Course title: **Philosophical and Sociological Foundations of Education**
Course No. : Ed. 412   Full marks: 100
Nature of course: Theory   Pass marks: 35
Level: B. Ed. Four Year   Periods per week: 6
Year: First   Total periods: 150
                                                                   Time per period: 55 minutes

1. **Course Description**

   This is a core course of B. Ed. It intends to acquaint the students with the fundamental knowledge of education, innovations in teaching, school and society, education and social policy and education and philosophy. Moreover, it provides information regarding development of education in Nepal, the major recommendations of the education commissions and contributions of programmes to shape the education system in Nepal.

2. **General Objectives**

   The general objectives of this course are as follows:
   - To provide the students with deeper and broader understanding of fundamentals of education and teaching.
   - To provide the students with in-depth knowledge on different schools of philosophy.
   - To develop the understanding of sociological foundation of education among the students
   - To acquaint the students with the development of education in Nepal.
   - To make the students familiar with the contribution of different education commissions plans and programmes to the development of education in Nepal.

3. **Specific Objectives and Contents**

Specific Objectives	Contents

• Clarify the concept of education as a discipline.
 • Elaborate the evolution of education.
 • Explain meaning, definitions, aims and objectives of education.
 • State the nature and types of education.
 • Describe the functions of education.
 • Elaborate lifelong education, alternative approaches to education and corresponding courses.
	Unit I: Concept and Meaning of Educations (15)
	
	 1.1 Education as a discipline
	 1.2 Evolution concept of education
	 1.3 Meaning and definitions of education
	 1.4 Aims and objectives of education
	 1.5 Nature of education
	 1.6 Types of education
	 1.7 Functions of education
	 1.8 Delivery of education:
	      1.8.1 Lifelong education
	      1.8.2 Alternative approaches to education
	      1.8.3 Correspondence courses

• Explain the concept of teaching and learning.
 • Elaborate teaching as a profession.
 • Justify teaching as a science and an art.
 • Explain the importance of teacher training.
 • Describe teacher effectiveness.
	Unit II: Teaching as a Profession (15)
	 2.1 Concept of teaching and learning.
	 2.2 Teaching as a profession:
	      2.2.1 Requirements
	      2.2.2 Development
	      2.2.3 Licensing
	 2.3 Teaching as a science and an art
	 2.4 Importance of teacher training

	2.5 Teacher effectiveness

• Explain the behavior modification techniques.
• Explain concept, characteristics and elements of models of teaching.
• Describe different types of models of teaching.
• Elaborate micro-teaching.
• Elaborate programmed instruction.
• Differentiate between large group and small group teaching.
	Unit III: Innovations of Teaching (20)
	3.1 Behavior modification techniques
	3.2 Models of teaching
	    3.2.1 Concept
	    3.2.2 Characteristics
	    3.2.3 Elements
	3.3 Classification of models of teaching
	    3.3.1 Social interaction
	    3.3.2 Information processing
	    3.3.3 Personal and behavioral modification
	3.4 Micro-teaching.
	3.5 Self Instruction (Programmed)
	3.6 Large group and small group teaching.

• Elaborate the meaning of society and community.
• State the concept of Sociology and Educational Sociology.
• Explain school as a sub-system of society.
• Clarify meaning and importance of socialization.
• Describe different agencies of socialization.
• Differentiate between modes of socialization.
• Elaborate the concept of directness in socialization.
• Explain the meaning and importance of social interaction and patterns of socialization.
	Unit IV: School and Society (15)
	4.1 Meaning and definitions of society and community
	4.2 Concept of sociology and educatinal sociology
	4.3 School as a sub-system of society
	4.4 Socialization
	    4.4.1 Meaning
	    4.4.2 Importance
	4.5 Agencies of socialization
	    4.5.1 Family
	    4.5.2 Peer Group
	    4.5.3 School
	    4.5.4 Community
	    4.5.5 Association media
	    4.5.6 Political, religious and economical groups
	4.6 Modes of socialization
	    4.6.1 Repressive
	    4.6.2 Permissive
	4.7 Directness in socialization
	4.8 Meaning and importance of social interaction.
	4.9 Patterns of social interaction.

