



History of education

book data

Department of foundations of education

College: Education, Hurghada

Department: third

Specialization: major Math, Chemistry & Biology

Academic year

2022-2023

رؤية الكلية

كلية التربية بالغردقة مؤسسة رائدة محلياً ودولياً في مجالات التعليم، والبحث العلمي، وخدمة المجتمع، بما يؤهلها للمنافسة علي المستوي: المحلي، والإقليمي، والعالمي.

رسالة الكلية

تلتزم كلية التربية بالغردقة بإعداد المعلم أكاديمياً ومهنياً وثقافياً، من خلال برامجها المتميزة ، بما يؤهله للمنافسة والتميز في مجتمع المعرفة والتكنولوجيا، ومواجهة متطلبات سوق العمل محلياً وإقليمياً، وتهتم بتطوير مهارات الباحثين، بما يحقق التنمية المهنية المستدامة، وتوفير خدمات تربوية لتحقيق الشراكة بين الكلية والمجتمع

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Chapter 1

Education Basics

Meaning and importance of education:

Points of view differed on the concept of education, and if we go back to the meaning of education in language, we would find that it refers to he nurtured him in order to reach his perfection, and usury in a stone - he grew up, and nurtured him to nurture him and his upbringing, and the .Lord is called the owner and the master

Education is about developing the intellect, refining morals, planting the seeds of virtue, and providing the generation with correct social .principles

Education is also defined as an art through which the teacher can study the psychology of his students and go down to their level to be a .bridge through which knowledge reaches the students

Likewise Dewey - defines education as (the set of processes by which a society or social group can transfer its acquired goals in order to secure its own existence and continuous growth, and he used to say that .education is life

As for education, according to the modern perspective, it means the process of adaptation or interaction between the individual and his .environment that surrounds him

,**Education goals**
:past and present

Education has fixed goals and they are almost convergent between the past and the present, because the process of providing the new generation with the correct principles, rules and ideas is the goal of education in the past and in the present. Which aims to refine character .and morals

: The aims of education can be summarized in general as follows

- 1- Preparing people to take responsibility.
- 2- Preparing people for the reconstruction, development and reform of society.
- 3- Benefiting from what man in terms of his mind, will, and motivation for work and self-realization.
- 4- Preparing people to face social change and adapt to society.
- 5- Develop skills, knowledge and attitudes.

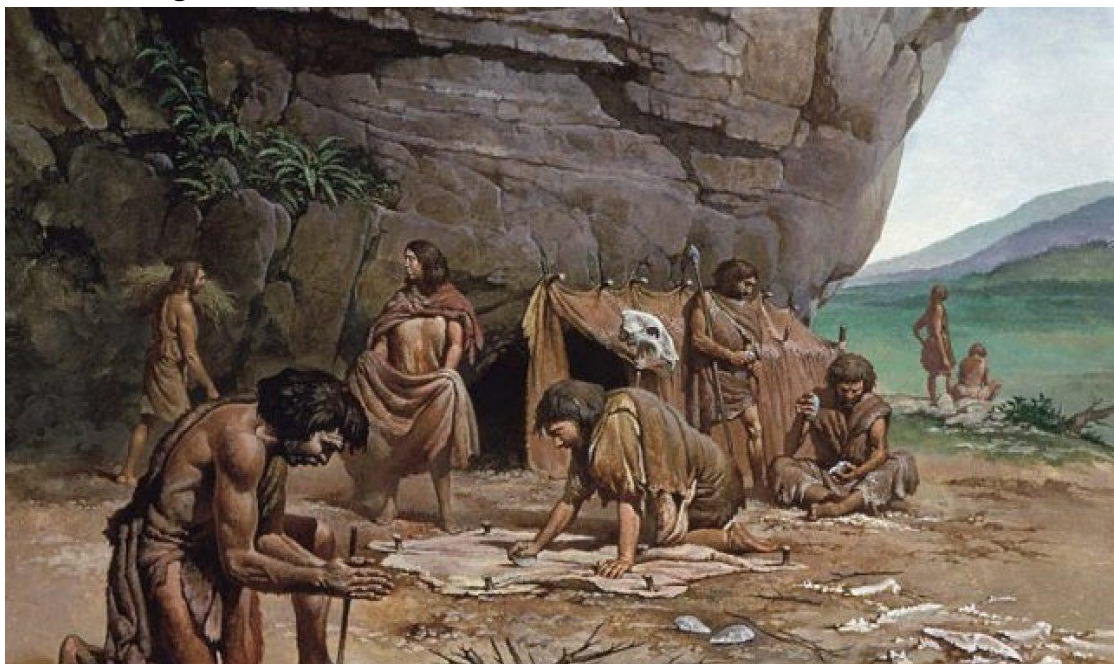
- 6- Raise the standard of life and benefit from the past time and the present.
- 7- Facing and solving the social problems that the individual faces.
- 8- Education calls for thinking, research, analysis and the development of thought.
- 9- Raising a good citizen who knows his duties and performs them on his own and knows his rights.
- 10- Transmission of cultural heritage and preservation of customs, beliefs and ideals.
- 11- Developing mental and moral powers through indoctrination, whether in or outside school.

education basics

:Historical basis of education

The existence of the historical dimension helps the educational process to know what the nation has inherited from the past, what it has prepared for the present, and how to plan for the future.

This will present a simplified presentation of the development of education through the different eras, as follows:



- 1- **Education in primitive societies** : If primitive education was characterized by its simplicity and that it was done in a spontaneous, unintentional way, represented in the young person imitating the customs of his society and his lifestyle and training in the works and activities carried out by adults such as hunting, making tools, grazing livestock, agriculture, and training in martial arts and household

chores, it was The attention of the primitive is focused on the immediate things necessary for its survival, such as food, clothing and shelter. The parents supervised the upbringing of the family as a whole, and in some primitive societies, this function was performed .by the tribe

The aim of primitive education was to transfer customs, traditions and different ways of living from adults to children through imitation and imitation, as the individual was subject during his life to a number of rituals that start from the first days of his life and continue for successive .periods throughout his life and the woman had the main role in that

:Education in ancient China

The Chinese civilization is one of the civilizations that reached an advanced stage in the field of education. Education focused on the past and transmitted it as it is to subsequent generations. It is characterized by : the following

- 1- It is a conservative upbringing what aims to preserve the past without compromising the change.
- 2- Education is for my family in exchange for a certain fee, and indoctrination and strength are the basis for discipline.
- 3- Teaching methods were concerned with memory exercise.
- 4- The girl did not have a share in education.
- 5- Submission to customs and traditions completely.

China did not have a state education system. The Schools of Power have spread, which are naive institutes that do not exceed one room, in which one teacher was taught in return for a fee he received from the students, and the children came from sunrise until sunset and they had rest periods and they were learning reading, writing, principles of arithmetic, and something from the writings of Confucius, which was the doctrine of the learners And the student had to complete his studies in a period ranging between 5-6 years, followed by the secondary education stage, and then the higher education stage.

education basics

Education in the Middle Ages

In the next few pages we will review briefly the development of education in the period that began with Christianity and continued until the end of the Middle Ages and the beginning of the Renaissance.

There has been a clear change in the social life in Europe after the emergence of the Christian religion followed by a change in the view of education and its goals and tasks. Education has become aimed primarily at emphasizing religion and the practice of religious rituals. As a result, education became emphasizing the Christian culture and what it contained at the time of austerity and deprivation of the pleasures of life.

Education has taken to look at the matters of worldly life in a look of contempt, so it has neglected to take care of the aspects of the physical and intellectual development of the individual. As a result, the educational process has become in the hands of the clergy in the first place. It must be pointed out that education lived at the beginning of the era a stage of stagnation and backwardness because it neglected the preparation of the individual for life in addition to the fact that it rejected and left all the educational development reached by the Greek and Roman civilizations. Therefore, the level of education has weakened and the educational institutions, which had previously reached a great degree of progress, have been weakened, until the era is described as dark and late.

Education in the pre-Islamic era:

The purposes of education in the pre-Islamic era are summed up in preparing children to acquire what is necessary to preserve life, so the boy was trained in the work of his fathers to follow their path in earning a living, acquiring clothing and taking a dwelling, and to be able to defend enemies and fight monsters. This upbringing among the urban population, in particular, was aimed at graduating young people in various industries and professions, such as engineering, medicine, construction, engraving, trade and other crafts that help in livelihood and provision of livelihood. On top of this and that, education in that era was aimed at spreading virtuous habits and inculcating the moral qualities that the Arabs were famous for since ancient times

The family was the most important means of upbringing for the ignorant Bedouin Arabs, and it was shared by the clan whose members are bound by the bonds of lineage and ties of kinship, which is an enlarged image of the family, as the child used to learn from his family and his clan its own ways of earning sustenance, obtaining clothing, and taking a home, and learning from them the methods of defense and methods Raiding enemies and business arts and industries. Among the most famous of these arts and industries: hunting, shooting, hunting,

preparing war machines, making utensils, tanning leather, spinning wool, .weaving clothes, and raising livestock

As for the urban population, education was the finest and most complete, and we can say that it was divided into two parts, primary and secondary. There is evidence that each of the two departments had its own schools and institutes, and children in the primary department were studying spelling and reading for arithmetic and grammar, just as students in the higher department were studying scientific geometry, astronomy, . medicine, architecture, engraving, literature and history education basics

Arabic education after Islam:

This period extends for about six centuries, starting from the seventh century AD when Islam spread in the Arabian Peninsula and then quickly moved to the parts of the Persian and Roman empires, until the thirteenth century when the Abbasid caliphate was destroyed in Baghdad at the hands of the Mongols (the fall of Baghdad at the hands of Hulagu in 1268 AD). The Arab Islamic world lost many aspects of its mental and spiritual unity and was dominated by the mixing of the Tatars and Mongols, and began to descend in the path of scientific and economic decay, affected at the same time by the collapse of Muslims in Andalusia at that time. Somewhat, there is the first phase, the growth of Islam during the era of the Messenger, and there is the second phase, the phase of the Islamic conquests that began during the reign of Abu Bakr, the first of the Rightly Guided Caliphs, and came to an end during the era of the Umayyads (and there is the third phase, the phase of the formation of Arab civilization and the mixing of peoples and civilizations. This phase begins with the beginning of the Abbasid phase and extends until the phase of the Seljuk Turks in the eleventh century AD, and the Andalusian civilization entered this phase since the eighth century AD, and there is finally the fourth phase, which begins with the emergence of the Seljuk Turks and ends with the emergence of the Mongol barbarian tribes in Central Asia in the thirteenth century AD, those tribes that crawled over the Islamic countries like an epidemic, destroying crops and offspring and destroying many places of knowledge and the role of books as they destroyed the Abbasid caliphate in Baghdad in 1258 AD, at the hands of Hulagu, who established a huge empire stretching from India to Asia .Minor, which lasted for nearly a century

:Objectives of Arab-Islamic education

The Muslims' goal of education was not purely worldly, as it was among the Greeks and Romans, for example, and it was not religious as it in the early days. The Hereafter, and do not forget your portion of this world.” And in the noble hadith: “Work for this world as if you will live forever, and work for the hereafter as if you will die tomorrow”.

And we will see that the achievement of this goal led the Arabs during the days of the Islamic state to many more things, including the right of their religion and their world. The world has a cultural and scientific supply that was the basis for the development of all modern civilization education basics



Institutes of education in Islam:

- 1- The Book: It is the places where reading and writing are taught. It was known before the advent of Islam, although it was little spread. In the era of Islam, these places were limited to teaching the Holy Qur'an and teaching children to read and write. Muslims knew two types of books: the book for teaching reading and writing, and the book for teaching the Holy Qur'an and the principles of the Islamic religion . Some of the writers appeared among the talented and talented teachers who shone in the Arab Islamic community.

