

ANCIENT INDIAN EDUCATION SYSTEM

¹Dr. Venkatesha

¹ Assistant Professor

¹ Government First Grade College,

¹ Jayanagara, Yedyur, Bangalore 560 071, Karnataka, India.

Abstract: The degree of education is one of the significant marks of welfare, prosperity and security of individuals in the general public. India has a long history of prearranged education. An ancient India, both formal and informal methods of education system existed. The Gurukul system of education is probably the most seasoned strategy and it was dedicated to the most noteworthy goals of all-round human development as far as physical, mental and spirituality. This article highlights the significance of ancient Indian education system. The investigation of Sanskrit language, profound and strict viewpoints should be given due care to protect this is on the grounds that it is advanced by the feeling of harmony, mankind, fellowship. The study recommends the accepted procedures of ancient education system can be executed in current education system.

Index Terms - Ancient, India, Education, System, Gurukul.

1. INTRODUCTION

India has a long history of organized education. An ancient India, both formal and casual methods of education system existed. The Gurukul system of education is probably the most established technique and it was dedicated to the most noteworthy standards of all-round human development as far as physical, mental with profound. Gurukuls were Hindu customary private schools of learning, traditionally, the instructor's home or religious community. Education was without charge, yet students from wealthy families paid Gurudakshina, a magnanimous commitment after the finish of their investigations. At the Gurukuls, the instructor bestowed colleague of history, religion, theory, writing, sacred texts, medication crystal gazing and so forth unique education was bestowed at home, in sanctuaries, pathshalas, tols, chatuspadis and gurukuls. There were people in homes, towns and sanctuaries who directed children in guzzling devout lifestyles. Sanctuaries were additionally the focal point of learning and looked into the advancement of information on our ancient design. Students went to viharas/colleges for their higher associate. Instructing was to a great extent verbal and students recalled and pondered upon what was educated in the class.

Gurukuls, otherwise called 'ashrams', were the private spots of learning. A considerable lot of these were named after the sages. Arranged in timberlands, in tranquil and quiet environmental elements, many students used to learn together in 'gurukuls.' Women also approached education during the early Vedic period. The Guru and Shishyas were arranged in a quiet climate like a wilderness. Students consider the gurukul as a second home as they remained there for a long time. During that period, the masters and their shishyas lived respectively helping each other in everyday life. The significant goal was to have total getting the hang of, having a restrained existence and understanding one's internal potential. Students resided away from their homes for a really long time together till they accomplished their objectives. The gurukul was likewise where the relationship of the master and shishya reinforced with time. While seeking after their education in unique disciplines like history, speciality of discussion, law, medication, and so forth, the significance was not just on the external degree of the discipline yet additionally on moving inward elements of the conduct.

Gurukul system of education existed during antique occasions where students used to dwell at master's place and learn all that which can be subsequently executed to observe answers for genuine damages (Mukherjee, 2013). A passionate connection between a master and shishya was shall prior to working on instructing learning process. The master bestowed the information on everything like religion, Sanskrit, sacred writings, medication, reasoning, writing, fighting, statecraft, soothsaying, history and some more. The other point of ancient Indian education included safeguarding and improvement of culture, character and character advancement and development of respectable thought. It being totally private consequently understudy needed to reside in the master's home and gain from him what was instructed as well as see how his instructor reacted in various circumstances emerging in day to day existence and gain from it (Sasi Kumar, 2010).

Word : Meaning

Viharas : A Buddhist monastery

Pathshalas : An open air institution having no open air structures

Debate	: Laying out contrasting arguments and statements
Chatuspadis	: A resting place with four pillars around
Gurukuls	: An ancient school
Tols	: An open courtyard
Pious	: Religious

The learning was not exclusively to understand books yet associating it with the nature and life. It was not remembering specific statistical data points and composing the appropriate responses in assessments.

Discipline

The gurukul contained students from rich to helpless families. Each understudy used to lead an extremely straightforward life in ashrama. The discipline, rules and guidelines were established in ethical quality and religion. Any infringement of rules was treated as a wrongdoing and dependent upon discipline. There is more prominent criticalness to contemplate ancient education system in India. Ancient Education system was a significant education system; the possibility of education has been extremely terrific, respectable and high in ancient India. Its point was “preparing for culmination of life” and the trim of character of people for the clash of life. As cited by Swami Vivekananda education was for “Man Making and Character Building”.

