

Comparison Between the Gurukula Tradition and Contemporary Education in India

Sharma Santosh Madanlal¹ and Dr. Babu Lal Saini²

Research Scholar, Department of Education¹

Associate Professor, Department of Education²

Sunrise University, Alwar (Raj.) India

Abstract: India has a highly regarded educational system that has gained international recognition; its inception can be traced back to 5000 BC. The Gurukul system continues to exert its influence on a global scale. Gurukul emphasized social consciousness, character development, personality formation, self-control, spirituality, and learning about Indian culture and knowledge dissemination in an open environment. Bharat was also a hub for pedagogy throughout the world. Previously, students from the Middle East, Europe, and Portugal would travel to India to pursue their education. However, as a result of the advent of modern education, Indians now prefer to pursue their education abroad. India has the highest number of student suicides in the world. The pressure to earn high grades, lack of practical knowledge, seat reservations, outdated curricula that incorporate topics such as Partition and Independence of India, English language imposition, and the absence of skill development rather than rote learning are all contributing factors to the current state of the modern education system. Crafts, including sports, do not inspire individuals to pursue them as career paths. In the Gurukul era, physical training, yoga, and meditation were considered essential components of education to maintain mental and spiritual tranquility. It is imperative that we implement improved educational practices in India.

Keywords: Gurukul system, Modern education, India

I. INTRODUCTION

People across the world have a different opinion on what education serves, some people send their children to school as it is mandatory and part of the social norms, some people go to school so that in future they can earn a good sum as without education they can't get a high standard job, some people go to school and university to get disciplined, we have education institutes where we have to stay in the institute till our schooling is over or university level where we have to follow all the rules and regulation of the institute and act according to them, whereas we have educational institute where we go for few hours and then come back to our home, these two educational ways of learning also play a significant role in the developing the personality of a person as when you live in the institute you have to go by all the rules and regulation and if you break them you have to bear the punishment, here it's more of student teacher relation with no parents interference, you are more obliged to him/her which is similar to the Gurukul system.

With advance in technology and growth of science we see a change in the pattern of our education, how knowledge is imparted to us in today's world. The Modern education system is very different from the Vedic age in India, today across the world there are so many schools and colleges, we have student exchange problem, we have strict patterns of examination, studies happen within the four walls of a classroom, where the teacher student ratio is of 1 : 50, we have projects, homework, internal exams, it's like we go to school study come home prepare for the next day exam and give it, you don't have much time to analysis, it's more of a rat race, the modern education system in India, the Modern education system was established by the British ruler in India with aim to dominate the people and have more people learning the English system of education which in future will help to them to use these Indians in achieving their success which led to the close of Sanskrit school, end of Indian culture which was promoted in the schools and colleges, where every child was imparted education before the British closed the institutions and brought an end to the Indian style of education which was very unique from other, even after the Independence, India has continued with the British system of education with emphasis on English language, you see even after 75 years of Independence, how we are being

dominated by a foreign language when Sanskrit used to be the main language of India, today the world is learning after Indian culture where Indian are busy following the Western culture, the British left India but has left its influence till today on the minds of humans.

II. RESEARCH METHODOLOGY

In order to facilitate this investigation, I have employed a combination of two standard social sciences research tools. These tools are reliable and exceptional for compiling statistics from numerous sources in a systematic and efficient manner. A variety of individuals were surveyed and interviewed, including members of the general public, public policy analysts, students, physicians, medical students, instructors, the elderly, and the rural populace. Each prospective group was represented by a representative who answered a series of interrogations.

III. LITERATURE REVIEW

Ancient India's Gurukul system of education, in which all students were instructed and treated equally, was not influenced by social norms. It was a relationship between a guru and a shisya in which the shisya attended the Gurukul until his or her education was complete. Gurukul curriculum commences at the age of eight and continues until the early twenties; its roots can be traced back to 5000 BC. Gurukul provided instruction in a natural environment, where the shisya resided in harmony and peace with the other students. A period characterized by brotherhood, love, and discipline prevailed. The primary objectives of Gurukul were to foster intellectual development, cultivate self-control, promote social awareness, nurture spiritualism, character growth, and the preservation of knowledge and culture.