- 2- The mosque: It was an important factor in the dissemination of education and upbringing, as circles of knowledge were held in it, matters of religion were taught, and some types of knowledge, wisdom, knowledge and good preaching. In himself the desire and competence, and among the most famous mosques in which the circles of knowledge were held are the Mansour Mosque, the .Damascus Mosque, and the Amr Ibn Al-Aas Mosque
- 3- Schools: is considered the first to apply general education on a large scale, as he established the Nizamiah School as the first real scientific complex that cared for the needs of students, then the Nizamiyya schools spread in

The Al-Mustansiriya School, which was built by Caliph Al-Mustansir Billah, is considered one of the most beautiful Islamic schools in the thirteenth century AD. It was equipped with a sundial, and kitchens. There was also a hospital and a house for books.

Nur al-Din al-Zanki established many schools that spread throughout the cities and villages of Syria, the most famous of which was the al-Nuriyya School in Damascus, which included shelters, mosques, and .student residences

also established many schools in Egypt, Jerusalem and Damascus, until the number of schools at that time reached nearly thirty schools in Baghdad, about twenty in Damascus, more than six schools in Mosul, and .one school in Aleppo

- 4- Libraries: The Muslim caliphs took care of books, disseminating them among the people, and establishing treasuries for them. Perhaps the oldest treasury is the treasury of the wise Umayyad caliph Khalid ibn .al-Walid
- 5- The paper shops: These shops contributed effectively to the dissemination of science and knowledge because their purpose was not purely commercial, but rather they were suitable places for the meeting of writers and lovers of knowledge, as the papers were the ones who copied the important books and often when discussions were raised and turned into scientific symposiums, and among the most famous papers was Ibn Al-Nadim, the author of Al-Fihrist, and Yaqaoot Al-Hamwi, author of the Dictionary of Literature and the .Dictionary of Countries

- 6- Houses of scholars: Dar Al-Arqam bin Abi Al-Arqam can be considered the first educational institution that the Holy Prophet (PBUH) adopted as a center for the education of the Companions, as he used to sit in his house in Makkah and the Muslims gathered around him to teach them and direct them
- 7- Palaces: Where the caliphs and princes took their palaces as places to educate their children under the supervision of teachers to provide their children with a measure of culture and knowledge education basics

Modern education:

Modern education means the totality of the theoretical and practical foundations that are practiced in modern schools, in order to distinguish them from the old education.

As for its goal, it is (community service) by employing the educational process to develop the social skills of its children and raise their efficiency in businesses and trades that help earn a living and develop society at all levels.

In clearer terms, the goal of modern education is to bring up an integrated human being who is in direct and accurate contact with the problems of life and has the ability to solve them

:Characteristics of modern education

- 1- Paying attention to the preparation of teachers: by providing them with the educational, psychological and social experiences that qualify them to perform their work in a satisfactory manner.
- 2- Paying attention to the preparation of curricula: by carefully selecting its vocabulary and thinking about the results of its teaching, and preparing textbooks technically based on scientific foundations.
- 3- Paying attention to modern scientific teaching methods that have replaced the school system with strict corporal punishment.
- 4- Paying attention to the child's physical, mental, emotional and social development as a result of the progress of (psychology) and his experiences.
- 5- Paying attention to the problems of students and their shortcomings and backwardness through the movement (guidance and direction).
- 6- Paying attention to planning, implementation and order: educational activities and what is spent on them and what they provide of economic and scientific value have become part of the state's

economic plan, and it has become necessary to have a system to implement educational plans in their scientific and economic aspects.

- 7- Paying attention to democratic education: that is, adopting the principle of equal educational opportunities.

Education in modern Europe:

Jean-Jacques Rousseau

Jean Jacques Rousseau was born in 1712 AD in the city of Swiss, in a French Protestant family. His mother died on the eighth day of his birth. This incident had a great psychological impact on the life of (Rousseau) after he grew up and became familiar with it, as he said (I was born weak and sick, and my mother lost her life in two births, so my misfortune .(began with my birth

As for his father, he was a watchmaker, a dance teacher, who was distinguished by his great imagination, quickness of impression , and self-love. He raised his son and taught him to read and write when he was six years old. He would read to him - every night - some stories and romantic novels, and after completing them, he turned to reading books of history and translations. The son developed passion, imagination, and love of freedom, as well as the habit of reading, which had a great impact on .forming his intellectual personality later on

freedom and democracy until his heart was filled with the love of , freedom and the defense of humanity when he did not exceed a family of his age. prevalent in his era of injustice, exploitation and restriction of .freedom

education basics

:The social basis of education

The relationship of education to society

Society depends entirely on education, as it is its survival, continuity, progress, and development. At the same time, education cannot achieve its goals unless the various institutions of society assume their responsibilities in advancing the educational process in form and content. The political, social, economic, cultural, religious, and educational institutions of society work to achieve harmony and integration of the individual into the society. The general cultural framework of society in a way that leads to its adaptation to the social environment. We can see the relationship of education with the social environment through the

:following

- 1- Education and social control: Social control is one of the important elements of society as it is an important means of security , stability, .cohesion, harmony and social integration

It may play an effective role in approving and strengthening the process of social control by passing the correct educational values, habits and concepts to the members of society through the home, school, mosque and all the reference universities to which the individual belongs

This is that the means of social control are legal - formal - and informal, which contribute to the stability, security and organization of society. Education establishes the pillars of control in society in all its forms. Whatever the matter, social control, legal - formal - and customary informal, is a series of social processes that bind the individual and the group. By obeying them, which leads to the creation of a state of harmony and equilibrium, and that the means of education are nothing but fields of education, and it is its material and goal at all times

2- Education and the culture of society: Culture, as Tyler defines it, is that complex whole that includes ideas, beliefs, customs, traditions,) values, methods of work, thinking, and all the material means that man writes in his capacity as a member of society

In the light of this definition, it can be said that there is no existence for the individual or society, and there is no culture for culture in isolation from the individual and society

Also, culture is what provides the individual with images of behavior, thinking and feelings that he should have. It is also a means to satisfy his material and moral needs

And because education is the society's means of transmitting its culture, it works to develop the individual's capabilities, gilding his inclinations, and imparting skills to him in various aspects of life. It also works at the same time to prepare individuals to live happily in the community, because the personality acquires its components through its upbringing

Education, through its role in transmitting the cultural heritage of society, unifies the cultural tendencies of individuals and their intellectual tendencies or their belonging to one social values, in other words, it melts individuals into one cultural crucible

education basics

:John Dewey

:His educational views

1- Dewey combined the stream of experimental psychology with evolutionary sociology and defined the role of the school in preparing

- the individual through experience to be a social member among them
 .in developing his environment
- 2- Dewey believes that education is not by memorization and
 .indoctrination, but by activity and work
 - 3- The school curriculum must include all aspects of community activity
 and its problems, and students must participate in them in a role in
 .their society
 - 4- The child must be the center of the educational process, and the
 educational process, according to Dewey, has two aspects,
 psychological and social, and neither of them can be subjugated to the
 .other , and neither can be neglected
 - 5- In his opinion, preparing the child for the next life is to let him lead
 .himself and train him to fully use all his powers
 - 6- Dewey considers - the home - the image of the social life in which the
 child is brought up and acquires his moral habits, and the school's
 mission is to simplify and deepen his sense of the values associated
 .with his home life
 - 7- Dewey believed that education is the primary method of social
 .progress and reform
 - 8- Education must aim at two basic things: the transfer of intellectual and
 social heritage to new generations so that the link between the past
 and the present is not broken, and the second thing is to consider
 - education as a means of social control - social discipline

**The course of the development of the philosophy of education
 :(general presentation)**

There is no room for an extensive historical study, and we will
 suffice in the historical development of education by presenting it in the
 form of a limited number of prominent road signs in the course of this
 development, and we have expressed each of these signs in terms of a
 . number of indicators or parameters

:In the following, we will discuss each of these educational philosophies

- 1- Ideal:Plato in his republic, or his virtuous city, the ultimate goal of his
 ideal upbringing, which is to create an elite group of politicians,
 philosophers, scientists, athletes, and military leaders who are able to
 change and rebuild their society and its academy . The university of
 that elite Plato explained to us how to reach his educational goal,

- which is summarized in giving the mind rational flexibility to face .reality. And the mind in Plato's idealism is what it learns or is its food
- 2- Romanticism: Rousseau deposited a summary of his educational philosophy in his famous book "Emile", declaring in it his strong discontent with the education of his time, which aroused the ire of the rulers, so they ordered the book to be burned in Paris and Geneva. .Plato's idealism
 - 3- Scientific Realism: In the book " The Organon Al-Jadid " Francis Bacon confirmed his call for a new realistic education that differs - fundamentally - from the idealism of Plato and the romanticism of Rousseau, an education that is not based on the study of classical literature and teaching Latin, but rather on faith in the ability of science and the realism of experimentation, and the fact that nature is an open book in which the mind exercises its ability to reveal its .secrets, in order to It can be harnessed for human welfare
 - 4- education basics

:the details

- 1- Religious moral philosophy: Religious scholars formulated the pattern of Islamic education and education in the early days of Islam in a disciplinary nature with a purely moral orientation. Where religious commitment represented a decisive factor in order to maintain the strength of religion in the center so that it retains its strength when it extends to the periphery with the expansion of conquests. This .educational philosophy is represented by "Al-Ghazali
- 2- Spiritual rationality: The rational tendency in Islamic education was the tendency to propose Islamic knowledge with the thought of the Greeks. Man Al-Farabi strongly believe in the mind. Reason, in his opinion, precedes work, and understanding for him means comprehension, not memorization and indoctrination. This philosophy is also represented by Ibn Sina, who found in Al-Farabi's translation of .the thought of the Greeks his desired goal
- 3- the founder of human sociology, and his educational vision is based , on the concept of "human urbanization", unlike those who preceded him in their departure from religion and philosophy . Culture is the main source of development, and Ibn Khaldun believes that education

is an element of the formation of the state as well as a tool of its making

4- Educational dependency: Our days education is confused between subordination and Islamic utopia trying to reconcile the contradictions and has not succeeded so far in crystallizing an Arab educational philosophy and there has been no accumulation in Arab educational thought

education basics:

The main goals of education in the information age

Every educational philosophy seeks to define the goals of education and must answer in this regard from two pivotal questions

The first question: Why do we teach and learn?

The second question: What are the human characteristics, the product of the desired education?

There is almost agreement on three main goals that must be fulfilled by education in every era, namely:

- Acquisition of knowledge.
- adaptation to society.
- Self development and personal abilities.
- Preparing the modern man to face the demands of life in light of globalization.

These goals are translated according to the UNESCO report as follows:

- Learn to know.
- Learn to operate.
- Learn to be.
- Learning to share .

the opinions agree that our current Arab education is biased towards the goal of "Learning to Know" at the expense of the other three goals, , "especially with regard to the goal of "Learning to be.

quiz

- 1- which aims to develop the individual's abilities and talents, preserve his identity and self-esteem?
- 2- The following graphic illustrates the development of teaching and education from the Arab-Islamic perspective.

Chapter 2

Scholars' opinions on the Islamic upbringing of the child:

And there are the opinions of scholars about Islamic education and its need for the child, and among the ancient scholars who gave their opinions about education and explained its necessity and need for the child, the most prominent of them are as follows:

(1) Imam Al-Ghazali: Imam Abu Hamid Al-Ghazali [a] is the most complete of books on this subject, and his opinions are more widespread than others. He called for the formation of good habits in the child from an early age, by accustoming him to early going to sleep and early waking up, and encouraging him to walk and move.

