

Fundamental of Education Notes
IET 1st Semester

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Introduction to Education or (Education as a discipline)

Important questions for exam:

1. What is education as a discipline? Write its characteristics :

→ Education is generally denoted as a discipline related to the activities of educating or instructing and the activities that impart knowledge, skill, attitudes. It is a great discussion among the scholars about the existence of education as a separate discipline. But some scholars believe that it is not a separate discipline. It is a loose combination of different disciplines such as philosophy, psychology, pedagogy, etc. Against the view of these critiques of education as a discipline, the followers believe that education is not just a combination of different disciplines, it is a separate discipline.

Characteristics of education as a discipline are as follows:

- (i) The discipline of education has very rich historical tradition.
- (ii) It is developed on some distinct foundations (philosophical, psychological, pedagogical and sociological).
- (iii) Education has facts, models, principles and theory.
- (iv) Education has own methodology.
- (v) Education has words and literature.

2. Write the meaning of education.
→ Education is the process of getting knowledge, understanding, intelligence, conscience, wisdom, etc. Education is the aggregate of all the experiences by which a person develops abilities, attitudes, values in the society.

The meaning of education can be discussed from the following perspectives:

(a) Etymological meaning of education:

It is believed that the word "education" has been derived from two Latin words 'E' and 'duco': 'E' means 'from within' and 'duco' means 'to bring out'. Therefore, etymologically education means the process which brings out the internal potentials and abilities of learners.

(b) Narrow meaning of education:

In the narrow sense, education is limited within the boundary of schools or college. It is a process by which, a person acquires knowledge by going to schools or colleges. This type of education has own definite curriculum and takes place in formal institutions such as schools, colleges, etc.

Only the person trained in these institutions and who have received certificates are called educated. This type of education can be considered only as training or teaching.

(c) Wider meaning of education:

In a wider sense, education is not limited within the boundary of schools or colleges. It deals with all the knowledge, skills and attitudes which people acquire in life from various sources. It is not limited within school life only but it takes place throughout the life from the cradle to the grave. It can be acquired from any source at any time.

(d) Actual meaning of education:

According to this meaning, education is that process which assists the intellectual, physical, social, cultural, spiritual, moral or all round development of an individual.

(e) Analytical meaning of education:

Different scholars have analyzed education from different perspectives. The combination of these meanings is known as analytical meaning of education. Some of them are mentioned below:

- (i) Education develops innate power.
- (ii) Education is a tripolar process.
- (iii) Education is a dynamic process.
- (iv) Education is the source of social development.
- (v) Education is the modification of behaviour.
- (vi) Education helps to adjust in new environment.

3. Write the definitions of education.
→ Some definitions are given below:

- * "Education is the process by which the child makes internal external". → Froebel
- * "Education is natural, harmonious and progressive development of man's innate powers." → Pestalozzi
- * "Education is the development of whole man." → Comenius
- * "Education is nothing but formation of habits." → Rousseau

4. What do you know about individual aim of education? Describe.

→ The needs, interest and aspirations of an individual may be different from others. Generally, the aim of education of an individual can be described as the need for the development of their personality. The main individual aims of education are described below:

(i) Development of innate power:

Every person is born with innate

Potentialities. These potentialities decide the developmental characteristics of an individual. The aim of education is to develop the innate power of people towards its fullest limit.

(ii) Self-realization:

Self realize means to realize one self and one's world. It is related to the acquisition of eternal truth about oneself and own universe.

(iii) Self-expression:

Self-expression means the abilities within an individual by which he/she can be able to express him/herself. People are able to express their individualities and abilities by the power of self-expression.

(iv) Vocational aims:

Education must be vocational or skill oriented to fulfill their basic needs of food, cloth, shelter, etc. It should turn common people into self-reliant workforce.

(v) Development of knowledge:

Nowadays, it is believed that the aim of education is to develop knowledge as well as modify behaviour of people. Individually, people use education for the development of their theoretical

as well as practical knowledge

(v) Utilization of leisure time:

People can't work continuously for a long time and they become tired. In that case, education provides entertainment to people through music, art, literature etc.

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5. Describe the social aims of education.

→ Education is considered as a social process. Education has been developed by society with purpose of socialization of new generation. Society has established schools for the fulfillment of these aims.

The main social aims of education are being presented below:

(i) Preservation of Culture:

Education plays vital role in the preservation of culture. When people are educated in the society, they know the value of cultural heritage of society which leads in their preservation.

(ii) Transmission of Culture:

After the preservation of culture, society also wants to transmit it to the future generation.

for this transmission, education is necessary.

(iii) Socialization of young:

Every society has norms, beliefs and values such as system and every member of society must follow these norms. In this case, society uses education for the purpose of socialization of young.

(iv) Development of citizenship:

Every person is a citizen of a political state. They have to perform rights and duties. The learning of these rights and duties is the learning of citizenship. So, education helps in the development of citizenship.

(v) Character building aim:

Character is very important in human life. But every people don't know the appropriate behaviour and don't follow the norms. In that case, education helps in building the character.

(vi) Creation of knowledge; skill and attitude:

Education can create new knowledge, which can be utilized for the betterment of human beings. Society uses education for the invention of new knowledge for the welfare of the society itself.

6. Describe the major forms or types of education.

The process of education is carried out in many forms. The types or forms of education are described below:

(a) Formal Education:

Formal education is the most planned form of education. Formal education views education as the outcome of schooling. It takes place within the boundary of schools. The duration, time, nature, place of the system is fixed. Examination is conducted at the end of each grade to validate the acquisition of knowledge by the learner. A person can be upgraded to upper grade only after being successful in the examination. It views education in the form of certification.

