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1. Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude.

I. Various educationists have given their views on education. Write two of them with your own definition.

- **“ education is experience which is subject to constant change with the changing pattern of life. The process of education is a continuous process of adjustment. The individual has always to adjust and re-adjust himself to the environment.”**

-John Dewey-

- **A curriculum is considered the “heart” of any learning institution, which means that schools or universities cannot exist without a curriculum. Before I discuss the importance of curriculum development, let me describe to you first the meaning or definition of curriculum.**

- **Given the importance of curriculum development in formal education, the curriculum has become a dynamic process due to the changes that occur in our society. Therefore, in its broadest sense, curriculum refers to the “total learning experiences of individuals not only in school but society as well”**

-Bilbao et al., 2008-

- **Given the importance of curriculum development in formal education, the curriculum has become a dynamic process due to the changes that occur in our society. Curriculum development is defined as planned, a purposeful, progressive, and systematic process to create positive improvements in the educational system.**

II. What is meant by nature of Education? Give four features.

Education is a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. It makes an individual civilized, refined, cultured and educated. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits.

- Educational methods include teaching, training, storytelling, discussion and directed research.**
- Education frequently takes place under the guidance of educators, however learners can also educate themselves.**
- Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.**

III. Briefly describe the scope of education.

- **Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits.**
- **Education in the true sense is helping the individual to be mature and free, to flower greatly in love and goodness. That is what we should be interested in, and not in shaping the child according to some idealistic pattern.**
- **Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.**

2. Education goes beyond what takes place within the four walls of the classroom. A child gets the education from his experiences outside the school as well as from those within on the basis of these factors.

i. What are three main types of education? Give 2 examples for each type.

☐ Formal Education

- **Learning in a classroom.**
- **School grading/certification, college, and university degrees.**
- **Planned education of different subjects having a proper syllabus acquired by attending the institution.**

❑ Informal Education

- **Teaching the child some basics such as numeric characters.**
- **Someone learning his/her mother tongue**
- **A spontaneous type of learning, “if a person standing in a bank learns about opening and maintaining the account at the bank from someone.**

❑ Non-formal Education

- **Boy Scouts and Girls Guides develop some sports program such as swimming comes under nonformal education.**
- **Fitness programs.**
- **Community-based adult education courses.**
- **Free courses for adult education developed by some organization.**

ii. Explain three characteristics for each of the type of education.

□ Characteristics of formal education

- **Formal education is structured hierarchically.**
- **It is planned and deliberate.**
- **Scheduled fees are paid regularly.**
- **It has a chronological grading system.**

□ Characteristics of Informal Education

- **It is independent of boundary walls.**
- **It has no definite syllabus.**

- **It is not pre-planned and has no timetable.**
- **No fees are required as we get informal education through daily experience and by learning new things.**

□ Characteristics of Non-formal Education

- **The nonformal education is planned and takes place apart from the school system.**
- **The timetable and syllabus can be adjustable.**
- **Unlike theoretical formal education, it is practical and vocational education.**
- **Nonformal education has no age limit.**

iii. Compare and contrast the types of education

	Formal Education	Informal Education	Non-formal Education
Goal	In this type of education, specific aims are well fixed in advance.	In this type of education, there are no pre-determined aims.	It has clear cut aims in sight.
Age limit	It is started at a particular age, is continued and thus over the years it is completed.	There is no age limit for the start or completion of this type of education. It is never going and never ending process.	No age limit. A person of any age group can enter in this setup and continue his studies. .
Result	Its result is always good education because everything is pre-planned and the process of education goes on under supervision.	It may result into negative learning because the learner may acquire certain bad habits, wrong attitudes etc.	Its result is sometimes good and sometimes not good, because it is partly formal and partly informal. .

Work schedule	Work-schedule is fixed .	No work schedule is fixed for it.	Work-schedule is fixed.
Rules and regulations	Rules and regulations are there. Obedience of those is mandatory for all the learners of that school.	There are no rules and regulations. So there is no question of obedience of those rules and regulations.	Sometimes rules and regulations are observed. It is based upon part time and own time table.
Restrictions	Restricted type of freedom is given to the learners and the teacher.	All freedom is given to the teachers and the learners.	No restrictions are observed. It is self imposed or inner discipline.
Time bond	Syllabus is completed through the formal type of education.	There is no syllabus and so there is no question of completing the syllabus.	There is a syllabus here and time period is defined to complete the syllabus

3. Education develops a country's economy and society; therefore, it is the milestone of a nation's development.

I. Do you feel that the current way we are educating children fully prepares them for the needs of the 21st century?

Actually no

- **We are not teaching our kids how to think. We are not teaching them critical thinking and problem solving skills. We are not teaching them how to socialize or work in cooperation with others. Our educational system now focuses on where to obtain knowledge, not to really know anything. We are raising a nation almost totally dependent on machinery.**

