



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2021; 7(3): 413-415
www.allresearchjournal.com
Received: 19-03-2021
Accepted: 16-05-2021

Chandana Dey Bose
Associate Professor,
Department of Education,
Shashi Bhushan Degree
College, Lucknow, Uttar
Pradesh, India

Evolution in Indian education system

Chandana Dey Bose

Abstract

Education is the development of logical thinking skills that aids future generations in coping with the always changing environment. It goes beyond merely imparting knowledge in a particular field of study or making someone qualified to apply for employment or do well on examinations. The historical development of Indian education is discussed in this essay. In the ancient period, the primary objective of the education system was to impart knowledge and understanding in terms of morals and ethics. In this paper we have discussed about ancient, Buddhist, Islamic and Modern educational system and its slowly evaluation. The current educational system in India is nothing more than a copy of the British educational system that Macaulay established and adopted in the 20th century. Higher education under British control in the 19th century was more heavily weighted toward the arts and humanities than on efforts to advance science and technology in India. The caliber of personnel that is accessible for societal benefits is significantly influenced by educational quality. The current education system in India has come a long way and will continue to get better in the future, despite issues and differences between the goals and their implementation in education.

Keywords: Ancient education, Vedic times, Indian education system, Islamic, evolution

Introduction

India had a long history of invention and innovation. The first university in the world was founded in India about 700 B.C. At Takshashila University, more than 10,500 students from around the globe studied more than 60 subjects. The zero was created by Indian scientist Aryabhata. In India, around 100 B.C., the decimal system and place value system were created. The Indian mathematician Budhayana, who also devised the Pythagoras theorem, determined the value of "pi" for the first time. Indian scholars developed trigonometry, algebra, and calculus; Shridharacharya employed quadratic equations in the eleventh century [1].

Ancient India had a highly developed educational system that was both culturally and spiritually enriched. Religion served as the cornerstone of early educational systems. The ultimate goal of the educational system, which was heavily influenced by religion ("Savidhya ya Vimuktaye"), was to attain "moksha." The communal centres and temples served as the first schools. Sanskrit was regarded as the mother tongue of numerous languages, and it was also the language of science, the learned, and the classroom. Even before the astronomer Smart, Bhaskaracharya calculated how long it took the earth to orbit the sun. The first medical school that mankind was aware of was Aayurveda. Aayurveda was unified 2500 years ago by Charak, the creator of the Ayurvedic medical system. The final universal gift from India to human civilization is yoga and pranayama, which are practises for improving one's physical health and mental well-being. The educational system known as Gurukul was established. The Gurukuls, which were typically the teacher's home or a monastery, were the traditional Hindu residential schools of study. The official entrance ceremony was called "Upanayana." Once this rite was complete, the youngster was required to leave his house and travel to the Gurukul, also known as the "ashrama," where he would receive his education. The Gurukuls were educational establishments where teachers taught students about various facets of religion, the scriptures, philosophy, literature, warfare, statecraft, medicine, astrology, and history [2]. Even though the education was free, the students from wealthy families made a voluntary payment known as the Gurudakshina once they finished their studies. In earlier times, knowledge was transmitted verbally from one generation to the next by sages and academics.

Corresponding Author:
Chandana Dey Bose
Associate Professor,
Department of Education,
Shashi Bhushan Degree
College, Lucknow, Uttar
Pradesh, India

Students were expected to memorise the information they had learned by listening, or "shruti," which was known as "smriti." The second step was "Manana," when they had to draw their own conclusions and apply the lesson their teacher had taught them to real-life situations. Nidhyasana, the third level, denoted total understanding of truth and its application to daily life. The boys from the lower caste learned their family trade from their fathers, whereas the majority of students at the Gurukuls were Brahmins and Kshatriyas. Women had equal access to education and teaching in ancient India. Gayatri and other female seers played a prominent role in educational discussions and the Parishad procedures (Assemblies). Lopamudra and Ghosha are two examples of the brahmavadini female poets mentioned in the Rigveda. The holy Upanishads of 800 BC describe women academics like Gargi and Maitreyi^[3].

Buddhist educational epoch

Universities of Nalanda, Takshashila, Ujjain, and Vikramshila flourished throughout the first millennium and the few centuries before it. The first university in the world was founded in Takshashila about 700 B.C. The distinguished lecturers at Takshashila University were the well-known grammarian Panini, the minister of Chandragupta Maurya, Kautilya (Chanakya), and Charaka, a renowned medical educator. The university was also well-known for its medical studies. Each university had a focus; for example, the Takshashila concentrated on the study of medicine, while the Ujjain placed more of an emphasis on astronomy^[4]. Varanasi's Vikramshila University was well known for its religious instruction. In the South, Kanchi was renowned for its academic achievements, and Vallabhi University had a comparable position. Chinese student Huan Tsang noted in his records that it was on par with Vikramshila and Nalanda universities. In most areas of the country, there was a school for every temple or village during the 18th century, making education widely available. Heterodox Buddhist education was more all-encompassing, and early secular Buddhist urban universities like Takshashila and Nalanda, where subjects like grammar, medicine, philosophy, logic, metaphysics, arts and crafts, and others were taught, were well-known^[5]. According to Joseph Prabhu, "Kings and princes were trained in the arts and sciences linked to administration, including politics (danda-neeti), economics (Artha), philosophy (anvksiki), and historical traditions, outside of the religious framework (itihasa). The most reliable source was thought to be Kautilya's Arthashastra.

