

AN ANALYTICAL STUDY ON THE EVOLUTION OF EDUCATION AS A DISCIPLINE

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ABSTRACT

The unique development of life on earth is human beings. Since their origin, their greater curiosity always encouraged them to speculate about the operation of the universe and to remain engaged in constant search of knowledge. Knowledge involves acquiring knowledge, facts, information, descriptions or abilities through experience or study. The argument provided deals with criticism of education as an academic subject with epistemological problems. The argument consists of a study that has classified the education field as based on three basic knowledge traditions. Contrasts with other disciplines, including mathematics and physics, are created to study the coherence of education as a field. The paper also examines the academic scholarship in regard to, and its significance to, the notion of near-practice education research as an academic field. The article concludes by suggesting a new model that shows the relationships between practical knowledge and academic knowledge that are an intrinsic part of education. There is also a stronger representation of education as an academic field.

Keywords: Education, Discipline, Evolution, Knowledge

INTRODUCTION

The acquisition of expertise and the subsequent expertise in different domains lead to knowledge organization in diverse domains. This systematic understanding of a certain topic was called "discipline." A discipline is a result of human experience with different origins, theory and research methods. Each subject has a knowledge structure. This indicates that knowledge may be perceived in a certain discipline. The knowledge structure across fields varies considerably, depending on what and how knowledge is produced. Around one thousand disciplines are different, however some may be classified under the titles Natural Sciences, Humanities, Social Sciences and Mathematics. Each discipline consists of a research association that follows similar practices in the pursuit of a field of research. Disciplines are born when knowledge production is not available currently. They die if they are unable to simplify our knowledge of life anymore, do not turn attention to important aspects in resolving issues and do not provide means of connecting these variables and create new research issues." Biochemistry was born, for example, by specializing in biology and chemistry. Similarly, due of their significant significance to the emerging globe, new fields including oceanography, poultry production, geophysics, IT and management etc. arose.

The nature of a discipline

The teacher requires an overview of the nature of the content or knowledge in a specific topic to be able to deliver an adequate "provision" to the material of a topic. As the students advance from primary to secondary to secondary, they are able to recognize and comprehend the connections between phases of learning and the organization of information in a topic. Through many levels, learning shifts from broader to more specific knowledge. This expert knowledge has its own framework. Like higher school phases, distinct fields of study like Physics and Chemistry are suggestive of various knowledge fields with their own structure rather than general science and fields of knowledge in History, Geography and Political Science.

The nature of a certain field determines its position in a certain institution's faculty or department. Therefore, several teaching-learning activities for the transaction of knowledge of a certain field are planned. The choice of the students of subjects can in large part be linked directly to the character of the topic. Students that are neat, keen and appreciate experiences in everyday life, for example, have usually been determined to be appropriate for studying science. Students who are creative and appreciate emotions and sentiments, can express themselves well and have a good aesthetic sense have the capacity to study literature and the arts, on the other hand.

Education as a discipline

Education is a separate field that was the result of people's attempts to share their gained knowledge with other people. The basic question about how a person learns or learns is the birth of education as a subject. The discipline inspired the need for theoretical frameworks to influence pupil instructors' instructional practice. It also broadened its branches to include other areas in which people's education was necessary, such as adult and population education. This means that it has become a large academic subject including many sub-disciplines in diverse sectors relating to education. The term "education" does not just refer to an area of study. It also has additional significances. It is important to consider the multiple connotations of the term "education" before talking about education as a discipline.

DISCIPLINE TERMS

Many words are identical with and interchangeable to the word discipline. The following is the meaning of these words, as defined by various sources:

Subject

Word Net defines subject as discipline synonymous. This online dictionary shows that ,the topic of literature' is a field of study. For example, "teachers should be properly trained." The meaning of the topic as a field of knowledge studied in school, school or university is provided by Cambridge Dictionary¹⁹. However, the two words differ slightly; typically a given discipline refers to any area of knowledge with different subjects and mechanisms for generating information. While there is a structured entity of a certain knowledge branch, whose curricula at different levels and institutions are explicitly specified to organize. The word topics are restricted in scope compared to the whole field. For example, geographical discipline might be simply described as "earth's study."