(b) Non-formal education:

Non-formal education system is an alternative as well as supplementary system to the formal education. It is a need based education system, which does not require the fulfilment of formality as the formal education requires. It is more flexible in terms of age, duration, place and prerequisites. Examination may or may not take place at the end of the program education. It is not compulsory to pass

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fall the exam.

Adult education, continuing education, open education, functional literacy education, education for income generation and skill trainings are the examples of non-formal education.

(c) Informal Education:

Informal education is freely a life long process. It does not have a pre-determined objective or curriculum. It does not have a fix time or limit. In this education system, the agency that provides education, may or may not have a well defined objective and well targeted group of learners. As a whole we can informal education interprets education as entire experiences of life not bound to the time or place, not limited to a specific curriculum.

Education from newspapers, pamphlets, posters, radio program etc. are the examples of informal education.

Comparison between formal, non-formal and informal education.

Formal Education	Non-formal Education	Informal Education
1. It is sequentially structured and chronologically graded education system designed to fulfill predetermined objectives.	It is consciously and flexibly organized to achieve predetermined objectives or skills.	It is a spontaneous education system through personal experience or contact.
2. It takes place from primary to university level.	It has no distinct grades. Education is based on the need of learners.	It has no preplanned structure. Education can take place everywhere.
3. The main aim is to provide minimum knowledge, skills and attitude for life.	Its aim is to provide people get knowledge workable knowledge according to their to solve the problem needs and interest.	
4. Curricula are predetermined and fixed.	Curricula are predetermined but flexible curricula.	No predetermined fixed.
5. Based on Content Oriented knowledge	Based on need oriented knowledge.	Based on interest and experience oriented.

6. Time, rigid rules and regulations are rules and regulations any rules and important.
- Time is flexible, rules and regulations any rules and are less important.
- No limit of any time, regulations.
7. Teacher must be well educated.
- Any person having knowledge and skill can become teacher.
- There is no need of a teacher.
8. Education is measured by examination and certificate.
- Education is measured by efficiency and performance.
- Education is measured by individual use.
9. fixed process for admission, educative administration, education process and output.
- flexible process of admission, education process and output.
- No need of any education and output.

8. Describe the nature of education.

Nature is the essential quality by which something is recognized. If we try to examine the nature of education, we will find that there is no single nature of education. The nature of education are described below:

a. formal and informal education:

Different meanings perceived by people have designated two natures of education, i.e. formal and informal education. formal education view education as the outcome of schooling in the form of certifi-

Section: Informal nature of education interprets education as an entire experience of life not bound to the time or place, not limited to a specific curriculum.

(b) General and Specific education:
General education is related to the common needs of the life of an individual. Every human being as a member of a society has to play some common roles. These roles constitute the need of general education.
On the contrary, specific education develops such capabilities within an individual, which are different from others. They become a doctor, an engineer, a social scientist, a manager, a teacher, a farmer or a lawyer because of this specific education.

(c) Direct and Indirect education:

In direct nature of education, educator wants to teach something to the educand and educands consciously learn what is taught to them. Education cannot be limited into the direct delivery between two groups: educator and educands. Indirect education is that education which takes place without the deliberate efforts of teachers to educate their students. It is

purely learner centered education.

(d) Individual and Collective education:

Individual education is that education, which provides learning to an individual. A teacher and a student interact individually, which results in learning within the student.

A group of students and teachers can be collectively involved in a teaching learning process. Education can take place collectively in which students may learn according to their pace. Such education can be termed as collective education.

Approaches to Education

Important questions:

1. Describe open learning with characteristics.

Open education or open learning is an alternative approach to education at lower to higher level. It is non-formal approach to formal education. The institutions are established to fulfil the needs of people, who cannot get formal education from schools, colleges or universities. Concept of open learning was started from ~~1967~~ Britain. The first Open University was established in the UK in 1968 in the name of University of Air. It by Harold Wilson, the Prime Minister of UK of that time. Allama Iqbal University of Pakistan is the first open university of SAARC region.

The characteristics of open education are as follows:

- (i) It provides open access to the people who need education.
- (ii) The duration, time and place of education & program are flexible.
- (iii) It provides opportunity to upgrade and refresh knowledge.
- (iv) It provides utility based program.
- (v) It uses scientific techniques to give education.
- (vi) It has larger range of option of learning.
- (vii) The student of open learning should be responsible.

ble.

(viii) TF it self study based education.

2. Describe Distance learning.

→ Distance learning (education) is non-formal type of education. Those people who are unable to involve in formal education but they want to get education can get education. Culturally or geographically who live far from school, distance education is important for them. It is one-way type of education. In the beginning it was given by radio but now we can use television, internet, e-mail etc. It provides knowledge, skill and information.

Distance education was started in 1933 in UK. The founder of this programme, Sir Issack Pitman. Distance education was used in Nepal to provide training to teacher in 2037 B.S. Now different types of program related to health, agriculture, technology are given by radio, television and internet.

3. Describe Continuing education.

→ Among different forms of education, continuing education is also important education. This education starts from cradle and run upto grave. We get such education from home, family, society, community, means of communication, friends, organization

religious and cultural activities. We get such education by the process of learning by doing. It is non-graded education.

Continuing education is very important education. It helps to adjust in new environment and society. It helps to preserve culture, language, religion and social norms and values.

The need of continuing education are given below:

- (i) To develop the skill and abilities to fulfill personal demands of life.
- (ii) Continuing education produces skilled work force.
- (iii) It opens a chance in the new environment.
- (iv) It helps to fulfill needs of learners.

Philosophical Perspectives

on Education

Important Questions:

1.

What is philosophy? Describe its branches.

Philosophy is the oldest discipline of the world. It is the study of general and fundamental problems concerning matters such as existence, knowledge, truth, beauty, law, justice, mind and language.

According to Aristotle, "Philosophy is the science which investigates the nature of being as it is in itself."

