"Changing Faces of Education System from Ancient India to Present Digital Education in India"

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Abstract: *This paper is going to throw light on the aspect how Digital Education system has changed the way of teaching and learning from Ancient education system to the present Digital way of education. The implementation of Hi-Tech technologies in education system is bridging the gap between the modern and old methods of teaching and learning. In Ancient India there was different education system-1. Gurukul education System, where pupils lives with their guru and help them in their daily chorus and Guru taught them about Spiritual, Religious and Vedas. In Gurukul education system pupils belonging to different castes were educated. 2. Education in Medieval India: After the Islamic invasion of India education system has changed. The rising influence of Islam led to establish of Madrassa for Muslims and Vedic Schools for Hindus. 3. Education in Colonial Period: British stress on English (missionary) schools. The main aim of the missionaries was to convert the native Indian to Christianity. 4. Present education system: Soon after independence in 1947, giving education to all was a priority for the government. The present education system in India mainly comprises of primary, secondary, senior secondary and higher education. The changing method of teaching and learning from Black board to smart board to smart class and E-learning has taken a boon in education system. Paper will highlight on all aspect mention in Para.*

Keywords: *Gurukul system, medieval system, Colonial System, Education in 2000 era, Modern methods of teaching like-Smart board, Smart class, E-learning.*

I.   Introduction

Meaning of Education: In Ancient India from the Vedic Age education was regarded as a source of "Illumination", giving a person a correct approach for leading a successful and honourable life. The ancient Indian educationists have regarded education as an agency of improvement. But in Modern India, education is the process of facilitating learning or the acquisition of knowledge, skills, value, beliefs and habits. Today's educational methods include group discussion, debates, discussion, teaching, training and research. In words of **Vivekananda** "Education is the manifestation of divine perfection already existing in man". **Mahatma Gandhi** has said "By education I mean all round drawing out of the best in child and man, body, mind and spirit." It's strange; the one which causes revolution, itself has gone through many revolutions. Education in India and its spectra was influenced by the dynasties that governed the Indian cultural for periods.

II.   Aims and methods of education in India

Gurukul Education System

In ancient India, education was imparted through the gurukul system. It was also known as the Guru-Shishya Parampara. Where shishya resides with Guru to take knowledge and performs household duties of guruji.

The objectives of this form of education were:
1. Diplomacy and maturity
2. Improvement of character
3. Learning friendliness or social mindfulness
4. Personality development
5. Proliferation of virtue
6. Preservation of learning and culture
7. To develop spiritual attitude.
8. To be a better civilian.

The ancient society followed four way life system, brahamachryashrm-grustharyashym-vrudhashrm-vanprasthashrm. The first form of life was brahmachrya, wherein the individual (shishya) was send to school known as ashram that time, where guru instructed the entire course and imbibes all quality needed for individual to be better civilian.

Merits of Gurukul System
1. The Gurus had huge information and knew how to instruct the most troublesome things.
2. This Parampara used to take as much time as needed and shishiya have more time to learn and become meticulous.
3. This system helps to acquire high level of efficiency.
4. The shishya have high regards for Guru.
5. The teaching was more of practical and shishya enjoying learning.
6. Environment in gurukul teaching ensured that shishiya should accomplish in his field of interest.

Drawbacks of Guru Shishya Parampara
1. Much exposure was not there as shishiya was under the guidance of a single guru.
2. Number of days and age was not designated for the course.
3. The old structure did not engage the theoretical aspect.
4. The student additionally needed to carry out house chores for the master.
5. Different gurus used diverse methods; so no similar pattern of teaching.

Medieval Education System.
When India was dominated by the Mughals, the Mughals started imparting Islamic way of education and disciplines. The methodology and the objectives of education are listed below.
Methods of education;
The technique and teaching area was known as 'Madrasaas' and were dedicated for providing secondary and higher education. The term 'Madrasaas' is derived from Arabic word 'dars' (a lecture) and means a place where lecture is given. Madrasah was a particular room was set separately in mosque for the teaching purposes. Renowned scholars taught different subjects by using the lecture method supplemented by discussions. Curriculum was both religious and secular. Religious education comprised deep study of the Quran, Islamic law and Sufism.

Aims of education:
(1)   Developing love for Muslim culture and religion.
(2)   Enabling the individual for Islamic life.
(3)   Preparing the students for the next world.
(4)   Developing the students for a profession.
(5)   Preparing individuals for administration.

Colonial Educational System.
During British rule, there existed two forms of education.
1. Orientalists -
    Who believed that education in India should take place in any of the Indian languages?
2. Anglicists-
    There existed parallel yet another school of thought that who believed that traditional teaching of India has nothing to teach its population regarding modern skills: therefore the best medium of instruction is the English

Objectives of education by the British in India
        There were mainly two objectives of education by the British in India during the colonial rule
1. Firstly the British realized that they require people who can act as the mediator between them and the locals. It was difficult for the British to understand local culture and laws well. So the British thought of creating an anglicised community commonly known as Babus who can understand the locals as well as understand the English language. Through these babus the British used to establish communication with the local people and locals could understand the British policies of Governance.

2. Another objective of British was to spread Christianity in India through education. To achieve this objective the British has constructed number of English missionary schools, colleges and other educational institutions. British were first in introducing academic programs among women who until now had remained subjugated in the society. The objective was to influence people to convert from other religions to Christianity thus making the religion strong and dominant. This tactic worked successfully as many people belonging from oppressed class adopted Christianity as their religion.

Modern Education System.

In the Post-independence period, when all the colonial rules were demolished, India aimed at providing revolutionized education system.

Aim of modern education system.
1. To create vigilant and elite citizens.
2. To induce cultural values and learning
3. To develop scientific and systematic approach in ethical and moral learning.

Methods of education

Initially blackboard/duster was used in classroom, but with the advancement in technology teachers started using digital systems like computers, projector, smart board, smart class, virtual classroom, flip classroom, on-line lectures. Internet has changed the way of teaching and learning. Google is 24*7 teachers. Scientific and Technical knowledge are introduced in national curriculum. Our honorable Prime Minister Shri Narendra Modi is giving more emphasis on Research, Technology, digital learning and advancement in education.

Drawbacks of modern education system.

1. We have to create sustainable infrastructure capable of flexible learning and changing in the rapid technology both in human sources and digital communication equipments.
2. Our internet connectivity and transport system requires major and positive improvements.
3 No uniformity and consistency in syllabus and course content throughout India..
4. Most of professional courses and research courses should be merit based and should be able to solve the existing problems in terms of progress for a prosperous India.

III. Conclusion

The changing dynamics in education sector and shifting expectations for the learning environment require universities to examine teaching and learning practices. The forces of change in higher education system seem to be the need of the hour. However, universities are addressing this shifting landscape with a positive outlook. Change is the essence of progress and our education system requires major changes without which we cannot compete in the international market. We have a positive approach and will be able to reach high level of standard in Education.

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