Department

A department is simply an academic department or branch of a university; it is a particular discipline for each department. Departments vary between schools, but often encompass several academic areas. Departments might be very wide, highly specialized or concentrated from anywhere. Cambridge Online Dictionary describes a department within a specific field of study or employment, as part of an organization, such as a school, company or government. For example, Geographic, Zoology, Health and Social Security Departments.

Fields of Knowledge

According to P. H. Hirst the areas are not concerned with establishing any specific structure of experience, unlike the forms of knowledge or disciplines. They are simply linked to their subject matter and draw on all types of information that can help. Geography is an example of such theoretical research as the study of humans in relation to their environment and an example of practicality.

Faculty

The Faculty of Arts, the Faculty of Law, is a set of university departments which have a main knowledge division. [In particular] a collection of University Departments' teachers or research personnel, seen as an institution: no tenure women then took part in the faculty. The foregoing explanation shows that, because of the significant difference in significance, none of the above words may be used interchangeably with the term "different."

The Status of Education as a Discipline

Education as a field has remained largely neglected despite the general awareness of its role in societal development. The entity of education as a separate field is a big argument between the scholars. Education as a separate subject is rich in numerous facts, concepts, principles and rules that provide the discipline the theoretical framework. On the basis of these theoretical structures, any questions concerning the educational area may be solved. All these educational qualities support the concept that education is a separate subject with its independent genesis, theoretical structure as well as foundation and methods for research.

Importance of categorizing knowledge in disciplines

An innovation of society of the 19th century is the principal unit of the inner differentiation of knowledge. A lengthy semantic zed prehistory of discipline existed as a word for the ordering of knowledge in schools and universities. However, in the 19th century alone, actual communication networks are established in discipline. It consists of the specialization of researchers and the differentiation of roles in knowledge organizations, the formation of standard publications and the increase in the need for research, which requires an ongoing search for innovations. The disciplinary community as a newer sort of communication system in science included this entire structural shift. ” The discipline, when it has been founded, serves as the structural formation unit in the social science system, as the subject area of higher education in schools, and lastly, as the designation of professional and professional responsibilities.

While knowledge differentiation processes continue since then, discipline as a basic unit of structure development is sustained in many functional settings of contemporary society through these multiple roles. Finally, each discipline is integrated into a different inner environment. In the dynamism of modern science, ongoing mutual observation and interaction in different areas is the most significant aspect. The total degree of discipline classification is connected to universities and other scientific institutes' organizational systems. Indeed, there are several disciplines. They are separated under two general breaks:

- **Humanities:** These fields examine the state of humans. Analytical and critical are the principal approaches they utilize. Literature, old and current languages, law, history, philosophy, religion, arts are amongst the humanities included. Humanities address many civilizations, the art world and history. Today, research and knowledge of human experience is the core thrust of our work.
- **Social sciences:** Social sciences include such disciplines as anthropology, archaeology, economics, geography, history, linguistics, political science, psychology. Their task is to explore the aspects of human society, its development and all the processes that influence it.
- **Natural sciences:** These sciences include such disciplines as Astronomy, Biology, Chemistry, Earth science and Physics. Their task is to explore natural phenomena and all processes that undergo our planet.
- **Formal sciences:** This branch of knowledge deals with formal systems like logic, mathematics, systems theory, computer science, information theory, decision theory and statistics. These sciences use symbols and theoretical rules.
- **Professional and Applied sciences:** Professional sciences are linked to a particular occupation. The following are: agriculture, architecture and design, business, divinity, education and technology, environmental and forestry studies, health sciences and more. In turn, these are separated into distinct fields to study the profession.

