

Principles of Education

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Principles of Education Pawan Sharma

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SYSTEMS OF FORMAL EDUCATION

Education is a concept, referring to the process in which students can learn something:

- * Instruction refers to the facilitating of learning toward identified objectives, delivered either by an instructor or other forms.
- * Teaching refers to the actions of a real live instructor designed to impart learning to the student.
- * Learning refers to learning with a view toward preparing learners with specific knowledge, skills, or abilities that can be applied immediately upon completion.

PRESCHOOL EDUCATION

Preschool education or Infant education is the provision of education for children before the commencement of statutory and obligatory education, usually between the ages of zero or three and five, dep

In British English, nursery school or simply “nursery” or playgroup is the usual term for preschool education.

Preschool work is organized within a framework that professional educators create. The framework includes structural (administration, class size, teacher-child ratio, services, etc.), process (quality of classroom environments, teacher-child interactions, etc), and alignment (standards, curriculum, assessments) components that are associated with each individual unique child that has both social and academic outcomes. Arguably the first pre-school institution was opened in 1816 by Robert Owen in New Lanark, Scotland. The Hungarian countess Theresa runs zvik followed in 1828. In 1837, Friedrich Fröbel opened one in Germany, coining the term “kinderg.

Developmental Areas

The areas of development which preschool education covers varies from country to country. However the following main themes are represented in the majority of systems.

- * Personal, social, economical, and emotional development
- * Communication, including talking and listening
- * Knowledge and understanding of the world
- * Creative and aesthetic development
- * Educational software
- * Mathematical awareness and development
- * Physical development
- * Playing
- * Self-help skills

* Social skills

Allowing preschool aged children to discover and explore freely within each of these areas of development is the foundation for developmental learning. While the National Association for the Education of Young Children (NAEYC) has made tremendous strides in publicizing and promoting the idea of developmentally appropriate practice, there is still much work to be done. It is widely recognized that although many preschool educators are aware of the guidelines for developmentally appropriate practice, putting this practice to work effectively in the classroom is more challenging. The NAEYC published that although 80% of Kindergarten classrooms claim to be developmentally appropriate, only 20% actually are.

Age and Importance

Preschool is generally considered appropriate for children between zero or three and five years of age, between the baby or toddler and school stages. During this stage of development, children learn and assimilate information rapidly, and express interest and fascination in each new discovery.

It is well established that the most important years of learning are begun at birth. A child's brain at this age is making connections that will last the rest of their life. During these early years, a human being is capable of absorbing more information at a time than they will ever be able to again. The environment of the young child influences the development of cognitive skills and emotional skills due to the rapid brain growth that occurs in the early years. Studies have shown that high quality preschools have a short and long term effect in improving the outcomes of a child, especially a disadvantaged child.

However, some more recent studies dispute the accuracy of the earlier results which cited benefits to preschool education, and actually point at preschool being detrimental to a child's cognitive and social development. A study by UC Berkeley and Stanford University on 14,000 Kindergarteners revealed that while there is a temporary cognitive boost in pre-reading and math, preschool holds detrimental effects on social development and cooperation.

The Universal Preschool movement is an international effort to make access to preschool available to families in a similar way to compulsory primary education. Various jurisdictions and advocates have differing priorities for access, availability and funding sources. See kindergarten for details of pre-school education in various countries. There has been a shift from preschools that operated primarily as controlled play groups to educational settings in which children learn specific, if basic, skills. It examines several different perspectives on teaching in kindergarten, including those of the developmentally appropriate practice, the academic approach, the child-centered approach, and the Montessori approach to the curriculum.

Gratuity

The gratuity of infant education has been established in some countries, as Spain, beginning in the second cycle (from three to six years), but extending to the first cycle (from birth to three years).