According to Auguste Comte, "Philosophy is the science of sciences".

Branches of Philosophy are described below:

(i) Metaphysics (Theory of reality)

This branch of philosophy is related to search for ultimate truth. It deals with the nature of being and the world. Metaphysics is made of two words "Meta" which means 'beyond' and "physica" which means "existence which cannot be perceived by senses". So, metaphysics for truth which is beyond the natural existence. There are few questions about metaphysics such as:

- What is truth?
- What is untrue?
- What is soul?
- What is god? etc.

(iii) Epistemology (Theory of knowledge):
Epistemology deals about the nature and scope of knowledge. It searches different ways of acquiring knowledge. Way of acquiring knowledge are of two types i.e. empiricism and relationalism. Empiricism believes that sensory are gateway of knowledge whereas relationalism believes cognition, reasoning, perception are source of knowledge.

Few questions of epistemology are as follow:

- What is knowledge?
- How is knowledge acquired?
- What do people know?
- How do we know what we know?
- Why do we know what we know?

(iii) Axiology (Theory of Value)

Axiology is the branch of philosophy, which deals with the study of values and its judgements. It determines the ~~real~~, ideals, aims and duties of human life. It investigates the knowledge related to human welfare among all the eternal truths. The main branches of axiology are ethics and aesthetic. Ethics studies about a system of principles governing morality and acceptable conduct. Aesthetic differentiate between beautiful and non-beautiful.

(iv) Logic (Theory of orderly thinking):

The branch is related to make the systematic structure of knowledge. It deals with patterns of thinking which leads from true premises to true conclusion. It investigates logical relationship between knowledge and arranges them in a systematic manner. It also helps in their synthesis.

2 What are the functions of philosophy? Describe.

→ There are four functions of philosophy which are described below:

(i) Descriptive function:

Philosophy explains the universe investigated by it. This explanation is based on its own findings. It also gives the verification of its findings. It gives the full description of the knowledge investigated by it.

(ii) Speculative function:

Philosophy also presents its guess about the unknown world. This guessing is not haphazard but it is systematic. Philosophy uses logic for the function of speculation. This function is related to the prediction of knowledge and also to any systematic investigation of knowledge. Speculation or guessing is the beginning of philosophy.

(iii) Prescriptive function:

Philosophy not only presents the truth, it also tells human beings about their duties. It does not tell only what is; it also tells what should be done. It develops the value system which should be followed by human beings. It establishes ideals, standard of moral behaviour, social duties etc. It is also called normative function.

(iv) Analytic function:

It is also called the criticizer function of philosophy. It analyzes truth and untruth. It analyzes the truth into positive and negative category. It also analyzes the strength and weakness in human conduct. It also analyzes the relationship between existing knowledge.

3/ → Give the relationship between philosophy and education

There is intimate relationship between philosophy and education. Philosophy is defined as the search for knowledge and education is the process of bringing out the latent knowledge inside the human being and make practical relationship between philosophy and education is given below:

Philosophy

Education

1. It discovers the truth.
2. It explains the universe.
3. It traces nature & epistemology.
4. It creates belief.
5. It presents code of conduct.
6. It shows human problems.
7. It creates aims of life.
8. Philosophy is static side of education.
1. It creates & personality on the basis of the truth.
2. It seeks the position of human in the universe.
3. It applies the methodology of epistemology.
4. It applies the belief.
5. It applies code of conduct.
6. It attends to solve human problems.
7. It transfers aim into personality.
8. Education is the dynamic side of philosophy.

4. What are the fundamental principles of Idealism, Naturalism, Realism and Pragmatism.

→ Fundamental principles of Idealism are:

- (i) The whole universe is made of ideas.
- (ii) The ultimate reality is spiritual.
- (iii) The physical world is not a reality.
- (iv) The physical world is an illusion.
- (v) Soul is the source of idea.
- (vi) God is the supreme soul.
- (vii) Aim of life is self preservation.

- (iii) People should follow three moral values such as truth, goodness and beauty.
- Fundamental principles of naturalism are:
- (i) The universe is a natural creation.
 - (ii) The knowledge comes from senses, senses are the gateway of knowledge.
 - (iii) Physical world is a real world.
 - (iv) Soul is a material made by many things.
 - (v) Man is a product of nature, it is a Supreme ~~Soul~~ creature.
 - (vi) The aim of life is self preparation for complete living (self-preservation).
 - (vii) Natural life is essential for happy living.
 - (viii) Natural life is important for ability, adjustment and self control.

- Fundamental principles of realism are:
- (i) There is a real world which is made by substances.
 - (ii) The physical world is objective and factual.
 - (iii) Physical reality is true, we can see and get experience.
 - (iv) Material environment is the chief source of human experience.
 - (v) Mind is subordinated to matter.
 - (vi) Knowledge comes from sense.
 - (vii) Nothing can be accepted without experimentation.

and observation.

- (iii) Human being is a material thing and mind is a machine.
- (iv) Human life is real and we should make it better.

Fundamental principles of pragmatism are:

- (i) The universe is made of ideas, elements and action.
- (ii) The whole universe is governed by flux. Truth is always changing.
- (iii) Truth is in the process of making.
- (iv) A person makes truth on the basis of activity.
- (v) Learning takes place through reconstruction of experience.
- (vi) All values are made by human beings.
- (vii) Education has no objectives.
- (viii) Education is but the preparation of life, of a life itself.

5. What are the aims (objectives) of education in Idealism, Naturalism, Realism and Pragmatism.

→ Objectives of education in idealism:

- (i) Attainment of moral values.
- (ii) Character development
- (iii) Physical development
- (iv) Development of intellect and connoisseurship.
- (v) Preparation of efficient citizen.
- (vi) Development of individual ability
- (vii) Preservation of culture.

