

General Concepts of Education

Full Marks: 50

Teaching Hours: 75

Nature of the Course: Theory

1. Introduction

This course is designed to provide students with an understanding about the general concepts of education as viewed from system perspective. Key concepts on the nature, functions, aims, and different forms of education are dealt along with basic approaches to literacy education. The course further introduces some prominent educationists in terms of their contribution to the educational world. Similarly, it has made an attempt to outline modern approaches in education, highlight the scope of social justice education and enquire about different aspects of teaching as a profession.

2. General Objectives

The major objective of this course is to develop an understanding about the general concepts of education from a systemic perspective by orienting the students to the basics of education as a system or discipline. In general, these objectives can be broadly categorized into the following general objectives:

- i) develop an insight into the basic components of education as they relate to the meaning, nature, functions and aims of education;
- ii) promote acquaintance with the approaches to literary education and system theory of education;
- iii) trace out modern trends of education with a focus on social justice education;
- iv) be familiar with the contribution of prominent educationists in the field of education; and
- v) develop positive attitude towards teaching as a profession.

3. Specific Objectives

On completion of the course, the students will be able to:

- i) define the meaning, nature and functions of education;
- ii) describe the evolutionary process of education as a system;
- iii) list and describe different forms of education;
- iv) elaborate the individual and social aims of education;
- v) describe the meaning, importance and elements of curriculum;
- vi) explain inputs, processes and outputs as components of an education system;
- vii) assess the role of feedback in improving the education system;
- viii) write a brief biographical note of the prominent educationists;
- ix) trace out the major educational contributions of the prominent educationists;
- ix) highlight some modern trends of education as they appear today;
- xi) explain some major aspects of social justice in education; and
- xii) examine critically the professional development aspect of teachers in Nepal.

4. Course Contents

Unit I	
Concept and Function of Education	25 hrs
Unit II	
Literacy Education	15 hrs
Unit III	
Concept of Curriculum	5 hrs
Unit IV	
Education as a System	5 hrs
Unit V	
Prominent Educationists	10 hrs
Unit VI	
Modern Trends/Approaches in Education	10 hrs
Unit VII	
Professional Development	10 hrs

Content Elaboration

Unit I

Concept and Function of Education 25 hrs

a. Meaning of Education

- Etymological Meaning of Education
- Narrow Meaning of Education
- Broader Meaning of Education

b. Evolution of Education in Brief

c. Function of Education

- Cultural Function
- Economic Function
- Civic Function
- Global Function
- Functions of Education in Nepalese Context

d. Nature of Education

- General and Specific
- Direct and Indirect
- Individual and Collective

e. Types/Forms of Education

- Formal
- Non-formal
- Informal

f. Aims of Education

- Individual Aim of Education
- Social Aim of Education

Unit II

Literacy Education

15 hrs

a. Meaning of Literacy Education

b. Basic Literacy Approaches

- Phonic Approach
- Key-word Approach
- Language Experience Approach (LEA)
- Whole Language Approach (WLA)
- REFLECT Approach
- Learner Generated Materials (LGM)
- Local-Elite Generated Materials (LEGM)

Unit III

Concept of Curriculum

5 hrs

a. Meaning of Curriculum

b. Importance of Curriculum

c. Elements of Curriculum

Unit IV

Education as a System

5 hrs

a. Meaning of an Education System

b. Inputs, Processes and Outputs of an Educational System

c. Role of Feedback in an Education System

Unit V

Prominent Educationists

10 hrs

A Brief Biography and the Educational Concepts of:

Plato

Gautam Buddha

Jean Jacques Rousseau

Frederic August Froebel

Maria Montessori

John Dewey

Mohan Das Karm Chand Gandhi

Jay Prithvi Bahadur Singh

Unit VI

Modern Trends/Approaches in Education

10 hrs

a. Modern Trends in Education

- Life Long Education
- Open Learning
- ICT (Information Communication Technology) in Education

b. Social Justice in Education

- Education for All
- Inclusive Education
- Child Rights

Unit VII

Professional Development

10 hrs

a. Teacher Education/Development

b. Teacher Training (Pre service/In-service/Refreshment)

c. Teaching License

d. Characteristics of Teaching as a Profession

5. Methods and Techniques of Teaching

The teacher of this course can apply techniques and methods based on his/her experience and knowledge. The techniques outlined below are not exclusive and therefore, other effective techniques and methods can be used:

- Lecture and discussion method
- Library assignment
- Project work
- Group and individual work
- Individual assignment/self study
- School survey/community survey
- Panel presentation

6. Assessment Technique

Written Examination : 50 (100%)

7. Evaluation Scheme

S. No.	Types of Questions	Questions to be asked	Questions to be attempted	Marks
1.	Long Answer Questions	3	2	2×10 = 20
2.	Short Answer Questions	8	6	6×5 = 30
Total				50

8. References

- गौतम, प्रदीपचन्द्र (२०५२), परिचयात्मक शिक्षा, भोटाहिटी, काठमाडौं: एम.के. पब्लिशर्स एण्ड डिस्ट्रिब्यूटर्स ।
- वाग्ले, मनप्रसाद र ढकाल, माधव प्रसाद (२०५५), शिक्षाको प्रारम्भिक परिचय, भोटाहिटी, काठमाडौं: विद्यार्थी पुस्तक भण्डार ।
- शर्मा, चिरञ्जीवी र शर्मा, निर्मला (२०६३) शिक्षाको परिचय, भोटाहिटी, काठमाडौं: एम.के. पब्लिशर्स एण्ड डिस्ट्रिब्यूटर्स ।
- श्रेष्ठ, चन्द्रबहादुर (२०५९), शिक्षाको परिचय, बागवजार, काठमाडौं: भुँडी पुराण प्रकाशन ।
- शर्मा, चिरञ्जीवी, शर्मा, निर्मला (२०६३) शिक्षण विधि, भोटाहिटी, काठमाडौं, एम.के. पब्लिशर्स एण्ड डिस्ट्रिब्यूटर्स ।
- Crow, Lesler D. and Alice Crow-1962 - Introduction to Education
- Philip H. Combs - The World Education Crisis 1968
- Grany D. Borich,- Martin L, tombari Educational Psychology, Longma publication- 1997
- Charles E skinner, Educational psychology, prectice Hall of India, New Delhi, 1995.