

ANCIENT INDIAN EDUCATION SYSTEM

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Knowledge, enlightenment and acquisition of knowledge were of special importance in Indian culture, education was considered the third eye of man. Vedic Jainism, Buddhism and Hinduism had given a high place to knowledge. There is no sacred thing in the world as knowledge in the Gita. Various methods of acquiring knowledge were prevalent in ancient India. Among them, Vedic and Buddhist education systems were prominent. Indians considered the goal of their education to be knowledge, personal development and protection of social heritage. The creation of education systems and educational complexes was initially seen in the Vedic period and its flourishing and expansion is seen in the Buddhist period.

Main objectives of education

The ancient education system was based on high-quality human values. Its foundation was religion, spirituality and its main objective was to create an ideal man and society. Religious ethics and good conduct were the roots of the ancient Indian education system. The Vedic and Buddhist education systems had cultivated these values. In ancient education, physical education was given priority, yet spiritual and moral values dominated it. Therefore, it was the fruit of the Indian education system that an Indian person could become virtuous and advanced. The ideal objectives of the ancient education system can be stated as follows.

1. Cultivation of character

The main objective of education was to create a good character. Compared to other countries, religions, cultures and other systems in the world, the Indian system had given more priority to moral values. Since knowledge is useless without morals, the ultimate goal of education was to create a righteous and character-rich man and society.

2. All-round development of personality

The ultimate goal of Indian education was the all-round development of man. Physics will

make life rich and easy, but spiritual and religious education will cultivate the mind, intellect, emotions, tendencies and thoughts, and they will gain stability. Also, the virtues of restraint will increase and moral values and character will increase. In that regard, it was an important role of ancient educationists to provide physical and spiritual education to students, which means all-round development of personality. And they created education.

3. Preservation and conservation of culture

The main objective of education during this period has been to preserve and conserve cultural heritage. The education system of the Vedic period was no exception to this. Preservation and conservation of national and social culture through education was a very important task of the then education system.

4. Progress in the field of art

Ancient education included architecture, sculpture, painting, music, dance, drama and metal work etc. Knowledge of those arts was imparted through the vocational education institutions of the Industrial Union and through some education centers. There were color schools and dance schools in the palaces and temples. Artists were given royal patronage in the royal court and such artists worked to impart knowledge of art. Many artists taught their own children as well as other students through the Gurukul system. The emergence of skilled artists and the inclusion of art in education led to the flourishing of various arts in ancient times.

5. The rise of language, philosophy, literature

Various religious leaders established educational institutions and created philosophical literature and branches for the spread of religion. Numerous learned scholars composed valuable books. As a result, Sanskrit, Pali, Magadhi, Tamil and Prakrit languages developed. Since Vedic, Jain and

Buddhist religions complemented each other in terms of high-quality philosophy, education and literature, valuable philosophy, literature and science flourished through education.

Gurukul Education System

One of the main features of the ancient Indian education system was the Gurukul education system. Scholars, ascetics and sages, lived in a forest far from human habitation, building a hut, which was called an ashram. In the Gurukul education system, a student who was studying at a Gurugrahi, located far from his home, was called an Acharya Kulvasi. It is clear from the scriptures that students should enter the Gurukul through the Upanayana Sanskar and acquire knowledge of various subjects. The teachers who taught were called Gurus and the students were called Shishyas. It is seen that this Guru-Shisha tradition had a high place in the Indian education system.

1. Guru-Shisha Relationship

The Guru-Shisha relationship was intimate. Since the Guru was the spiritual father of the disciple, the Guru was given more respect than the mother and father. The Gurugrahi provided free accommodation, food and teaching facilities to the students. Even though the Guru's strict discipline and punishment were feared, the Guru's wife took care of the disciple as if he were her own child.

2. Uniform of students

At this time, students preferred to live simply and think high. They used to carry things like dhotar, uparana, harinajin and danda kamandalo with them. These were their daily tools. In short, this was the uniform of all students.

3. Curriculum

In India, the Vedas are considered to be the source of all knowledge. Therefore, the Vedas had an important place in the curriculum. During the Vedic period, the composition of the Vedas was continuous. The education of children began from the time they were in school. Later, after learning Dhanopath, Unhadi Sutras, Ashtadhyayi etc., more grammar was studied with the help of books like Mahabhashya, Vakyapradeep etc. In general, students were taught the study of Shabdaviyaalankaran, Shilp Sthan Vidya,

Chitikaviya, Mhutu Vidya, and Atma Vidya. The curriculum also included philosophy, Buddhist scriptures such as Vedas, Vedangi, Sanyamayoga etc. Astrology and medicine, military sciences and various arts were taught. We see that everyone is given appropriate education according to their caste.

4. Student duties

While studying at the Guru's house, the disciple had to do household chores. It was mandatory for him to wash his own clothes, gather firewood for cooking, wash the dishes, keep the ashram's grounds and grounds clean. It was mandatory to follow the rules, not to consume unwholesome food, and to behave politely with fellow disciples and to obey the Guru's orders.

