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## **THE EVOLUTION OF APPROACHES TO EDUCATION THROUGHOUT HISTORY**

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# The Evolution of Approaches to Education throughout History

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**Abstract – We presented an evolutionary study of the educational resource structure in our paper, namely of recoverable capital in educational practices from the first phase of human society's history to modernism and modernism. With the historical context as an empirical criterion, the analysis proposes the taxonomy of the means of education - based on the historical criterion - as a personal contribution. In this study, we suggest a general overview of the early past, called the prehistoric period, in which we will concentrate on the first means of education in relation to the incipient educational practices carried out by human societies.**

**Keywords – Evolution, Education, Throughout History**

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## INTRODUCTION

When we see that children are forced to go to school everywhere by statute, that almost all schools are organised in the same way that our society goes to a great deal of trouble and expense to provide such colleges, we naturally tend to believe that all this should be for some good, rational purpose. Perhaps if we choose not to compel children to travel to school, or otherwise if schools run abundantly, children wouldn't get older to be responsible adults. Maybe some highly knowledgeable individuals have patterned all this out and tried it in some way, or maybe different methods of considering child development and education are tested and unsuccessful.

If we want to understand why traditional schools are what they are, we have to discard the belief that they are a commodity of logical need or empirical knowledge. Instead, they're merchandise from history. Schooling only makes sense if we tend to read it from a historical viewpoint, since it happens these days. And so I present here, in a nutshell, an outline of the history of education, from the beginning of human beings so far, as a primary step towards understanding why schools are what they are. Many academic history students would use entirely different terminology than I use here, but I doubt they would dispute the general accuracy of the sketch. In fact, to help me create the sketch, I have actually used the writings of such students.

Training is a learning facilitation technique. It is used as a knowledge acquisition instrument. In Egypt and Mesopotamia, the rise of civilizations led to the accumulation over a period of time of an oversized body of knowledge. Currently, as an example, you

want python assignments to support but not assist with philosophy. This package of data has become too relevant and difficult to be communicated orally to future generations. However, this may be the idea of formal education that came into being in lecture rooms. These days, if we try to take a look at completely different cultures around the world, even the idea of children not studying in schools seems to be foolish. It is generally agreed that schools are expected to impart information that helps to produce children who are capable and fit for society.

Skills in reading and writing are simply learned through formal education.

If one thinks of schools as a means of teaching, he learns that they are a very recent creation. Kids have learned mainly with the help of discovery and mischievous games to get ready for two millennia. Children learned the activities of elders in hunter-gatherer communities through perception and through trial and error. However, since the primary competence was not adequate and sufficient to demonstrate children's reading and writing abilities, faculties assumed good significance in improving literacy and knowledge in all societies.

Moral and spiritual teaching in the early stages, ethical teaching and spiritual teaching were mainly interested in education. Schools were seen as locations where it was possible to shield children from the negative effects of the outside world. Moral teaching was deemed necessary to help children be turned into responsible people. Kids mastered the noble language to actually work in society as they turned into adults. It was only much later that the idea

of offering education and coaching began around the world in various trades.

The approach to teaching in schools has remained the concern of retribution for a prolonged period. Kids had to learn all about studying and to pick up ideas to prevent their teachers being disciplined. In addition to stressing reading and writing skills, earlier schools concentrated on physical activity. Many children have opted to be coached in music, dance, performing arts, or one of the other sports.

## OBJECTIVE

1. To find out the effectiveness of Textbook Approach for achieving the objectives of learning History under the cognitive domain and affective domain.

### Education became necessary with advent of industrialization and ending of child labor

Agriculture is one thing that can be credited with improving schools in all communities around the world. Man was able to develop food, and his reliance on hunting had come to an end. The abundance of food has made it possible for people to have more children. Not only did these children support their parents in the fields, they also cared at home for their younger siblings. As long as he was obedient, a child was considered nice and worked hard according to his parents' wishes. The need for child labour decreased dramatically only after industrialization and it became important for children to obtain education to improve and hone their skills.

### Reading and writing skills are learnt easily through formal education

If one thinks of schools in terms of a teaching tool, he learns that they are a very new phenomenon. Children have studied mainly with the aid of discovery and playful games for close to 2 millennia. Children learned in hunter gatherer communities by watching the actions of the elders and by trial and error. But as first-hand experience was not available and sufficient to teach children's reading and writing skills, schools assumed considerable importance in spreading literacy and knowledge in all societies.

