

UNIT III

Evolution of Education in India

Vedic Age

Vedic Period

- Early Vedic age 2000 BC to 1000 BC
- Later Vedic age 1000 BC to 600 BC

The term *Veda* comes from the Sanskrit verbal root *vid*, means *to know*. So the etymological meaning of *Veda* is ‘knowledge’. The Vedas are considered the earliest literary record of Indo-Aryan civilization, and the most sacred books of India. The Vedas deals with every aspect of life- birth, childhood, youth, old age, death and rebirth. They guide us regarding the duties of a learned man, a student, a soldier, a householder, a warrior, an administrator etc. The Vedas have a message for all people, of all nations and off all times. They embody the ways of leading a peaceful life. The Vedas are believed to be of divine origin bestowed on mankind. The period in history when Vedas governed the personal and social life of people is known as Vedic age.

- Vedas- source of Indian philosophy
- The basis of Indian culture lies in the Vedas which are four in number – Rigveda, Samveda, Yajurveda, and Atharvaveda.

Four Vedas

1. **Rigveda:** Full of prayers and praise of God and Goddesses.
2. **Yajurveda :** The major part of Yajurveda is the prose order.
3. **Samaveda:** It is the source of music.
4. **Atharvaveda:** It deals with medicine, magic and certain special kinds of rituals (black magic).

Each Veda further divided into four:

- **Samhita**
- **Brahmanas**
- **Aranyakas**
- **Upanishads**

Vedic Education

- The ancient systems of education were based on the Vedas and therefore it was given the name of Vedic Educational System.
- Ancient education emerged from the Vedas.
- Vedas- source of Indian philosophy

Vedic Education also known as Gurukula system of education.

- The process of education through Three stages- Sravana, Manana, Nididhyasana (listening, reflection and meditation)
- Importance to spiritual personality and acquisition of knowledge (Jnana)
- Ultimate aim is self realization or Mukthi or Moksha or Liberation.
- Liberation is possible only through the control of the mind. This was known as the technique of *chittavratti nirodh*.
- Sathyam (truth), Sivam (good), Sundaram (beauty)
- For attaining salvation - Attention, concentration and yoga

Features of Vedic Education

Gurukula System: Vedic Education also known as Gurukula system of education. Student lived in the house of the Guru (gurukula/ ashram) to receive education. The student lived with Guru for 12 years or a multiple of 12 years up to the maximum period of 48 years, leading a life of chastity and purity, serving the guru and gaining knowledge.

Upanayana Ceremony: It is an initiation to education. The education of the child started with a formal admission ceremony called Upanayana. The ceremony was performed at the ages of 8,11 and 12 for the Brahmins, Kshatriyas and Vaishyas respectively. After this ceremony the child had to leave his home for the 'ashrama' where he would receive education. The child become Shishya of the Guru.

Educational ceremonies: Besides the *Upanayana* ceremony, *Vidhyarambha* instigated the learning of alphabets , *Upakarma* ceremony marked the commencement and *Upasarjana* ceremony marked the close of each years academic programs. The student life in the Gurukula came to close with the *Samavarthana* ceremony.

Brahmacharya: Every student was required to observe celibacy. Brahmacharya stands for the practice of self control for securing harmony of impulses. Purity of conduct regarded as of supreme importance. The students were not allowed to make use of cosmetic and intoxicating things.

Teacher –Student Relationship: The relation between teacher and student was just like that of father and son.. the Guru kept them like their sons and managed for their food and lodging. The disciples, in turn, obeyed and worshiped the Guru as equal to God.

Ideal of teachers: Teachers in the Vedic period were men of the highest calibre and were held in high esteem. Students have had great respect and devotion for them. The teacher's conduct and behaviour was model for the students to imitate.

Duties of disciples: The Gurukula system of education imposes certain duties and responsibilities upon students. The student kept the Gurukula neat and clean, grazing the cows, obtaining water, collecting fire wood, etc. He had to go out for alms. This created the spirit of meekness and generosity. Living in 'Gurukulas' the students slept on the ground, took simple food and obeyed the Guru in all respects.

Promotion of vocational aims: In the Vedic education, provisions were available for the promotion of vocational efficiency consistent with the customs of *chaturvarnya system*. Vocational subjects like military science, agriculture, animal husbandry, Ayurveda, trade, handicrafts etc. were taught depending on the Varna of the student.

