

**RESEARCH PAPER****A Comprehensive Study on Influence of Ancient, Medieval and Pre Independence Education on Modern Education****Anjali Vaid¹ and Vandana Sharma²**¹Shri Radha Vallabh College of Education, Gwalior²S.D.S. College, GwaliorEmail: vandanasharmasdm@gmail.comReceived: 2nd February 2017, Revised: 30th March 2017, Accepted: 11th April 2017**ABSTRACT**

We have entered into the era of globalization where focus has been laid on globalization of education. Before looking into the modern global aspect of education need was felt to peep into the roots of Indian education which could be traced from the very beginning of Indian history. So, a philosophical study was conducted to see the impact of ancient, medieval and pre independent history on modern education under the objectives; to study the influence of Vedic education system on Modern Education; to study the influence of Medieval Education System on Modern Education; to study the influence of Pre Independence education system on Modern Education; to study is the Modern Education System a bag of borrowers from the history? As the area of ancient history is very wide, Ancient period was limited to Vedic and post Vedic education system. Medieval education system was limited to 1400 to 1708. Pre Independence Education system was limited to 1857 to 1950. To find out the results various aspects like aims of education, physical condition of school, teacher taught relationship, learning conditions, place of women, fee structure, impact of education on society, impact of society on education, political influence on education were studied and results were found out in support of objectives that the roots of modern ideologies of education somewhere lies in the ancient Indian history and such ideologies and philosophies are being recognized and admired today worldwide. Suggestions for further studies were given and educational implications of the study in present scenario were discussed.

Key words: Influence of Ancient, Medieval and Pre Independence Education, Modern Education

INTRODUCTION

Our country has a rich tradition of learning and getting education right from the antiquity. These were handed over generations to generations by the teachers either through oral or written medium. A single feature of ancient Indian or Hindu civilization is that it has been moulded and shaped in the course of its history more by religious than by political or economic influences. Excavation of the sites of Indus valley civilization has brought to our notice that written script was prevalent which suggests people of that time had sufficient knowledge and education which must have played a huge part in shaping up their lives. Unfortunately, the script of that time has not been deciphered, so nothing can be told more about the education system prevalent during the Indus Valley Civilization. So, Vedic education is considered as the oldest education system of India. During Vedic period the Gurukuls were the traditional Hindu residential schools of learning which were typically in the teacher's house or a monastery. Even though the education was free, the students from well-to-do families paid the Gurudakshina which was a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine astrology and the history. That is why this system is referred as the oldest and the most effective system of education. After the invasions of the foreigners on India the education system of the country faced many changes and setbacks. To know the present education system it is required to study the different periods of Indian history.

OBJECTIVES OF THE STUDY

1. To study the influence of Vedic education system on Modern Education.
2. To study the influence of Medieval education system on Modern Education.

3. To study the influence of Pre Independence education system on modern Education.
4. To study Is the Modern Education System a bag of borrowers from the history.

PREVIEW OF ANCIENT EDUCATION SYSTEM

The ancient system of education was based on the Vedas and therefore it was given the name of Vedic Educational System. The education system of Vedic period has its own unique characteristics and qualities which were not found in the ancient education system of any other country of the world. Brahmans developed such a system of education which, survived even in the events of the crumbling of empires and the changes of society, but they, also through all those thousands of years, kept a glow of torch of higher learning and which is still surviving. The primary aim of education was development of personality and character. Moral strength and moral excellence were developed to the fullest extent, which we lack so utterly. The boys used to go to a teacher for studentship. The maximum age of entrance into school was different for different castes. The period of schooling was long, at least 12 years for one Veda. The academic sessions started with a special ceremony- upkarma on the Guru Purnima. The school in the Ancient Education System lasted for 7 to 8 hours a day. In fair weather classes were held in the open under shady groves in a natural set up. There was such a close contact between the teacher and the taught. The teacher was the spiritual father, he was is to nurse, when the pupil fell sick, he was to feed, clothe and teach his student as he fed, clothed and taught his son. The students were also very obedient they regarded the teachers as they regarded their parents, king and God. Both were united by communion of life. Student was required to give up lust, anger, greed, vanity, conceit and over joy. It was ordered to him not to gamble, gossip, lie, backbite, hurt feelings of others, dance, sing, look or talk or touch the other sex and kill animals. Punishment had practically no place in the school system. Their personality was respected. Education was free. It was free also because no outside agency could interfere in the matters of education. Students used to repay in form of gurudakshina. The ultimate aim of Vedic education was not knowledge as preparation for life in this world or for life beyond, but for complete realization of self for liberation of the soul from the chains of life both present and future. During this period, education had an idealistic form. The immediate aim of education; however it was to prepare the different castes of people for their actual life through vocational education. Passing of examination and getting a degree, as considered to be at present was not the aim of education the aim was moral, religious and spiritual.