Sports and physical. [28]

Imam Al-Ghazali has an educational treatise of a few pages entitled "Oh boy" or "Oh, loving boy". In this book, Imam Al-Ghazali presented his views on twenty points on the Islamic education of the child, which is known as "Imam Al-Ghazali's Approach to Islamic Education." Among the most important of these points: Helping the child to establish the rules of good morals in himself, and developing good qualities such as honesty, sincerity, and pleasing God in secret and in public. Humility and mercy, and general morals such as moderation in speech, answering according to the question, observing the etiquette of food and clothing, ignoring the child's mistakes the first time and punishing him secretly the second time, preserving the child's dignity and feelings, developing his sensory, emotional and mental perception, and despicable the love of money in itself.[30]].

(2) **Ibn Sina:** Al-Ghazali is not considered the pioneer of the first educators, despite the great fame that he deservedly deserved.] who considered that "raising a child and accustoming him to good qualities is the first step in building a normal person, in anticipation of the entrenchment of ugly extraneous habits, which are difficult to get rid of if he gets used to them and masters himself, and he believes that if the educator is forced to punish, he must take all precautions, and take wisdom In defining it, he advised not to treat the punished with severity and violence in the beginning, but rather with softness and kindness, and encouragement is used with him sometimes, and force is used only at the end and after all means, including intimidation, reprimand, and

reprimand, have become difficult, but he also notes that advice, encouragement and praise may have been more effective in reforming And construction.. This means that each child must be treated separately, and each disease should be treated with the appropriate medicine.”[31]

Ibn Sina called for taking care of the child’s upbringing and discipline from early childhood, and he justified this in the book *Al-Siyasah* by saying that these methods give the child morals and good habits, and he saw that if the child’s discipline is neglected at this early age, then reprehensible morals and bad habits may take root in him, and it becomes difficult to abandon them. . Ibn Sina calls for the education of the child when he is prepared for education, starting with the Holy Qur’an, the principles of religion, spelling, writing and poetry. [32].

(3) **Ibn al-Qayyim al-Jawziyyah**: As for the imam, the jurist Ibn al-Qayyim [c], he took special care in raising children. He held - may God have mercy on him - in his book many chapters and chapters dealing with various aspects of a child's life.

He believes that: “From what the child needs most is taking care of the order of his creation, for he grows up on his habit of the educator in his childhood, from anger and anger, and argument and haste and lightness with his desires, and recklessness, loneliness and greed, so it is difficult for him in his old age to avoid that, and these morals become solid characteristics and features for him If you achieve the goal of avoiding it, you will expose it one day, and that is why you find that most people have deviant morals, and that is through the upbringing on which he grows up. Likewise, the boy must avoid, if he is conscious, the gatherings of amusement and falsehood, singing, listening to obscenity, heresy, and bad logic, because if he gets stuck with his hearing, it will be difficult. He must part with it in old age, and honor his guardian to benefit from it, so changing the returns is one of the most difficult things, his owner needs to beg for a second nature, and departing from the rule of nature is very difficult.”[33]

(4) **Ibn Khaldun**: Caring for Muslim children and their proper upbringing and upbringing was not restricted to a specific Islamic region and not others... In the Maghreb, and specifically in Tunisia, the sun shone of the scholar Ibn Khaldun [d] who cared for the Muslim child, so his views on education occupied a space extensively from his book

known as "The Introduction", and Ibn Khaldun dealt with in "The Introduction" a number of issues related to children, and called for education gradually, little by little, and little by little, [34] In this dealing with childhood is an awareness of the human soul and its capabilities to understand, comprehend and attain, and he calls it Ibn Khaldoun "The Useful Education" is not satisfied with that, but presents practical training steps from the principle of the empirical scientist, so that his ideas can be established and he works in their details. [35]

Ibn Khaldun believes that "the treatment of children should be with compassion and mercy, and the refusal to treat them with severity and cruelty under the false mask, the mask of firmness, and to replace this harshness with the necessity of understanding the learners, directing them and correcting their mistakes, so he warned that ill-treatment of the learners inevitably leads to many types of psychological and behavioral deviations that result from abuse in the treatment of children.”[36] This is because “whoever was nurtured by violence and oppression... oppression oppressed him, straitened the soul in its simplicity, took away its activity, called for laziness, and forced him to lie and wickedness, which is pretending to be contrary to what is in his conscience for fear of spreading hands by oppressing him, and his work of deceit and deceit is for that, and it became his morally, and the meanings of humanity for which socialization and civilisation, which is zeal and defense of oneself and one’s home, were corrupted, and he became a dependent on others in that. Rather, the soul became lazy in acquiring virtues and beautiful manners, it contracted from its goal and the extent of its humanity, so it relapsed and returned to the bottom of the lowly... So the teacher should in He is educated, and the father is with his son, that they do not tyrannize them in disciplining.”[37]

(5) **Ibn al-Jazzar al-Qayrawani**: As for Ibn al-Jazzar al-Qayrawani [e], he also took care of raising children, and called for protecting them from psychological and physical dangers even before their birth and caring for them physically, behaviorally, morally and educationally, so that they grow up in complete safety.

Al-Qayrawani singled out an entire book on caring for children, which he called: “The Policy of Boys and Their Management,” in which he dealt

with a number of important educational issues, and drew attention to issues that reflect an understanding of human nature, including what he pointed out to him about the existence of two natures in children, the first being reprehensible.

And the other is praiseworthy, and he said - may God have mercy on him -: The owner of the blameworthy is only given by the neglect of the boys, and he left what he gets used to from what his nature tends to, while it is blameworthy, or he gets used to things that are blameworthy as well, perhaps it is not in his instinct, so if the educators wanted to correct him and educate him after The dominance of those things made him difficult to move, and he could not leave what he was accustomed to in his youth.”[38]

Al-Qayrawani warns against the corruption of the praiseworthy nature of the child, and thus he believes that corruption is possible through neglect, and that treatment is difficult to remedy even if the attempt is serious, and thus his motto is "prevention is better than cure."

(6) **Ibn Maskouba:** Ibn Maskouba [and] his views on Islamic education in his book “Refining morals and purifying morals” a chapter entitled: Disciplining Juveniles and Boys in Particular, in which he outlined the basic features of education that he saw, and he called it: “The Constitution of Refining Boys” [39] .

And Ibn Maskouba notes: “The first thing that should be looked at in a boy and inferred from his mind is shyness, as it indicates that he has sensed the ugly, and from his sense of it he warns him and avoids him and fears that it will appear from him or in him. He is not insolent in the face and does not stare at you, for it is the first evidence of his impoliteness, and the witness to you that his outburst has sensed the beautiful and the ugly, and that his shyness is confining himself for fear of the ugly appearing from him, and this is nothing more than preferring the beautiful and escaping from the ugly by discernment and reason.

And this soul is ready for discipline, suitable for care, it should not be neglected or left, and the preservation of opposites who are corrupted by comparison and intervention, even if it is in this state of readiness to accept virtue, then the soul of a boy is naive and has not yet blossomed with a first image that has an opinion and determination that inclines it

from one thing to another, If it was engraved with a picture and accepted it, he grew up on it and got used to it.”[40]

Areas of Islamic education for the child:

Raising a child is either to preserve his religion, by raising him on sound faith, firm faith, pure worship, and virtuous morals, or it is to protect his body and mind, by raising him on sound healthy habits, beneficial nutrition, good social habits, and sound scientific thinking. And the correct understanding of human emotions, sensations and psychological feelings. And by examining the texts of the Sharia and what was written by the predecessors and later in the field of education from Muslim scholars, it becomes clear to us that in Islam there are areas for raising the child, which are:

(1) Faith education:

What is meant by faith education is to link the child from the time of his reasoning to the foundations of faith, to accustom him from the time he understands the pillars of Islam, and to teach him from the moment he discerns the noble principles of the Sharia.

(A) Doctrinal upbringing: Doctrinal upbringing is all that is established through true news of faith truths and unseen matters, such as faith in God, His angels, His books, His messengers, the torment of the grave, the resurrection, reckoning, Paradise and Hell... and all other unseen things, [42] so educators must teach the child the correct belief and instill It contains the correct foundations of the creed in order to resist the influence of Satan in it, by following the following methods:

Reviving the seed of instinct[g] in the child's soul; Which is represented since birth by teaching the child the word of monotheism with the call to prayer, then by repeating the pillars of Islam gradually at every occasion until these pillars are firmly established in his mind, tongue and heart, and that is in compliance with the orders of the Messenger, may God’s prayers and peace be upon him: “Open to your children the first word of there is no god but God.” [43]] And “Order your children to obey orders and avoid prohibitions, for this is a protection for them and for you from the Fire.”[44]

- and establish his belief in God, the One and Only, and consolidate the love of God Almighty; Evidence for this is the words of Abu Umayyah: “The Messenger of God used to teach the boy from Bani Hashem if he uttered seven times: “And say, Praise be to God, who did not take a son, and did not have a partner in the kingdom, and did not have a guardian of humiliation, and magnified him with greatness.”[45].

This is done by following the following methods:

(a) Exalting Him, the Most High, obedience to Him, and observing God the Most High in secret and in public.

(b) Thinking well of God, seeking refuge in Him, and fearing Him.

(c) The relationship with God and its impact on human capacities.

(d) thanking God in gratitude; (e) supplication to God and a statement of His blessing and grace.

- Consolidating the love of the Prophet, may God bless him and grant him peace, and the love of his family; The evidence for that is what al-Tabarani reported on the authority of Ali, may God be pleased with him, that the Prophet, may God bless him and grant him peace, said: “Discipline your children according to three characteristics: love for your Prophet, love for his family, and reading the Qur’an”[46]. This is achieved in the child by following the following points:

(a) Strong response to the orders of the Messenger, may God’s prayers and peace be upon him, and their implementation, and avoiding his prohibitions.

(b) Following the example of the Messenger of God, may God bless him and grant him peace, in his words and actions, by taking a good example.

- Raising the child on the existence of angels and clarifying their attributes and what they do about him; And teach him that they have a job like the job of people, for among them there is an angel who writes good deeds, another of bad deeds, another of death, another of rain... and others. [47].

- Instilling faith in the child in all the heavenly books revealed to His honorable messengers; To convey his religion and law to his servants, so that the child's faith is complete and his faith is correct.[48

- Instilling firm belief in the hearts of children of the Messengers, peace be upon them; That God Almighty sent messengers bringing glad tidings of Paradise to those who obey God's commands and warning of Hell to those who disobey God.

- Instilling categorical certainty in the hearts of children of the Last Day; That it is the end of worldly life and the beginning of the life of the hereafter, which God made for reckoning, reward and punishment, as well as raising the child that the world is mortal, and it is a place of testing and trial, and that the hereafter remains and it is a house to which all people return. 50].

Raising the child to believe in destiny, good and bad; And that is through broad lines, such as saying to him: God created all of His servants upon Him

The instinct, and He knows what they will be upon of guidance and misguidance, and man has a choice and not a ruler, and everything that happens and will happen by God's permission and will, and God, if he takes something from the servant or gives something, it is good for him. [51].

- Teaching the child the Holy Qur'an and the Sunnah of the Prophet; Because the child's connection to the Holy Qur'an in understanding and memorization, recitation and interpretation, humility and devotion, behavior and rulings, and with this we have helped in our present age a Quranic generation and a pious believer on whose hands the honor of Islam is established, and the Sunnah of the Prophet influences the building of the child's soul and his jihadist spirit, as it attracts, refines and leads.] 52].

