THE EVOLUTION AND APPROACHES OF EDUCATION THROUGHOUT HISTORY

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ABSTRACT

In our paper we proposed an evolution analysis of the educational resources system, namely of recoverable resources in educational activities since the first period of the history of human society up to modernism and met modernism. With the historical perspective as analytical criterion, the study suggests, as personal contribution, taxonomy of the means of education - based on the historical criterion. In this study, we propose a general analysis of the early period entitled prehistorically period in which we will focus on the first means of education in relation with the incipient educational activities carried out by the human communities. The issue of the professionalization of high school history teachers through training, recently discussed in an article published in Vingtième Siècle. Revue d'histoire, benefits from being considered from the angle of history education research. By connecting students' representations with the logic behind the historical knowledge to be imparted, and by comparing the relationships between historical texts and research and writing practices among historians and in the classroom, we can illustrate the conditions of teacher training with epistemological and historiographical stakes that are adapted in their implementation in a high school context.

KEYWORDS: *means of education, evolution, evolutionary history, taxonomy of educational means, multidimensional analysis.*

INTRODUCTION

There are certain necessities without which a man cannot live a life of his own. One of these is education. The Greek philosopher Aristotle has said that man is social animal by nature and by necessity. If good is the aim man's life, then its pursuit and achievement involves fulfillment of certain conditions. It implies that every individual should be conscious of his own good and develop his power of action to realize it. But simultaneously he must be conscious of the good of the others and help in creating those conditions which lead to the development of their power of action. Consciousness of this fact that individual can be realized in common with the good of the others is the essence of rights. The world education comes from the Latin world e-ducere, mean "to lead out". It is indeed, difficult to define education. Education is a relentless process of becoming16. To the human being we educate and to the animal we train. According to Wikipedia Encyclopedia, education in the broadest sense is any act or experience that has a formative effect on mind, character or physical ability of an individual. In its technical sense education is a process by which society deliberately transmits its accumulated knowledge, skills

and values from one generation to another. Education is the basis for development and empowerment for every nation. It plays a vital role in understanding and participating in day to day activities of today's world. It builds one's character and plays a significant role in transmitting one's culture, belief and values to others in society. It helps in creating innovations and meeting the growing needs of every nation. The development of a nation is not measured through the buildings it has built, the roads it has laid down, bridges it has constructed but by the human resources, the nation has developed through a well-defined system of education. Although the physical facilities are usually important they are perishable and valuable. In the absence of proper education, the nation can hardly develop these and maintain them. Education is therefore more crucial factor not only to equip the new generations with skills so essential for earning a livelihood but also to create among them an awareness to social and environmental realities and inculcate in them scientific temper, independence of mind and spirit which are of paramount importance for them to become responsible citizens Frankly admitting the importance of education does not require any emphasis. The fundamental purpose of education is to transfigure the human personality into a pattern of perfection through a synthetic process of development of the body, the enrichment of the mind, the sublimation of the emotions and the illumination of the spirit. It is a preparation for a living and life, here and hereafter. To quote an old Sanskrit adage: "Education leads to liberation – liberation from ignorance which shrouds the mind; liberation from superstition which blind the vision of truth. The growth of society is not possible without education. It is with this reason that almost all the eminent educationists have unanimously agreed that education is the pillar on which the entire fabric of nation resides. Whether a society is formed through contract or communication, education plays its vital role in preservation and transmission of social values. The process through which they are transmitted is educational and the process through people are brought up and made conscious of their rights and duties are social. A non-social human being is made social through and educational process and therefore education is called a social process18. It prepares the child for adult life where he will be in a position to fulfill his responsibility of adult life. In the words of Lodge, "Life is Education and Education is Life"