Objectives of education in naturalism:

- (i) Complete living
- (ii) Self preservation
- (iii) Securing necessity of life
- (iv) Raising children
- (v) Maintaining social relation
- (vi) Use of leisure time
- (vii) Work like a machine
- (viii) Attainment of natural life
- (ix) Assisting in the struggle for existence.

Objectives of education in realism:

- (i) Aims specific to individual.
- (ii) Preparation of practical person.
- (iii) Adjustment of an individual in the society.
- (iv) Attainment of a secure and happy life
- (v) Truth rather than beauty.
- (vi) Attainment of pleasure.

Objectives of education in pragmatism:

- (i) Enable learners for preparation of their own values.
- (ii) Development of ability to solve problems.
- (iii) Development of scientific attitude.
- (iv) Development of social efficiency.
- (v) Attainment of democratic values.

6. Write the roles of teacher in Idealism, naturalism, realism and pragmatism.

→ Roles of teacher in idealism:

- (i) Creator of learning.
- (ii) Leader of educational process.
- (iii) Helping learners in the attainment of Supreme soul.
- (iv) An ideal role model.
- (v) A gardener.

Roles of teacher in naturalism:

- (i) A creator of natural environment.
- (ii) A planner.
- (iii) Determiner of the stage of maturity of learners.
- (iv) A guide.
- (v) A person respecting learners' freedom.

Roles of teacher in realism:

- (i) The teachers should themselves be educated.
- (ii) Teachers must have full knowledge about present life.
- (iii) Teacher should teach one subject at a time.
- (iv) Teachers should realize demands of students.
- (v) They should present knowledge in a scientific manner.
- (vi) Teachers should teach human values.

Role of teacher in Pragmatism:

- (i) A planner
- (ii) A creator and manager of teaching environment
- (iii) A guide.
- (iv) An evaluator
- (v) A motivator
- (vi) A person who respects the freedom

7. Write the roles of student in Idealism, Naturalism, Realism and pragmatism.

→ Roles of student in Idealism:

- (i) An organism having soul.
- (ii) A disciplined person
- (iii) A curious person
- (iv) A person with good character

Role of student in naturalism:

- (i) Center of educative process
- (ii) Education by own effort
- (iii) Preparation for complete living
- (iv) Able to succeed in the struggle for existence
- (v) Child should get natural environment

Role of student in realism:

- (i) No pressure on the child
- (ii) Full liberty in choosing the subjects
- (iii) The students should be trained only to be a human
- (iv) Child should make his or her own norm of discipline

Rules of student in pragmatism:

- (i) A creator of own value
- (ii) Center of educative process
- (iii) A evaluator of truth
- (iv) Developer of goal education
- (v) Developing own Curriculum.

8. Implication of education of philosophy:

→ Some educational implications of philosophy are as follows:

- (i) Philosophy gives idea to make Curriculum.
- (ii) It helps to select objective and teaching process in educational activities.
- (iii) Teacher gets concept and ideas about classroom teaching environment.
- (iv) Philosophy provides role to the student on the basis of their interests, capacities and needs.

Sociological Perspectives on Education

1. Give the relationship between sociology and education.

→ Sociology is a branch of social science that uses systematic methodical empirical investigation and critical analysis of society. Different scholars have defined Sociology in the following ways:

" Sociology is the science of study of society " - Auguste Comte

" Sociology is the study of social relationship " - ~~Never~~ Mc Iver.

Sociology

Education

1. Sociology is a branch of Education is the backbone of social science.
2. Sociology is broad discipline. Education is the product of society in terms of subject matter.
3. Sociology uses qualitative and quantitative research techniques.
4. Sociology is the study of social relationship.
5. Sociology develops by the help of education.
3. Education develops from philosophy.
4. Education is the miniature of society.
5. Education exists on the basis of human nature.

2. Define socialization and describe its modes.

Different scholars have defined socialization in the following ways:

"Socialization is the process by which the individual learns to confirm the norms of the group" - Ogburn

"Socialization is the process whereby persons learn to behave dependable together on the behalf of human welfare and in doing so experience social self control, social responsibility and balanced personality." - Bogardus

Modelling Socialization are given below:

(a) Repressive mode of Socialization:

It is a parent centered or society centered mode of socialization. It is one-sided, autocratic traditional type of Socialization, which children should follow.

(b) Permissive mode of Socialization:

It is a child centred mode of Socialization. This mode of socialization respects the children's interest, wishes and needs. Children themselves make their own code of conduct by trial and error process based under theory of learning by doing. Children are permitted to select the pattern of behaviour on the basis of needs and

different. Society and parents play the role of guides in this form of socialization.

The difference between repressive mode and normative mode are given below:

Repressive Mode	Permissive mode
1. It is a parent centred socialization.	1. It is a child centred socialization.
2. Material reward and physical punishment.	2. Symbolic reward and corrective punishment.
3. Non-verbal and one way communication.	3. Verbal and two way communication.
4. Poor relationship.	4. Good relationship.
5. It develops homogeneous society.	5. It develops heterogeneous society.
6. Parents decide the code of conduct.	6. Child decides the code of conduct.
7. Communication as command.	7. Communication as interactions.
8. Externally imposed discipline.	8. Self discipline.
9. Development of conformist child.	9. Development of a creative child.

3. Describe the agencies of socialization.

There are various agencies, which play role important roles in the life of man for socialization. Major agencies of socialization are as follows:

(a) family:

It is a basic agency, which plays an active role in the socialization of a child. It is that social group, with which the child comes in contact at first. Family plays an active role in the socialization of a child. It teaches the child social behaviours. It is the first window from where the child peeps to the outer world. It is said, "Mother is the first school of a child."

(b) Peer group:

Peer group is another primary social group which has a large influence on the behaviour of a child. Generally, peer groups are formed at a playgroup. This playgroup includes the children of the same age group and they have the relationship of equal status, therefore, it has a vast effect on the behaviour of child.