- steadfastness in the faith he professes and sacrifices for it; Because the stability of faith and its steadfastness in the souls of children makes them dear, so they will not be humiliated, but their noses are lofty in front of all

the forces of the earth that do not intimidate authority, do not submit to whims, and do not go after lusts and pleasures.[53]

(B) Devotional Education:

Worshipful education is all physical and financial acts of worship, such as prayer, fasting, zakat, and pilgrimage, whoever is able to do so. It is easy for him to perform acts of worship when he reaches puberty, and Ratib Adnan Abu Ramouz mentioned clearly in his book “Raising a Child in Islam”: Childhood is not a stage of assignment, but rather a stage of preparation and training to reach the stage of assignment at puberty.”[54] As for the first thing he does with the child in building the worshipful side of his personality, it is his memorization of the hadith of Ibn Omar, may God be pleased with them, in which the five pillars of Islam are mentioned as pillars for the worshipful construction.

- the prayer; They are sayings and actions that are opened with takbeer and concluded with taslim with specific conditions,[55] God Almighty said about him {And command your family to pray and be patient with it}[56].

The Prophet, may God’s prayers and peace be upon him, specified the age of seven as the beginning of the stage for teaching prayer, saying: “Order the child to pray when he reaches seven years, and when he reaches ten years, beat him for not doing it.”[57]

fasting; “It is abstaining from eating, drinking, sexual intercourse, and all things that break the fast from the rising of the second dawn until sunset, with the intention of fasting, in order to draw closer to God Almighty.”[58] God Almighty said: } O you who believe, fasting is prescribed for you as it was prescribed for those before you. ([59].

As for the children, they are not obliged to fast, as Ibn Hajar Al-Asqalani mentioned: “The majority said that fasting is not obligatory for those who have not reached puberty...” But the educator has to order the child to exercise on him if they can handle him, because we find on him the effects of the Prophet, may God’s prayers and peace be upon him: the narrator Al-Rabi’ says: Bint Mu’adh, may God be pleased with them both: “...we make our young boys fast among them, and we go to the

mosque and make toys for them from wool. If one of them cries over food, we give him that so that he can have breakfast.”[60]

Fasting has a great impact on the child’s psyche, because it teaches him not to speak falsely, falsely, or deceive, and not to practice treachery, betrayal, harm, or aggression against people in their money and honor.[61]

- Pilgrimage; It is the worship of God Almighty by performing the rituals according to what came in the Sunnah of the Messenger of God, may God’s prayers and peace be upon him, in a specific place and at a specific time.[62] God Almighty said about the pilgrimage:

Hajj is a practical manifestation of Islamic brotherhood and the unity of the Islamic nation, where differences of races, colours, languages, nations and classes are dissolved in Hajj and the reality of slavery and brotherhood emerges.

Hajj is a school in which the Muslim gets used to patience, remembers the last day and its horrors, feels the pleasure of servitude, knows the greatness of his Lord, and the lack of all creatures to Him. The educator must teach the child the teaching of Hajj, its importance and facts.

Even if the child is not obligated to perform Hajj before he reaches puberty, then Hajj is valid if the ihram is contracted on his behalf by his guardian and circumambulates and runs with him and throws stones on his behalf. On the authority of Ibn Abbas, may God be pleased with him, he said: A woman raised a boy of hers and said: O Messenger of God, is this a pilgrimage? He said: Yes, and you will be rewarded.[64]

- Other acts of worship: We mean by other acts of worship: voluntary acts of worship, dhikr and supplications that are included in the text, such as supererogatory prayers, morning and evening dhikr, etiquette of peace, yawning, leaving the house, supplication for waking up, supplication when eating lunch and breakfast, and others.

(ii) Moral Education:

It is one of the most important educations after faith-based education. It refers to a set of moral principles, behavioral and sentimental virtues that the child must learn, acquire and get used to, from the time he is discerning and rational until he becomes responsible.[65]

There is no doubt, and there is no argument with him, that the moral, behavioral, and emotional virtues are the fruits of firm faith and correct religious upbringing,[66] and when the child's upbringing is far from the Islamic faith, devoid of religious guidance and connection with God Almighty... the child - does not Doubt - He grows up on debauchery and decadence, and grows up on misguidance and atheism.

The moral side is inseparable from the spiritual and worship side, and the best way to reach noble morals is the way of the Messenger of God, may God's prayers and peace be upon him, who addressed him the Most High by saying:

Ethics has a close and solid connection with religion, as the philosopher Kant said: "There is no morality without three beliefs: the existence of God, the immortality of the soul, and reckoning after death." Fichte, the German philosopher, says, "Ethics without religion is absurd." As the English saying repeats in our minds:

Money is lost nothing is lost, health is lost something is lost but character is lost all is lost.

India leader said

Known as "Gandhi": "Religion and noble morals are one thing that does not accept separation, and does not separate from each other, for they are an indivisible unit. Religion is like the spirit to morals, and morals are like the atmosphere to the spirit. Water also nourishes and grows plants." [68]

Those responsible for the moral upbringing of the child shall perform the following duties:

- To bring up children from an early age on honesty, trustworthiness, uprightness, altruism, relief in distress, respect for elders, honoring guests, kindness to one's neighbor, and love for others.
- And keep children's tongues free from insults, insults, and ugly obscene words, and everything that foretells corruption of morals and poor education.

- And to lift them up from low matters, bad habits, and ugly morals, and from everything that degrades chivalry, honor, and chastity.
- And to accustom them to decent human feelings and noble emotional feelings, such as benevolence to orphans, kindness to the poor, and sympathy to widows and homes.
- To beware of imitation, blind imitation, immersion in indulgence, enjoyment of music and lewd singing, imitation of women to men and men to women, wanton display, mixing and looking at taboos.[69].

(3) Physical Education:

One of the great responsibilities that Islam enjoined upon educators, including fathers, mothers, and teachers... is the responsibility of physical education so that the child grows up on the best of what they grow up with in terms of bodily strength, physical integrity, and manifestations of health, vitality, and activity.

Islam is the religion of true power that reforms and does not corrupt; The Almighty said: {And prepare for them whatever you can of force}.[70] And in the hadith: “A strong believer is better and more beloved to God than a weak believer.”[71] Physical education is one of the most important means of health care for the body, mind and soul, and the best time to build the body is the age of childhood, and whoever misses that matter in his childhood will never realize it after that, just as Many legal duties need a strong foundation: such as fasting, pilgrimage, jihad, and so on.

Play and sports are not desirable and easy, but rather an innate argument for the child that must be met. Because of its abundant benefits, other than the physical benefit only, it was reported on the authority of Umar, may God be pleased with him, “Teach your children swimming and archery, and command them to gallop on horseback.” [72] It proves that games and sports are necessary for the physical development of children. Parents and educators should introduce children to the legally permissible games, especially swimming, shooting, and horse riding, and they should

block the legally prohibited games, and children should not be lost in games many times.[H].

Likewise, educators should note the following points in the physical education of children:[73]

- Follow the health rules regarding food, drink and sleep.
- Impartiality from diseases.
- Applying the principle of "do no harm".
- Accustom children to sports and equestrian games.
- Accustom children to austerity and not to indulge in indulgence.
- To accustom children to a life of seriousness and masculinity, and to avoid indolence, fluidity, and dissolution.

(iv) Mental Education:

What is meant by mental education is to educate young people mentally through the development of mental faculties and abilities, directing mental inclinations towards what suits them, taking into account the individual differences between young people, and working to form an educated generation that carries an idea that lives for it and defends it, all within the framework of religious legitimacy. [74].

In other words: What is meant by mental education is to form the child's mind with all that is beneficial from the legal sciences, scientific and modern culture, and intellectual and civilized awareness... so that the child matures intellectually and is formed scientifically and culturally.[75].

As for the previously mentioned education, it includes faith education “establishment”, moral education “creation and accustomation”, physical education “preparation and formation”, and as for mental education, it is “awareness, education and teaching”.

Islam took great care of science as it pushed minds to the field of science and knowledge and called them to open horizons of thought, as it opened

the book of the universe wide before them and called them to knowledge, meditation and contemplation of the universe to find out its secrets. .

And Islam pushes man to learn every science that is beneficial to him, his society, and humanity as a whole, whether this science is in the circle of legal, social, or natural sciences, or other types of knowledge and sciences.[77]

(5) Psychological Education:

The psychological education of children here means that they are wise on perfection and personal and psychological balance, on controlling their emotions, and returning all their desires and psychological, emotional and emotional needs to the law of God Almighty, such as on audacity, frankness, courage, a sense of perfection, love of goodness for others, discipline when angry, and having all psychological and moral virtues on the basis of release. [78].

The aim of this upbringing is to form the child's personality, complement it and balance it so that he can - if he reaches the age of responsibility - perform the duties entrusted to him in the best and noblest manner.

And if the child - from birth - is a trust in the hands of his educator, then Islam commands them and obliges them to instill in him, since he opens his eyes, the principles of mental health that qualify him to be a person with a mature mind, sound thinking, balanced behavior and a lofty will.

Likewise, they must liberate the child from all factors that lower his dignity and esteem, and destroy his being and personality, which make him look at life with hatred, hatred and pessimism.

Educators must free their children from the phenomenon of shyness, fear, feelings of inferiority, envy and anger, and these phenomena cannot be removed from children except by following the following methods:[79]

- Deepening the doctrine of fate and destiny in the child's soul.

Gradual discipline of the child.

Raising the child, from an early age, on timidity, self-confidence, responsibility, and moral audacity.

- Following the example of the Messenger, may God bless him and grant him peace.
- Notify the child of love.
- Achieving justice among children.
- Eliminate the causes that lead to envy, anger, shame and fear

(6) Social Education:

What is meant by social education is to discipline the child from an early age to adhere to virtuous social etiquette and noble psychological origins.

There is no doubt that this responsibility is one of the most important responsibilities in preparing the child for educators and parents. Politics and dealing with others.

It is established from experience and reality that the safety of society and the strength of its structure and cohesion .. are linked to the safety of its members and their numbers, and hence the care of Islam in raising children socially and behaviorally so that if they are brought up and become fluctuating on the stage of life, they give the true picture of the disciplined, balanced, sane and wise person.

Educators must take practical means that lead to virtuous social education, namely:

- Cultivating noble psychological principles such as piety, brotherhood, mercy, altruism, forgiveness and daring.

- Taking into account the rights of others, such as the rights of parents, relatives, neighbours, teachers, companions, elders, and others.
- Commitment to general social etiquette such as the etiquette of eating and drinking, etiquette of peace, etiquette of asking permission, etiquette of the council, etiquette of hadith, joking etiquette, congratulatory etiquette, patient clinic etiquette, condolence etiquette, sneezing and yawning etiquette.

- Monitoring and social criticism. [81].

(7) Sex Education:

What is meant by sex education is to educate the child, educate him, and openly inform him, since he understands the issues that are related to sex, are related to instinct, and are related to marriage, so that when the child grows up and understands the matters of life, he knows what is permissible, and knows what is forbidden, and the distinguished Islamic behavior becomes his creation and habit, and he does not follow lust. It does not stumble on the path of decomposition. [82].

The sexual education that educators should pay attention to and focus on is based on the following stages:

- At an age between (6-10) years, the child is taught the etiquette of seeking permission and the etiquette of looking.
- At the age of (10-12) years, the child is taught all sexual stimulation.
- At the age between (12-15) years, which is called the age of puberty, the child is taught the etiquette of sexual intercourse.[83].

The bottom line:

Education, its meanings revolve around growth and increase, improvement, reform and guidance. There is no difference between modern education and Islamic education except that there is a philosophical difference because the foundations of modern education are considered in the Western world to be freedom, democracy and individualism, and in the communist world it is the dictatorship of the working class, dialectical materialism and collective communism. [84] But the foundations of Islamic education, whether new or old, are considered to be based on faith in God, His angels, His books, His messengers, the Last Day, and in predestination, good and bad, commitment to good deeds, cooperation in it, recognition of the truth and recommendations for it. It is based on the correct Islamic perception of man, the universe and life, to rise to the highest ideal.