Curriculum: The curriculum included subjects providing spiritual as well as materialistic knowledge. Vedas, Vedic Grammar, Knowledge of Gods, Knowledge of Ghosts, Astronomy, Logic, Philosophy, Ethics, Ayurveda, Warfare, Handicrafts, Purans etc.

Methods of teaching: Teacher centred. Verbal or oral method. Lecturing, Discussion
The process of education through Three stages- Sravana, Manana, Nididyasana (listening, reflection and meditation)

Discipline: Maintenance of Good Discipline was of prime importance.

Role of Teacher: The teacher or Acharya in the Vedic age was responsible not only in imparting knowledge – religious as well as secular, but also in moulding the character and personality of the pupils of his ashrama.

Agencies of education in Vedic period

- 1. Gurukula:** This as the name indicates, was the family of the teacher and his residence where the students used to stay during the period of study. Gradually the gurukulas were extended to include a number of buildings. However, the institution was built up around the family of the teacher.
- 2. Parishad:** These were bigger educational institutions where several teachers used to teach different subjects. This may be compared to a college.
- 3. Sammelan:** It literally means getting together for a particular purpose. Scholars gathered at one place for discussions and competitions generally on the invitation of the king.

Aims of Education

- Attainment of Moksha (salvation) or Self realization
- Formation of character and Development of personality.
- Removal of Ignorance
- All-round development
- Vocational development
- Promotion of social efficiency
- Preservation and transmission of culture
- Infusion of spirit of piety and religiousness
- Inculcation of civic and social duties

Evaluation of Vedic Education

Merits

- It stressed on the integral development of the learner.
- Efforts were made for the preservation and propagation of culture.
- Great attention was given to the development of the child's character.
- Social skills was evolved through training in the fulfilment of duties.

Demerits

- Vedic education gave undue importance to spiritual education and neglected material aspect of life.
- The dominant role of the Guru, strict discipline and over emphasis to rote learning blocked the natural development of the talents of the learner.
- The needs, interests and abilities of the learners were mostly neglected.
- It was based on *Chathurvarnya* system

Buddhist Philosophy

The teachings of Buddha were oral and were recorded much later by his disciples. Buddha wrote no books. He was primarily an ethical teacher and social reformer than a theoretical philosopher. According to him ‘Philosophy purifies none; peace alone does’. Human existence is full of misery and pain. Our immediate duty is to get rid of these.

The works of early Buddhism are three fold and described as Tripitakas- The three baskets of tradition or knowledge. They are

Sutta pitaka or utterances of Buddha

Vinaya pitaka or rules of discipline and

Abhidhamma pitaka or philosophic discussions.

The four noble truths

- World is full of miseries (Dukha Satya)
- Miseries are caused by desires (Samudaya Satya)
- Worldly desires can be removed (Nirodha Satya)
- Path of liberation (Marga Satya)

Eight fold Paths (Ashtanga Marga)

- | | |
|------------------|------------------------|
| 1. Right Faith | 6. Right Effort |
| 2. Right Resolve | 7. Right Thought |
| 3. Right Speech | 8. Right Concentration |
| 4. Right Action | |
| 5. Right Living | |

Buddhism and Education

Buddhist education was based on the teaching of Gautama Buddha. Buddhist period in Indian education roughly starts from 600 BC to 600 AD. Buddhist education made revolutionary change in the society. It made education open to all for the first time in the world. Students irrespective of caste, creed, and religion got opportunity to have education, which was denied by the superior class in the society. Buddhist education make man judicious, humanist, logical and free from superstitions. Eight fold paths provided guidance for Moral Education

Buddhist literature was the curriculum

Medium of instruction was Pali

Method of instruction was oral.

Establishment of Viharas (Monasteries)

Buddhist universities – Nalanda, Taxila

Women were allowed to undergo Buddhist education.

Aims of education.

- The most important aim of Buddhist education was the attainment of Nirvana, i.e., liberating human soul from the sufferings of life.
- All round development of child's personality
- Development of human qualities
- Purity of behaviour
- Obedience to religion
- All round development
- Building up of character

Features of Buddhist Education

1. **Education Open to all**- the Buddhist education was open to all irrespective of their cast, creed, colour, religion, gender etc. Separate Monasteries were established for women.
2. **Institutionalized education** – The Buddhist education was typically an institutionalized system. Education was carried out solely through Buddhist **Viharas** and **Monasteries** known as ***Sanghas***, controlled by monks.
3. **Pabbaja Ceremony**- Buddhist education of an individual beginning with the first ordination ceremony called Pabbaja.
 - Pabbaja means go out. The Child goes out to join Sanghas
 - Observed at the age of eight
 - Had to get his head shaven and dressed yellow cloth.
 - Taking oath (oath of Three refuges)
 - After ceremony he is called Shramana

4. Upasampada Ceremony- At the age of 20, there was Upasampada Ceremony which determined whether one was fit for permanent living in the monastery or not.