Evolution of disciplines

The evolutionary history of several fields is not an easy process to trace. Knowledge specialization and sharing are as ancient as human evolution. The emergence of disciplines is an essential part of social evolution, according to Yadav & Lakshmi (1995). Disciplines are continually evolving and differentiating, just as human efforts continue to comprehensively and fully grasp the environment. The growth of a subject starts with information that evolves via

social experience or interaction of the mind and environment into a customized experience of a specific cultural context which may connote itself in a way that is universally applicable. In objective conceptual form, it is designed as disciplines to bridge all cultural and experience divides. ' Also the notion of specialization affects the evolution of the academic fields. The idea of narrowness of emphasis is essential to the concept of academic discipline. A discipline specifies limits, this must be taken into account, and that is not. To define and focus on what needs to be researched or examined, the process of specialization has to be undertaken. Indeed, we are able to monitor the evolution of fields through this visible specialization process.

The Changing Role of Faculty

Until people participate in the undertaking, specialization and building of a knowledge community cannot occur. Martin Finkelstein defines four stages of the formation of this evolution as the faculty which becomes the practitioners of the discipline:" a) emergence from 1750 to 1800; b) expansion, from 1800 to 1825 of the permanent senior faculty of the university; and c) "degree-length profession of academic faculty along disciplinary lines." In 1711 the first Chair of Mathematics and Natural Philosophy was created in the United States (Kimball, p.135). It was followed by other institutions. In 1720, two Holis professorships, one in religion, one in mathematics and natural philosophy, were founded as a consequence of a generous legacy. Yale named his first divinity teacher in 1746. These employees were viewed as the first permanent professorship and their number grew until around 1800 when almost as many professors as tutors were present. The number of colleges had merely doubled from the initial 10 in 1750, to 105 in 1795. (Finkelstein).

University teaching became a movable profession around 1850. The mobility of the profession implies that by 1850 there was a substantial degree of specialization and discipline. If you can move, you are moving inside the academic subject and you start to depend on the efficiency of your own academic career. (Stone, 66-67) Ancient teacher who was an all-round subject, vanished quickly during World War I from all but the smallest schools. (Annoni, 283). The result of this professionalization growth is an individual extremely driven to do and sustain research in a subject. It is supported by a significant institutional framework. Higham believes that American scientists have a really unique and useful professional research environment. He identifies three factors: the normal entry criteria for a Ph.D., the university department as an equal society, multi-function agencies for research sponsoring, and governance through reference works (Higham, 10-13). These six occurrences have helped to establish disciplines. This study has followed. First, the arts curriculum it self's intellectual underpinning. It offers the intellectual basis and essential research tools to permit critical evaluation of its own. Secondly, wide-ranging dedication and commitment to such ideals, as happened at the start of the mediaeval era. Thirdly, as happened in the Renaissance, permanent institutional institutions to teach it. Fourthly, a broader dedication to generating new knowledge that started at the time of the light and flourished at the end of the 19th century. Fifthly, a professional body of scientists that began to form with a professionalization of the faculty of research. Sixthly, the institutional structures to offer the atmosphere and to encourage discipline development. The growth of academic departments, newspapers, organizations and awards was followed. This research did not try to trace any field, but each has a history of its own.

The land marks of the evolution of disciplines can be summarized as follows:

- In the mediaeval era. It was medicine, theology, the freedom of the arts and Canon Law. Curricular years and the number of subjects studied have risen considerably. From the middle of the 19th century on, discovery in natural science and technology, engineering, biology, chemistry and physics were added to the study. — Because there was a lot of findings made in natural science and technology disciplines.
- New academic sciences were required to be studied during the twentieth century when the globe developed extremely quickly. New life levels and social consciousness required addition to the ordinary curriculum year plan of psychology, sociology and education sciences. A new burst of scientific curiosity was noticed toward the close of the 20th century.