There are several areas of Islamic education mentioned above. Parents, officials and educators must first of all have the qualities of a successful educator, namely: being knowledgeable, trustworthy, strong, just, firm, righteous, truthful, wise and others. Based on this, they must take great

care of children, and instill in them the correct faith, lofty ideas, pious values, and praiseworthy habits that qualify them to be young people with effective productivity in society, and one of the reasons for its advancement and progress, so they became happy and happier among them, and if they neglected them, they were as the poet meant by saying: Neglecting the upbringing of children is a crime afflicted parents with woes [85]

chapter 3

Scholars' opinions in the west upbringing of the child



The Johann Heinrich Pestalozzi Society

Welcome to the Johann Heinrich Pestalozzi Society, where we discuss all things to do with this great man, considered by many to be the father of modern education.

JOIN THE SOCIETY TODAY

An Introduction

Who was Johann Heinrich Pestalozzi?

Johann Heinrich Pestalozzi, Swiss social reformer and educator, is known as the Father of Modern Education. The modern era of education started with him and his spirit and ideas led to the great educational reforms in Europe in the nineteenth century.

Where was Johann Heinrich Pestalozzi born?

Born, January 12, 1746, Zürich – Died, February 17, 1827, Brugg

What was Johann Heinrich Pestalozzi known for?

Pestalozzi saw teaching as a subject worth studying in its own right and he is therefore known as the father of pedagogy (the method and practice of teaching, especially as an academic subject or theoretical concept). He caused education to become a separate branch of knowledge, alongside politics and other recognised areas of knowledge.



Yverdon le 3^e July 1812.
 Meinstes lieben Freund!

Wir können wir Ihnen bei jedem Anknüpfen
 zu ich wie ich schon aus erzählt haben, wie es um Ihre
 lieben kleinen Pflanz; und die es ist dem Herrn und in
 seinem übrigen Pflanzung Anlaß. Ich habe also bei dem
 was er Ihnen gesagt, und sah Sie ist uns auf dem
 Gefallen hat aufhören wollen mit Anerkennung von
 L. 239. 4. 6 die ich sich zu Yverdon der kleinen Jacob
 Herberger ausstellen, bei Vorwissen zu besichtigen.
 Die geringen September September die für die
 geringe Pflanzung um C^o. 100 Fr. übersteigt, die
 ich bei der in Pflanzung finden werden.

Mit immer glücklicher Wonne Aufregung und
 Erwartung

Johann Pestalozzi

Pestalozzi

Pestalozzi

What is Pestalozzi's theory of education?

Johann Heinrich Pestalozzi believed in the ability of every individual human being to learn and in the right of every individual to education. He believed that it was the duty of society to put this right into practice. His beliefs led to education becoming democratic; in Europe, education became available for everyone. Pestalozzi was particularly concerned about the condition of the poor. Some of them did not go to school. If they did, the school education was often useless for their needs. He wanted to provide them with an education which would make them independent and able to improve their own lives.

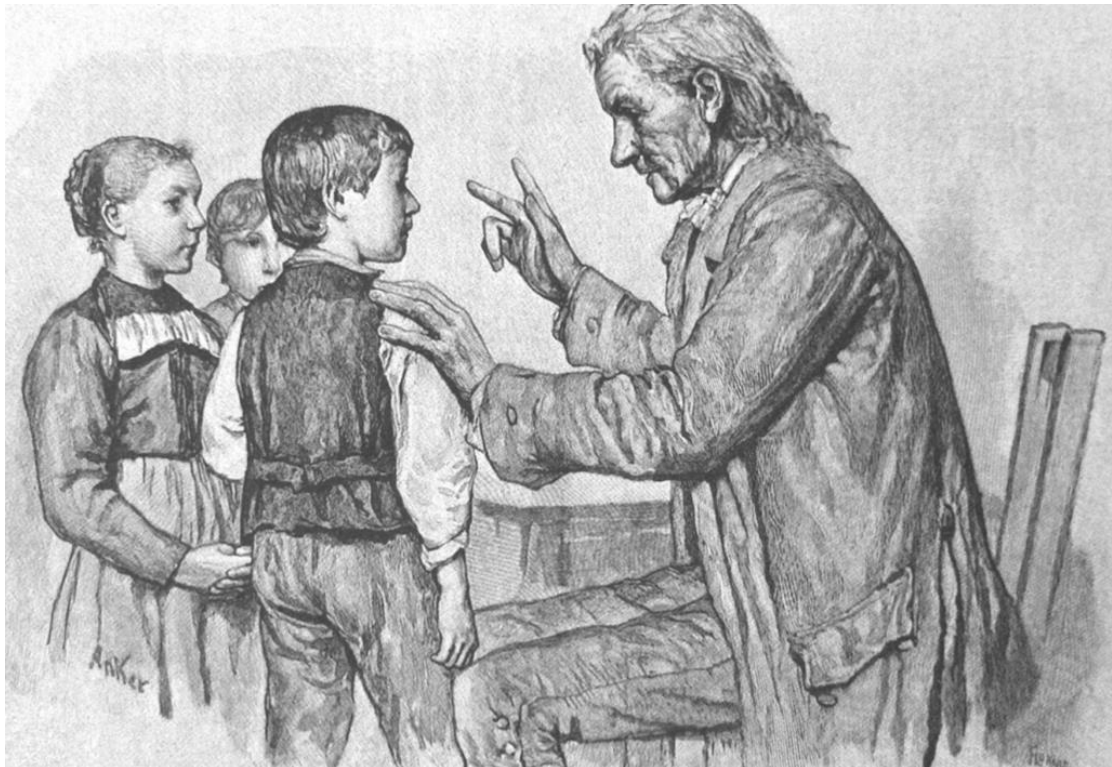
Pestalozzi believed that education should develop the powers of ‘Head’, ‘Heart’ and ‘Hands’. He believed that this would help create individuals who are capable of knowing what is right and what is wrong and of acting according to this knowledge. Thus the well being of every individual could be improved and each individual could become a responsible citizen. He believed that empowering and ennobling every individual in this way was the only way to improve society and bring peace and security to the world. His aim was for a complete theory of education that would lead to a practical way of bringing happiness to humankind.

What is the contribution of Johann Heinrich Pestalozzi to education?

Pestalozzi’s approach has had massive influence on education, for example, his influence, as well as his relevance to education today, is clear in the importance now put on:

- The interests and needs of the child
- A child-centred rather than teacher-centred approach to teaching
- Active rather than passive participation in the learning experience
- The freedom of the child based on his or her natural development balanced with the self-discipline to function well as an individual and in society
- The child having direct experience of the world and the use of natural objects in teaching
- The use of the senses in training pupils in observation and judgement
- Cooperation between the school and the home and between parents and teachers
- The importance of an all-round education – an education of the head, the heart and the hands, but which is led by the heart

- The use of systemised subjects of instruction, which are also carefully graduated and illustrated
- Learning which is cross-curricular and includes a varied school life
- Education which puts emphasis on how things are taught as well as what is taught
- Authority based on love, not fear
- Teacher training



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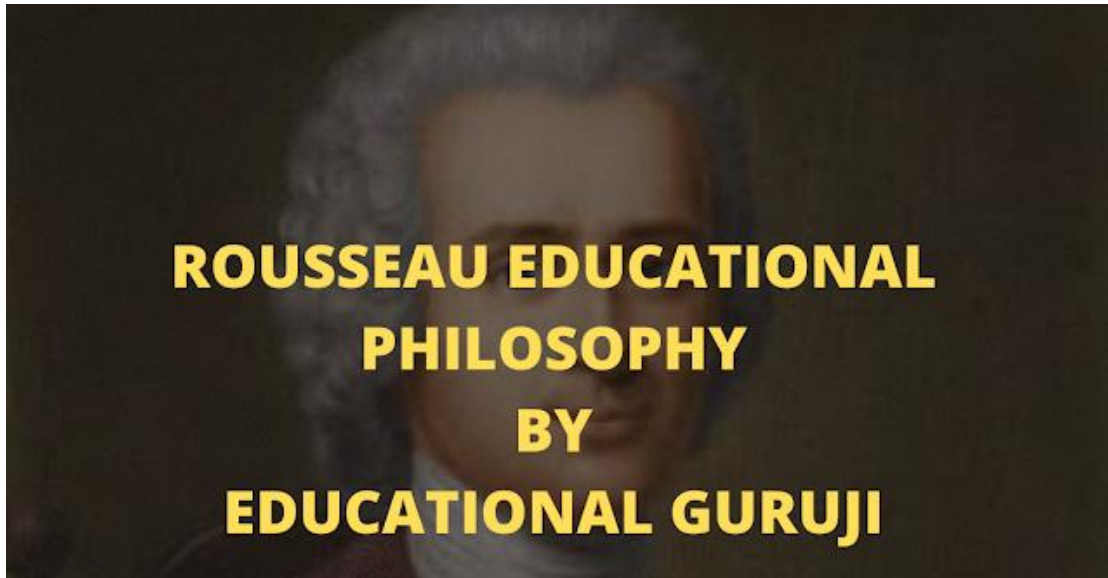
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Rousseau Educational Philosophy



Jean Jacques Rousseau (1712-1778)

Introduction

Rousseau is the first man in the world who brought about a remarkable change in the social and political structures of many countries through his sound educational ideas. In fact, his thought-provoking ideas such as liberty, equality and fraternity caused the modification of political systems and the development of sociological tendency in education.

As he has revolutionised our thinking in so many ways, he is considered as the father of civilization. He has introduced a new theory and practice of education through his writings on religion, society, marriage, education and government.

He has highlighted the evils of society and wanted to reform it by modifying the process of education according to the needs and interests of individual and society. He is the pioneer of making education into practical process by introducing trade, business, leather work, and embroidery as livelihood.

He is the chief exponent of naturalism which has a great impact on modern education. The introduction of new teaching techniques and giving importance to the study of natural sciences make him a distinguished philosopher and place his name in the top among the educationists.

Life of Rousseau

Jean Jacques Rousseau, the first man in the history of mankind to preach the gospel about common man, a great educator of the eighteenth century, the champion of modern education, the most important naturalistic philosopher, a powerful thinker, father of French Revolution and an apostle of individual liberty, was born in the small city of Geneva in 1712. He lost his mother soon after his birth and was brought up by his father.

He received his early education at the hands of his father who was a poor watch maker and a private tutor. His father was quite ignorant of the art of bringing up his son. Therefore, Rousseau fell into bad habits for which he was generally, very severely, beaten in the school. As a result, by nature he became vehemently opposed to this inhuman practice. He developed a tendency of sentimentality and sensuality. He left the school at the age of twelve and tried different sorts of occupation, but he failed in all. He was wandering from one place to another and met different types of people, and learnt to sympathise with the poor.

One day he became very tired and hungry because of his aimless wanderings. A priest Savoyard Vicar took him to his home and fed him. This incident shaped the life and character of Rousseau. He became familiar with the existing social and philosophical problems. The writings of Hobbes, Locke, Montaigne, Pascal, Fenelon Voltaire, Leibnitz, Descartes, Kepler, and Newton influenced him very deeply.

His mind was occupied with problems concerning 'education' and 'government'. After a number of journeys, a desultory study of Catholicism, music, and a survey of all sciences, he tried his hands at various professions like those of a private tutor, music teacher, secretary, composer and dramatist.

He settled in Paris in 1741 and became a writer. Rousseau was particularly influenced by the poverty and sufferings of the people. He hated the society for the evils and wanted to reform it. In his publications, he condemned the existing institutions and portrayed the oppression and corruption in the society. He declared, "Everything is good as it comes from the hands of the author of the nature, but everything degenerates in the hands of man".