- After this ritual the male monk was called Bikshu and the female monk Bikshuni, a full-fledged member of the order.
- Total period of education was 22 years – 12 years after Pabbajja and 10 years after Upasampada.

5. Teacher – Student Relationship- Teacher and Student relationship was pure, affectionate, cordial and intimate. The student had great respect for the teachers. The teacher took every care of his students.

6. Commercial and occupational education- Buddhist education was partly vocational. Training in agriculture, animal husbandry, architecture, painting, music, commerce, spinning, weaving etc. were given to learners.

7. Centers of higher learning- The most important feature of Buddhist education was the availability of higher education centres having the status of a full-fledged university. Nalanda, Taxila, Vikramshila, Ujjain, Ballabi etc. were unparalleled universities. Students from China, Myanmar, Thailand, etc. came to have their studies there.

- **Curriculum** – It included the study of teachings of Buddha and Dharma Shastras. Tripitikas were main subjects prescribed for study. At lower level the emphasis was on reading, writing and arithmetic. Higher level there were study of religions, philosophy, metaphysics, logic, medicine, administration, Ayurveda and so on.
- **Methods of Teaching-** Method of instruction was oral. Lecture method, Learning lessons by heart, retaining by meditation, repetition and recitation, transference through oral presentation etc., were common.
- **Discipline** – Idealistic model discipline through self control and self imposed restrictions throughout Buddhist education. Pursuance of Ashtanga Marga (eight fold path), adherence to ten advices given at the time of Pabbajja, Obedience of the Sangha rules etc. were conducive for maintaining discipline.
- **Role of the teacher-** The Buddhist teachers were learned persons of high moral and mental order. They were responsible for physical, mental, spiritual and moral development of the students. The teacher was regarded as spiritual and intellectual father of the student. He had to fulfil the needs of the disciple. He had to supply his disciple all the necessary materials.

Evaluation of Buddhist education

Merits

- A large number of educational institutions were established.
- Free from communal narrowness.
- Education open to all
- Democratic in nature
- It gave judicious emphasis on physical, mental and spiritual development of the learner.
- No physical punishment

Demerits

- Dominance of religion in all matters neglected material prosperity and industrial development.
- It separated the learner from the family at early age and denied family life to the learners.
- Education became narrow and conservative in outlook
- Too much of democracy weakened the control and discipline of the monasteries.

Medieval Education

(Islamic Education)

Islamic philosophy refers to philosophy produced in an Islamic society. According to prophet Muhammed, of all the gifts that parents can give to their children, the best is the gift of a liberal education. The ink in the pens of students is purer and nobler than even martyrs. These words stress the importance given to education and learning by the Islam.

The Medieval education, in the history of India, is used to describe the educational system that flourished in the subcontinent during the Middle Ages, about AD 1000 to AD 1450. Medieval Indian education was developed by the Muslims and was generally known as Islamic education.

Features of Islamic education

- **Community based education:** During Islamic period, education was imparted on community base at religious centers attached to mosques.
- **Maktabs and Madrassas:** Education was organized in ‘Maktabs’ and ‘Madrassas’. Primary education was given in ‘Maktabs’ and higher education was given in ‘Madrassas’.

‘**Maktabs**’- The term ‘Maktab’ has been taken from *Kataba* which means to write. Here imparted education of reading, writing and primary arithmetic. Children were made to remember the ‘ayats’ of Qur’an. The stories of Prophets and Muslim ‘Fakirs’ were also told to the children. They were imparted the knowledge of art of writing letters and conversation.

‘**Madrassas**’. After completing the primary education, the children were sent to Madrassa to receive higher education. The word Madrassa has been taken from the word *Darasa* means to learn. There were separate teachers for different subjects

- **Bismillah Ceremony:** Education began with the performance of the ritual known as ‘Bismillah’. which was performed at the age of 4 years, 4 months and 4 Days. On this day the child used to be dressed new cloths and sent to his teacher, the Moulavi, where he inaugurated the child’s education with a recitation of certain ayats from the Holy Qur’an.