Although the education of this period was dominated by the study of Vedic Literature, historical study, stories of heroic lives and discourses on the puranas also formed a part of the syllabus. Students had necessarily to obtain knowledge of metrics. Arithmetic was supplemented by the knowledge of geometry. Students were given knowledge of four Vedas- Rigveda, Yajurveda, Samaveda and Atharvaveda. The syllabus took with in its compass such subjects as spiritual as well as materialistic knowledge, Vedas, Vedic grammar, arithmetic knowledge of gods, knowledge of the absolute, knowledge of ghosts, astronomy, logic philosophy ethics, conduct etc. The richness of the syllabus was responsible of the creation of Brahman literature in this period.

The education was free and accessible to all who sought it. There was no discrimination on the basis of caste, creed, colour etc. and the students of all strata of society received education on same platform. They used to study the Vedas and other religious and philosophy books; they were free to participate in religious and philosophical discourses. Many Sanhitas of Rigveda were composed by women. In Gurukulas the gurus treated male and female pupils alike and made no distinction whatsoever. Women enjoyed equal status with men the wives of gurus also enjoyed good position in the gurukul and was called as guruma. Pupil teacher ratio was very low. After passing the school there was provision of university education in later period. National and cultural values were preserved in the students. Emphasis on practical was laid.

MEDIEVAL EDUCATION SYSTEM

India witnessed a large number of Mohammedan invasions in the beginning of the eighth century A.D. Mahmud of Ghazni invaded India and established a large number of schools and libraries in his own country by the looted wealth. Later on when the Muslim rulers established permanent empire in India, they introduced a new system of education. Consequently the ancient system of education

was greatly changed. In fact, the education during the Muslim period was much inferior to that of the Hindu period. No Muslim ruler except Akbar did commendable works in the field of education. Let us now briefly discuss the Different Aspects of education during the Muslim period. Islam gives importance to education, which is the process of teaching and acquiring or learning knowledge (which includes beliefs, values, attitudes, manners and skills). Education in Islam plays important role in developing every individual to be successful in realizing the very purpose of man's creation. Islam attaches such great importance to knowledge and education. When the Qur'an began to be revealed, the first word of its first verse was 'Iqra' that is, read. Education is thus the starting point of every human activity. According to a hadith the ink of the pen of a scholar is more precious than the blood of a martyr, because a scholar builds individuals and nations along positive lines. In this way he bestows a real life to the world. On the one hand Islam places great emphasis on learning, on the other, all those factors which are necessary to make progress in learning have provided by God. One of these special factors is the freedom of research.

The foremost aim of education during the Muslim period was the extension of knowledge and the propagation of Islam. During this period education was imparted for the propagation of Islamic principles, laws and social conventions. Education was based on religion and its aim was to make persons religious minded. During the Muslim period education was organised in Maktabas and Madarsas. Primary education was given in Maktabas and higher education was given in Madarsas. In Maktabas children were made to remember the tenets of Quran (Koran). Reading, writing and primary arithmetic were imparted to them. Besides they were given the education of Arabic script, Persian language and script. The stories of Prophets and Muslim Fakirs were also told to the children. Children were also imparted the knowledge of art of writing and conversation. The system of oral education was mostly prevalent in those days. The children were sent to Madarsas after completing the primary education. There were separate teachers for different subjects. Special emphasis was given to the education of Islam. Religious and secular subjects also taught in Madarsas. The religious education included the study of Quran, Mohammed and his conventions, Islamic laws and Islamic history etc. The secular education included the study of Arabic literature, grammar, history, philosophy, mathematics, geography, politics, economics, Greek language and agriculture etc. Like Madrasah (which referred to higher education), a Maktab was often attached to a Mosque.