Islamic educational epoch

The ancient educational practises in India began to be progressively influenced by Islam as the Mogul era began. Islamic education became ingrained in the Indian educational system with the development of the Islamic empires on the Indian subcontinent in the middle ages. The Mogul era saw a transformation in both the religious and educational landscape, with the Indian educational system adopting an Islamic perspective. The Sanskrit language was superseded as a medium of instruction by Arabic, Farsi, and Urdu. Islamic epoch. The ancient educational practises in India began to be progressively influenced by Islam as the Mogul era began. Islamic education became ingrained in the Indian educational system with the development of the Islamic empires on the Indian subcontinent in the middle

ages^[6]. The Mogul era saw a transformation in both the religious and educational landscape, with the Indian educational system adopting an Islamic perspective. The Sanskrit language was superseded as a medium of instruction by Arabic, Farsi, and Urdu.

Modern educational framework

Macaulay introduced and established the British educational system in the 20th century, which is exactly what the current Indian educational system is. Its primary objective was to train Indian Clerks in managing local administration. While higher education was solely offered in English, school education was taught in the local languages. The British government began providing aid to native schools that needed it, and as a result, some of those institutions eventually received government funding. With the founding of missionary schools in the 1920s, British education became more entrenched in India. Higher education under British control in the 19th century was more heavily weighted toward the arts and humanities than on efforts to advance science and technology in India^[7]. Funding and infrastructure, rural education, curriculum design, the creation of distance learning programmes, the universalization of education, privatisation and commercialization of education examination reforms, research and innovations, etc. are the current challenges facing the Indian educational system. Some of the difficulties mentioned above that need to be solved are these. Even though there are inconsistencies between educational goals and how they are actually carried out, India's education system has come a long way and will only get better going forward. Improvised adoptions in the domains of I.T., engineering, and medical science are the current educational system's strength. While the current Indian educational system may be behind in terms of advancements, it is incredibly effective. Computer programmers and software engineers are produced in big quantities in India^[8]. Similar to this, in the field of medical science, improvised and generic versions of a variety of pharmacological and surgical procedures that were developed and made available to society at extremely low costs.

Future situation and current situation

The system saw numerous changes in the years following independence. India is working to modernize education and extend its reach as far as it can, from the opening of new schools, colleges, and institutions to the government's guarantees for minorities and females' access to high-quality education. The globe has chosen online learning methods as a result of the current circumstances. There are thousands of students from public institutions who are being left behind, despite the fact that many schools and colleges have adopted online coaching techniques. Educational institutions with the means and resources are utilizing online learning tools to deliver lectures via confrontational video instruction^[9]. The use of gamification of learning, e-learning in rural regions, and teacher training on alternative teaching methods (online) are some of the requirements that need to be implemented to ensure education approaches when tutoring the pupils. There is an urgent need to accelerate the process so that the future leaders can obtain the benefits as soon as possible^[10].

Conflicts of interest: The authors declare no conflicts of interest.

References

1. Jain R. What did the Ancient Indian Education System Look Like? Retrieved October 14, 2018-2021 from theculturetrip.com
2. Mangesh M, Ghonge M, Bag R, Singh A. Indian Education: Ancient, Medieval and Modern. Retrieved October 14, 2020-2021 from intechopen.com
3. Yadav, Urmila. A comparative study of ancient & present education system. *Educ. Sustain. Soc.* 2018;1(1):160.
4. Swami H. *An Introduction to Hindu Culture: Ancient & Medieval*; c2007.
5. Altekar AS. *Education in India, Varansi, Naval Kishor and Bros*; c1957.
6. Prasad, Deepesh Chandra. *Philosophical Foundation of Education*, published by KSK publishers, New Delhi; c2007.
7. Amala P, Annie P, Annapurna, Bhaskara Rao D. *History of Education*, D.P.H. Publishing House, New Delhi; c2004.
8. Rawat PL. *History of Indian Education (3rd Ed)*, Ram Prasad and sons; c1963.
9. Shah AB, Rao CRM. (Eds) *Tradition and Modernity in India*, Bombay, Manaktalas; c1965.
10. <https://learnobots.com/modern-education-purpose-benefits-need-challenges/>
11. <https://www.educationstalwarts.com/evolution-in-the-trends-of-the-indian-education-system/>