History of Preschool in the United States

Head Start, the first publicly funded preschool program, was created in 1965 by President Johnson. The federal government helped create this half-day program for preschool children from low-income families. Head Start began as a summer pilot program that included an education component, nutrition and health screenings for children, and support services for families (CPE, 2007). In the 1960s only ten percent of the nation's three and four year olds were enrolled in a

classroom setting. Due to a large amount of people interested, and a lack of funding for Head Start, during the 1980s a handful of states started their own version of a program for students from low-income families. The positive success and effects of preschool meant many state leaders were showing interest in educational reform of these young students (CPE, 2007). By 2005 sixty-nine percent, or over 800,000, four year-old children nationwide participated in some type of state preschool program (CPE, 2007). The yearly increase in enrollment of preschool program, throughout the years is due to an increase of higher maternal employment rates, national anti-poverty initiatives, and research showing the link between early childhood experiences and the brain development of young children. These factors have caused the rate of attendance in preschool programs to grow each year (CPE, 2007).

In most states, there are multiple preschool options for young children. Parents have the choice of sending their child to a federally funded Head Start program, if their income is at the poverty level, state-funded preschool, government-funded special education programs, and for-profit and not-for-profit providers (Levin & Schartz, 2007), including those that accept government subsidies that help low income parents pay. Currently, in the United States, Georgia, Illinois, Florida, Oklahoma, West Virginia, and New York are the only states with legislation underway or which already have universal preschool for all four year olds in the state, and Preschool For All in Illinois is the only universal preschool program that serves three year olds as well.

Primary Education

Primary (or elementary) education consists of the first 5–7 years of formal, structured education. In general, main education consists of six or eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising. Under the Education for All programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory for children to receive primary education. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education, are mostly referred to as primary schools. Primary schools in these countries are often subdivided into infant schools and junior school.

Secondary Education

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school for adults. Depending on the system, schools for this period, or a part of it, may be called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years. In the United States and Canada primary and secondary education together are sometimes referred to as K-12 education, and in New Zealand Year 1-13 is used. The purpose of secondary education can be to give common knowledge, to prepare for higher education or to train directly in a profession.

The emergence of secondary education in the United States did not happen until 1910, caused by the rise in big businesses and technological advances in factories (for instance, the emergence of

electrification), that required skilled workers. In order to meet this new job demand, high schools were created and the curriculum focused on practical job skills that would better prepare students for white collar or skilled blue collar work. This proved to be beneficial for both the employer and the employee, because this improvement in human capital caused employees to become more efficient, which lowered costs for the employer, and skilled employees received a higher wage than employees with just primary educational attainment.

In Europe, the grammar school or academy existed from as early as the 1500s; public schools or fee paying schools, or charitable educational foundations have an even longer history.

Higher Education

The University of Cambridge is an institute of higher learning.

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school, secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

Higher education includes teaching, research and social services activities of universities, and within the realm of teaching, it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as graduate school). Higher education generally involves work towards a degree-level or foundation degree qualification. In most developed countries a high proportion of the population (up to 50%) now enter higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right, and as a source of trained and educated personnel for the rest of the economy.

Adult Education

Adult education has become common in many countries. It takes on many forms, ranging from formal class-based learning to self-directed learning and e-learning. A number of career specific courses such as veterinary assisting, medical billing and coding, real estate license, bookkeeping and many more are now available to students through the Internet.

Alternative Education

Alternative education, also known as non-traditional education or educational alternative, is a broad term that may be used to refer to all forms of education outside of traditional education (for all age groups and levels of education). This may include not only forms of education designed for students with special needs (ranging from teenage pregnancy to intellectual disability), but also forms of education designed for a general audience and employing alternative educational philosophies and methods.

Alternatives of the latter type are often the result of education reform and are rooted in various philosophies that are commonly fundamentally different from those of traditional compulsory education. While some have strong political, scholarly, or philosophical orientations, others are more informal associations of teachers and students dissatisfied with certain aspects of traditional education. These alternatives, which include charter schools, alternative schools, independent schools, and home-based learning vary widely, but often emphasize the value of small class size,

close relationships between students and teachers, and a sense of community.

Indigenous Education

Increasingly, the inclusion of indigenous models of education (methods and content) as an alternative within the scope of formal and non-formal education systems, has come to represent a significant factor contributing to the success of those members of indigenous communities who choose to access these systems, both as students/learners and as teachers/instructors.

As an educational method, the inclusion of indigenous ways of knowing, learning, instructing, teaching and training, has been viewed by many critical and postmodern scholars as important for ensuring that students/learners and teachers/instructors (whether indigenous or non-indigenous) are able to benefit from education in a culturally sensitive manner that draws upon, utilizes, promotes and enhances awareness of indigenous traditions.