(c) School:

School are formal agencies of socialization. They prepare the child to face the problem of the future in a planned manner. They

develop the character of citizenship in them. Schools socialize children in a systematic manner. Schools teach all the behaviour which is needed for the child to be a responsible member of the society.

(d) Community / Society:

Community is a group of people having common lifestyle. The people belonging to a community have a specific value system and lifestyle and they transmit it to all new members of the community. They play an important role in socialization of the young ones.

(e) Association:

A person may be a member of different associations. It may be a political, a religious or a cultural association. These all associations are formed with a specific objective. These associations spread a specific value system and when a person becomes the member of that organization, he or she becomes influenced by that value system.

(f) ~~Media~~: Mass media:

Media is a marginal agency for socialization. It includes all printed, audiovisual and electronic media, which propagate some specific

thoughts in society. It includes printed as well as electronic media. Newspapers, magazines, books, radio, television, mobiles, computers etc. are different examples of media, which influence the ideology of an individual.

(g) ~~Political, economic~~^{religious} and economic groups:

There may be some external agencies, which can influence the socialization process of a child in direct or indirect manner. Among these agencies, political, religious and economic groups are the prominent agencies, which deeply affect the socialization process. Political agencies groups spread ideologies and unite people based on it.

5. Give the concept and importance of social interaction.

→ Social interaction is all type of action and reactions that take place between the individuals and groups of a society and through which they influence others behaviour and also modify others behaviour. It is a two way process. Different scholars have defined social interaction as follows:

" Social interaction is the name given to any of the possible relations between persons in a group or between the groups themselves considered as a social unit. It is through social interaction,

The cultural patterns are passed on" - A.C. Ottaway

The importance of social interaction are as

follows:

- i) Increase in social contact.
- ii) Exchange of ideas.
- iii) Personality development
- iv) Social life is possible
- v) Social maturity
- vi) Exchange of culture, social value and experience
- vii) Help to fulfill needs
- viii) Socio-economic process
- ix) Social Change
- x) Discipline

Educational thought : Concept and Educational implications

5.1. Eastern-thought (Philosophy)

On the basis of region, philosophy is divided into different philosophies. Among them, Eastern philosophy or thought is also one. Eastern philosophy includes the various philosophies of Asia, including Indian philosophy, Chinese philosophy, Iranian philosophy, etc. Eastern philosophy or thought is developed in Indian sub-continent. Eastern philosophy is mainly divided into ; Hindu philosophy and Buddhist philosophy.

(a) Hindu Philosophy (Hinduism)

Hindu philosophy or Hinduism is one of the oldest philosophy, which is related with religion. Hinduism is characterised by a diverse array of religious belief system, practices and scriptures. It has its ~~own~~ origin in ancient Vedic culture at least as far back as 1500 B.C. Hinduism rests on the spiritual bed rock of the Vedas, and their mystic issue, the Upanishads. Common to Hindus' belief in dharma, re-incarnation, Karma, and Moksha (liberation) of every soul through a variety of moral, action-based, and meditative Yogas.

Hindu philosophy is divided into 6 "Ashra" (orthodox) schools of thought, who accept the Vedas. Veda is supreme script. Those who do not believe Veda, they are called Nastika (orthodox).

Basic principles of Hinduism are as follows:

- i) Source of knowledge is 'OM'.
- ii) Aim of life is liberation (Moksha).
- iii) Objective of life is eternal value.
- iv) Vedas is secret science and science of guidance.
- v) Believes in incarnation.
- vi) People can get liberation from knowledge.
- vii) Cow is a sacred animal.
- viii) Cattym.

b) Buddhism:

Buddhism is a system of religious belief based on the techniques of Siddhartha Gautam (Gautam Buddha). Buddhism is a non-theistic religion, one whose tenets are not specifically concerned with existence or non-existence of a god. The

Buddha himself, expressly disclaimed any special divine status or inspiration, and said that anyone anywhere could achieve all the insight that he had. It believes in action, a cause-and-effect relationship between all that has been done and all that will be done.

The major religious books of Buddhism are: Tripitak and Jatak. They are related with the life of Gautam Buddha and his instructions. It believes in non-violence.

5.2. Western Thought (Philosophy):

Western philosophies have their root in ancient European civilization of Greece and Rome. The introduction of the terms "philosopher" and "philosophy" has been ascribed to the Greek thinker Pythagoras. The history of Western philosophy is customarily divided into six periods:

- a) Ancient Philosophy (600 B.C. - 500 A.D.)
- b) Medieval philosophy (500 A.D. - 1350 A.D.)
- c) Renaissance philosophy (1350 A.D. - 1600 A.D.)
- d) Early modern philosophy (1600 A.D. - 1800 A.D.)
- e) Late modern philosophy (Nineteenth century philosophy)
- f) Contemporary philosophy (1900 - present)

Shaping and Reshaping Educational Development in Nepal

6.1 Nepal National Education Planning Commission (NNEPC) 2011 B.S. (1954 A.D.)

Before 2007 B.S., education in Nepal was very much unorganized. Although, there were very few educational institutions in the country, common people were getting only little access to these institutions. The educational opportunity in 304-year-long Rana period was very much restricted to them. The people got a great opportunity for education after the end of the Rana rule in 2007 B.S. Many schools were opened throughout the country at that time but were not properly organized. Sensing the need of education, the government appointed a forty-six (46) member commission under the chairpersonship of Sardar Rudra Raj Pandey on 9th Chaitra, 2030 B.S. to provide the suggestions for the period policy of education in Nepal.

Professor Hugo B. Wood was the advisor of the commission. That committee included and Trailokya Nath Upadhyay was the secretary of the commission.