• Explain the meaning of social policy in education.
• Clarify social factors of selection as well as equal opportunity in education.
• Elaborate education and social justice with reference to human right, child right, inclusive education, education for delinquencies and disadvantaged groups.
• Explain the need of education for
	Unit V: Education and Social Policy (15)
	5.1 Meaning of social policy in education
	5.2 Equal opportunity in education
	    5.2.1 Concept
	    5.2.2 Need
	    5.2.3 Hindrance
	    5.2.4 Measures
	5.3 Education and social justice
	    5.3.1 Human right
	    5.3.2 Child right
	    5.3.3 Inclusive education (Salamanca 1995)

national integration.	5.3.4 Education for delinquencies and disadvantages group
• Explain education from global perspectives.	5.4 Education for national integration.
	5.5 Education from global perspectives
	5.5.1 Millennium Goal
	5.5.2 Education for All (EFA)
	• Jomtien conference
	• Dakar conference
	• Amman conference
• Clarify meaning and definitions of philosophy.	**Unit VI Education and Philosophy (35)**
• Describe purposes and scope of philosophy.	6.1 Meaning, definitions, purpose and scope of philosophy
• Compare the eastern and the western philosophy.	6.2 General introduction to the eastern and the western philosophy
• Show the relationship between philosophy and education.	6.3 Relation between philosophy and education
• Explain idealism, naturalism pragmatism and realism with reference to philosophical premises, objectives, process, curriculum and role of teacher and students.	6.4 Schools of philosophy with special reference to philosophical premises, objectives, educational process, curriculum, role of teacher and students in context of school education
	6.4.1 Idealism
	6.4.2 Naturalism
	6.4.3 Realism, Pragmatism
• Elaborate the development of education in Nepal before democratic period, in post democratic period and after 2028 B.S.	**Unit VII: Education in Nepal (7)**
	7.1 Pre-democratic period: Major features
	7.1.1 Indigenous
	7.1.2 Negligence
	7.1.3 Opposition period
	7.2 Post democratic period. (2007 B.S. to 2027)
	7.3 Development period (2027 onward)
• State the major recommendations of education commissions and plans such as NNEPC 2011 B.S., ARNEC 2018 B.S., NESP 2028 B.S., RHEC 2040 B.S., NEC 2046 B.S. and HLNEC 2055 B.S.	**Unit VIII: Major Recommendations of Commissions Plans and their Application in School System (5)**
	8.1 Nepal National Education Planning Commission (NNEPC) 2011 B.S.
• Find out the application of these recommendations in school system.	8.2 All Round National Education Committee (ARNEC 2018 B.S.)
	8.3 National Education System Plan (NESP) 2028-2032 B.S.
	8.4 Royal Higher Education Commission (RHEC) 2040 B.S.
	8.5 National Education Commission (NEC) 2049 B.S.
	8.6 High Level National Education Commission (HLNEC) 2055 B.S.
• Explain the major features of local and districts level of education such as different education plans VIP, SIP,	**Unit IX: Local and District Level Plans (15)**
	9.1 School Improvement Plan (SIP)
	9.2 Village Education Plan (VEP)

| | DEP and SESP. | 9.3 District Education Plan (DEP) |
| | | 9.4 Secondary Education Support Programme (SESP) |

• Explain the contribution of education for rural development in education.	**Unit X: Educational Projects and Programmes (10)**
• Elaborate PEP the contribution of BPEP I and II.	10.1 Seti Education for Rural Development (SERD)
• State the achievement and challenges of education for all 2001-2009.	10.2 Primary Education Project (PEP)
• Explain the major features of school sector reform plan 2009-2015	10.3 Basic and Primary Education Project (BPEP I)
	10.4 Basic and Primary Education Programme (BPEP II)
	10.5 Education for All (EFA) 2004, 2009
	10.6 School Sector Reform (SSR) 2009-2015

Note: The figures in the parentheses indicate the approximate periods for the respective units.

4. Instructional Techniques

The instructional techniques for this course are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

4.1 General Instructional Techniques
- Lecture
- discussion
- Question answer

4.2 Specific Instructional Technique
Unit - II:	Library studies and self studies
Unit - IV:	Project works in different topics.
Unit - V:	Assignments in different topics.
Unit - VIII:	Library study, preparation of report and its presentation in the class.
Unit - IX/X:	Project work individually and in group, preparation of report and its presentation in the class.

5. Evaluation

This is a theoretical course. Hence, the learning of the students will be assessed through annual examination held by the Office of Controller of Examinations. The types and number of questions in the annual examination paper are given in the following table.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	20 questions	20 x 1 mark	20
Group B: Short answer questions	8 with 3 'or' questions	8 x 7 marks	56
Group C: Long answer questions	2 with 1 'or' question	2 x 12 marks	24

6. Recommended Books and References

Recommended Books

Aggarwal, J. C. (1997). *Principles, methods and techniques of teaching*, New Delhi: Vikas Publishing House Pvt. Ltd. **(For unit III)**

Brubacher, J. S. (1978). *Modern philosophies of education.* New Delhi: McGraw Hill Publishing Company. **(For unit VI)**

