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Study the main challenges of ancient Indian education system

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Abstract

In ancient times, both the Indian educational system and culture were highly esteemed. The universities of Nalanda, Takshashila, Ujjain, and Vikramshila had a golden age of learning during the mediaeval Buddhist era, and their names will live on in renown around the world. The Indian educational system as it is now is a carbon copy of the British model that Macaulay brought to India in the twentieth century. There are many ways in which the Gurukul system has impacted contemporary Indian education. Find out Dayanand Anglo-Vedic Public School, Ananda Marga Gurukula, Bhaktivedanta Gurukula and International School, Gurukul Kishangarh Ghasera, and Gurukul Kaalba were the five schools that participated in the study. A total of ten instructors and five school heads were included in the sample. Interview equipment for data collecting tools in the realm of academics. The Gurukul system emphasises humanism, self-discipline, and respect for others via its many educational tenets, including as it is believed that students who live in the Gurukul, the residence of the guru or 'Acharya,' learn the ideals and practices of their teacher. The ancient Indian gurukul system imparted knowledge in many fields, including astronomy, medicine, philosophy, economics, politics, religion, yoga, physical education, studies, defence, mathematics, Sanskrit, Vedic literature, and other traditional Indian disciplines. In the Gurukul system, discussion groups are crucial for students' academic development. Interact with one another and engage in analytical thinking, practical knowledge, and critical thinking.

Keywords: Gurukul education system, social, ancient India, challenges

Introductions

A person's education is their most potent tool for effecting global change, according to Nelson Mandela. Education is essential for personal growth and has a direct impact on one's standard of living. A person's perspective on the world also changes after receiving an education. A person's critical thinking skills may suffer in the absence of a formal education. Indeed, education is crucial for a society. Great learning is encouraged all through life. In a society where written communication is the norm, the ability to read and write is a vital tool for protection. In today's contemporary economy and culture, an illiterate person has much less chance of succeeding if she wants to defend herself in court, get a loan from a bank, use new technology, compete for a job, or become involved in politics. Knowledge, skills, attitudes, and deeds are imparted. A person's social and economic status are both improved by it. The lives of individuals are improved and brought peace by education.

When something happens in society that shakes things up, makes it harder for social institutions to function as they should, and puts pressure on both the government and the general public, we call it a social challenge. These societal issues impact the vast majority of individuals. India has a number of serious socioeconomic problems, including but not limited to: population growth, communalism, poverty, unemployment, and terrorism. The role of education as a catalyst for societal progress and transformation is now generally acknowledged. If enough people want it, social transformation could happen. when new knowledge offers better methods to meet human needs than what is already available via social systems or networks of organisations. Because of its focus on inculcating norms and values in youth and maintaining established social order, education is often stereotyped as a conservative institution, despite its prominent position in society. A person's outlook and demeanour may be changed by education, which in turn can initiate social revolution. Changes in social dynamics might be a consequence of technological advancements that impact people's interactions with one another.

Individuals' social behaviours might be influenced by the educational process.

Literature Review

Younis Ahmad Sheikh (2017) ^[1] The world has come to understand that governments' educational systems are the direct determinant of their economic performance. An educated populace is a powerful one. Being well-educated is a hallmark of a developed country. After China and the US, India has the world's third-largest system of higher learning. As a developing country, India has been making substantial strides in education since gaining independence. While India's higher education system has faced many obstacles, it also has many potential to innovate and improve. The new millennium's role for higher education, the importance of developing scientific research on learning, and the need for more openness and responsibility are all critical. In order to propel our economy forward, India needs individuals who are both well educated and talented. Since India is a supplier of highly trained workers to other nations, it would be simple for India to help us make the transition from developing to developed status. The present research is an attempt to shed light on the difficulties and potential benefits of India's higher education system.