He bestowed the slogan, "Return to Nature" (Back to Nature or Follow Nature). He wrote, "Man is born free and everywhere he is in chains". His work *Emile* revolted against the canons of society. France and Switzerland banned this book and burnt it in many places. He earned the displeasure of the French authorities. As a consequence, Rousseau had to live in exile for many years. After 11 years, he returned from England to France and wrote his last book entitled *Confessions*.

He was very much disgusted and disappointed by the political authorities of France and Switzerland. Rousseau, the most influential political as well as educational philosopher, died in 1778 due to a sudden attack of thrombosis which many believed to be a suicide. But his profound thoughts such as liberty, equality and fraternity inspired the French Revolution in 1789. The insurrection not only exalted the fame of Rousseau but also brought about a remarkable change in the socio-economic economic and political conditions of several countries.

Philosophy of Rousseau

The philosophy of Rousseau emerges as a revolt against the artificial and autocratic society. He advocates the idea that there should be a "Natural State", a "Natural Man", and a "Natural Civilization". According to him, cities are the graves of civilization. So, his philosophy is termed as Naturalism. He believes that "everything" is good as it comes from the hands of the author of nature, but everything degenerates in the hands of man".

He further indicates that a child is essentially good but his contact with society makes him bad. In his book *Social Contract*, he writes, "Man is born free but everywhere he is in chains". He emphatically states that man himself is responsible for his miseries and sorrows. Therefore, the human society should give up the present artificial mode of life and go back to nature for forming a natural man, a natural state and a natural civilization in order to regain the old vitality and happiness. According to Rousseau the slogan, "Return to Nature" is the panacea for all evils. In the field of politics, he emphasises the concepts of liberty, equality and fraternity.

He revolts against traditional education and raises his voice to free the child from the tyranny of strict discipline and the artificiality of school environment and stereotyped methods of teaching. He wants men to be free from the bondage of society by educating them, not for citizenship but for manhood. Thus, his philosophical ideas combine his political, social and educational ideologies. It is the outcome of three factors namely the state of time, extremely varied experiences of life, and his impulsive and emotional nature, which influence and shape the philosophy of Rousseau.

Rousseau's Three Concepts of Nature

Rousseau is the most important naturalistic philosopher. So, he wants the people to live according to nature and follow the order of nature in education. According to him, 'Nature' has several connotations, but he has stated three concepts of nature.

(1) Nature as "endowment"-innate tendencies:

According to Rousseau, education comes to us from nature, from men and from things. He regards nature as equivalent to endowment. He believes that the best learning takes place when the child is free to develop and grow according to his natural impulses. Nature is the spontaneous development of the innate disposition of the child. Rousseau says, "When I want to train a natural man, I do not want to make him a savage and to send him back to the woods, but living in the whirl of social life... he should not let himself be carried away by the passions and prejudices of man. Let him see with his eyes and feel with his hearts". So, education must start from the child's instinctive tendencies.

(2) Nature-isolation from society:

Rousseau believes that nature is good and everything; but society is negative which drags the child away from nature. According to him, society is an artificial and unnatural product which is full of evils. So, the child should be saved and isolated from the evil influences of society. He wants the child to be brought up in the lap of nature, that is, in contact with the beauties and wonders of nature, away from social influence. It means non-social education-a preventive education which is not based on

traditions and formalities of society. Thus, nature is defined as "negative to society".

(3) Natural phenomena-living according to nature:

Rousseau is of the opinion that the child must be given education in a natural environment. He wants the child to live according to nature in accordance with the rational principles of the universe. Since Rousseau is a great lover of nature, mountains, streams, ocean, sunrise, sunset, solitude and country life, he recommends contact with hills, streams, plants, birds, trees, animals, stones and physical forces of all kinds. He believes that one becomes a natural man automatically when he is brought up and taught in the natural environment.

Rousseau's Philosophy of Education

(1) Education according to nature of child:

Rousseau believes that education is the only remedy to shun the evil influences of society. He, therefore, advocates that the child is the centre of gravity. According to him, the nature of a child should determine the nature of teaching rather than a logical order of subject matters, which is suited only to the adult mind. He emphasises the dictum that the child should be treated as child not as an adult. Hence, the child should be provided with real, vital and concrete experiences.

(2) Education according to different stages of child:

Rousseau spells out how the child should be provided education. In his book Emile, he regards Emile as an imaginary male child, and divides his scheme of education according to his different stages of growth. According to him, childhood has its own way of seeing, thinking and feeling. There is time for every kind of teaching and we ought to recognise it. The different stages of child are infancy (0-5 years), childhood (5-12 years), Adolescence (12-15 years) and youth (15-18 years). Hence, the construction of curriculum and the methods of teaching should be in accordance with the different stages of the child.

(3) Education from nature, man and things:

According to Rousseau, the education of the child comes from nature, from man and from things. Education from nature means the internal

development of our organs as a consequence of our relationship with our physical environment. Education from men means we are taught to make use of that development through our relationship with our social environment. Education from things is the acquisition made by our own experiences with the objects which surround us. Rousseau says that harmony in education is possible by subordinating the education of men and things to that of nature because we have no control over nature. So, we have to ensure cooperation of these three factors for imparting the ideal education.

(4) Education a process of guidance:

Rousseau believes that education is the process of guidance by the teacher, but it is not instruction by the teacher. According to him, the art of teaching consists in making the pupil wish to learn. His concern is to educate the child to live his life.

(5) Negative education:

Rousseau was the first man to stress on negative education. He states, "The most dangerous period in human life lies between birth and the age of twelve. Hence, education from five to twelve should be negative effort by the educator who should leave the child to learn how to use time wisely. Negative education is the preparation against the social condition in which the child lives. It consists not at all in teaching virtue. But it shields the child's heart from vices and his mind from errors.

Rousseau's Concept of Education

The educational views of Rousseau are considered to be new and modern. They are meant to relieve the child from strict discipline, artificial school, social environment, undue control, and rigid methods of teaching. According to Rousseau, education should aim at the fullest development of the child's innate potentialities and powers in a natural environment. He has defined education thus: "It is a process of development into an enjoyable, rational, harmoniously balanced useful and hence natural life". It means the natural development of organs and powers of the child. Education as such is a life-long long process. He states, "To live is not merely to breathe, it is to act, to make use of our organs, senses, our

faculties and of all those parts of ourselves, which give us the feeling of an existence".

Aim of Education

The aim of education is to help the child to remain alive. According to Rousseau, "Life is not merely to breathe but it is to act and to make use of our organs, senses and faculties which give us the feeling of our existence". In other words, life is to live, to work, to develop and to properly utilize the various parts of the body, the sense organs and the various other powers of the body to make the child a real human being.

(1) Physical development:

Rousseau feels that a strong physique is essential to develop the child into a healthy and wholesome personality. A feeble body makes a feeble mind. He says that we are born weak and we want strength. We are poor and we want help and so on. Thus, whatever we do not have is to be given by education. And, this is the ultimate aim of education.

(2) Development of senses:

Rousseau believes that senses are the gateways of knowledge. So, development or training of senses is the important task of education. It is education which helps the child to attain pleasure by using his organs and senses and by applying his strength.

(3) Development of innate faculties:

The aim of education is to help the child to develop his innate faculties in a natural way and in the natural environment. To establish harmony between man, objects and nature, a child's natural impulses and instincts must be particularly attended to.

(4) Intellectual development:

The aim of education is to develop the child to the fullest for his complete and happy living. So, Rousseau stresses on the importance of intellectual development during one's childhood. To achieve intellectual development, he has recommended physical sciences, language, mathematics, history and geography.

(5) Learning trade:

The aim of education is to prepare the child to live his life. For this purpose, the child must learn a trade, a mechanical art and manual labour. This can give him a living.

(6) Development of social and moral values:

The aim of education is to lead the child to become a member of the society and an ideal head of the family. Rousseau emphasises moral and spiritual education during youth in order to prepare the child to lead a good life.

Aim of Education at Different Stages of Child

The aims of education, according to Rousseau, change at different stages of the child's development, because each stage has different tastes, interests, needs and stresses. Therefore, the aim of education should be changed in accordance with the growth of the child.

(1) Infancy:

Infancy begins at birth and continues upto five years. During this period, development and strengthening of every part of the body is essential so that the child can grow up healthy and strong. Rousseau held the opinion "All wickedness comes from weakness. The child should be made strong so that he will do nothing which is bad". So, he has suggested providing the infant full freedom to engage in playing and exercising his body. Thus, education aims at physical development during infancy.

(2) Childhood:

This stage lasts from five to twelve years. It is the period of development of the child's sense organs through experience and observation. Hence, the aim of education is to help the child to observe and experience various things in nature and develop his sense organs.

(3) Adolescence:

At this stage (12-15 years) education aims at developing adolescent personality through hard work, guidance and study of various subjects. Since the aim of education is intellectual development, Rousseau

recommends subjects like, physical sciences, language, mathematics, history and geography.

(4) Youth (15 to 18 or 20 years):

The aim of education during this stage is the development of emotions and sentiments that is the training of the heart. The development of sentiments leads to the development of moral and social qualities in the youth. Rousseau reiterated that moral and religious education should be imparted to the youths so as to prepare them to lead a good life. Thus, education aims at preparing the youth to become a member of society and an ideal head of the family.

Rousseau's Concept of Curriculum

Rousseau divides his whole programme of education on the basis of the development stages of humans. In his book Emile, he divides his scheme of education (curriculum) into five stages. The curriculum for the first four stages is in accordance with the developmental stages of Emile and his felt needs. The fifth stage is meant for the education of Sophy-an imaginary girl to become an ideal wife of Emile. Rousseau has prescribed different subjects and activities on the basis of infancy, childhood, adolescence and youth of Emile and Sophy.

(1) Education for infancy (0 to 5 years):

Rousseau recommends negative education during infancy. At this stage instead of teaching subjects, attention should be given to the development of the child's body and his sense organs. His dress should be comfortable so that he does not have any difficulty in the free movement of his body organs. He should be allowed to play with whatever things he likes without any force from outside, and wander about freely in the countryside. His play things should be simple, natural like leaves, plants, flowers, fruits, stones etc. and not expensive toys. The child should be brought up by his mother and he should be given due protection.

(2) Education for childhood (5 to 12 years):

Rousseau opposes the use of any textbook for educating the child. The child should be given training to learn everything through observation and experience. Rousseau suggests various activities by way of training,

for the development of the mind, and the power of reasoning through negative education. The child should be given full freedom to use his senses in the natural environment. His eyes should be trained to measure height, weight, distance, colour and size. Music educates his ears, flowers train his nose, weather educates his skin and so on. Rousseau's advice for this stage is, "Exercise the body, the organs, the senses and powers, and keep the soul lying fallow as long as you can".

However, geometry maybe taught during this stage. Moral education should not be given as long as the child does not understand the meaning of "morality". But a little of moral education maybe given through activities. Rousseau opines that the child will learn his morality by the natural consequences of his own actions.

(3) Education for adolescence (12 to 15 years):

This is a good period of intellectual development during which the child should be taught various subjects and activities. It is a suitable time for work, instruction and enquiries. Rousseau prescribes a formal curriculum consisting of physical sciences, languages, mathematics, music, painting, woodwork and social sciences. He opines that the study of science will enhance the curiosity of the child his inclination towards research, invention and self-education. Painting helps the pupils to train the muscles and eyes. Handicrafts help to develop the ability to work. Rousseau wants to teach Emile industrial exchange and professional experience in banking and transportation to prepare him to earn his livelihood. He recommends for reading the book Robinson Crusoe, a study of life according to nature.

