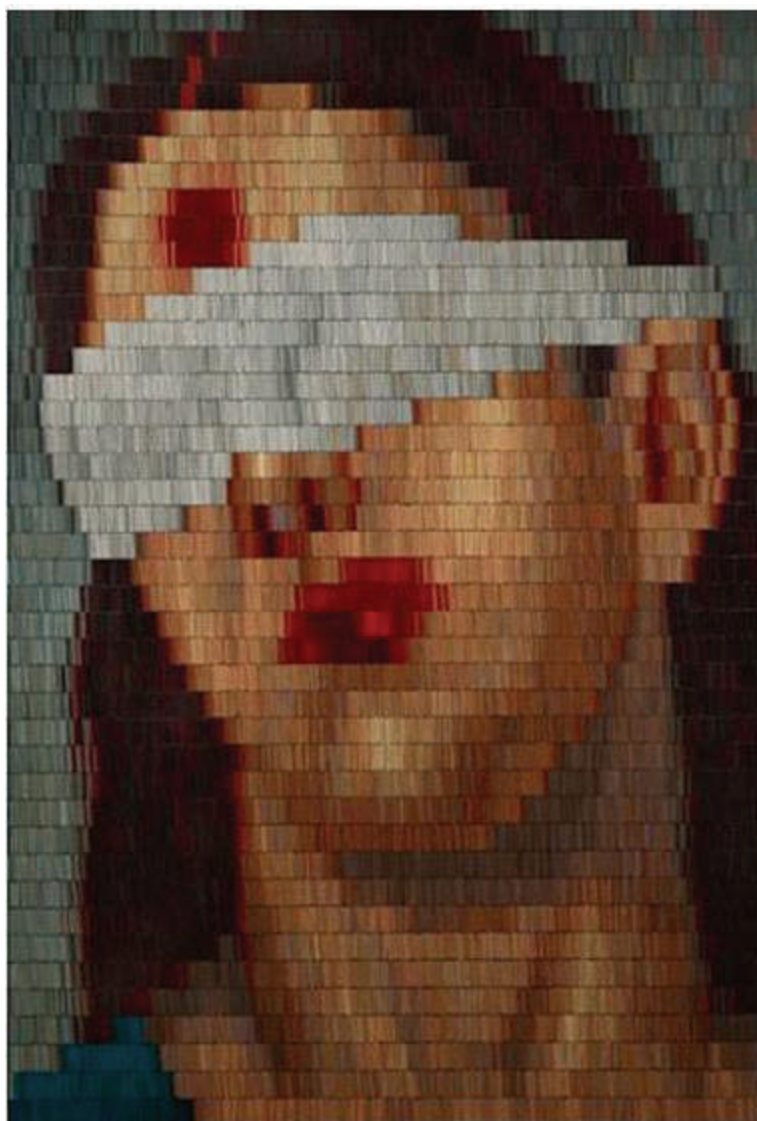


## Bari Kumar—Indian Artist in California

Bari Kumar was born in 1966 in Nellore, India, since his teens he has lived in Los Angeles. In his works he deals with communication between several cultures, which he pieces together into his extraordinary works. He explores notions of individuality and commonality that coexist, often in opposition with one another.

His work *Blind Faith* was created in 2009 as a commission by the San Jose Museum of Art. With *Blind Faith*, Kumar shows the universal image of womanhood, however, he also focuses on subjects that go far beyond external appearances, he asks the viewer to see things that cannot be seen – our emotional, intellectual and spiritual lives, which shape us.

When working on *Blind Faith*, Kumar travelled to India, where he visited local sari shops and bought many colorful pieces of sari fabric. From this fabric he made individual pieces, which he then assembled like a puzzle into a complex composition, displaying great vibrancy of colors. In his work he touched every individual piece of his puzzle that forms the work. In a way, Kumar's work can be considered representation of a nation, where we, even in our individuality, can still all inhabit the same planet and are united by shared conditions of humanity.



**Bari Kumar, *Blind Faith*, 2009, cotton, cardboard, Plexiglas**



### **Fun Ways to Cope with Stress**

Avoid negative people  
Remember you always have options  
Be prepared for rain  
Believe in yourself  
Stand up and stretch  
Always make copies of important papers  
Break large tasks into bite size portions  
Look at problems as challenges  
Smile  
Say something nice to someone  
Walk in the rain  
Stop saying negative things to yourself  
Do it today  
Find time just for yourself  
Quit trying to fix other people  
Get enough sleep  
Talk less and listen more



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