Prasenjit Das (2023) ^[2] The NEP 2020 was approved by the Indian Union Cabinet on July 29, 2020. The Ministry of Human Resource Development in India ratified the recommendations of a panel that Dr. K. Kasturirangan, a former chairman of the Indian Space Research Organisation (ISRO), had set up to plan the country's new educational system. The discourses of the New Education Policy question the existing educational system's portrayal of affordability, fairness, access, and accountability in relation to quality. This policy draft consists of four parts: I, school education; II, advanced education; III, additional important areas of attention; and IV, making it happen. This study focuses on the second portion of the advanced education curriculum, which addresses the preparation of educators. The purpose of this research is to examine the suggestions and problems with NEP 2020 from the perspective of teacher education. We are dealing with a qualitative investigation here. In order to compile this data, we combed through scholarly articles, publications, newspapers, and other government websites that offered a range of viewpoints. The study concluded that the New National Education Policy on Teacher Education will raise the bar for teacher education and put the system in a world-class position, complete with challenges, opportunities, and some wise recommendations for implementing the policy's recommendations.

Sintayehu Kassaye Alemu (2018) ^[3] This article aims to start academic discussions on what universities are, how they came to be, and their place in history. This serves as a reminder that there are many different kinds of higher education institutions (HEIs) and an opportunity to challenge the dominance of any one narrative about the purpose, philosophy, or history of universities. Despite historical evidence indicating the presence of other institutions of higher learning, there are researchers who contend that Western Europe was the only location where higher learning "indisputably" originated and has persisted since the Middle Ages. But other types of colleges or other places of higher learning did exist; history shows that this was true, for example, in the Arab world, Asia, and Africa.

Deconstructing this unjust conclusion—which is a result of the "coloniality of power"—is necessary. The literature does a poor job of dealing with this. Based on a qualitative analysis of the relevant literature, this topic is presented here.

Sukanta Kumar Naskar *et al.* (2022) ^[16] The old Indian educational system is based on the study of philosophical traditions and the nature of knowledge, with the goal of enhancing human existence in all its dimensions—social, moral, and spiritual as well as personal economic. "Tamaso Ma Jyotirgamaya"—the "higher truth" that leads out of darkness into light—is in the forefront of people's minds as they strive to better the lives of mankind. Consequently, education is not only a moneymaker; it helps people grow as individuals and as a community. For this reason, our Indian sages and gurus have made it their mission to learn about the super-smart universe and how to harness spiritual force. Chitti Vrittinirodha (regulating spiritual pursuits connected to the so-called material world) declares the end objective of education. So, education is crucial for guiding people's potential towards good development, which in turn allows them to live in a society that respects their dignity. There are several proposals to merge modern education with India's traditional educational practices in the most recent "National Education Policy-2020 (NEP-2020)" published by the Indian government. The policy's guiding premise has always been the rich legacy of ancient and everlasting Indian knowledge and thinking. The quest for knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) has always been held in the greatest respect by Indian thinkers and philosophers.

Biswamitra Purohit *et al.* (2022) ^[4] The overarching goal of this study is to provide a comprehensive analysis of Gopabandhu Das's educational philosophy as it pertains to the current situation in India. The educational philosophy of Gopabandhu Das and its applicability in the modern setting of India were the only subjects of the research. Since this is all secondary and qualitative data, the researcher used tools like theme and content analysis as well as document analysis to draw conclusions. At long last, the renowned philosophical genius Gopabandhu Das was revealed to be a strong nationalist. By putting his educational theories into action, he ensured his own eminence as an educator.

Dinesh Joshi (2020) ^[5] In ancient times, there was a system of education called a gurukul where students lived with a guru and learned practical skills that could be applied to real-world situations. Before engaging in the teaching-learning process, there had to be an emotional connection between a guru and a shishya. Religion, Sanskrit, scriptures, medicine, philosophy, literature, statecraft, astrology, history, and many other subjects were transmitted by the guru. It wasn't just about reading books; it was also about making connections to real-world examples. It was not as simple as committing certain information to memory and then writing test responses. Science, logic, the Vedas, sacrificial laws, grammar, derivation, comprehending the mysteries of nature, and practical occupational skills formed the basis of education. The ancient Indian educational system boasted a number of unique features, such as the fact that society had no say over the subjects taught, the amount of money students had to pay for tuition, or the number of hours a teacher had to spend in the classroom, all of which stemmed from the system's explicit recognition that self-realization is the ultimate aim of life.