For indigenous students or learners, and teachers or instructors,, the inclusion of these methods often enhances educational effectiveness, success and learning outcomes by providing education that adheres to their own inherent perspectives, experiences and worldview. For non-indigenous students and teachers, education using such methods often has the effect of raising awareness of the individual traditions and collective experience of surrounding indigenous communities and peoples, thereby promoting greater respect for and appreciation of the cultural realities of these communities and peoples.

In terms of educational content, the inclusion of indigenous knowledge, traditions, perspectives, worldviews and conceptions within curricula, instructional materials and textbooks and coursebooks have largely the same effects as the inclusion of indigenous methods in education. Indigenous students and teachers benefit from enhanced academic effectiveness, success and learning outcomes, while non-indigenous students/learners and teachers often have greater awareness, respect, and appreciation for indigenous communities and peoples in consequence of the content that is shared during the course of educational pursuits.

A prime example of how indigenous methods and content can be used to promote the above outcomes is demonstrated within higher education in Canada. Due to certain jurisdictions' focus on enhancing academic success for Aboriginal learners and promoting the values of multiculturalism in society, the inclusion of indigenous methods and content in education is often seen as an important obligation and duty of both governmental and educational authorities.

PROCESS

Curriculum

An academic discipline is a branch of knowledge which is formally taught, either at the university, or via some other such method. Each discipline usually has several sub-disciplines or branches, and distinguishing lines are often both arbitrary and ambiguous. Examples of broad areas of academic disciplines include the natural sciences, mathematics, computer science, social sciences, humanities and applied sciences.

Learning Modalities

There has been work on learning styles over the last two decades. Dunn and Dunn focused on identifying relevant stimuli that may influence learning and manipulating the school environment, at about the same time as Joseph Renzulli recommended varying teaching strategies. Howard Gardner identified individual talents or aptitudes in his Multiple Intelligences theories, based on the

works of Jung, the Myers- riggs Type Indicator and Keirsey Temperament Sorter focused on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment. The work of David Kolb and Anthony Gregorc's Type Delineator follows a similar but more simplified approach.

It is currently fashionable to divide education into different learning "modes". The learning modalities are probably the most common:

- * Visual: learning based on observation and seeing what is being learned.
- * Auditory: learning based on listening to instructions/information.
- * Kinesthetic: learning based on hands-on work and engaging in activities.

It is claimed that, depending on their preferred learning modality, different teaching techniques have different levels of effectiveness. A consequence of this theory is that effective teaching should present a variety of teaching methods which cover all three learning modalities so that different students have equal opportunities to learn in a way that is effective for them. Guy Claxton has questioned the extent that learning styles such as VAK are helpful, particularly as they can have a tendency to label children and therefore restrict learning.

Teaching

Teachers need to understand a subject enough to convey its essence to students. While traditionally this has involved lecturing on the part of the teacher, new instructional strategies such as team-based learning put the teacher more into the role of course designer, discussion facilitator, and coach and the student more into the role of active learner, discovering the subject of the course. In any case, the goal is to establish a sound knowledge base and skill set on which students will be able to build as they are exposed to different life experiences. Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others. Studies from the US suggest that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible. With the passing of NCL in the United States (No Child Left behind), teachers must be highly qualified.

Technology

Educational technology

Technology is an increasingly influential factor in education. Computers and mobile phones are used in developed countries both to complement established education practices and develop new ways of learning such as online education (a type of distance education). This gives students the opportunity to choose what they are interested in learning. The proliferation of computers also means the increase of programming and blogging. Technology offers powerful learning tools that demand new skills and understandings of students, including Multimedia, and provides new ways to engage students, such as Virtual learning environments. Technology is being used more not only in administrative duties in education but also in the instruction of students. The use of technologies such as PowerPoint and interactive whiteboard is capturing the attention of students in the classroom. Technology is also being used in the assessment of students. One example is the Audience Response System (ARS), which allows immediate feedback tests and classroom discussions.

Information and communication technologies (ICTs) are a “diverse set of tools and resources used to communicate, create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. There is increasing interest in how computers and the Internet can improve education at all levels, in both formal and non-formal settings. Older ICT technologies, such as radio and television, have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries.