Although there was Pardah system during the Muslim period yet Islam did not oppose the education of women. These two contrary factors influence the education of women in two ways. The girls were entitled to receive education equal to that of the boys up to a definite age but thereafter their education was stopped. However, the girl to higher classes used to continue their studies at home. Educated women can teach and guide her children more efficiently which will lead them for better future and being a good Muslim. Islam may not allow its educational institutions to turn into business centres. It considers the teacher as guide (murshid), and the student as seeker (Taalib). Both are to be sincere in their attitude towards each other. The relationship between the two is to be governed by certain Quranic principles.

The Qur'an has used a number of terms to draw a comprehensive and clear picture of its scheme of life. These are of various categories. Certain terms represent the nature of acts to be carried out in Islamic life, and some other terms serve as underlying principles. Adl (justice), ihsan (excellence), jihad (utmost endeavour), and taqwa (God-consciousness) are the most important underlying principles for life as suggested by the Quran. These principles generally stand misinterpreted hence misunderstood. According to general perception, adl is an act to be carried out only in the court of law, ihsan is applicable in social life, jihad has a role to play in the battlefield, and taqwa is a form to be demonstrated in mosque and devotional matters. These principles are of general and universal nature. Their applicability transcends the limitations of time and place. Educational places are also to be governed by these principles. Teacher-student relationship is to be established and strengthened further on the basis of these above-mentioned principles.

The prophet was a teacher for mankind. The Prophet is the role model for Muslims; he is to be followed by the teacher in his teaching profession. The teacher has to interact with his students in the way their biological fathers treat them. A father loves his children and is always concerned about their welfare; he wants to see them developing from all angles, physically, emotionally,

morally and intellectually. The teacher has also to feel concerned about how to ensure his student's growth, mentally as well as morally. A teacher who has the mission of imparting knowledge to his students has to act in the same manner so as to ensure success due to the changing viewpoint towards the education, great ideal of teacher- pupil relationship which existed in the Ancient India, had greatly declined in the Muslim Period.

During the reign of the Moghuls, Delhi not only maintained its original status but it also improved it. It now became the most important seat of Muslim education in Northern India. Humayun had established institution for the study of astronomy and Geography in Delhi. Akbar added certain institutions to it where Arabic, Persian, Grammar, Philosophy and astronomy were also taught. It is said that even Akbar's Aaya had established a big institution in Delhi in 1561, and the famous scholar Badayuni had received education in this very institution. Jahangir and Shahjehan also maintained the status of Delhi and contributed to its importance in whatever way they could. Aurangzeb tried to transform Delhi into a city of orthodox Muslim education with this point in view he established many new educational institutions and gave financial aid to the existing ones.

PRE INDEPENDENCE EDUCATION SYSTEM

In the pre-British period in India, there were four methods of education at work viz., the instruction given by the Brahmanas to their disciples; the tools, or seats of Sanskrit learning; the maktabs and madrassas for Mohamedans; and schools in almost every village. In the 18th century, Indian masses received religious education pertaining to Christianity through Christian missionaries. However, when the East India Company came to India they did not allow the missionaries to propagate religious education to the common people in India. They felt that, the education from the missionaries would encourage religious sentiments among the people in India that could affect the business policy and the diplomatic role of East India Company. Therefore, from 1793 to 1813 the company did not permit the missionaries to work for the Indian people. This created an agitation against the East India Company that the Company was opposed to the teachings of Christ and neglected providing education for the Indians. Interestingly, the agitation was supported by many in England and introduced an education clause which was known as Charter Act of 1813. This Act ultimately made a State system of education in India.

