

Traditional Education versus Modern Education: A Reference to Indian Education System

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Abstract: The world by and Large, has moved from the hierarchical Poverty Stricken society to a modern, egalitarian and affluent society. Many currents and cross currents are shaping a new world. Traditional thinking is being given up. There is a ceaseless effort to retain the old values (Which hold good in the present time and a sincere and serious search to find new values helpful in improvement and progress) in this vortex India has not lagged behind. Slowly and Steadily It is Passing through the process of transition and modernization. We in India see around us the unmistakable signs of multifaceted change. Revolution in tools and technology, unless accompanied by spiritual value system, result in mediocrity. Technological efficiency does not in itself enrich the human dimension nor does it lead to expanded consciousness. Man's magnificent achievements in the outer, the Physical world, have not led to an extension man's inner-self. This hiatus calls for serious thinking on including spiritual values and pride in our rich heritage to curtail the growing distance between the old and the young in Knowledge, behavior, Values and motivation. The current study is an effort to focus on what the actual concepts of education are and what is going on in modern practices of education in India. Finally, it tries to find some solutions to bring the educational Practices back to its origin or track to achieve the purposes of education.

Keywords: Traditional education, Modern education

1. Introduction

Traditional and modern education is both related to each other and different from each other also. In the early history of our country, there was a time where there were no schools. The children acquired the education or Knowledge from their ancestors. At that time this Knowledge focused only on the skills required for survival. The people who lived in jungles got the education from their ancestors who caught them how to hunt animals for their food. How to use animal skins for different purposes, how to make tools. They were taught about their rituals or the customs they followed. They were taught about the religions they followed. They taught them the stories of their gods and kings from which they could learn good morals. We can say that, there was no proper system of education at that time. The kings used to send their sons to schools which were called Gurukuls in India. In these Gurukuls they were taught how to use different weapons, how to protect themselves and how to attack their enemies. The modern education started to

replace the traditional education. This was not accepted by all the people in the society. People thought that the modern education was not good for their children as they did not teach about the religions or traditions and customs. So the modern education did not reach all the children. But slowly and gradually, the modern education was accepted by all the people. And today modern education has reached to new heights. With the use of science and technology in the teaching methods, education has become all the way more fun, easy and interesting for the students.

Education is the most fundamental medium of political, economic and social change because of its three fold function, viz (i) conservative, that is preserving the cultural heritage which is worthwhile and stands the test of time and suits the logic of the hour, (ii) transmissive that is transmitting the conserved culture to the new generation; and (iii) progressive by disseminating new Knowledge to generate dynamism and stimulate positive change in the society. All that is outmoded and obsolete has to be abandoned. All the myths, legends, philosophies, moralities, once exalted in one age or the other cannot be accepted in an age when they are no longer relevant. The racial activities and experiences, which are worthwhile and relevant to the time, have to be preserved and transmitted to the new generation. Since we are living in an age of constant explosion of new Knowledge; education must keep the rising generation abreast with the advancing Knowledge to ensure its intellectual progress for developing resources of health and happiness. In the words of Stroods. "Education" is, or certainly may be, more than a means of their growth". Charles Johnson considers education more than transmission and feels that it helps "transmission of people" Education can transform society by providing opportunities and experiences through which the individual can cultivate himself for adjustment with the emerging needs and philosophy of the changing society. In this paper effort has been made to identify the parameters to achieve benefits from the various education systems. There has been lot of evolution from traditional to modern education system. Always there has been great debate on the following questions... Are these two systems really different? If they are, the resources make them different from one another? This article aims to address the comparison

between traditional education and modern education system in India.

A. What is traditional education?

Traditional education is also called customary education or conventional education. The main motive of traditional education is to pass on the values, manners skills and the social practice to the next generation which is necessary for their survival. In traditional education the student learns about the customs and tradition of the society in which he lives. This type of education is mostly imparted to the students by the means of oral recitation. There is very less written work or practical work. The students simply sit down together and listen to the teacher or another who will recite the lesson. The traditional does not include written tests but it includes some oral tests which are not very formal. Traditional education is very far from the use of science and technology. Neither the education about sciences we study today in a great detail is imparted in the traditional education system. Traditional education system basically included the Knowledge about customs, traditions, and religions. That is why it is called traditional education.

B. What is modern education?

Traditional Education v/s Modern Education

Traditional Education	Modern Education
Sacred/ interconnected.	Secular/ Segregated.
Taught through Stories.	Formal teaching.
Oral.	Written.
Whole system.	Parts make up the whole.
Based on experience.	Short term prediction.
Long term wisdom.	Transfer of Knowledge is fast.
Transfer of Knowledge in slow.	Explanations via hypothesis theories laws.

Modern education is very different from the traditional education. The education which is taught in the schools today is the Modern education. Modern education teaches about the skills required today that is the skills of science and technology. Science of medical science etc. In addition to listening, the modern education includes writing, visualizing, imagining and

thinking skills. This type of education also includes written tests to examine if the students are learning properly or not. This is done in a very formal way. The methodology used for teaching is very interactive. Modern education is just an evolution of the traditional education which was imparted to the students a few years back.