Methodology

A study's methodology (i.e., the research strategy it employs) References with studies field. Journal articles and books are used as references in academic papers. Using references from the field as sources for informants (direct practitioners) is a common practice in research. Research

informant The education system is implemented by these instructors from each school. Ananda Marga Gurukula, Dayanand Anglo-Vedic Public School, Bhaktivedanta Gurukula and International School, Gurukul Kishangarh Ghasera, and Gurukul Kaalba are the Gurukula in India.

Table 1: Informant in Study this is Some Teachers from Each Schools

School name	Address	Amount Teacher Sample	Friday Sample Head school
Dayanand Anglo-Vedic Public School	Airoli , Navi Mumbai, Maharashtra, India	2	1
Ananda Marga Gurukula	Kulapati , Ánanda Clan Gurukula , Cakradhuri Gopal Anandanagar PO Chitmu , Dist Purulia 723215 West Bengal, India	2	1
Bhaktivedanta Gurukula and International School	Bhaktivedanta Swami Marg, Raman Reti , Vrindavan, Mathura Dist., UP 281121, India	2	1
Gurukul Kishangarh Ghasera	Jhajjar Road, PO - Bikaner, Rewari, PIN- 123401, Haryana, India	2	1
Gurukul Kaalba	S.No.103, Shahu College Campus, Parvati, Taluka, India	2	1

Instruments for gathering data via interviews To the academic domain. Whereas Citations for research should be based on critical thinking and comprehension of the material studied.

Gurukul System Incorporates Spirituality Into Education

Under the tutelage of a Guru or instructor, students in the Gurukul system develop their spiritually while also learning moral ideals and self-discipline. This system integrates spirituality with education.

Students learn a wide range of topics at Gurukul, including the Vedas, philosophy, art, science, practical skills, and moral principles, while living with their Guru. Teachers are seen as role models for their pupils and the connection between them is based on trust, respect, and mutual understanding (Chauhan *et al.*, nd; Madhekar, 2020; Srivastava, nd) ^[17].

During the learning time, kids are taught to respect all living things, and ethics and morals are integral to everything that is done. In the Gurukul tradition, education is seen as a path to enlightenment because of the centrality of knowledge to human spiritual development. According to Chauhan *et al.* (nd), Madhekar (2020) ^[17], and Nandram *et al.* (2021) ^[18], the present education system in India and across the world has been influenced by the Gurukul system, which prioritises moral ideals, self-discipline, and spiritual growth.

The Gurukul System Teaches Good Self-Discipline and Humanism

In its many facets, the Gurukul system imparts humanism and self-discipline to its students. The Gurukul is the residence of the instructor or 'Acharya,' where the students reside and study the teachings and example of the Guru. Students look up to their teachers and feel fortunate to have

the chance to learn from them because of the positive examples they provide. After that, Throughout the learning process, the Gurukul method stresses the significance of ethics and values. Students are chosen for their unwavering moral character and exemplary behaviour, and they are taught to appreciate all forms of life. Subjects including yoga, physical education, religion, philosophy, politics, economics, and medicine are central to the Gurukul system's emphasis on experiential learning. Group projects, individual work, and hands-on experience all play a role in the educational process. Sport, yoga, meditation, and the arts are all part of the Gurukul curriculum that aims to foster personal growth on all levels: physical, spiritual, and cultural. Participation in these events aids students' personal growth and development as whole people. After that, The length of time that students spend at Gurukul may be adjusted to accommodate both those who learn quickly and those who require more time. Students are encouraged to acquire self-discipline and take responsibility of their education via this flexible learning approach. Also, the final Instilling a strong feeling of humanity, the Gurukul system instructs pupils to treat all living beings with the utmost reverence.