### Moral and Religious Teaching

Education was mainly concerned with moral instruction and religious teaching in the early stages. Schools were seen as locations where children could be shielded from the outside world's negative effects. To help children grow into responsible people, moral teaching was deemed necessary. When they became adults, children learned the language of the nobility to easily blend into society. It was only much later that the notion of offering education and training in various trades began across the globe.

For a long time, fear of retribution has remained the solution to teaching in classrooms. Via memorization, children had to learn everything and they picked up concepts to avoid being disciplined by their teachers. In addition to stressing reading and writing skills, physical activities were the emphasis of schools in ancient times. Nearly all children have chosen to be trained in music, dance, performing arts, or one sport or another.

### Rote learning with fear of punishment

Repetition or rote learning has remained the way of delivering education to children for a very long time. This, however, proved to be boring for small children as it did not come to them naturally. Teachers could sense that, through play and discovery, children learned more quickly. Although discipline has been used for a very long time as a major tool for learning, schools have begun allowing children some free time for playful activities. Play time was used as a method to give children a breather, and it was never believed to be an information acquisition device. Teachers, in fact, treated play as an enemy of learning.

In recent times, schooling has become less difficult with the introduction of fun activities as part of the curriculum in schools. Modern education has become less harsh on learners. But students are always burdened with the challenge of studying much of the subjects and concepts on their own, with the body of knowledge expanding all the time. Schools have now learned their lessons, though, and are using inculcation approaches that are more interesting and interactive in nature. Children have a natural desire to play and explore and punishments have now come down to a very low level. It has been realized.

### Integrity through Historical Awareness

India 'awakened to life and liberty' more than five decades ago. In her past, a great moment came when she went from the old to the modern, from orthodoxy to liberalism, from disunity to unity and autocracy to democracy. The age of slavery came to an end and the fresh air of independence was breathed by the new Indian government. The history of this country has been written as often in her schools as in her parliament after this historic moment. Education has become both a reflection of society and an instrument of change for that enormous country, with its multi-colored and incredible citizens. The continuous struggle between centripetal and centrifugal forces is seen by a peep into the pages of our past. Although cultural differences, social divisions, religious differences, local and regional loyalties, economic inequalities etc. have weakened our national life, nationalistic consciousness or the feeling of sacredness of the motherland and the mainstreams of a popular culture have been the cementing factors of the world. Patriotism; the connotation of regional language affection, one's own culture, one's own caste, and so on seems to have been presumed.

Therefore, a river that passes through two or more states has become a topic of controversy, not just between two or more states, but also between two ordinary people who can chat about it in a roadside cafe. We're even battling as easy as the distribution of the waters! This thinking brings us to a situation in our border states that is far more serious and complex. Terrorism has become a serious challenge to our national integrity. Militants in the northern states have turned independent India into a bleeding battlefield. The stability and smooth functioning of democracy in India is challenged by religion and regionalism.

Ironically, religion has become a destructive force that brings violence and bloodshed, and is supposed to bring harmony and prosperity to the world. It has lost its sanctity and spirituality and has become a dominant instrument of power-grabbing. The last two decades have seen the disturbing development of fanaticism. Religion plays a crucial role in the Kashmir issue at its worst. We are now on the verge of a war over the issue of Kashmir. It seems like we're all ignorant about the truth of Kashmir. From lessons in history, we fail to learn. The lack of wisdom contributes to sectarianism of narrow minds and, inevitably, war. We must have a comprehensive knowledge of our history if we want to solve our present dilemma. The importance of historical awareness lies here. Both treatments for geographical and social cancers can be healed by the correct understanding of our history.

The subordination of selfish and narrow loyalties of national growth in all its parameters is one of the urgent omitting requirements of our democracy. Our schools need to take on the challenge of educating children for adult citizenship, which offers an analytical framework for understanding what democracy entails and what it expects of its people. Training on the right lines must be offered in the formative period of life for a successful improvement in the human sector. Education in India, as it indeed is in every country, is inseparably linked to national growth. The education system requires, among other things, to reinforce social and national integration, to improve intellectual versatility and innovation, to strengthen democracy as a form of government, to help the country embrace it as a way of life, and to aim, through the cultivation of social, moral and spiritual values, to create character. These qualitative targets would result in qualified democratic citizenship if translated into educational programmers and processes.

Education, properly based on the skills it imparts, the thinking ability it builds, the emotional training it undertakes, and the practical activities it organises, can be a powerful tool for integrating the people of the country. Our schools need to make deliberate attempts to reorient their education programming in order to bring about national integration and national growth in the region. Under various aspects of school programmers that constitute the goals of educational, this re-orientation is needed - the material, the teaching process, the next books, research and so on.

