



## THE ROLE OF EDUCATION SYSTEM IN ANCIENT AND MODERN SOCIETY IN INDIA

<sup>1</sup>Tapan Kumar Sau

<sup>1</sup>Research Scholar of History, Department. Arts, CMJ University, Jorabat, Meghalaya

<sup>2</sup>Dr. Havendra Kumar Sharma (Assistant Professor)

<sup>2</sup>Research Supervisor of History, Department Arts, CMJ University, Jorabat, Meghalaya

### *Abstract*

*Education is more than just imparting knowledge in a specific faculty or subject or preparing one to secure jobs or perform well in exams; it is also a training in logical thinking that helps future generations adjust to an ever-changing environment. It also entails opening the mind's doors, cleansing the soul, and self-realization. The quality of manpower for societal benefits is heavily influenced by educational quality. This paper compares and contrasts the ancient and modern educational systems. It emphasises the fundamental structure of ancient education, which contributed quality manpower to society by instilling moral, social, and civic values. The current education system is burdened by a number of factors, the result of which is that the outcome is becoming self-centered. This necessitates several reforms in the current educational system based on ancient education for the overall development of students as human beings.*

**Keywords:** Education system, ancient, present, spirituality.

### 1. INTRODUCTION

Education should aim to improve people's lives not only through economic advancement, but also through social, moral, and spiritual development. This will not only improve human life, but will also bring about the realisation of the "higher truth," i.e. "Tamaso Ma Jyotirgamaya," from darkness to light. Thus, education is not only a means of earning money, but it also aids in the development of human personality through the acquisition of skills, values, morals, and the enhancement of various human attributes. As a result, education is a critical means for a human being's potentialities to emerge in a positive direction, allowing a man to live in society with dignity [1]. "[Education's] central goal is the formation of the powers of the human mind and spirit, or, as I prefer to see it, the evoking of knowledge and will and the ability to use knowledge, character, culture,—that at least if not more." [2]. True and living education assists in "bringing to full advantage, making ready for the full purpose and scope of human life that is in the individual man, and which at the same time helps him to enter into his right relation with the life, mind, and soul of the people to which he belongs and with that great total life, mind, and soul of humanity of which he himself is a unit and his people or nation a living, separate and yet inseparable member."



## 2. ANCIENT INDIAN EDUCATION SYSTEM

There is a greater need to consider India's ancient education system. When we look back at our history, we will feel proud of ourselves as Indians. We knew mathematics, derived theorems, discovered planets, calculated the distance from the sun to Earth thousands of years ago, as well as the distance between Earth and many other planets, and there are many more such facts and figures.

### 2.1 Complete Brahmacharya

Through Upanayana, the student will begin his Brahmacharya phase. A student will have self-control and self-discipline. All forms of pleasure will be avoided, and he must complete all of the work assigned to him by a Guru. During the Vedic period, two methods of teaching were used. The first method was oral, while the second was based on Chintan, or thought. The students were to memorise the Mantras (Vedic hymns) and Richayas (Rigvedic verses) in the oral method so that they would not be changed incorrectly and could be preserved in their original forms. Another component of the teaching method was the thinking method. This was an attempt to reserve the Veda Mantras and Richayas.

### 2.2 Three processes of Education

The three processes of Sravana, Manana, and Nidhyaasana were the focus of education.

**Sravana-** It means to listen and comprehend. It was important to understand that it wasn't just hearing; hearing and listening were both different. Sravana is listening to the truths as they fall from the teacher's lips. Sruti, or what the ear heard, rather than what is seen in writing, is the technical term for knowledge.

**Mañana-** Manana, the second process of knowledge, implies that the pupil must figure out for himself the meaning of the lessons imparted to him orally by his teacher in order to fully assimilate. Manana is reflecting what we heard (Shravana). It is debating the veracity of opinions. In this case, Guru will pose questions, students will respond, and the topic will be discussed in group.

**Nidhyaasana-**The third step, known as Nidhyaasana, refers to the pupil's complete comprehension of the truth that is taught, so that he may live the truth rather than simply explain it. It is the recognition of the truth. Manan (reflection) was a method used in ancient times, particularly for highly intelligent students. Every day, every student would go through three phases (Sravana, Maana, and Nidhyaasana). Every phase is important in its own right; they may appear simple, but they are extremely effective.