- New medical disciplines such as hotel management and nursing were developed via medical advancement. Finally, geophysical and biochemical successes grew to such an extent that specialised occupations in this subject were described since the scientist's contribution in this area was substantial and became well known.

Classifications of Disciplines

Grades are crucial for academics since they contribute to bringing order to a chaotic environment. Typologies enable scientists to organize things into a number of categories that contribute to understanding links and patterns. Preliminary classifications of novel object sets or events may lead to the identification and formulation of the hypothesis to be tested of previously uncovered designs. Classification is frequent in both scientific and non-scientific disciplines, as in everyday life. The academic fields are not classified in general. Various investigators take their groups on distinct basis. Most have identical characteristics, though. Some of the following are discussed:

The Approximate Classification of Academic Disciplines

In approximate classification of academic disciplines, disciplines are arranged into following subgroups:

- 1. Fine Arts:** Including art, music, theatre, the visual arts and the performing arts, among others. Fine Arts has the responsibility of aesthetically evaluating human endeavour.
- 2. Humanities:** History, linguistic, literary, philosophical and religious etc.. It has its own duty to understand a human being as an unparalleled phenomena as well.
- 3. Social Sciences:** Area studies, Economics, Gender and Sexuality studies, Geography, Political science, Sociology, Psychology, Anthropology, Archeology. Studies of the Area. The objective of this academic group is to explore the social role of human beings and the effects of people's activities. Senior and specific sciences are grouped into social sciences. General disciplines examine human activity generally and particular sciences examine the actions of humans in a specific circumstance.
- 4. Sciences:** include Chemistry, Astronomy, Botany, Biology, and physics etc. The task of this group is to explore the nature.
- 5. Mathematics:** The fields of computer science, logic, mathematics, and statistics are covered. The goal of this knowledge branch is to examine and systematically identify abstract conceptions and relationships.

Aristotle's Classification

Aristotle divides the disciplines into three classes, each has different aim and each requires special kinds of subject matter and special competence:

Theoretical: The theoretical objective is to know or to comprehend. Theory disciplines, such as mathematics and science, require researchers who are able to rationally reason, deal with abstractions, develop complete theories. At least relative continuity and consistency must be provided by the subjects of study.

Practical: The objective is practical. The practical disciplines are, unlike theoretical discipline, subjects able to modify or change. For example, this subject matter have the required traits, like human character and social structures. Ethics, politics and education were the main practical subjects for Aristotle. Obviously, the practitioner needs particular talents and capabilities which differ or go beyond what the theoretical research requires.

Productive: The protective's objective is to produce or create. The areas of production, including as engineering, fine arts and applied arts, demand more maltbar materials, and more specialized and unique talents. The categorization of Aristotle is still pertinent. At addition to a number of conventional academic fields, most fields are applied, active and relatively young – including management, information technology, interior design or dental hygiene – in current hygiene schools.

CONCLUSION

The phrase "discipline" has become frivolous and archaic. The phrase itself has no particularly obvious significance. The notion of discipline has varied perspectives. Therefore, categorizing distinct fields of study as disciplines or no disciplines does not appear justified. Moreover, continual fragmentation and specialization affect all the domains of knowledge. Almost every discipline has transcended its borders and extended its territory to create new, applied domains of knowledge, both professional and interdisciplinary. Nevertheless, these new areas do not meet the disciplinary standards of the 16th century satisfactorily, but function successfully to simplify and develop human existence at all fronts. Mathematics and physics, for example, even the most pure forms of disciplines has become new, hybrid knowledge such as the fields of mathematical physics, computing, theory of information and signal processing, agro-physics and biophysics. Education should also endeavour to discover a feasible solution to such problematic problems which jeopardize its reputable academic standing. We can draw inspiration from other more advanced disciplines when working on present and future potential for growth of education, but we should not follow exactly the modal approach of any other subject. Education, not the pattern of medicine, management, philosophy, physics or any other discipline of study should be established as education.

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