The primary academic disciplines included science, language, grammar, mathematics, and cultural studies. Gurukul emphasized physical activities equally and instructed shisya in yoga, meditation, and mantra shaming, all of which promoted spiritual development, self-control, and physical and mental health. In the gurukul, students were instructed in dance, crafts, paintings, and activities such as archery, horse riding, and hunting, all of which were integral components of the gurukul system. Knowledge of Ayurveda was disseminated for medical purposes. These factors played a role in the holistic development of the child's intellect and personality. Vasu students who completed their education by the age of 24; Rudra students who completed their education by the age of 36; and Aaditya individuals who obtained Shisya by the age of 48 constituted the three study groups.

It is an all-encompassing educational institution that instilled spiritual and moral values and imparted knowledge of ancient literature and science. Sanskrit served as the primary language, and many women studied horseback riding and archery. Throughout history, women freedom fighters such as Rani Lakshmi Bai have been documented at this institution. India was the pioneer in establishing university education worldwide, with over 700 subjects taught. Individuals from the Middle East, Europe, and Portugal used to attend. The Gurukul System of education is making a comeback; education no longer consists solely of learning about modern India's theories and history and new innovations.

Education primarily encompasses self-awareness, self-assurance building, mental and spiritual well-being, and the acquisition of the most profound knowledge through hands-on experience and learning in a healthy environment. The New Education Policy of 2020 has made a meager effort to restore 1% of the traditional Indian educational system, an area that is the subject of numerous intricate debates.

IV. FINDINGS

Lord Macauley, with a British orientation, introduced the modern education system in 1835. This system of education has led to discrimination in Indian society on the basis of race, gender, and caste. Presently, the majority of seats in universities and schools are reserved for backward classes, particularly at the school level. As a consequence, the majority of students are leaving India to pursue higher education abroad. The entrance exams that are administered for this purpose are conducted in foreign countries. An individual desires to pursue a master's degree in public policy; however, in order to do so, they are required to take entrance exams that are unrelated to the subject matter. This requirement has caused numerous students to miss out on opportunities. At the collegiate and secondary levels, our careers are determined by these marks, which have no bearing on our future employment.

In an educational setting where a single instructor teaches a class of fifty students, the instructor's performance is confined to the four walls of the classroom. Over fifty percent of the knowledge that we acquire in academia is of no practical application in our daily lives. We are basically not taught anything innovative in schools and colleges we just learn up theories and then we write it in our answer sheets what marks we get by rote learning decides our future and that is why told most of the educated youth are unemployed as we don't skill development that is absolutely not their mistake but the mistake of the education system, who actually don't provide any kind of practical experience which in further can be implemented and the other big problem with our education system is that 90% of our young youth who are the future, have knowledge about the Indian Culture, its glories past, the History books are filled with information related to the World War, how India was attracted by the British and how India was successfully in liberating themselves, what about the old Indian Culture, the architecture of India, the foreign countries students are coming to India for cultural exchange program, to study on manuscripts, Sanskrit is being taught in education institution in Foreign country and how many people in India know how to speak in Sanskrit. How much literature has been devoted to the Ramayana and Mahabharata, the foundational works of Kautilya?

The literature of India is replete with works of Shakespeare. The education system in India comprises both public and private schools. While English is the medium of instruction in private schools, Hindi is the official language in government schools, with the exact choice of language varying by state, given that India recognizes 22 languages. The most significant challenge in India pertains to the English language, as a mere 30% of the population possesses the ability to communicate in English. The remaining 70%, constituting a substantial segment, are unaware of English. Bengali follows Hindi as the most widely spoken language in India. This English language, in particular, has ruined the futures of a great number of people. India is a poor country, with the majority of its population living below the poverty line. As a result, they cannot afford to attend private schools, and even if they have excellent innovative ideas and knowledge, they have no desire to establish themselves because the English language is an obstacle. Furthermore, all high-profile jobs in India require English language proficiency. Why? Why are all the inhabitants of India obligated to acquire English, a foreign language?