- **State patronage** – During the Muslim period education received a great patronage of state. The Muslim rulers established many Maktabas, Madrassas, libraries, etc., and patronized many schools. They also granted scholarships to many students.
- **Free education:** The education was completely free. No fee of any kind was levied.
- **No University-** There was no university in Muslim education. Education imparted in Maktabas and Madrasas.
- **Examination-** The system of examination was not prevalent .
- **Curriculum-** At lower level, the Holy Qur'an, the biography of Hazrat Muhammed sahib, Islamic law and Morals, etc. At the higher level , mathematics, history, geography, economics, religious history, military training etc.
- **Methods of teaching :** Oral and Memorization
- **Materialistic view of education:** In addition to religious studies, Islamic education imparted practical skills in productive subjects that help the learner earning his livelihood.
- **Multi- lingual medium of instruction-** Arabic, Persian and Urdu were the medium of instruction.

- **Professional Education:** Military science, Medicine, Architecture, Painting etc. were the subjects of study.
- **Teacher – Student relationship:** The teachers were known by different names such as *Ustad, Sheik, Imam, Moulavi etc.* They occupied a very respectable position in society. The relation between teacher and student was marked with their sincerity and purity. Their relationship were healthy, cordial and harmonious. The students used to respect and serve the teacher with all devotion.
- **Discipline:** Strict discipline. Severe punishment was there to maintain discipline.
- **Qur' an based education:** The entire teaching –learning activity was influenced by Qur'an.
- **Degrees :** There was also a system of giving degrees after the completion of education. The students, who acquired special knowledge in religion, were given the degree of ' Alim'. The students completing the education of logic were conferred the degree of 'Fazil'.
- **Women Education:** The girls were entitled to receive education equal to that of boys up to a definite age but thereafter their education was stopped. However, the girls of higher classes used to continue their studies at home.

Aims of Education

- Major aim is to produce a good man.
- Balanced growth of the total personality of man through the training of man's spirit, intellect, the rational self, feelings and bodily senses.
- Spread of knowledge
- Propagation of Islam and religious law
- Islamic social morals
- Preparation of practical life
- Gather political and cultural knowledge
- Achievement of material prosperity

Types of Islamic Educational Institutions

- **Maktabas:** Primary schools attached to mosque
- **Madrasahs:** School of higher learning attached to mosque
- **Khangahs :** Monasteries where moral and religious education provided
- **Darghas:** Tombs of celebrated saints to propagate their philosophy
- **Karkhanas:** Technical training in handicrafts

Evaluation of Islamic Education

Merits

- Gave birth to professionalization in the field of education.
- Subjects of practical usefulness found a place in curriculum.
- Great stress was laid on character building.
- There was proper co-ordination between religious values and material or worldly needs and well-being.
- Education was free
- Professional education received great importance

Demerits

- Lack of psychological basis
- Integral development of the learner was not considered.
- Excessive stress on material aspect reduced intellectualism of education.
- Evil effects of corporal punishment
- Indifference towards women education
- It was rigid with reference to religion

Colonial Policy of Education

(Western System of Education in India)

- The term Western Education is generally used to refer the type of education started and propagated in India by the Europeans, especially the British through the medium of English. But it made a beginning in India with the activities of the Dutch and the Portuguese.
- Western education had its beginning in India with the coming of the East India Company in 1600 AD.

Oriental- Occidental Controversy (East- West Controversy)

The central point of the controversy during the period was whether Indians should be given western education through English languages or indigenous education through Indian languages. This is known as Oriental – Occidental controversy.

The Orientals stood for mass education, vernacular medium and indigenous knowledge while the Occidentals demanded western education through the medium of English for spreading of European culture and knowledge.

Lord Macaulay was a central figure in the language debate.

Macaulay's Minutes- 1835

Lord Macaulay (Thomas Babington Macaulay: 1800- 1859) was a British historian, essayist, orator and statesman. In 1834 he was deputed to India as a Law member in the Governor General's Executive Council and later on appointed as the chairman of the General Committee on Public Instruction.

On February 8, 1835, he presented his historical ' Minutes on Education' in which he made a bitter attack upon Indian languages, literature and culture.

Major observations made by Macaulay in his minutes are following.

English should be the medium of instruction especially at higher levels, as it is the best vehicle of thought and expression.

The oriental law institutions should be closed down, and all the law books in Arabic, Persian and Sanskrit should be translated to English.

The institutions of oriental learning should be used for the promotion of English education.

Indians themselves are in favour of studying English more than Arabic or Sanskrit or Persian.