Student will start his Brahmacharya stage through Upanayana. A researcher will be self-control and self controlled. All kind of joy will be stayed away from and he should accomplish basically everything given by a Guru. Two strategies for educating were being worked on during the Vedic time frame. The main strategy was Oral and the following depended on Chintan for example thinking. In the oral strategy the students were to remember the Mantras (Vedic psalms) and Richayas (refrains of Rigveda) all together that they probably won't be changed wrongly and they may stay saved in their unique structures. Thinking strategy was an alternate piece of the instructing technique. Through this an endeavor was made to save the Veda Mantras and Richayas. The reasoning guideline, Manana Shakti was figured higher than the subject of reasoning. So the essential subject of education was simply the psyche. As indicated by the ancient Indian hypothesis of education, the preparation of the brain and the method involved with thinking, are essential for the securing of information. In this way, the student had predominantly to teach himself and accomplish his own psychological development.

Education System Process in Ancient Period

Education was concentrated to the three cycles of Sravana, Manana and Nidhyaasana.

- **Manana:** The technique of information called Manana suggests that the student needs to think out for himself the significance of the illustrations granted to him orally by his educator so they might acclimatize completely. Manana is mirroring the things we tuned in (Shravana). It is talking about the reality of sentiments. In this especially Guru will bring up the issues, students will reply and the point will be talked about in bunch. Ancient days Manan (reflection) was a technique particularly for profoundly savvy understudies.
- **Sravana** Means tune in and comprehend. One ought to comprehend that it was not simply hearing, hearing was unique and listening was unique. Sravana is paying attention to the certainties as they tumbled from the lips of the instructor. Information is actually considered Sruti for sure the ear heard and not what is found recorded as a hard copy.
- **Nidhyaasana** The last advance known as Nidhyasana implies total understanding by the understudy of reality that is instructed so he might experience reality and not only clarify it by word. It is the acknowledgment of truth.

Each student would go through three stages (Manana, Sravana, Nidhyaasana) consistently. Each stage has its own significance, however they look basic yet they were extremely successful.

Vedas assumes a critical part in ancient education system. There are four Vedas. Initial one is Rigveda contains 1028 songs and contains 10,522 sections and it shows phases of life like everyday life, backwoods life and renunciation. Second one is Yajurveda helps how to perform penances throughout everyday life and it has 1,984 refrains and the Third one is Samaveda is investigation of music, it has 1,875 sections and the fourth last one is Atharvaveda is the investigation of clinical sciences and has

5,977 stanzas. Vedas show our way of life, the significance of life, how we ought to live, what is correct and what's up. Eventually it is learning of Karma, learning of devotion. Vedas are the foundations of Hindu Religion. The education depended on Vedas, rules of penance, syntax and induction, understanding mysteries of nature, consistent thinking, science and abilities fundamental for an occupation. The ancient education system in India had unequivocally perceived that the incomparable objective of life is self acknowledgment and consequently it professed to be exceptional on the planet in a few viewpoints like the general public didn't in any capacity meddled with the educational program of studies or controlling the installment of charges or long periods of guidance.

- **Personality Development:** The first point of ancient education system was to foster the general character and character. The ethical qualities were prompted that assisted the general public with being together.
- **Education was totally free:** Each understudy used to meet the instructor independently and gain from him through discrete guidelines and direction. Indeed, even understudy pointing most elevated philosophical information was compelled by a solemn obligation to do some physical work every day like gathering fuel, tending dairy cattle and so on
- **Perfect Teaching Learning Atmosphere:** The classes were held in either open space on the bank of a stream or in a wilderness in tranquil, quiet and serene climate.
- **Personal Attention to Every Student:** The masters were otherworldly dad. They used to medical caretaker, take care of and dress. The students were shown dependent on his learning capacity. Educators never expected themselves in the situation of power yet were exceptionally delicate and sweet while managing the understudies.
- **Development of Civic Responsibilities and Social Values:** The teaching of city Excellencies and social qualities was similarly significant target of education in India. The 'Brahmachari' after his education in the 'gurukulas' returned to the general public to serve the rich and poor people, to soothe the infected and the upset.

CONCLUSION

The level of education is one of the significant marks of government assistance, success and security of individuals in any general public. The investigation of Sanskrit language, profound and strict angles should be given due care to protect this is on the grounds that it is enhanced by the feeling of harmony, humankind, fraternity. The prescribed procedures of ancient education system can be executed in present day education system. Children could mindful with regards to their foundations about their set of experiences, writing, and Indian saints from surveying establishment of Indian culture, combinations of yoga, life divine and so forth Indian otherworldliness and Meditation are entirely important instruments of information ought to be joined in Indian education system.

REFERENCES

1. Indian Educational System: An Overview of the Ancient Indian Education
2. Altekar, A.S. (1957). Education in Ancient India, (5th edition), Varanasi: Nand Kishore and Bros.
3. Ramanui Mukherjee (2013), 'Indian Education System: What needs to change?', February 26, 2013.
4. Sasi Kumar V., 'The Education System in India'.