### 2.3 Learning of Vedas

There are four Vedas, which play an important role in ancient education. The Rigveda contains 1028 hymns and 10,522 verses. It teaches life stages such as family life, forest life,



and renunciation. Yajurveda has 1,984 verses and teaches how to perform life sacrifices. Samaveda is a musical study with 1,875 verses. The study of medical sciences is known as Atharvaveda, and it contains 5,977 verses. The Vedas play a significant role in the ancient educational system. The Vedas teach us about our culture, the meaning of life, how we should live, and what is right and wrong. Finally, it is about learning about Karma and dedication. The Vedas are the foundations of Hinduism. The education was based on the Vedas, sacrifice rules, grammar and derivation, understanding natural secrets, logical reasoning, science, and occupational skills.

#### **2.4 Personality Development**

The primary goal of the ancient educational system was to develop an individual's overall personality and character. Moral strengths were induced, which aided the society's cohesion. This was due to the fact that education began and ended with religious rituals and a sense of wholehearted devotion to the cause of learning. Both formal and informal education were prioritised. The pursuit of knowledge was synonymous with the pursuit of religious values. Personality traits such as self-esteem and self-confidence were attempted to instil in students through education.

#### **2.5 Education was absolutely free**

Each student used to meet with the teacher individually and learn from him through individual instructions and guidance. Even students pursuing the highest philosophical knowledge were required to perform some manual labour on a daily basis, such as collecting fuel or tending cattle. The educational quality was unrivalled. Students from affluent families, such as princes, used to pay Guru Dakshina. It was completely self-sufficient.

#### **2.6 Perfect Teaching Learning Atmosphere**

The classes were held in open space on the bank of a river or in a jungle in a quiet, calm, and peaceful setting. Temple colleges were well-known for their facilities, which included hostels, classrooms, laboratories, and teacher housing.

#### **2.7 Personal Attention to Every Student**

The gurus acted as spiritual fathers. They used to nurse, feed, and clothe the children. His learning ability was used to teach the students. Teachers never assumed authority over their students and were always gentle and sweet in their interactions with them. Teachers were held in high regard in society and were even honoured by kings. Student-to-teacher ratio is low. Individual attention could be provided due to the low student-to-teacher ratio. There were a limited number of students enrolled.



### 3. PRESENT EDUCATION SYSTEM

Many problems and evils in Indian society have arisen as a result of various changes such as modernization, industrialization, urbanisation, privatisation, and globalisation, as well as the influence of Western culture [7,8]. This system has undoubtedly increased literacy rates, but it does not aid in the development of educated individuals in society, and as a result, it does not produce ideal citizens in the country. The primary goal of Indian students has remained how to obtain a degree, earn money, and pursue a career without regard for ethical values and national spirit in their lives [9]. Today's Indian society is bound to face new and ongoing challenges. We see unchecked corruption and a decline in ethical values, as well as illegal activities, inhuman behaviour, indiscipline, rule violations, a lack of self-awareness, and immoral consumption, which are slowly destroying the structure of Indian society, nation, and the world [10]. It is past time to identify the purpose of education as well as the major causes of declining social, moral, and spiritual values in the Indian educational system.

### 4. NEED OF TRANSFORM IN PRESENT EDUCATION

Rabindranath Tagore recognised long ago that the Indian educational system needed to change. We live in a society where a child spends his or her parents' earnings while still not receiving a standard education and struggling to find suitable employment [11]. Increased competition in the education sector sometimes crushes millions of students' creativity and drives them to commit suicide. Education is viewed as a means of accumulating wealth. There is a need to reconsider and redefine our educational system.

#### **There has been a tremendous improvement in quality of life with the advances in technology**

The next generation must understand how to use technology to spread knowledge and culture. Education should be provided in a peaceful, clean, and natural setting, away from towns and villages [12]. As in ancient times, today's education prepares students for their future careers. Vocational subjects must be included in the curriculum, but much work remains to be done to achieve the desired result. Many times, in the rush to complete the curriculum, the practical aspects are overlooked. For a variety of reasons, the current educational system is plagued and blamed.

