

History and development of schools

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HISTORY AND DEVELOPMENT OF SCHOOLS The concept of grouping students together in a centralized location for learning has existed since Classical antiquity. Formal schools have existed at least since ancient Greece (see Academy), ancient Rome (see Education in Ancient Rome) ancient India (see Gurukul), and ancient China (see History of education in China). The Byzantine Empire had an established schooling system beginning at the primary level. According to Traditions and Encounters, the founding of the primary education system began in 425 AD and "... military personnel usually had at least a primary education . They sometimes efficient and often large government of the Empire meant that educated citizens were a must. Although Byzantium lost much of the grandeur of Roman culture and extravagance in the process of surviving, the Empire emphasized efficiency in its war manuals. The Byzantine education system continued until the empire's collapse in 1453 AD. Islam was another culture that developed a school system in the modern sense of the world. Emphasis was put on knowledge, which required a systematic way of teaching and spreading knowledge, and purpose-built structures. At first, mosques combined both religious performance and learning activities, but by the ninth century, the Madrassa was introduced, a proper school that was built independently from the mosque. They were also the first to make the Madrassa system a public domain under the control of the Caliph. The Nizamiyya madrasa is considered by consensus of scholars to be the earliest surviving school, built towards 1066 AD by Emir Nizam Al-Mulk . Under the Ottomans, the towns of Bursa and Edirne became the main centers of learning. The Ottoman system of K lliye, a building complex containing a mosque, a hospital, madrassa,

and public kitchen and dining areas, revolutionized the education system, makes learning accessible to a wider public through its free meals, health care and sometimes free accommodation. The nineteenth century historian, Scott holds that a remarkable correspondence exists between the procedure established by those institutions and the methods of the present day. They had their collegiate courses, their prizes for proficiency in scholarship, their oratorical and poetical contests, their commencements and their degrees. In the department of medicine, a severe and prolonged examination, conducted by the most eminent physicians of the capital, was exacted of all candidates desirous of practicing their profession, and such as were unable to stand the test were formally pronounced incompetent. In Europe during the Middle Ages and much of the Early Modern period, the main purpose of schools (as opposed to universities) was to teach the Latin language. This led to the term grammar school, which in the United States informally refers to a primary school, but in the United Kingdom means a school that selects entrants based on ability or aptitude. Following this, the school curriculum has gradually broadened to include literacy in the vernacular language as well as technical, artistic, scientific and practical subjects. Many of the earlier public schools in the United States were one-room schools where a single teacher taught seven grades of boys and girls in the same classroom. Beginning in the 1920s, one-room schools were consolidated into multiple classroom facilities with transportation increasingly provided by kid hacks and school buses.

THRESHOLD OF EDUCATION IN INDIA In ancient India, schools were in the form of Gurukuls. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery.

During the Mughal rule, Madrasahs were introduced in India to educate the children of Muslim parents. British records show that indigenous education was widespread in the 18th century, with a school for every temple, mosque or village in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion. Under the British rule in India, Christian missionaries from England, USA and other countries established missionary and boarding schools throughout the country. These schools marked the beginning of modern schooling in India and the syllabus and calendar they followed became the benchmark for schools in modern India. Today most of the schools follow the missionary school model in terms of tutoring, subject / syllabus, governance etc. with minor changes. The children are taught under a tree with a small / no campus and are totally free of cost. There are various boards of schools in India, namely Central Board for Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), Madrassa Boards of various states, Matriculation Boards of various states, State Boards of various boards, Anglo Indian Board, and so on. The typical syllabus today includes Language(s), Mathematics, Science - Physics, Chemistry, Biology, Geography, History, General Knowledge, Information Technology / Computer Science etc. Extracurricular activities include physical education / sports and cultural activities like music, choreography, painting, theater / drama etc.