In this clause, Governor-General-in-Council directed that a sum of one lakh of rupees, each year shall be set apart for the revival and improvement of literature and encouragement of the learned natives of India, and for the introduction and promotion of knowledge of the science among the inhabitants of the British territories in India. For the first time official money was allotted to expand the education of the Indians. This clause of the Charter Act of 1813 compelled the East India Company to accept responsibility for the education of the Indian people. As a result, from 1813 to 1857, the company opened many schools and colleges under their control, which laid the foundation of the English system of education.

Regarding the aims of education during that time, different groups of people had different opinions. One group preferred the propagation of oriental literature, whereas the other group stressed the need to introduce western literature among the Indian people. There were also some forms of conflicts and controversies among agencies to be employed for organizing the schools and colleges. One school of thought opined that missionaries should be an agency for educational management while another group believed that it will be better if Indians themselves played the role for conducting the educational institutions. A third school of thought recommended the establishment of the schools by the Company itself.

Regarding the medium of instruction also there were three opinions. The first opinion was that the Western sciences and knowledge should be promoted through the classical languages which would be the medium of instruction, namely Sanskrit and Arabic. The second school of thought was favourable towards the modern Indian language and lastly, the third school of thought held that education should be given through the medium of English.

Methods of education also created the controversy among the people of India. There were two opinions regarding the methods. The first opinion was that education always filters down from the upper classes of the society to the common masses. It was known as 'Downwards Filtration

Theory'. The other opinion preferred that the Company should itself take the responsibility for educating the masses.

Interestingly, during this time, there was a rapid change in attitude towards the importance of English education, mainly female education. However, education of women in India remained absent from the Indian society. The girls during this period especially Hindu society were not given formal education. They were given education related to household chores. The development of women education in India is usually dated from 1849, when the British government in India opened the Bethune school. It is only when the "Wood's Despatch", containing Educational development programme was passed in 1854 by the East India Company that a special reference was made of education and employment of women and the Government assumed direct responsibility for making women literate. Some progress of women's education particularly at first stage of education that is primary level, was reported only in respect of a separate school for girls. Some women were also imparted training for appointment as teachers in girl's education.

The Britishers changed the educational system according to their own system, their need and philosophy. Advanced system of education was incorporated. The monitorial system of training the teachers and the semi-formal system of teachers training was not recognized. The major goal in the field of education was to educate Indian children in British system. Britishers started formal system of teacher education Danish Mission established a formal training centre at Serampur (West Bengal). This was the first step in the Due to these recommendations the system of teacher training then prevalent in the country was re-oriented on more progressive lines. In 1932 a new degree of B.Ed was instituted for the first time by the Andhra University in 1936 Bombay University was the first to start post-graduate degree M.Ed. in Education.

LIMITATIONS OF THE STUDY

As the area of research is unlimited in the present study Ancient period was limited to Vedic and post Vedic education system Medieval education system was limited to 1400 to 1708. Pre Independence Education system was limited to 1857 to 1950.

METHODS

It was a philosophical study Vedic, Medieval, pre independence; Concept of education, aims of education, curriculum, methods of teaching, teacher, student, teacher taught relationship, position of women education, discipline, school environment etc. were studied. Various related studies to the topic, journals and related books were consulted to draw the conclusions. Conclusions were drawn on the personal interpretations of the researcher according to the objectives.

RESULTS

1. As the first objective of the study was to study the influence of Vedic education system on Modern Education. We are living in modern world but we still feel proud of the culture inherited to us by our ancestors. Though we are living in secular world but still foundation of our education system lies on Vedic education. We teach values through stories written in Vedas. We give more preference to character, spiritualism, philosophy rather than wealth, materialism and science. The present world gives reverence to wealth, power violence and diplomacy whereas we rely in truth, non-violence and mortification. We still believe in idealism and wish to lead an ideal life. Still teacher is regarded as guru and enjoys a respectable status in the society. Strict discipline still we follow. The ancient schools followed the principle of education for self sufficiency. The school was small integrated community self sufficient in every way. The students used to grow their food products, tended cows, collected firewood's and erected cottages themselves under the guidance of teacher. Modern education also lays stress upon preparing students to prepare themselves for their future life. Vocational subjects have been included in the curriculum in order to vocationalize education but much is needed to the done in this direction in order to achieve the desired aim. Many programme for this cause has been adopted and still we focus on education for girl child. The conclusions match the study of Roy (2015) "Study of Vedic education as foundation of Indian Education", where he has discussed Vedic Education in detail.