The goal of the Gurukul method of education is to produce persons who are comprehensive, courteous, responsible, and spiritually mature via the integration of humanism and strong self-discipline.

The Role of Group Discussions in the Gurukul System

Students in the Gurukul system learn a great deal via group conversations, which also provide them with opportunities to practise analytical thinking, practical knowledge, and critical thinking. In the Gurukul model, group discussions should focus on the following areas: 1) The majority of classroom instruction takes place in a face-to-face setting,

with teachers and students often engaging in both individual and group projects; 2) There are three age groups within the Gurukul system, according to the students' chronological ages: Vasu (those under 24 years old), Rudra (those between 24 and 36 years old), and Aaditya (those between 36 and 60 years old). With this setup, we may have age-appropriate group discussions and activities for learning; 3) Students learn important concepts in math, science, languages, and philosophy through group discussions; 4) The Gurukul system encourages extracurricular activities like singing, sports, crafts, and the arts to help students develop their intelligence and critical thinking skills; 5) Students learn the value of honesty, compassion, and self-control, and group discussions help to foster these qualities.

Students are encouraged to actively study, think critically, and acquire vital life skills via the incorporation of group discussions within the Gurukul system's teaching approach.

Modern Education System

Colonial times

The Indian educational system as it is now is a carbon copy of the British model that Macaulay brought to India in the twentieth century. Its primary objective was to train Indian clerks to manage municipal affairs. The vernacular languages were used for classroom teaching, but English was the sole language used for higher education. Some indigenous schools eventually became government-aided as a result of the British government's financial support for struggling institutions. The founding of missionary schools in India throughout the 1920s entrenched British education in the country. Higher education in India in the nineteenth century was mostly concerned with the arts and humanities, rather than science and technology, since the British government did not do enough to support these fields.

Post-Independence

Time The National Policy of Education (1992) set forth several goals for the improvement of India's educational system after independence, however not all of them have been accomplished. This is happening despite the fact that the test method is supposed to inhibit memorization. It would seem that the Indian educational system promotes memorization over exploration and critical thinking. Since each state board uses its own unique set of criteria to determine performance, there is some variation in results. Indian education also has its flaws, such as the caste and religion-based reservation system. College admissions processes are rife with corruption, and student politics is just one more source of frustration.

There are many current issues plaguing the Indian education system, including a lack of resources and outdated infrastructure, problems with teaching in rural areas, problems with designing curricula, problems with creating effective distance learning programmes, problems with reforming and commercialising education exams, problems with research and innovations, and more. These are only a few of the difficulties mentioned before that need attention. The Indian educational system has gone a long way and will go much farther in the future, despite the fact that there exist gaps between educational goals and their actual execution. The current educational system excels because to its emphasis on impromptu innovations in the domains of information technology, engineering, and medicine. Even if it's behind the times in terms of inventions, the current

Indian education system is top-notch when it comes to innovations. India is a major producer of computer programmers and software engineers. In a similar vein, in the medical field, generic and improved versions of pharmaceutical and surgical procedures that were originally developed in other nations are made available to the public at much lower prices.

Conclusion

The Gurukul system of education, which has its roots in ancient India's Vedic period, is still very much used today. The old Gurukul system may not be in use very much these days, but it has left an indelible mark on contemporary schooling. Practical knowledge, an emphasis on the whole person, and learning by doing are the cornerstones of the Gurukul approach. It stresses the significance of solid student-teacher connections and the incorporation of spirituality, ethics, and values into the educational process. Many contemporary pedagogical approaches may trace their roots back to this system, including those that prioritise student engagement in both academic and extracurricular pursuits, tailor instruction to each individual, and make use of technological tools. The ideals of the Gurukul system have influenced contemporary educational institutions, and its focus on practical knowledge, student-teacher interactions, and holistic education are still highly regarded.

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