(4) Education for youth (15 to 20 years):

During this stage, the child is expected to grow emotionally, aesthetically, socially and morally to adapt himself to the conduct and interest of others. Rousseau wants Emile to get training in moral and religious education about his relations with his fellowmen and develop moral qualities such as benevolence, kindness, service and sympathy. He suggests that moral education should be given through activities and occupations and not through lectures on ethics. Travel through different countries is recommended for knowing the world, their languages and modes of life in the neighbouring countries. The youth should visit

hospitals, prisons and orphanages in order to see the evils and miseries of the society directly and gain first hand knowledge. Sex instruction during youth consists of direct moral exhortation on chastity.

(5) Education for women:

Since men and women differ from each other, Rousseau prescribes a separate curriculum for the education of female, Sophy (imaginary girl of Rousseau). He mentions in his Emile that men should be strong and active; the women should be weak and passive. According to him, "Men are born to serve, women are born to please". Woman is simply supplementary to the nature of man. The aim of women's education is "To be pleasant in his sight to win his respect and love, to train him in childhood, to tend him in manhood, to counsel and console, to make his life pleasant and happy, these are the duties of women for which she should be taught while she is young". He remarks, "An illiterate woman is the plague of her husband, her children, her family her servant and everybody". So, he recommends to provide education in reading and writing to make them efficient to keep their body healthy and adorn themselves. In this respect, they should learn housekeeping, sewing, embroidery, weaving and get religious education too. They should also learn singing, dancing and other accomplishment

Chapter 4

The modern education





The advancement of human civilization is significantly influenced by **education**. Since the beginning of time, the way that people learn has changed significantly over time and continues to do so as a result of developing technology. However, thanks to the internet and other **digital** technology, online learning environments are becoming more popular than traditional classrooms. The spatial restriction of a physical classroom has been entirely eliminated by the current educational system, benefiting a wide variety of pupils simultaneously throughout the world. We shall shed some light and talk about Modern Education in this blog.

THIS UNIT INCLUDES:

1. What is Modern Education?
2. Traditional Education vs. Modern Education

3. Which One Is Better?
4. Need For Modern Education
5. What is the Purpose of Modern Education?
6. Modern Education in India
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 1. Traditional Education and Modern Education
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10. Grading & Assessment in Modern Education
11. The Three Main Ingredients for Effective Modern Education
12. Modern Education: A Sample Study
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14. Benefits of Modern Education
15. Disadvantages of the Modern Education System
16. Challenges Faced By Modern Education System
17. Modern Education Speech

What is Modern Education?

Modern Education is the latest and contemporary version of education that is taught in schools and learning institutions in the 21st century. Modern education doesn't just only focus on prominent academic disciplines of Commerce, **Science** and Arts but also aims to foster critical thinking, life skills, value education, analytical skills and decision-making skills in students. Modern Education also makes use of the latest technology such as mobile applications, audio and video platforms like YouTube, Podcasts, E-books, Movies, etc. to educate learners and make the learning process more engaging and interesting.

We have all been educated in a teacher-centric classroom, a system where the teacher is in upfront and the students are seated in nice neat rows, listening to the lecture and taking notes. This system has been, and to some extent, still forms the core of our **education** system. Schools have relied on it for decades, and have only recently undergone major changes. Living in the 21st century, technology has become an integral part of our

everyday lives. None of us can deny that it has brought about nothing short of an overhaul of our world, and more importantly of our educational system. From chalkboards to whiteboards and now to smart boards, technology has become our main source of research, knowledge, and teaching. This blog is going to shed some light on the modern education system and how it is replacing traditional methods of teaching.

Traditional Education vs. Modern Education

Both traditional and contemporary education is connected to and distinct from one another. There was a point in our nation's early history when there were no schools. The education or information is passed down to the children from their ancestors. At the time, this expertise was primarily concerned with survival abilities. The people who lived in jungles received their education from their predecessors, who demonstrated to them how to build tools, use animal skins for various uses, and hunt for sustenance. They received instruction on their rites and practices. Their respective beliefs were discussed in class.

They imparted moral lessons to them through the tales of their gods and monarchs. In India, the monarchs used to send their sons to institutions known as gurukuls. They learned how to wield various weapons, how to defend themselves, and how to assault their adversaries at these gurukuls. Additionally, they learned the fundamentals of governing an empire. These kinds of schools weren't intended for the community. The royal families were the only ones who had access to it. The expertise that their parents possessed was passed on to the other children in the empire by them. The value of education grew across the nation as the democratic government was created in the next years. Schools were opened where any kind of student could come and learn. Modern education was established at this time.

Which One Is Better?

Both types of education have their own place and importance in society. We cannot categorise education as good or bad. Traditional education was good in its time, and modern education is good in its time. Actually, it depends on the individual. It all depends on what the individual wishes to learn. Traditional education is unquestionably better for learning about

one's customs and religion. Modern education, on the other hand, is beneficial to those who wish to learn about science or mathematics. Both types of education are equally important. Our culture is frequently associated with traditional education. And it is beneficial, if not essential, to learn about one's own culture. Everyone should know their religion's stories and beliefs, as well as their traditions and culture. Similarly, it is critical to keep up with the world in terms of modern developments that are taking place today. This expresses the significance of modern education. Modern education is required to keep in touch with the rest of the world and to understand what is going on.

Need For Modern Education

The academic curriculum needs to be modernised not simply to keep up with the times, but also to better educate students about the rapid breakthroughs in technology. Becoming flexible to changing times, helps students become skilled at employing both conventional abilities and technical competence with equal ease.

The existing educational system does ordinary people an injustice by limiting their potential, making it impossible for them to handle the intricacies of both private and public life. Since there are many different issues facing mankind in today's competitive world, the educational system must be made adaptable enough to educate pupils for this dynamic **environment**.

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How is Technology Changing the Face of Education

Objectives of Educational Technology

What is the Purpose of Modern Education?

Here are the key purposes of modern education:

- To foster essential life skills, critical thinking, decision-making skills and analytical competencies in its learners.
- To facilitate a positive approach towards diversity, inclusion, compassion and a sense of responsibility in students.

- To create a fun and engaging learning process.
- To incorporate educational technology to make the learning environment more experiential with a key focus on real-world applications of concepts.
- To ensure that learning and education reach every corner of the world whether through physical classrooms or online learning.
- To build an equal relationship between the teacher and learner and foster the curiosity of students and teach them to inquire and ask questions rather than the passive traditional approach.

Modern Education in India

The Indian education system has its deep roots in ancient oral learning as well as the **Gurukul education system** which later was transformed into formal education by the British. Here are the salient features of modern education in India:

- **Modern education in India** was brought by the British colonisers in the 1830s along with the English language which is credited to have been introduced in India by Lord Thomas Babington Macaulay.
- While metaphysics and philosophy were earlier studied at Nalanda University, the new modern education system brought by the British focused on academic disciplines like Science and Mathematics.
- As India became free from the British, basic education was made compulsory, especially for 6-14 years of age with schools constructed all across the country.
- The modern-age education system of India in the 21st century is constituted of a new approach to learning from online education to skill-development courses, digital learning platforms, a **grading system** as well as the use of **educational technology** in the classrooms and a newly introduced **New Education Policy!**

Notes on Modern Education

Want to study the importance of modern education and how it is different from traditional education? Here are some important study notes on Modern Education:

Traditional Education and Modern Education

Traditional Education vs Modern Education

Teaching styles have changed significantly over the years. The traditional way of imparting education primarily employs recitation and memorization techniques whereas modern education involves interactive methods for effective learning. The following paragraphs elaborate more on both approaches.

Traditional Education: Tried and Tested

The conventional education method focuses more on teaching and passing on information and knowledge to learners. It focuses more on recitation than on anything else. For example, students are made to sit in silence while one student after another would take turns reciting a lesson until each one had been called upon. The teacher will listen to each student's recitation who is expected to learn and memorise the assignments to the word. Traditional education methods rely heavily on replication-based assessment in practical and written exams as well. However, how traditional teaching methods were utilized more than ensured that students were rewarded for their efforts, used class periods efficiently and exercised clear rules to manage student behaviour. Traditional methods are based on established customs that had been used successfully in schools over many years.

Personality Development

Learning Methods

Modern Education: A Welcome Change

Why is modern education important? Modern education significantly differs from the traditional methods of teaching and is widely practised in schools today emphasising more on science and technology. Progressive modern education focuses more on the student's needs rather than assuming that all students are at the same level of understanding. It is activity-based comprising of questioning, explaining, demonstration and collaboration techniques. Embodied in the **BEd Syllabus**, this form of education teaches imaginative, creative thinking and visualization.

The Wheel of Modern Education



Smart Education: The Advent of Online Learning

Amongst the core features of Modern Education, Online Education has become a quintessential part of the learning process and pedagogy in the contemporary age. Offering an immense scope of learning anything, anytime and anywhere, the Internet has become a vast pool of knowledge welcoming people of all ages to furnish their skills and expand their

expertise in different fields of study. Further, **online learning** is just a constituent of Smart Education which utilised technology to facilitate an interactive process of teaching and learning. The **importance of technology in education** is imperative today and you can learn anything and anywhere just with the help of a functioning network connection and a smartphone, tablet or computer.

5 Best Online Learning Platforms

Grading & Assessment in Modern Education

Apart from the approach to teaching and learning, another unique aspect of modern education is the introduction of a grading system that focuses on providing students with certain grades rather than marks to eliminate the quantification of a student's knowledge about a subject. While marks were the major element of assessment in traditional education, modern education has brought forward a grading system which is a better way to provide students with an overview of their knowledge and understanding of different subjects. With this advanced marking pattern, students are relieved from the scoring pressure and teachers are also able to highlight the areas where a student needs to work more on and where they can focus on helping the student perform better.

The Three Main Ingredients for Effective Modern Education



Grading System in India

CBSE Grading System

Modern Education: A Sample Study

Modern education comprises various learning and teaching methods including the popular ‘space learning’ wherein students are encouraged to quickly switch through activities. It is a learning method in which the condensed learning content is provided with a 10-minutes break for physical activities. For example, students would be provided with 15 minutes of PowerPoint presentation and then allotted 10 minutes of sport. This method aims to improve their learning abilities. It is claimed that physical exercises help brain cells to create a connection that they need to remember the course. Furthermore, it has the additional benefit of allowing people to relax.

Modern education is aided by a variety of computer technologies, the internet, and projector presentations to make studies interesting and interactive for students. It encourages students to engage with the real world, and analyse everything that happens in different life spheres. Students are taken to respective sectors and industries where they witness the practical application of concepts they learned theoretically. These

methods help improve the quality of education and improve the engagement of students effectively.

Why Finland's Schools Outperform Most Others Across the Developed World?



Credits -ABCNews

Also Read: [Importance of Value Education](#)

Benefits of Modern Education

In particular, the advantages of modern education can be summarised as:

- Modern education is a dynamic way of learning enabling students to learn a lot faster. The interaction between students and teachers helps students understand better.
- Enabling students to participate in physical activities to improve their efficiency is another advantage. Modern education allows students to do a lot more than just learn and helps them become more social and interactive.
- Cocurricular activities, recreational activities, drama and art in education help students to become creative, industrious as well as

the patient. This is one of the factors that make students look forward to schooling.

- Modern education comprises screening classes and lectures which are scheduled at specific timings, this helps to make students punctual and consistent.

Disadvantages of the Modern Education System

Lack of interpersonal interaction: Courses taken online are self-paced. It is challenging for the students to build relationships with their peers. little to no face-to-face interaction and little social engagement.

The likelihood of becoming distracted: The likelihood of becoming distracted is quite high for students who are less focused and lack motivation. The students wander off course and end up doing something different.

Learners get isolated: since they don't engage with the outside world, which increases the likelihood that they may feel lonely and alone.