- **If our machines go down, many people will not be able to function. Are machines useful? Of course they are! However, machines should be used to make things easier and quicker than doing things the old-fashioned way. They should not be a replacement for real knowledge. That is what they have become. I have had kids say, “Why do I really need to learn anything? I have Google on my phone.” This is a problem. If our machines go down, very few people will be able to function effectively.**

II. What role do you think government should play in education?

- **Providing infrastructure**
- **School development**
- **Develop a timely education system**
- **Provide a proper methodology for education due to the current problematic situation**
- **Modernization of education system**

4. The foundation of education is a set of Basic Competencies which are a pre-condition for the attainment of the educationally relevant goals.

I. The National Education Commission has identified a set of Overall National goals. Mention 3 of them

❑ Compulsory Education

- The compulsory school attendance regulations of 1997 should be amended to enforce compulsory attendance from 5 to 16 years in schools or in vocational education institutions or, as a transitional measure, in non-formal literacy classes from 2005.
- The Planning Unit of the Ministry and Zonal Planning Units should collect and publish annually data pertaining to out-of-school children and school drop-outs from each grade to facilitate monitoring of the implementation of these regulations.

❑ The Grade 5 Scholarship Examination and Bursary Scheme

- **The Grade 5 scholarship examination should be restructured to comprise the following two papers:**

(i) A General Paper to test general ability/aptitude (45 mts.)

(ii) A paper to assess the Essential Learning Competencies (ELCs)

identified to be tested at the end of primary education (Key Stage 3) under the on-going curriculum reforms in primary education, in place of the paper on the content of all subjects in primary grades.

It is envisaged that such an examination will be less stressful for children and be consonant with the objectives of the curriculum reforms.

❑ Early Childhood Care and Development

- **The National Policy that is being formulated by the Ministry of Social Welfare should be followed by the preparation of a Plan of Action to be implemented in collaboration with, for instance, the Ministries of Education and Health and Provincial Administrations.**
- **All Day Care Centres and Pre-schools should be registered with the Children's Secretariat.**
- **The state should prescribe minimum standards for space, physical facilities, equipment and qualifications of teachers.**

II. Find out 2 policy guidelines each set out and analyzed under the five areas in the basic document entitled 'Towards a National Education Policy'. Mention the area as well.

EDUCATIONAL ACHIEVEMENTS

- **Sri Lanka has high education achievements and learning in South Asia region (De Mel, 2007)³ especially for Lanka her achievements in literacy, educational enrolment and equal opportunity and access to education (Little, 2010)⁴. These significant achievements in education were reached through endeavors and provisions for education especially free education for more than 60 years by the Governments after gaining independence of the country. Contemporary education policy of Sri Lanka is formulated by National Education Commission (NEC).**

❖ Free education

- Every citizen of the country is entitled to free education up to the university level. Free education has been provided for the past 60 years. C.W.W. Kannangara (1884-1969) was the first Minister of Education in the State Council of Ceylon. He introduced the Free Education Act in 1945 which enables access to free education for every child in the country. The policy of providing free education was practiced by the successive governments in the country till now (Arunatilake 2006; Little 1997; Jayaweera 1989)^{5,6,7}. After independence, governments have provided free text books and school meals for students. The successive governments of Sri Lanka continuously allocate money for free text books for the primary and secondary students and school uniforms to every student. According to the MOE (2008)⁸, the following welfare services also were provided by the government:
 - I. Free text books to all children up to Grade 11.
 - II. A set of school uniforms given free annually.

III. Scholarships schemes which provides financial assistance to deserving children.

IV. Transport subsidies for travelling to school. V. Free medical inspections in schools, provision of dental care and free spectacles to needy children.

❖ Compulsory Education

- **in addition to the free education, the compulsory education policy also contributed to the high achievements in education. Every citizen of the country has the right to access education and it is ensured by the Constitution which is the supreme law of the country. Right to education is ensured through the Constitution of Democratic Socialist Republic of Sri Lanka.**

- **The Article No 27 (h) of the Constitution (1978; 2000)² says “the complete eradications of illiteracy and the assurance to all persons of the right to universal and equal access to education at all levels” are the fundamental duties of the Government of Sri Lanka. The general education of the country is governed by the 72 years old Education Ordinance which has been amended from time to time. According to the NEC report (2009)⁹ the governing ordinance for education is as follows:**

“The provisions of the Education Ordinance No.31 of 1939 as amended by Ordinance Nos. 61 of 1939, 21 of 1945, 3 of 1946, 26 of 1947, Act No 5 of 1951, 43 of 1943, 37 of 1958 and law of No 35 of 1973 that govern general education today” (NEC Report 2009)⁹ In addition, there are some other related ordinances and amendments