#### **4.1 Skill Based Education**

Examinations administered by boards and universities are used to assess the modern educational system. The teaching method is mostly one-way, but it must be ensured that "are they learning?" If not, which method of teaching is best for an individual must be prioritised? This necessitates identifying an individual's skills and moulding them into their area of interest [13]. It's the same as saying, "Give a man a fish, and he'll eat for a day; teach him how to catch fish, and he'll eat for a lifetime." Similarly, if you teach someone a skill, he will be able to use it for the rest of his life.



## 4.2 Recruitment of Competent Teachers

Teaching is a noble profession, and it must be preserved. Few teachers blame students for their poor performance, but few examine what and where they are going wrong. They see it as a secure, well-paying, low-pressure environment that is unaffected by the recession. It is time to hire capable and exceptional teachers. Leaders, self-motivated individuals, and entrepreneurs are needed in the teaching community.

## 4.3 Interactive Classroom

An interactive classroom engages students intellectually as active participants, with the teacher serving as an engagement trigger that captures and maintains students' attention. The teacher gives students the opportunity to apply what they have learned and provides context for upcoming lecture material. The teacher is enriched by the students' participation and considers combining interactive techniques for the next class.

## 4.4 Students' Participation

Instead of traditional lecturing practises, the Socratic method substitutes self-directed learning opportunities. Teachers are encouraged to teach students how to learn rather than teach them content. Because learning is the active exploration of information and its validation with previously acquired knowledge and experience, as well as the creation of new knowledge or the reevaluation of existing knowledge.

## 5. CONCLUSION

The best practises of the ancient education system can be applied to the modern education system. Modern education aims to develop character, spiritualism, and philosophy rather than wealth and a simple lifestyle. However, due to the numerous problems that the educational environment has encountered, the cordial relationship between a teacher and a student is missing. Sanskrit language, spiritual and religious aspects must be studied with care to preserve it because it is enriched by a sense of peace, humanity, and brotherhood. The level of education is one of the most important indicators of people's well-being, prosperity, and security in any society. Education is the process by which people are equipped with the skills they will need in everyday life. Education is viewed as more than just a system of imparting and acquiring knowledge; it is also viewed as an attempt to transmit the cultural norms of the group to its younger members. Today, India is not an innovative country; however, India was once an innovative country. India has lost its imagination and innovation power as a result of collaboration, invasion, industrialization, and privatisation. Schools and universities that produce clones teach them western values, western literatures, western math, and western heroes; these children are becoming completely American or British colonial and have completely lost themselves. The first characteristic of Indians is their knowledge of their culture and heroes. For example, Kalidasa was the greatest poet of all time, but our children are unaware of him. They should learn about modern Indian philosophy. The best books,



such as Foundation of Indian Culture, The Divine Life, and Yoga Syntheses, should be part of our curriculum. As a result, children will be more aware of their ancestors' history, literature, and Indian heroes.

## REFERENCES

- [1].Kumar, V.S. The Education System in India. <https://www.gnu.org/education/edu-system-india.html>
- [2].Nimje, A.A., Dubey, K.T. 2013. The Socratic Lecture Model: An Effective Teaching Pedagogy in Changing Educational Scenario. IOSR Journal of Humanities and Social Science, 14 (6), 117-121.
- [3].Cheney, G.R., Ruzzi, B.B., Muralidharan, K. 2005. A profile of the Indian Education System”, paper presented in New Commission on the Skills of the American Workforce.
- [4].Mukherjee, R. 2013. Indian Education System: What needs to change?. <http://startup.nujs.edu/blog/indian-education-system-what-needs-tochange/>
- [5].Agarwal, P. 2006. Higher Education in India. Indian Council for Research on International Economic Relations.
- [6].Indian Educational System: An Overview of the Ancient Indian Education Altekar, A.S. 1957. Education in Ancient India, (5th edition), Varanasi:Nand Kishore and Bros.
- [7].Chaube, S.P. History and Problems of Indian Education, Agra: VinodPustakMandir.
- [8].Swami, H. 2007. An Introduction to Hindu Culture: Ancient & Medieval.
- [9].Georges, I. 2000. The Universal History of Numbers: From Prehistory to the Invention of the Computer, John Wiley & Sons.
- [10]. Mukherjee, R.K. 1936. Hindu Civilization Longman, Green and Co. London.