STATES WITH 1,000+ STUDENT SUICIDES (2016-18)				
STATE	2016	2017	2018	3-YR TOTAL
Maharashtra	1,350	1,437	1,448	4,235
Tamil Nadu	981	810	953	2,744
Madhya Pradesh	843	953	862	2,658
West Bengal	1,147	779	609	2,535
Karnataka	540	702	755	1,997
Gujarat	556	638	570	1,764
Chhattisgarh	633	524	603	1,760
Telangana	349	504	428	1,281
Odisha	390	361	501	1,252
Uttar Pradesh	263	436	513	1,212
Kerala	340	410	375	1,125
Andhra Pradesh	295	392	360	1,047
ALL INDIA	9,478	9,905	10,159	29,542

Figure-1. State with suicide (2016-2018)

In engineering and medical schools in 2020, 28 medical students will have died by suicide daily. In 2018, a total of 10,159 students took their own lives. In India, a student commits suicide every hour due to academic pressure and the dread of failing. The perception of failure is extremely hazardous and detrimental for students. Students are driven to suicidal ideation due to the excessive academic pressure imposed by parents and teachers on them. This mentality is not shared by the three streams of the education system; we have witnessed the majority of parents pressuring their children

to pursue engineering or medical studies, as these are the most prestigious, or to become lawyers. Such is the mindset of Indian society; activities such as yoga and meditation are never observed.

The Indian education system does not recognize artists, dancers, or professionals with experience or vocational training. Our structured educational system is not designed for all, but in the Gurukul system, every professional was esteemed. The modern education system in India fails to offer any provisions that foster self-assurance, cultivate self-discipline, or instill discipline in students; to the contrary, it demotivates them across all levels and generates psychological strain, which has had an indirect impact on the well-being of students in India.

V. CONCLUSION

The New Education Policy 2020 has undertaken an endeavor to redefine the functioning of the Indian education system. Among other things, it has introduced vocational training and encouraged the use of regional languages. Students will also have the freedom to select subjects of their choosing without external pressure. At the end of the academic year, additional evaluative criteria will be considered in addition to grades, which will provide insight into their overall performance. The Gurukul System was an innovative educational framework that prioritized all sectors equally and cultivated individuals with the peace-loving and self-assured mindset that is sadly absent in contemporary society. Both mental and physical stability are essential for the acquisition and application of knowledge in the workplace.

REFERENCES

- [1]. Pooj Mehta , Problems faced in the progress of Education in India Sp.Mathiraj Subramanian, „Education in India ‘Ancient’ and ‘Modern’2016
- [2]. Mihir Madhekar, August ,Perceotion of Integration of Gurukul System in Modern Indian Education : A Study into Quality Education , International Journal of Research and Analytical Reviews , vol. 7, no.3, 2020.
- [3]. Amrish George Fredrick, A Comparative study between Gurukul System and Western System of Education , Education and Multidisciplinary studies ,vol. 3, no. 1, 2016.
- [4]. Ritu Sharma , P.N Nemade , Changing faces of education system from Ancient India to Present Digital Education in India , IOSR Journal of Engineering , Vol 8 , PP 08-10 .
- [5]. Mohan Gautam, 2016, April, Education system in Modern India. R Karthik, 2020, Language Policy and Reform in the Indian School system. India Today, 7 immediate changes needed in the Indian education system.
- [6]. Nikhil Chandwani, 2019, March, The importance of the Gurukul system and why India education needs it.
- [7]. Dinesh Joshi, 2020, February , Gurukul and Modern education system in India : Holistic Outlook , Research Gate, 2020