HISTORY OF EDUCATION

The history of education began with teaching of traditional elements such as Indian religions, Indian mathematics, Indian logic at early Hindu and Buddhist centers of learning such as ancient Takshashila (in modern-day Pakistan) and Nalanda (in India) before the common era. Islamic Education became ingrained with the establishment of the Islamic empires in the Indian subcontinent in the middle Ages while the coming of the Europeans later brought western education to colonial India. As a result of decades of lobbying by the likes of William Wilberforce, and Charles Grant, the 1813 renewal of East India Company's charter carried a duty to educate, and assist previously excluded Christian missionaries to educate the population, in

addition to the Company's corporate activities. The Company's officers were divided as to how to implement this imposed duty, with the orient lists, who believed that education should happen in Indian languages (of which they favored classical or court languages like Sanskrit or Persian), while the utilitarian's (also called anglicizes) like Lord William Bentinck, and Thomas Macaulay, strongly believed that traditional India had nothing to teach regarding modern skills; the best education for them would happen in English. Macaulay called for an educational system - now known as Macaulayism - that would create a class of anglicized Indians who would serve as cultural intermediaries between the British and the Indians. British education became solidified into India as missionary schools were established during the 1820s. Macaulay succeeded in replacing Persian with English, as the administrative language, the use of English as the medium of instruction, and the training of English-speaking Indians as teachers, through the English Education Act 1835.He was inspired by utilitarian ideas and called for "useful learning. In 1854 the Wood's despatch to the then Governor General Dalhousie stipulated a number of reforms be made to the Companies Education system, in British India. The effectiveness of the measures stipulated in the Wood's despatch were subsequently reviewed and a number of subsequent changes made following the publication of William Hunter's Report of the Indian Education Commission 1882, in 1883

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	Number of Institutions								
Class of Institution	**1941**	**1931**	**1921**	**1911**	**1901**	**1891**	**1881**	**1871**	**1855**
Universities and Colleges		333	233	193	186	155			
Universities	16	16	13	4	4	4	3	3	
Arts Colleges		244	154				70	42	21
Professional Colleges		73	66				62	26	13
Secondary Schools		13,581	8,816	6,442	5,416	5,134	3,906	3,070	281
Primary School		204,384	158,792	118,413	97,116	99,630	84,734	16,473	2,810
Special Schools		8,891	3,948	5,783	956	550			
Unrecognized Institutions		34,879	33,929	39,491	43,292		25,150		47,866
Total		**262,068**	**206,016**	**179,322**	**148,966**	**149,794**	**112,632**	**83,052**	**50,998**
	Scholars								
Class of Institution	**1941**	**1931**	**1921**	**1911**	**1901**	**1891**	**1881**	**1871**	**1855**
Universities and Colleges		92,029	59,595	31,447	20,447	18,878			
Universities		8,159							
Arts Colleges		66,837	46,737				7,205	3,566	3,246
Professional Colleges		17,002	12,203				4,163	2,826	912
Secondary Schools		2,286,411	1,239,524	890,06l	582,551	530,783	117,044	204,294	33,801
Primary School		9,362,748	6,310,451	4,575,465	8,150,678	3,051,925	2,152,311	607,320	96,923
Special Schools		315,650	132,706	164,544	83,000	23,381			
Unrecognized Institutions		632,249	639,126	630,438	617,818		354,655		788,701

Total		12,689,086	8,381,401	8,281,955	4,405,988	4,207,021	2,766,436	1,894,823	923,780
	Literacy Rate (Age 5+)								
Percentage	**1941**	**1931**	**1921**	**1911**	**1901**	**1891**	**1881**	**1871**	**1855**
Male	24.9	15.6	12.2	10.6	9.8	8.44	8.1		
Female	7.3	2.9	1.8	1.0	0.6	0.42	0.35		
Total	**16.1**	**9.5**	**7.2**	**5.9**	**5.4**	**4.62**	**4.32**	**3.25**	