2. Traditional or universal concept of education

Education is one of the foundations of human civilization. Educationists have viewed education and it's the scope in different ways. Views of thinkers differ from time to time. Some of the experts of education view education in narrower sense and some other in wider sense. Though the definitions and opinions of experts regarding education vary, but they all strongly agree in terms of fundamental Functions, goals and characteristics of education. In other words, there are fundamental characteristics or universal concepts of education that none of the educationist can deny. If we look at the following definitions of education given by specialists, those similarities or common notions of education will be vivid to us.

If we analyze the above mentioned notions of education, we find some common characteristics of education like spiritual and Psychological development contribution to society or human development etc., that all educationists acknowledge Physical and Psychological changes in persons who undergo the Process of individual and social development. On the other hand ignorance is seen as darkness. People can get out of this darkness through the Light of education. The reality of the output of modern education in India shows that the current practices of education, fail to achieve the universal goal of education. When we the educated class is more involved in corruption, acid throwing, hijack, terrorism, even rape etc. Than ignorant man, People fail to find out the meaning and role of education in man's life.

- If education is supposed to bring change in man's life? Where is the change?
- If education distinguishes man's behavior, approaches and attitude from that of ignorant beings where is the difference?
- If education prepares man to contribute to society and civilization, why are their actions so uncivilized?

Educationist	Definitions
Swami Vivekananda	" the manifestation of divine perfection already existing in man"
Plato	"Education is the capacity to feel Pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the Perfection which he is capable of"
Mahatma Gandhi	" By education I mean an all-round drawing out of the best in child and man-body, mind and spirit"
Aristotle	"Education is the creation sound mind in a sound body"
Tagore	"The highest education is that which does not merely give us information but makes our life in harmony with all existence"
Nunn	" Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity.
John Locke	" The Purpose of education is to build up one character.

Possibly, for this reason Rabindrnath Tagore has bitterly criticized the limitations of modern education system introduced by British in this country. He remarks that the existing education fails to enable us thinking and working skillfully. This System of education is not only incomplete but also mechanical as well as dull. The current education is accused of providing some unsatisfactory livelihood but not Life. There is huge scarcity of moral values in the practices of modern education. Though it par finally covers some aspects of education, but fails to fulfill the fundamental requirements of education. It is failure to produce a complete man of education covering material as well as ethical value.

3. Indian situation

India presents a typical example among the under development nations. It has the lowest per capita income in the world and a mass of illiterate population. Its population, growth rate is tremendous while the economic growth is slow and erratic. Yet whole of the nation is not backward. Quite an appreciable chunk of its population is well set on the road to modernization. There is, however, a mass of people who are tradition-oriented. There is thus a situation in this country in which modernity and traditionalism are in atypical mixture. The leaders are caught in this dilemma. The politicians speak of traditionalism with respected just to turn the masses in their favor. Side by side with this, among the elites they proclaim that they want progress and change in the society. They start with praising everything Indian and end with a slogan for progress. They seldom are clear in their minds about what they are talking. Political opportunism is the only term applicable to them. The leaders do not denounce the bad practices and evil patterns of culture because of the fear that they will not be liked by the masses. It is difficult to understand how modernization can take place unless hatred towards those cultural patterns is not created which are decadent and fossilized. For example, unless religious bigotry is banished or hatred towards it is created the ideals of secular culture cannot be promoted.

4. The difference

The main difference of present practices lies with Learners orientation to education. Authority of education particularly curriculum designers and teachers fail to introduce. The existing curriculum is seen too much oriented to the material or technical values and aspects of education where moral or spiritual aspects are consciously or subconsciously ignored. Where approximately fifty courses are taught in a four year programme in university, here there is no single course to cover the moral or spiritual aspects of education to prepare learners Psyche and build up their moral courage to uphold humanity and serve the society. We may have a look at the courses of different programme offered by typical Indian university.

5. The recommendation and conclusion

By analyzing the reality of the modern practices of education in India particularly of higher level, the attitude and notions of its people. We can undoubtedly conclude that it will not be possible to achieve the goals of education until the curriculums of higher educational institutions are reformed covering the fundamental aspects of education like ethical and spiritual values based on the social customs, norms, values beliefs, and demand of people of this country which are extremely related to religion. It is never possible to ignore the ideas and demands of the current science and technology oriented trend of education, but it would be a partial and inadequate approach if we ignore the fundamental moral and spiritual values of education in the name of emphasizing on science and technology in education system. Besides, the nation will not get rid of current suffering, though the ratio of education will be increasing. However, in order to overcome the gap of drawbacks of modern practices of education in India the authority of education of the country can take necessary action considering the following specific recommendations.

1. Syllabus of educational institutions particularly of higher level should be reformed according to the philosophy, principles, and characteristics of universal concept of education and based on the actual religion-social values, conditions, norms, and beliefs of the mass people of this country.
2. Entire higher Education system should envisage equipping students not only through the specialization or super specialization but with inter-disciplinary Knowledge which was earlier offered in ancient Gurukul system at Nalanda of Takshshila, the ancient vibrant educational campuses.
3. The role of teacher is something beyond curriculum, so they should also share different life learning experiences with students.
4. Committees headed by Kothari, pitroda and yashpal committee are agreed that autonomous bodies of education should be free from pressure of party and power politics.

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