2. During the medieval period education system was based on the religious teachings. As during Vedic period emphasis was laid on learning and recitation of Vedas like that during Medieval period emphasis was given on learning Holy Quran. The Muslim population of modern India does not believe in old Vedic foundations. They believe in foundations of education which were laid in Medieval period. Still education is given in masjids and madrasas. Curriculum remains based on the teachings of holy Qur'an. Strict discipline is followed. Education is imparted by maulvis which are teachers. Girls get Education at home due to conservative society. The bonding between teacher and taught remains strong. Methods of teaching are based on the incidents related to the life of Prophet Muhammad. So, according to the second objective To study the influence of Medieval education system on Modern Education it can be concluded that the modern Muslim education system is still based on the medieval educational foundations laid by the Mughals which is in support of the study of Mundra (2013) that proves medieval education system is alive in Muslim strata of the society.
3. No doubt whole British domain period was very difficult period for the Indian history but it can also not be denied that it were the British who transformed the whole Indian education system. Their purpose of teaching Indians was just only to produce clerks. At that time Indians were only studying Brahmanic education and Islamic Education they introduced Christian Education based on the teachings of Christ. Convent schools were established by them which are still at the top in India. Money was spending on rural education. Literature got printed which is read today. Most important thing introduction of English language which is an international language. Special focus was given on women education Best thing they gave us the teacher education B.Ed. and M.Ed. courses are still running. So according to the third objective to study the influence of Pre Independence education system on modern Education the role of British education system cannot be ignored without it is impossible to imagine the modern education system which supports the study of Singh (2016) that Britishers were the founders of modern education system of India.
4. The last objective of the study was to study is the Modern Education System a bag of borrowers from the history. After studying the whole study it can be concluded that whatever is taught in modern India is sumtotal of Vedic, medieval and pre independent education system. From Vedic period idealism, naturalism philosophies; focus on teacher taught relationship, Respect for women, Sanskrit language, vocational education, listening, speaking, recitation, geography, mathematics, education for all, free, education ,moral, spiritual, physical, skills we have adopted. From medieval period Islamic Education, skilled, vocational, Urdu language, Persian language, literature, spiritual education. From British education, English language, international concepts, sciences, engineering, electronics, women education, new curriculum, new methods of teaching, educational psychology, philosophy etc. are the concepts which proved that we are going back to history which supports the study of Kaur (2005) who concluded modern education is just a name. We are going back to Vedas.

SUGGESTIONS FOR FURTHER STUDY

As the area of history and education is very vast this study was limited to only three periods. For the further studies Brahmanic, Buddhist, Jain, Rajput, Mongol, Mauryan, Maratha and many more can be studied. Comparison of different education systems can be done. For large scale study international education systems can be taken. Study of comparison can be done on negative aspects and negative impact on Indian society.

EDUCATIONAL IMPLICATIONS

The study of Sanskrit language and Sanskrit literature in neglected to a greater extent. It is this literature which is enriched by the sense of peace, humanity, universal brotherhood which should be vital part of our curriculum in ancient period Shraavan or Listening. Manan or meditation, Nididhyaana or realization and experience, question and answers, discourse, lecture discussion and debate methods were prevalent. These methods can be still used in our classrooms faithfully. The educator was democratic in his approach in the field of education. All students rich or poor, prince and common were treated alike. In modern Indian too, the constitution has adopted the

principle of Equality in the field of education. However, in almost all public schools, and professional institutions this principle is practically ignored and neglected. The ancient education never neglected physical development although the main emphasis was given the intellectual and spiritual development. For this a peaceful, calm, clean, attractive and natural environment far away from town and villages was provided to students. Although, we profess to look after physical, moral spiritual emotional and intellectual development of pupil in modern schools yet it is only bookish knowledge which gets the most of an attention. This idea of all round development of child must be adhered to practically. In Vedic age students used to lead a simple life and sober life. Still we infuse the value of simple living and high thinking and all round development. The same aim is kept in view in modern education.

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