5. Samavartan

After completing his education, each student used to offer Gurudakshina in the form of gold, plants, cows, land, villages and other wealth according to his deeds for liberation from the yoke of knowledge and the Guru. The Guru also declares that the student's education has been completed in the best possible way at the forefront of the Ashram. At this time, the Guru and the disciple would give Gurudakshina at least one cow. This ceremony is called Samavartan ceremony. During this graduation ceremony, the Guru was instructed to love his disciple, Satyabrayan Priya, in these words, how to behave with society and relatives.

Ancient Universities

Ancient universities were born in the caves and Bihar system. During the Vedic civilization, there was a system of providing education through the Gurukul system. But after the rise of Buddhism, universities that imparted knowledge were established from large monasteries. In reality, monks used to stay in monasteries during the rainy season and did teaching, contemplation and so on. Thousands of students started learning religion from such monasteries. These monasteries later transformed into Buddhist courses in big cities. And magnificent buildings were built from them. Thus, we see that the ancient Indian Buddhist university was created

through the residence and study center of the monks during the rainy season.

1. Taxila

A famous university in ancient India Details This city was the capital of the ancient Gandhara country. This place was previously in India and is currently near Rawalpindi in Pakistan. The city of Taxila and the university are mentioned in the Ramayana, Mahabharata and Jataka. It is believed that some of the sons of Bharata founded the city of Taxila and named it after his son Taksha. This university existed for about twelve hundred years, from the eighth century BC to the fourth century AD. Initially, this place was a center of Vedic culture and politics. But in later times, it became a major center of Buddhist enlightenment. Hundreds of students from India and West Asia studied here. Scholars like Kautala and influential princes like Chandragupta are students of this university.

2. Nalanda University

This was a famous Buddhist education center in India and the world. This university was established on the initiative of the Gupta emperors Samudragupta and Kumar Gupta. It flourished during the reign of Harshvardhan. Harshvardhan had donated 100 villages for the expenses of the university. The people of this village directly donated food, water, and other goods to the university. In the past, the city of Nalanda is located 40 miles east of Patna in the state of Bihar and the university was located there. Ten thousand students were studying there. The entrance examination of this university was very tough. A book called Dharma Maya Yoga was found here. Its three uses were Ratnadeep Ratna Sagar and Ratna Ranjak. It contained lakhs of books. Debates, discussions, questions and answers and seminars were held day and night in various halls of the university. Students from all over the world used to come to study from this university. In addition to the dam, logic, philosophy, grammar, medicine and philosophy of numbers were also prepared to be taught in Nalanda University. Dharmapala Chandrapala Nagarjuna Gunamani became great scholars in this university. This

university was later destroyed by Bakhtyar Khilji in the 13th century.

3. Vikramshila

The Devpal king of Bengal established the Vikramshila University in the 8th century in Bagalpur district, where Buddhist Tantric knowledge was especially studied. Shriraj Dipankar Tathagata Rakshit Abhyankar Berochan Ratnakar were famous teachers of Shanti University.

4. Vallabhi University

Vallabhai University was established in Gujarat in the 7th century. This university was the center of the sect. Vallabhi was the capital of Maitri Kanchi. Therefore, like Nalanda, the king of this university, Ghedira Dabla Sthirmati and Gunamati are famous as the Chancellors of Vallabhi. Here too, those who wish to get admission will have to give an entrance exam. Tears flow from the eyes of those who fail in the entrance exam. They always give generous kisses that will be like mud. Six thousand students were studying in this university at a time. The curriculum here included flexible subjects such as mathematics, economics, archery, taxation, etc. Students who graduated from this university would have been able to gain great positions of authority in the kingdom of Vallabhbhai.

Defects in the ancient Indian education system

When the ancient Indian education system is critically analyzed, it has its advantages as well as disadvantages, which can be stated as follows.

1. **Greater importance to religion-** In the ancient Indian education system, it seems that religion was given priority. In this, idealism was cultivated over practicality, more emphasis was placed on spirituality and less importance was given to scientificity.
2. **Women were deprived of education-**In the early Rug Veda, women were given the right to education along with men. Over time, women's education and freedom were denied. Women did not have the opportunity to learn in Gurukul.

3. **Secular subjects were rejected-** At this time, religious subjects were given priority over secular subjects in the curriculum. Since most of the teachers were priests, their outlook was religious. Various Puranas had a place of honor in the curriculum. On the contrary, subjects like history, economics, mathematics, political science were neglected. As a result, they did not develop.
4. **Narrow view of Western knowledge-** Indian scholars had done remarkable work in the field of knowledge science. But at the same time, they did not accept the progress made in the field of knowledge science abroad. Here, due to their egoism and narrow thinking, we could not assimilate the changes made in the advanced knowledge field of Europe. We had to be deprived of this modern knowledge. Alberuni has described this narrow nature of Indian scholars in his travelogue.
5. **Priority to Sanskrit language-** In the education system, Sanskrit language was given priority. The vernacular language had no place in the education system. As a

result, the vernacular language was neglected and could not develop.

Conclusion

The above-mentioned defects in the Indian education system were of later times. In fact, during the heyday of Indian culture, the vision of education was broad and comprehensive. This education system, which gave everyone the right to education, produced many scholars. The scholars of these schools attracted students from all over the country and abroad to India to acquire knowledge. Ancient education preserved and enriched the heritage of Indian culture. Even today, many principles of ancient education are ideal and exemplary for today's education system.

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