Challenges Faced by Modern Education System

1. Conformity:

Employees are required to abide by a set of rules to accomplish corporate goals or targets, which may limit their freedom and creativity.

2. Loss of Responsibility:

The people feel less accountable for the general expansion of the business as a result of the development in the specialisation. Even though their employees are not receiving the required training and development, it has been observed that firms frequently blame "globalisation" for all of their problems.

3. Lack Of Proper Communication:

There is frequently poor communication between various sectors

and teams as a result of overcomplication and shortened deadlines, which has a detrimental effect on the company's overall performance.

Modern Education Speech

Good morning to everyone in this assembly. I will discuss my opinions regarding the Indian educational system in my speech. People with more education may be easier to drive but harder to lead. Additionally, it makes governing simple but enslaving difficult. It is true that a man is just marginally better than an animal without education. Therefore, true education is the development of the mind, and it is necessary for living a happy life.

Education in India at the Present Time

It is true that the Indian educational system is not the greatest. It is fairly monotonous and ineffective due to the lack of revisions and upgrades. Students are not very interested in their education. The issue of student's lack of enthusiasm for learning is caused by a variety of issues.

People hold the traditional educational system responsible. The system has created a very reflecting image of education and study. Education is more about inquiry than it is about working hard to pass exams and assessments. But it seems like the existing educational system is a hardship.

Lack of computer-based education

Only concentrating on books and paperwork is the part of our educational system that is the most onerous. I just want to know why schools don't eliminate paper from the educational process! In the modern world, computer-assisted methods should be used to provide education. The entire educational system should be automated for all tasks.

Indian Education System Improvement

By imposing unnecessary constraints and rules, schools and instructors risk distorting the joyous pursuit of education. Teachers need to entice students with the allures of education, learning, and acquiring information.

Teachers must explain to the students the excitement involved in the process of transmitting knowledge. Classroom instruction must be more entertaining than dull.

Our administration has implemented a number of programmes to address the flaws in our educational system. Consequently, it is a fantastic start. Although education has advanced significantly, much more work needs to be done in the near future.

Conclusion

Therefore, if we want to protect our independence, it is absolutely necessary. Our nation has seen how a small number of Englishmen governed this area for more than a century. This resulted from the absence of a real educational system. This should never happen again, and the only way to prevent it is to have an ideal school system. The real education system would enable us to control our fate.

Pedagogy: Meaning, Approaches & Methods

Role of Puppetry in Education

Thus, we hope that this blog on modern education helped you gain some modern perspectives on new methods of learning and teaching. We at **Leverage Edu**, believe in pushing your potential and bringing out the best in you. If you're planning to pursue higher education and need assistance, get in touch with our experts and start your career today!

Chapter 5

Education in India

Education and Development in India

Lord Thomas Babington Macaulay brought the modern form of education and the English language to India in the 1830s. The development of education in India was marked by classroom confinement, and modern subjects like science and maths were part of this curriculum. Subjects like metaphysics and philosophy were deemed unnecessary at that time. The first education board, the Board of High School and Intermediate Education, was set up in Uttar Pradesh in India in 1921. This board's jurisdiction included Rajputana, Gwalior, and central India. In 1929 another board for high school was established in Rajputana. Few other

boards came up in different states but eventually in 1952 a central board called CBSE (Central Board of Secondary Education) was set up, which included all the schools in Delhi and a few other regions. All the schools affiliated with the CBSE board followed the curriculum, examination system, and textbooks prescribed by the board. In 1958, the ICSE board came into existence. As of today's date, there are thousands of schools in India that follow the CBSE syllabus. This syllabus is also followed in a few other countries like Zimbabwe, Kuwait, and Afghanistan.

Importance of Education in Modern India

India is now witnessing the era of science and technology. Education in India has now reorganized itself to emphasize how essential technology is in our everyday life. Students are being trained in these spheres as per the need of the time. Recently virtual international K-12 education in India has been launched. It is in collaboration with iNaCa (International connections academy). K-12 is affiliated with the state board, CBSE, and CISCE (Council for the Indian school certificate examinations). This education aims to let students learn at their own pace with engaging multimedia tools like enhanced videos, game-based learning, social learning, etc. K-12 (K is for kindergarten and 12 is for class 12) focus is to infuse innovation and creativity in children which it strives to achieve by:

- Breaking away from the standard testing methodology and encouraging students to find answers to questions by themselves through observation and judgment.
- Having technology-driven learning where blended teaching (virtual and in-person) happens, improves the primary education standards in India.
- Designing syllabus and curriculum which would prepare students for the workplace of the future.

Accountability and Parent Involvement

In order to create a homeostatic environment, it is crucial that students, teachers, institutions and management work together. Teachers should serve as guides for students and their parents should work in a collaboration to bring better results. If institutions are successful at that, they must be promoted and likewise, if they fail to do so, they must be held accountable for the same. Strategies must be

evolved so as to enforce better management, proper usage of resources, increased communication and defined consequences

Technological Integration In modern society

technology is all the rage. Technological competence is a very necessary skill, especially so in the future. Students must be exposed to upcoming changes in the field and give them the platform to work on them. This will also help students in their other respective fields, like creating scientific simulations, economic awareness, literary knowledge, other resources etc. It also helps them be globally aware of the socio-economic crisis and motivate students to work on them. Information technology in itself is a popular profession with ever-growing employment opportunities. Hence technology is important for the well-rounded development of the subjects.

Revision of the Curriculum

There is a constant need to revisit the curriculum and revive it as per the needs of the present. Society is constantly changing these days, with new inventions and discoveries almost every day. Hence, it is important that we must check what goes on to the next working generation. They must be well informed on these changes. There must be ways to control the outpouring of information and methods should be formatted as to how to appropriately pass them on. In general, current affairs must be incorporated into their daily modules as consciousness of societal conventions is just as vital for making students functional members of society.

Periodic Assessment

Consistent, well-planned and uniform assessments, both academic and non-academic are integral in the course of development. This is a good way to identify weak and strong areas, interests etc. They can help in filling possible mental gaps and rectifying shortcomings. Healthy competition should also be introduced to keep students motivated for their purpose. However, this competition should be put in check to ensure that it doesn't affect a student's mental health, otherwise, it often ends up doing more harm than good. Stress-free and fair tests can rather boost self-confidence and serve as a tool to instill transparency in the entire system.

Personalized Plans

Every child has different needs and while some policies and strategies can be standardized, it is also important to personalize the learning experience. Students should be provided with the options to opt for training courses that are set according to their preference, in presence of a mentor. It helps to build their interest in studies and promotes improvement in their chosen field. A proficient educational institution will be flexible and accommodating to changing circumstances of the students. Government must also work with the schools to provide them with the necessary tools to establish this.

Optimum Training for Teachers

It is equally important to provide teachers with the appropriate training. There is no shortage of dedicated employees who will be willing to work on actually bettering the system. The problem is that they have little or no customized training with respect to the changing methods and curriculum. They must be provided with proper infrastructure and be equipped with proper tools and resources. Doing the same in rural areas is also important. They should be trained in skill-based and vocational subjects so that students have the option to take up those professions after completing their education. Improving the roots is the first step of revamping the system.

The Indian Education System has its own share of issues and challenges which need to be resolved so as to provide better and improved education to children, who are the future of the country. Over the years, a lot has changed in the Indian education system but still, there are many loopholes and problems which need to be resolved.

In this article, we shall discuss in detail the issues and challenges with the Indian Education System and a few counter solutions to overcome these challenges. Also discussed are a few schemes which have been initiated by the Government for the improved education of students across the country.

About the Indian Education System

A major shift in the education system can be observed since the pre and post-British rule till today in India. Initially, children were educated in Gurukuls which was later modified and the modern education system was introduced.

After India became independent, the constitution committed six fundamental rights, of which one was the Right to Education. It allowed free education for every child up between the age of 6 and 14 years.

The education system is mainly divided into pre-primary, primary, elementary and secondary education, which is followed by higher studies.

However, there are many drawbacks and loopholes in this system which if curbed can work for the overall development of the country.

To know in detail about the [Right to Education Act \(RTE\)](#), aspirants can visit the linked article.

Current Issues in Education in India

Discussed below are the current issues with the Education system in India:

- **Expenditure on education** – More funds should be allotted for the development of the education system in India. In the past few years, many beneficial steps have been taken in this direction and if the same is continued India may soon be overcome the current challenges
- Gross enrolment pattern as followed by the UN must also be adapted by India
- **Capacity utilisation** – The world now needs creative minds and the Government must encourage schools to boost the students and utilise their capacities to the max and not let their ideas go unheard
- **Infrastructure facilities** – Better infrastructure must be provided especially in Government schools. Since Government is now focussing on digital education, they must undertake steps to provide all necessary facilities in the Government schools and rural areas as well
- **PPP model** – Well-designed PPPs can create models of innovation for the school system in India. Thus the Public-Private Partnership (PPP) model must be taken into consideration
- **Student-teacher ratio** – The number of students in search of proper education is way more in comparison to the teachers and

faculty available. Thus, qualified teachers must be appointed to impart knowledge to the future of the country

- **Accreditation and branding** – quality standards
- **Students studying abroad** – There are many students who choose to study abroad because of these issues in the Indian education system. The concerned authorities must work on them and students must also choose to stay, learn in India and empower the country through their knowledge

UPSC and other Government exam aspirants can also refer to the links given below for exam preparation:

<u>National Education Policy</u>	<u>State of School Education in India</u>
<u>The Evolution Of India’s Education Policy</u>	<u>Education System In India During British Rule</u>
<u>Digital Education in India</u>	<u>Higher and Technical Education in India</u>

Indian Education System Problems and Solutions

There are a few simple solutions which can help in overcoming the problems with the India Education System:

- **Innovations required** – India is moving towards digital education. This will help in budding the innovative minds of students and the youth of the country. This will bring a transformation in the Indian education system and the authorities and Government must encourage and boost the young minds to focus on overall development rather than just the book-learning
- **Quality of education** – There is a major difference in the quality of education being provided in the rural and urban areas of the country. Steps must be taken to standardize the quality of education across India so that everyone can get equal and unbiased knowledge and opportunities to grow

- **Making education affordable** – There are Government schools and educational Institutions which are affordable but lack in terms of infrastructure and quality. On the other hand, there are various private education institutions which demand high fees and have better infrastructure and equipment to study. This disparity must be worked upon and the Government must make education affordable and accessible for all

Schemes & Campaigns to Boost Education System in India

Given below is a list of Government schemes introduced to enhance the education system in India:

- **Sarva Shiksha Abhiyan** – Launched in 2001 with an aim to promote ‘Education for All’, strengthening the existing infrastructure of schools and construction of new schools. To know in details about the [Sarva Shiksha Abhiyan \(SSA\)](#), visit the linked article.
- **National Programme for Education of Girls at Elementary Level** – It is a focused intervention of Government of India, to reach the “Hardest to Reach” girls, especially those not in school. Read more at [Elementary Education: Moving Towards RTE And Quality Improvement](#)
- **Mid Day Meal Scheme** – It is one meal that is provided to all children enrolled in government schools, government-aided schools, local body schools, special training centres (STC), madrasas and maktabas supported under Sarva Shiksha Abhiyan (SSA). Visit the [Mid Day Meal Scheme](#) page to know more
- **Rashtriya Madhyamik Shiksha Abhiyan** – It is a flagship scheme aiming at enhancing secondary education and increasing the enrolment rate by providing a secondary school within a reasonable distance of every home.
- **Scheme for Infrastructure Development in Minority Institutes** – The scheme would facilitate education of minorities by augmenting and strengthening school infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities

- **Beti Bachao Beti Padhao** – The scheme to promote girl child education in India.