The major recommendations of the commission are as follows:

- 1) A research department should be established in Ministry of education to carry out research activities.

- iii) A public education system from basic level to the adult free for all, supported to taxation system of state.
- iv) The structure of education must be 1-5 primary, 6-10 secondary.
- v) Five year curriculum for primary level should be made.
- vi) A multipurpose school should be established in every district of the country.
- vii) National university should be established immediately.
- viii) A teacher training college should be established.
- ix) Primary education should be free and available to all.

6.2 National Education System Plan (NESP) 2028 B.S. (1971 A.D.)

~~NEP~~ NESP is very important plan of Nepalese education. It was established in 2028 B.S. (1971 A.D.). This plan is also known as New Education System Plan. On the basis of depth study of Nepalese education, recommendations of previous commission it get following suggestions or recommendation:

- i) It gave a national objective of education.
- ii) Change in structure of education (3+4+3)
- iii) Level wise objective of education was recommended
- iv) formal and non-formal education program

should be run for increase of literacy.

v) Qualification of teacher was also fixed on the basis of school structure.

vi) To improve supervision of school education, supervisor was also recommended on the basis of school structure.

6.3 National Education Commission(NEC) 2049 B.S (1992 A.D)

NEC is an important Commission which was organized after the revolution of 2046 B.S. The chairman of that Commission was Education Minister-Dr. Keshar Jung Rayamajhi (on 34th Falgun 2047). The Commission could not complete its work on time, therefore, it was reappointed in the chairmanship of Education Minister-Ramkhan Joshi. However when the minister of education was changed in the meantime, Govinda Raj Joshi became Education Minister. He submitted report on 5th Jeththa 2049. In that Commission, there were 16 members. The major recommendations of NEC 2049 are as follows:

- i) National aim of education was changed.
- ii) Changed structure of education.
- iii) National policy of education was recommended.
- iv) Abolishment of certificate level from University (T.U.)
- v) Three year bachelor degree, program M.Phil Program, concept of Open University were recommended.

- Date _____
- (v) It recommended for preservation of Sanskrit education.
- (vi) It classified teacher education from certificate level to higher level.
- vii) It recommended for special education.

6.4 School Sector Reform Plan (SSRP) to Post-SSRP (from access to quality) 2064 B.S.

SSRP is a long term program, which describes the goals and objectives that will be pursued by the government of Nepal (GON), Ministry of Education (MOE) over the period starting from the fiscal year (Bikash A.D.) 2009-2010 till 2015-2016 A.D. The plan comprises the key strategic interventions and the estimated financial resources required to implement these strategies. The SSRP is a continuation of the on going programs such as education for all (EFA), Secondary Education Support Program (SESP), Community School Support Program (CSSP) and Teacher Education Project (TEP). The major objectives of SSRP are as follows:

- i) To improve school building and physical facilities.
- ii) To make effective teaching, learning, providing teacher training.

- iii) To improve educational administration.
- iv) To improve a curriculum and evolution system.
- v) To make supervision effective.
- vi) To develop school and community relation.
- vii) To change structure of school education.

The major things of SSPE are as follows:

- i) Early childhood education and development.
- ii) Basic and secondary education.
- iii) Lifeway and life long learning.
- iv) Technical education and vocational training.
- v) Teacher professional development (capacity building).
- vi) Monitoring (supervising) and evaluation.
- vii) Financing and OR management.

6.5. Integrated Approach to Education (Special Needs Education, technical education):

→ Integrated Approach to Education is an important program of education. It provides education on the basis of disability of person or students. These students or person who are not normal, they need special education. Normal students can get education for general environment. But special needs children cannot get education from general classroom teaching. Education is the right of birth and duty of nation or government. Government should

provide education for all type of people and make educational program, curriculum, education on the basis of need of people, need of nation to fulfill their ~~subject~~ needs. In the education there should be skill by which people can get earning to solve their problems. Technical education, vocational education, skilled education are very helpful to get employment.

Major objectives of Integrated Education

are as follows:

- i) To provide broad knowledge of education.
- ii) To provide educational opportunity for able or disabled children.
- iii) To provide skilled education.
- iv) To solve unemployment problem.
- v) To increase literacy.
- vi) To create equality in education.

2.3. Skill based and Competency based Approach to Education:

→ It makes knowledge of subject broad and transfers from one person to another person. Skill based approach is a complicated process. To get skill, it is needed regular practice. The person who involve in teaching profession, he must get process of teaching, process of lesson plan, use of educational materials and teaching activities. At the last of teaching, evaluation is compulsory to find the goals or objectives of lesson plan. The main aim of teaching learning process is to change behaviour of student. Without changing behaviour of student, teacher cannot be success in the field of teaching profession. To make success in the field of teaching, this concept was brought in teacher training. It provides basic organ of teaching activities. Skill based teaching is a process of developing efficiency in the fundamental components of teaching. The fundamental components of teaching are as follows:

- i) Cognitive phase
- ii) Fixation phase
- iii) Autonomous phase

Classification teaching skills:
The major teaching skills are as follows:

- 1) Pre-instructional skills
- 2) Instructional skills
- 3) Post-instructional skills

1) Pre-instructional skills:

Pre-instructional skills are related with preparation of teaching plan. Following activities are related with pre-instructional skills:

- i) Selection of instructional objective
- ii) Sequencing of knowledge
- iii) Organizational knowledge
- iv) Preparation of content
- v) Construction of teaching materials
- vi) Selection of teaching materials.
- vii) Planning the techniques of evaluation.

2. Instructional Skills:

It is related with classroom activities on the basis of plan. Instructional skills are described on the basis of following points:

- i) Introduction of lesson
- ii) Skill of explaining and illustration
- iii) Skill of student motivation.
- iv) Skill of student reinforcement
- v) Skill of posing question
- vi) Diagnosing pupil's difficulty skill

vii) Skills in using instructional materials including board.