- Indians might be learned in English literature and it is the duty of the Government to make efforts for it.
- The grants given to the oriental institutions should be stopped and diverted to the opening of new English schools.
- All the grants given for education should be utilized for the spread of European literature and science.

Downward Filtration Theory

Lord Macaulay was of the opinion that English education in India would create a class of persons Indian in blood and colour, but English in tastes and opinions, in morals and in intellect.

It was expected that these Indians, trained through English education, would learn western morality and ethics and would become strong pillars of the British Raj in India. It will be their duty to develop the native languages and enable it to convey the knowledge to the common people. The government educated the higher class of the people so that they filtered culture reach to the public.

Wood's Dispatch-1854

Sir Charles Wood, a member of the British parliament and the chairman of the Board of Control of the English East India Company, was appointed as the President of the committee.

The committee considered the issues of aim of education, medium of instruction, education of masses and other aspects in depth and gave important recommendations in the shape of a dispatch on July 19, 1854.

Charles Wood was the chief architect and hence it became popular by the name Woods Dispatch. The Dispatch was considered to be the *Magna Carta of modern education in India*.

It was the first authoritative declaration on the part of the British Parliament about the educational policy followed in India.

Major recommendations

- The British government should take the direct responsibility of education in India.
- Professional education in Law, Medicine and Engineering should be started under the direct control of the universities.
- English should be accepted as the medium of instruction. But due importance should be given to the vernacular language of the district.
- A separate Department of Education should be established in every province.
- Emphasis should be given to the spread of mass education by opening more schools.
- Universities should be established at Calcutta, Bombay and Madras.
- Institutions for training of teachers for all types should be started.
- Grant- in – aid system should be started to support and encourage the privately managed educational institutions.
- Women education should be encouraged.
- Scholarships for poor and meritorious students should be implemented.

Evaluation of British Education

Merits

- English education made Indians familiar with modern knowledge and science.
- It provided Indians with a linking language (English) which promoted national unity.
- Western democratic values found a place in Indian nationalism
- It gave momentum to westernization and modernization in India.
- English education helped to wipe out many superstitions and evil practices.
- It created socio-political consciousness and developed nationalistic feeling

Demerits

- It was for keeping the interest of colonialism and imperialism
- It sought to destroy national character and qualities
- It neglected local educational institutions
- It was strictly an upper class affair in which the lower class had no role.

Gandhiji's System of Basic education

Basic Education or Nai Talim or Wardha Scheme of Education is a national system of education put forwarded by Mahatma Gandhi in 1937

It was a revolt against the , book-centred, examination oriented, unproductive, unrealistic system of education propagated by the British.

This system is called by the name 'Wardha Scheme' because the salient features of this scheme of education was first presented by Gandhiji in the All India National Education Conference held at Wardha(Maharashtra) on the 22nd and 23rd of October, 1937.

The conference discussed the scheme and appointed an expert committee under the chairmanship of Dr. Zakir Hussain to work out the details and to prepare the syllabi for scheme.

Why it is called Basic?

Gandhiji used the term ***basic*** to describe his scheme of education because

- It is intimately related to the basic needs and interests of Indian children.
- It is closely related to the basic occupations of the people living in the villages.
- It is based on Indian culture.
- It is an educational scheme for common man who constitutes the base or backbone of our country.

- It is imparted through basic necessities of life
- It is related to the basic needs of the society.
- It is based on the native potentials of the child.

Features of Basic Education

- There should be free, compulsory and universal education within the age group 7-14
- The core aim of Basic Education is to help students to develop self-sufficiency.
- It is self supported through some productive work.
- Craft centred education- Education is imparted through some local craft or productive work.
- Education should develop human values in the child.
- The medium of education should be mother tongue.
- Non- Violent Education
- Development of social awareness and the spirit of service.

- Give importance to practice than theory
- Subjects are taught in correlation with craft, with environment and with other subjects.
- It is aimed to achieve the harmonious development of the child's body, mind, heart and soul.

Evaluation of Basic Education

Merits-

- Life centred- education
- Child-centred education
- It is suited to our needs, requirements and aspirations for the future.
- It synthesized the individual and social aim of education.
- It was a need-based education which curtailed rural unemployment.

Demerits-

- Schools would degrade as trade centres.
- It neglects education in terms of personality development and development of higher mental abilities
- It may arrest the child's spontaneous development.
- The over emphasis on crafts and productive has been often been criticized as child labour