Bruce, J. & Weil, (1972). *Models of teaching (4ⁿᵈ ed.)* Delhi: Prentice Hall of India. **(For unit III)**

Crow, & Crow, A. (1976). *Introduction to education*, New Delhi: Eurabia, Publishing House. **(For units I & II)**

Dash, B. N. (1995). *Foundations of education thought and practice* Calculatta: Kalyani Publication. **(For units I, II & VI)**

Morris, V. C. et. al (1963). *Becoming an educator.* Boston: Hougton Miffin Company. **(For unit II)**

Ornstein, A.C., & Levine, D.U. (2008). *Foundation of education.* Boston: Houghton Mifflin Company. **(For Units II, IV and VI)**

Ottaway, A. K. C. (1964). *Education and society. and introduction to sociology of education* London: Routtedge and Kegan Paul. **(For units II, IV & V)**

Ryans, D. G. (1969). *Characteristics of teachers (A research study)* Delhi: Sterling Publishers Private Ltd. **(For unit II)**

Vedanayayam, E. G. (1988). *Teaching technology for college teachers.* Starling Publishing Private Ltd. **(For unit IX)**

शिक्षाका आयोगहरू **(For unit - VIII)**

- नेपाल राष्ट्रिय शिक्षा योजना आयोगको प्रतिवेदन २०११
- सर्वाङ्गिण राष्ट्रिय शिक्षा समितिको प्रतिवेदन २०१८
- राष्ट्रिय शिक्षा पद्धतिको योजना २०२८
- शाही उच्च शिक्षा आयोगको प्रतिवेदन २०४०
- राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९
- उच्च स्तरीय राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०५५

विडारी, बद्रीप्रसाद र अन्य (२०६६), शिक्षाको दर्शन शास्त्रीय तथा समाज शास्त्रीय आधार, काठ्माण्डौ : पिनाकल पब्लिकेशन ।

श्रेष्ठ, चन्द्र वहादुर र बस्न्यात संऋना (२०६०), शिक्षाको समाज शास्त्रीय तथा दर्शन शास्त्रीय आधार, काठमाण्डौ, भूडी पुरान प्रकाशन

मल्ल, कोमल बदन र साथीहरू (२०५६), नेपालमा प्राथिमिक शिक्षा, कीर्तिपुर: शिक्षाशास्त्र संकाय डीनको कार्यालय (For unit 9, 10)

नेपाल सरकार, शिक्षा विभाग, पाठ्यक्रम विकास केन्द्र, अनौपचारिक शिक्षा परिषद्, शैक्षिक जनशक्ति विकास केन्द्रकाका जरनलहरू । (For unit 9)

शर्मा गोपीनाथ, (२०४३), नेपालको शिक्षाका इतिहास, श्रीमती हेमकुमारी शर्मा । (For unit 7)

References

Aryal, P. N. et al. (2065*). Philosophical and sociological foundations of education,* Kirtipur: Quest Publication.

Bhatia, K. K. (1983). *Principles and practices of education,* Ludhiana: Kalyani Publishers.

Bhattarai, H. N. (2063). *Foundations of education,* Kathmandu: Jupiter Publisher and Distributor.

Coombs, P. H. (1960). *The world educational crisis: system analysis* Allahabad: A. H. Wheetoer & Co. Pvt. Ltd.

Dhakal, M. P. (2063). *Philosophical and sociological foundations of education*, Kathmandu: Bidhyarthi Pustak Bhandar.

Dorothy, (1965). *Social perspective on education. The society, the student, the school*. New York: John Wiley & sons. Inc.

Faure, E. et.al. (1992), *Learning to be, the world education today and tomorrow*. Paris: UNESCO.

Hammadi, A. H. (1989*). Open university (retorspect and prospect*), Delhi: Bibleographics: Bareau.

Karki, U. (2054). *Philosophical and sociological foundations of education*, Kathmandu: Bhrikuti Pustak Bhandar.

Kneller, G. E. (1967). *Foundations of education (2nd ed)* Sydney: John Wiles and Sons, Inc.

Ross, J. S. (1978). *Ground work of educational theory,* Oxford University Press.

Sharma, C. & Nirmal, S. (2064). *Philosophical and sociological foundations of education,* Kathmandu: M. K. Publishers.

Shrestha, K. N. (2063 B.S.). *Technology of teaching and instruction*, Kathmandu: Nabin Prakashan.

Shrestha, C. B. & Basnet, S. (2063). *Philosophical and sociological foundations of education.* Kathmandu: Bhudi Puran Prakashan.

Thio, A. (1968). *An introduction to sociology*. New York: Happer & Row Publisher.