3. Post-instructional skill :

Objectives

1. " Education is the development of all those capabilities in an individual which enables him to control his environment and fulfill his possibilities."

It is the saying of....

Ans: (b) John Dewey

2. Development of innate power of individuals in the

→ (b) Individual function of education

3. The meaning of the term 'discipline' basically implies

→ (a) A branch of knowledge

4. Which of the following is not an essential characteristic of a discipline?

→ (c) Utility of knowledge

5. Which of the following gives the meaning of education more clearly?

→ (a) A set of techniques used to impart knowledge, skills and attitude

6.

6. " By education I mean all-round drawing out of the best from the child and man's body, mind and soul". Who has given this definition?

→ (b) Gandhi

7. Generally the similar elements of formal and non-formal education are...
 → (b) Fixed objectives
8. Which of the following is NOT the individual function of education?
 → (c) Development of morality
9. Which of the following does not fall under the social function of education?
 → Human development
10. Which of the following statement represents the broader meaning of education?
 → (b) Education is a lifelong process
11. Which of the following is directed towards the formation of "status quo" in society?
 → (d) Conservative function
12. Which of the following is the etymological meaning of "Education" made by the words 'E' and 'Dui'
 → (d) to bring out
13. Which of the following education is more informal
 → (b) Non-formal education

14. Which of the following is the progressive function of education?
→ (b) Creating new balance
15. What is the aim of revolutionary function of education?
→ (c) To change the culture
17. "Know Thyself" was a principle of
→ (b) Socrates
18. Who said, "Education is nothing but formation of habits"?
→ (b) Rousseau
19. Which of the following is associated with individual aim of education?
→ (a) Objective or self-realization
20. What is the main purpose of education in society?
→ (c) To conserve and transfer culture
21. Which function of society searches for new balance in society?
→ (c) Progressive
22. Academic paralysis is the risk of...
→ (b) Neutral function

23. Which function of education is prominent in both traditional and progressive society?

→ (a) Conservative Function

24. Which type of education does not have a pre-defined aim?

→ (c) Informal

25. The concept of continuing education is more nearer to....

→ (c) Continuing education

26. What is the name of the first Open University of the World?

→ (a) University of Air

27. In SAARC region, which country established the first Open University?

→ (b) Pakistan

28. Where was correspondence education started as a private enterprise for the first time?

→ (a) England

29. Which of the following is only a mode not a system?

→ (d) Radio Education

30. Which of the following alternative approach of education has been used in Nepal?

- (v) Distance education

Philosophical Perspectives on Education

Objectives: + Educational Thought

1. Philosophy is ...
 - (a) The theoretical side of education

2. Epistemology deals with ...
 - (b) Theory of knowledge

3. Study of theory of reality is the field of ...
 - (a) Metaphysics

4. Which branch of philosophy is related to testing of knowledge?
 - (b) Epistemology

5. Education is indebted to philosophy for determining its aim and philosophy is indebted to education for its ...
 - (b) Crystallization

6. Which function of philosophy is also known as normative function?
 - (c) Prescriptive function

7. Which of the following is not the educational function of philosophy?
 - (d) To study the origin of philosophy

8. Which of the following is a Naukri (Current) Hindi
- (c) Charvaka
9. To which period is the movement of Renaissance related?
- (b) 1350 to 1600 AD
10. He who has every sort of knowledge and who is curious to learn and is never satisfied may be termed as...
- (b) Philosopher
11. Philosophy is...
- (a) The theoretical side of education
12. The epistemology of philosophy deals with the question of...
- (d) How can the truth be tested?
13. According to naturalism,...
- (b) The material world is real world.
14. Learning by doing is the process of...
- (b) Pragmatic education

16. Ethics and politics are reflection of educational thought of...
 → (c) Aristotle
17. The principle of Galileo and Newton replaced the principle of...
 → (a) Aristotle
18. Who has defined education as a dynamic side of philosophy?
 → (b) John Adams
19. "Child makes his own curriculum" is the version of
 → (d) Dewey
20. What is the aim of education according to Naturalism?
 → (b) Preparation for complete living
21. Who has defined education as adjustment with environment?
 → (c) John Dewey
22. Which aim of Pediagogic education is not an end but a means to achieve the end?
 → (b) Physical development

23. "Truth is in the process of making" is the version of
→ (d) Pragmatism
24. "Things remain unchanged by our experiencing them" is the version of...
→ (c) Realism
25. "The world is incomplete and indeterminate"
the version of...
→ (d) Pragmatism
26. Which of the following is an idealistic view?
→ (i) I think so I am
27. According to the curriculum of Plato, which subject should be taught for intellectual activities?
→ (c) Literature
28. According to Idealism what is the main aim of education?
→ (a) Self realization
29. What is the educative problem of naturalism?
→ (d) Heuristic method
30. The curriculum of pragmatism is based on...
→ (i) Principle of utility of knowledge

31. Which of the following aims of education is very closely related with the educational philosophy of pragmatism?
- (b) Getting more education
32. Who believes in "survival of the fittest" and "struggle for existence"?
- (b) Biological naturalism
33. What is the main aim of education according to pragmatism?
- (c) Development of social efficiency
34. Which of the following is not related to pragmatism?
- (c) I think therefore I am
35. Emphasis on present life of child is the basis of education according to ...
- (d) Pragmatism
36. "Education is life, not a preparation for uncertain future" is the notion of ...
- (d) Pragmatism
37. Which of the following schools of philosophy state that the senses are the gateway of knowledge?
- (d) Naturalism and realism

- Page _____
Date _____
38. "Things rather than word" is the slogan of ...
→ (c) Realism
39. Which philosophy gave more importance to method of science for attainment of pleasure in life?
→ (d) Realism
40. What is the basis of value system in realistic philosophy?
(d) Hedonistic morality

Social Perspectives on Education [Objective]

1. Which of the following is not the characteristic of society?
 - (a) Organized form of social development
 2. The father of educational sociology is
 - (a) E. George Payne
 3. What is the main basic difference between society and community?
 - (c) Orientation to Common value system
 4. Which is not a pattern of social interaction?
 - (d) Communication
 5. Among agents of socialization school is a ...
 - (a) formal agency
 6. In conflict time, cooperate and arrive at ultimate solution is ...
 - (b) Accommodation
 7. Which of the following is a marginal group of social interaction?
 - (a) Media
- At what age level the peer group of a child is known as "gang"?