The use of computers and the Internet is in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access. Usually, various technologies are used in combination rather than as the sole delivery mechanism. For example, the Kothmale Community Radio Internet uses both radio broadcasts and computer and Internet technologies to facilitate the sharing of information and provide educational opportunities in a rural community in Sri Lanka. The Open University of the United Kingdom (UKOU), established in 1969 as the first educational institution in the world wholly dedicated to open and distance learning, still relies heavily on print-based materials supplemented by radio, television and, in recent years, online programming. Similarly, the Indira Gandhi National Open University in India combines the use of print, recorded audio and video, broadcast radio and television, and audio conferencing technologies.

The term “computer-assisted learning” (CAL) has been increasingly used to describe the use of technology in teaching.

Educational Theory

Education theory is the theory of the purpose, application and interpretation of education and learning. Its history begins with classical Greek educationalists and sophists and includes, since the 18th century, pedagogy and andragogy. In the 20th century, “theory” has become an umbrella term for a variety of scholarly approaches to teaching, assessment and education law, most of which are informed by various academic fields, which can be seen in the below sections.

Economics

Economics of Education

It has been argued that high rates of education are essential for countries to be able to achieve high levels of economic growth. Empirical analyses tend to support the theoretical prediction that poor countries should grow faster than rich countries because they can adopt cutting edge technologies already tried and tested by rich countries. However, technology transfer requires knowledgeable managers and engineers who are able to operate new machines or production practices borrowed from the leader in order to close the gap through imitation. Therefore, a country’s ability to learn from the leader is a function of its stock of “human capital”. Recent study of the determinants of aggregate economic growth have stressed the importance of fundamental economic institutions and the role of cognitive skills.

At the individual level, there is a large literature, generally related back to the work of Jacob Mincer, on how earnings are related to the schooling and other human capital of the individual. This work has motivated a large number of studies, but is also controversial. The chief controversies revolve around how to interpret the impact of schooling.

Economists Samuel owles and Herbert Gintis famously argued in 1976 that there was a fundamental conflict in American schooling between the egalitarian goal of democratic

participation and the inequalities implied by the continued profitability of capitalist production on the other.

History

History of Education

The history of education according to Dieter Lenzen, president of the Freie Universität Berlin 1994, "began either millions of years ago or at the end of 1770". Education as a science cannot be separated from the educational traditions that existed before. Adults trained the young of their society in the knowledge and skills they would need to master and eventually pass on. The evolution of culture, and human beings as a species depended on this practice of transmitting knowledge. In pre-literate societies this was achieved orally and through imitation. Story-telling continued from one generation to the next. Oral language developed into written symbols and letters. The depth and breadth of knowledge that could be preserved and passed soon increased exponentially. When cultures began to extend their knowledge beyond the basic skills of communicating, trading, gathering food, religious practices, etc., formal education, and schooling, eventually followed. Schooling in this sense was already in place in Egypt between 3000 and 500 C.
*

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Using the 'Top 20 Principles' - American Psychological Association - The following is a list of some of the instructional principles that have come from Barak Rosenshine (an emeritus professor of educational psychology in the College of Education, University of Illinois at Chicago, Books, 1995); and Barak Rosenshine and Carla Meister, "The Rudin principles of mathematical analysis study guide - Education Self Study Exam Papers Mechatronics Engineering Professional Programmable Controller Principles And Appli Printable 2020 books on our. Seven Principles for Good Teaching - UTC.edu - Education Self Study Exam Papers Mechatronics Engineering Professional Programmable Controller Principles And Appli Printable 2020 books on our. The Local Mission of Higher Education Principles and Practice - Selection from The Principles of Banking [Book] (ICS) is a standardized test prep book published by Research & Education Association: Chapter 1, Chapter 2, Techniques and Principles in Language Teaching 3rd edition - This Is A Comprehensive Book Covering (I) Principles Of Education, (ii) Philosophy Of Education (Both Western And Indian), And (lii) Sociology Of Education. Secondary school books pdf - Welcom - The principle of regularity is nicely defined by Maclennan in his book, "Principles of all programming languages so as to

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