It is our educational system's social duty to take up the challenge of the 'insistent current' and to illuminate the great realities in which students' present and future generations will work, travel and have their being. The educational framework is also charged with helping children develop an understanding of human interactions, social values and attitudes. It is the educational system's academic duty to encourage children to appreciate the rich cultural heritage of India as well as to identify and disregard the unwanted and antiquated demerits and, above all, not to allow narrow parochial, chauvinistic and obscurantist tendencies to take root. History is the only area of study that has been applied in school curricula to fulfill all these criteria.

### **The Time and the Space Connection of History**

History is a Greek word for investigation, study, discovery, or data. The stir and vibration of life is history, which is a record of particular events in humankind's life. To exist is to change, to change is to grow, and to mature is to step forward and progress.' History is the barometer of this human development (Ali, 1993). Among all Western scholars, the most important concept of history is that of Bemheim (cited in Ali, 1993), who says, 'History is a science that investigates and presents the facts defined by space and time of the evolution of men in their individual as well as traditional in their sense of psycho-physical causality. All simple historical pursuit practises have been torched by this concept. It is a science because it integrates systematised information based on life's realities and on events and events that have actually happened, and is not based on myth or imagination. In order to present these facts of life in their proper form, their main task is to check, investigate and explore them. The more important task, however, is to clarify their causality, to figure out the root of the question, to investigate the problem in its depth and to interpret the phenomenon from its origin to its finality. The origin lies in the mixture of mental and material factors determined at a specific spot. As far as his individual behavior is concerned, the facts which are thus examined contribute to the progress of change in man's position. The definition explains the central and a core element of history, to a great degree clarifies our questions, and allows us to look at life from a historical perspective.

### **REVIEW LITERATURE**

**Yadav et al. (2008)** created independent and self-instructional twelve modules on research approach. It was not the type of modified adapting but rather the modules went under the very chain of district that was required for advancement of any self-instructional material. The learning materials were appropriately tested, changed and in conclusion altered by proficient analyst before the last draft.



**Srivastava (2009)** directed an autonomous investigation on customized learning (PL) as a component of tension under various persuasive conditions. He found that PL as an instructing gadget is especially valuable for low and normal achievers. Discoveries of the outcome were a decent inspiration in itself.

**Usha (2011)** led an examination on planning and assessing self-instructional film strips on Nutrition. Specialist found that on the reviewed test (information) those understudies got higher score who concentrated alone with the assistance of self-instructional film strips, for example treatment No. 2 on different targets getting, application and ability - in acquire score was discovered to be huge for all the three medicines. Present specialist sees that learning with comprehension is useful to acquire expertise so one can apply it, where it is required.

**Singh et al. (2013)** concentrated on the adequacy of Computer Assisted Instruction (CAI) in educating arithmetic. They found that understudies who utilize the PCs, scored altogether higher than those educated through traditional strategy. Present scientist contemplated the viability of CAI and the specialist thought that it was advantageous for the students.

**Jayamani (2013)** built up a Computer Assisted Instruction (CAI) bundle in Physics for Class XI understudies. The exploratory gathering got CAI and after the examination it was discovered that the test bunch performed better on the post test. The distinctions were critical as far as sex and mode of guidance. Present specialist chipped away at test and controlled gathering and got help from the said research work. Present specialist considered the Jayamani's work and the analyst discovered relative interest with the exploration work.

## CONCLUSION

In teaching mediation between the material to be learned and the student, the means of education serve pedagogical instruments with a well-defined function. They therefore facilitate interactions between teachers and students, educational contact and the achievement of educational purposes in a highly efficient manner, in a significant way. Today, a broad range of educational means can be found that can be used at all levels of teaching. In all fields of research, in order to achieve educational objectives, etc. This diversity is primarily the product of the evolution of science, but it is difficult to separate the scientific domain from other human activities such as culture, education, religion, economy, etc. A sequence of discoveries and inventions, social movements and revolutions is characterized by world history, reflecting qualitative leaps that have opened new periods and epochs. In this context, we aim to show and argue that the emergence of the first educational means was dictated by the need for a structured education system, more or less aware and formalized. The first

formal education system may be said to have emerged in the early ages of human civilization. The purpose of the present study was to examine the prehistoric period from the point of view of the development of the first means of education and the evolving modes of educational activities. The aim of this research is to provide an original taxonomy of the means of education, using historical criteria to relate our taxonomy to the most important historical phases.

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