7. Which of the following isn't a characteristic of permissive mode of socialization?

(b) Society centered discipline

8. What type of reward and punishment is provided in repressive mode of socialization?

→ (a) Material reward and physical punishment

9. What is the main benefit of repressive mode of socialization?

→ (d) Less time consuming

10. In which mode of socialization is communication regarded as a process of interaction?

→ (b) Permissive

11. What does assimilation signifies in a social process?

→ (b) Solving social conflict permanently

12. Which of the following is a non-socializing agent in a traditional directed society?

→ (c) Tribe

13. What is the lifestyle of a other directed society?

→ (c) Politically manipulative and consumption oriented

14. Which of the following is a disjunctive social interaction ?
→ (a) Competition
15. At which stage does a group internalize the value system of opposition group?
→ (i) Assimilation
16. What is the most appropriate meaning of co-operating?
→ (b) Joint effort to achieve a goal
17. Why education is considered as a social process?
→ (c) It conserves the culture
18. Which of the social process does not fall under the dissociative social process?
→ (c) Affection
19. Which of the following is related to repressive mode of socialization?
→ (d) Society centered discipline
20. The process of settlement of dispute is known as ...
→ (d) Accommodation
21. Repressive mode of socialization is ...
→ (c) Punishment centered

22. With which of the following group is the family associated ?
→ (d) kinship
23. Which of the following is the formal agency of socialization ?
→ (a) School
24. Permissive mode of socialization is ...
→ (b) child oriented

Objective Questions

1 Which of the following commission recommended for the establishment of teacher training center in Nepal?

→ (a) NNEPC 2011

2. How much population was planned to provide a chance in secondary education according to NNEPC, 2011?

→ (b) 20%

3. Which commission recommended for single medium of instruction at schools?

→ (b) ARNEC 2018

4. Which of the education commission put forth multi-university concept?

(d) NEC 2049

5. Which of the following ^{commission} recommended for primary education in mother tongue at first?

→ (d) NEC 2049

6. In NEP 2028, which of the followings were termed as "Primary level"?

→ (a) Grade 1-3

7. What was the unique contribution of ARNEC 2018?
→ (a) Nepalese name for various degrees
8. Which of the following has included "Maths" as an optional subject at SLC level?
→ (c) NESP 2028
9. International evaluation became a regular part of evaluation system after the implementation of
→ (c) NESP 2028
10. Who was the chairman of Royal Higher Education Commission, 2040 BS?
→ (a) Rambah Subba
11. Which of the following commission of education recommended Open University in Nepal?
→ (d) NEC
12. Which educational commission recommended for one language policy as the medium of instruction all over the country?
→ (b) ARNEC
13. The EFA target of Nepal is supposed to be accomplished by the year.
→ (d) 2015

14. Which of the following approves the school level Curriculum of Nepal?
→ (c) National Curriculum Council
15. In which of the following districts of Nepal NESP was launched at first?
→ (c) Kaski and Chitwan
16. Which commission recommended for the formation of "National Educational Council" as an apex body to decide policy matters?
(d) HNEC (1998)
17. What portion of national budget was recommended for education sector by HNEC, 2055 BS?
(c) 17%
18. Which of the following is the unique recommendation of HNEC, 2055 BS?
+ (d) Formation of teacher service Commission

Efforts in Nepalese Education

1. What was not the category of school as classified by NESP, 2028?
 - (a) Multipurpose
2. What portion of school budget was contributed in schools other than remote area by the government after the implementation of NESP, 2028?
3. In its first phase, which district of Seti Zone was not included in Education for Rural Development Project?
 - (a) Achham
4. School Clustering system with a resource center was implemented at first in ...
 - (a) ERD Project
5. Which of the following was a program component of Education for Rural Development Project?
 - (a) Toaster improvement
6. Which of the following is a program initiated by PEP?
 - (a) Shiksha Sadan

7. Which district was not included among the six districts in which PEP was launched?
→ (c) Chitwan
8. In which year BPEP I was launched?
→ (d) 2049 to 2056 BS
9. In how many districts, was BPEP I launched in its first phase?
→ (a) 19
10. Which project (program) included curriculum improvement of primary level as its program component?
→ (c) BPEP I
11. Which of the following was a program rather than a project?
→ (d) BPEP II
12. Which project/ program included the objective to educate special focus group in its program?
→ (d) BPEP II
13. Equitable access to basic education was included as a major goal at first in...
→ (c) BPEP I

14. Which project / program was launched all over the
seventy-five districts of the country ?
(d) BPEP II
15. What is not among the objectives of Secondary
School Support Program (SESP)
(d) Equitable access
16. What was the targeted gross enrollment ratio
students in secondary level by 2007 according to
SESP ?
(b) 55%
17. What is among the resulting unions of SESP about
schools by 2012 ?
(c) Have an access to ICT
18. From which year EFA program was launched
in Nepal as a continuation of BPEP II ?
(c) 2004
19. What is the target literacy rate of the
country according to EFA ?
(b) 75%
20. Social inclusion is a main agenda of ...
(d) SSR