RESULT & ANALYSIS

The analysis of education history in any system involves many concepts such as renaissance, reformation and Counter Reformation. Such concepts significantly affect educational with regard to systems, content, teachers and curriculum amongst many other aspects. In Kenya, the British colonialists introduced the first system of education. The formation of Opined commission after independence saw the introduction of many changes in the educational system. At that time,

issues of unity and identity were very critical and the authority largely focused on them. Following this, subject content changes were made in fields of geography and history to reflect aspects of national cohesion. A common curriculum for all schools was adopted between 1964 and 1985 involving a 7-4-2-3 system. This system involved seven years for primary education, four years for lower secondary, two years for upper secondary and three years for university education. In 1981, there were efforts to reform the entire educations system through the Presidential working party commission. The committee tabled recommendations on changing the educational system from the 7-4-2-3 to the structure of 8-4-4 .In 1985, the new system was launched that put more emphasis on subjects considered as vocational. The new structure would theoretically enable school leavers at varied levels to be self-employed or acquire informal sector employment. According to a detailed development of educational theory through the ages is presented. With vested interest in African education context, this book highlights the plight of education in Kenya through the ages to the 8-4-4 system. The credibility of this text is guaranteed by its diversity in approach with reference to African Islamic education. It is inevitable that African education has its roots in the western world hence included the history of western education in this book. What is termed character education in today's world has been called many things throughout the history of education in this country. Character education has been both a formal and informal part of schools. At times it has been integrated in small ways into many other pieces of the curriculum. For example, early character education programs in America focused on using the Bible to teach subjects including reading, writing, and history. At other times it has been a unique piece of the curriculum as highlighted by the variety of standalone character education programs that are currently running in schools today. Much of character education in the United States can be closely tied in its roots to the education of character in Europe, which laid the foundation for the formal American system of education. Through historical analysis, this article will seek to uncover and reflect upon one pathway that brought character education to the shores of America. A variety of contributions from significant figures and organizations, from the 18th century through today, will be highlighted in order to provide some understanding as to the complexity of the roots of character education in America. The individuals and organizations were chosen for their meaningful influences upon character as it related to the educational systems of yesterday and today. This article will begin by discussing one of a number of possible historical foundations of character education in America, including some pivotal European contributions from Kant, Comte, Remover, and Ferry. Next, some early American influences on character education will be outlined, including those of Franklin, Mann, and McGuffey. The importance of some early character education programs in America, including the Young Men's Christian Association and the Boy Scouts of America, will then be noted. Following, a few impactful 20th century influences on character education, including social studies educators, movements from the Religious Right, and several modern school tragedies will be identified. Finally, some implications for modern character education programs will be suggested.

CONCLUSION

The means of education represent pedagogical instruments with a well defined role in teaching mediation between the content to be learned and the student. Therefore, they support, in a significant way, the interactions between teachers and students, the educational communication and the achievement of educational purposes in a highly efficient way. Nowadays, we can identify a large variety of educational means that can be used at all levels of teaching. At all the disciplines of study, to reach the educational goals etc. This diversity is mainly the result of science evolution, but the scientific domain cannot be isolated from the other human activities like culture, education, religion, economy etc. World history is marked by a series of discoveries and inventions, social movements and revolutions, representing qualitative leaps that have opened new eras and epochs. In this context, we plan to demonstrate and argue that the need – more or less conscious and formalized – of an organized system of education, determined the appearance of the first educational means. One can say that the first organized system of education originates in the earliest ages of human society. The present study aimed to analyze the prehistoric stage from the perspective of the development of the first means of education and of the emerging forms of educational activities. This study tries to offer an original taxonomy of the means of education, using the historical criteria to link our taxonomy to the most relevant historical stages. When having an overview of the important aspects affecting motivation, we turned to look at how motivation can be raised. Here we pointed at several aspects that may due this. Some of them are creation of timelines, collaborative work, mystery solving, connecting personal history with local history and project based learning. We then turned to look at how we could involve the local community. Even though this may seem to be out of the scope of the scenario, we felt that this was important part of our chapter. In this section we defined the actors, and we described how a teacher could utilize these actors. In the next section of the chapter we looked at how a teacher can utilize modern technology and more specifically what tools that can be utilized. In this section we also elaborated on a field study we conducted, which included an interview with three primary school teachers. This helped us when choosing what tool stains clued. The tools we included in the chapter are tools that the pupils can use to collect, create, share and present their historical information. We also looked at how the pupils could reflect on their work process. We believe the collection of tools we have presented in this chapter covers a wide range of the needs a teacher may have to encourage learning in a local history setting.

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