

# Introduction to Education

## Grade XI

*Full marks: 50  
Pass marks: 18  
Teaching Hours: 75  
Nature of subject-T*

### I. Introduction

This course is the foundations of education for the teachers at the Lower Secondary Level. It is designed for the purpose of imparting basic understanding and developing several important aspects such as, educational background and its development. The course intends to impart meaning, general views, functions of education, as well as education as a system; it also intends to give general knowledge about prominent educationists, curriculum, educational administration, modern trends in education, guidance and counselling and education aspects in Nepal.

### II. General objectives:

The course aims at providing basic ground to-

1. generalise evolution of education;
2. elaborate the meaning, nature, aims and functions of education;
3. find out interrelated factors involved in an education system;
4. trace out the contributions of prominent educationists;
5. specify meaning, importance and elements of curriculum;
6. elaborate education for development indifferent aspects;
7. identify concepts, scope and importance of education;
8. elaborate concepts and importance of guidance and counselling;
9. specify the trends of education and educational administration and
10. relate the historical perspectives of education in Nepal.

### III. Specific objectives

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

1. describe evolution of education;
2. define education from etymological, narrower and boarder point of view;
3. elaborate individual and social aims of education;
4. describe the cultural, economic, civic and global functions of education;
5. specify the meaning, inputs, process and outputs of an education system;
6. clarify the role of feedback in an education system;
7. assess a short biography of some prominent educationists;
8. elaborate meaning and importance of curriculum;
9. describe the elements of curriculum;
10. clarify social policy in education;
11. explain education from the view point of national integration, rural development as well as human resource development;
12. specify meaning, scope and importance of educational administration and supervision;

13. describe the concept and importance of guidance and counselling;
14. trace out the trends of education;
15. specify the life long education and open learning;
16. specify social justice in education;
17. conclude EFA;
18. summarize child rights in education;
19. describe present education system of Nepal;
20. describe overview of educational administration and supervision;
21. assess the historical perspectives of education in Nepal, and
22. mention the role and responsibilities of different agencies related to school education.

#### **IV. Contents**

**THs 75**

### **INTRODUCTION TO EDUCATION**

#### **Unit I: Concept and Functions of Education**

**15**

##### **a. Meaning of education**

- Etymological meaning of education
- Narrow meaning of education
- Broader meaning of education

##### **b. Evolution of education in brief.**

##### **c. Functions of Education**

- Cultural function
- Economic function
- Civic function
- Global function.

The functions of education in the 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

<b>Unit-II: Education as a System</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Meaning of an education system</li> <li>• Inputs ,processes and outputs of an educational system</li> <li>• Role of feedback in an education system</li> </ul>	
<b>Unit-III: Introduction to Curriculum</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Meaning of curriculum</li> <li>• Importance of curriculum</li> <li>• Elements of curriculum</li> </ul>	
<b>Unit-IV: Prominent Educationists</b>	<b>10</b>
A brief biography and the educational concepts of	
<ul style="list-style-type: none"> <li>• Plato,</li> <li>• Jean Jacques Rousseau</li> <li>• John Dewey,</li> <li>• Frederic August Froebal</li> <li>• Maria Montessori</li> <li>• Mohan Das karmchand Gandhi</li> <li>• Gautam Buddha</li> <li>• Jaya Prithivi Bahadur Singh</li> </ul>	
<b>Unit V: Education and Development</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Social policy in education.</li> <li>• Education for national integration</li> <li>• Education and rural development</li> <li>• Education for human resource development.</li> </ul>	
<b>Unit VI: Guidance and counselling</b>	<b>5</b>
<ul style="list-style-type: none"> <li>a. Concept of guidance and counselling</li> <li>a. Importance of guidance and counselling in a school system.</li> </ul>	
<b>Unit VII: Modern Trends/Approaches in Education</b>	<b>10</b>
<ul style="list-style-type: none"> <li>a. Modern trends in education <ul style="list-style-type: none"> <li>• Life-long education,</li> <li>• Open learning</li> </ul> </li> <li>b. Social justice in education <ul style="list-style-type: none"> <li>• Education for All</li> <li>• Teaching License</li> <li>• Inclusive education</li> <li>• Child rights</li> </ul> </li> </ul>	
<b>Unit-VIII. Education in Nepal</b>	<b>15</b>
<ul style="list-style-type: none"> <li>a. Pre-democratic periods (Indigenous,</li> </ul>	

Negligence and  
Opposition)

- b. Post-democratic period (development of education 2007-onward.)
- c. National goals and structure of the present education system
  - Overview of present school administration and supervision of Nepal.
  - Role of different agencies related with school system.  
FOE, DEO, DOE, PTA, VDC, HSEB.

#### IX. Instructional procedures

The method of instructions will mostly comprise of lecture, exploration, demonstration, discussion, library-work, self-study, self-work and question-answer method.

#### VII. Assessment procedures-

Assessment of student achievement in this course will be made on the basis of performance through class test at least two times and home assignment.

#### Questionwise marks distribution-

- 2 long answer- questions =2x10=20marks
- 6 short answer- questions =6x5=30 marks

#### VII. References-

- गौतम, प्रदीपचन्द्र १२०५२) : परिचयात्मक शिक्षा, भोटाहिटी, काठमाडौं । एम.के. पब्लिशर्स एण्ड डिष्ट्रिब्यूटर्स ।
- वाग्ले, डा. मन प्रसाद र माधव प्रसाद ढकाल (२०५५): शिक्षाको प्रारम्भिक परिचय, कक्षा ११ (पा.सं. २०६१) भोटाहिटी, काठमाडौं: विद्यार्थी पुस्तक भण्डार ।
- शर्मा, चिरञ्जिवी र निर्मला शर्मा (२०१६): शिक्षाको परिचय, भोटाहिटी, काठमाडौं । एम.के. पब्लिशर्स एण्ड डिष्ट्रिब्यूटर्स ।
- श्रेष्ठ चन्द्रबहादुर (२०५९) : शिक्षाको परिचय : भुँडी पुराण प्रकाशन, बागबजार, काठमाडौं ।
- Jha Shova Kanta, Introduction to Education, Ekta Publication, Thapathali, Kathmandu.

**Das. B.N. (1995) :** Foundations of Educational Thought, Ludhiyana. Kalyani Publishers. Nav Ratna

**Saxena, Swaroop (1993):** Pholosophical and Sociological Foundations of Education, Vinay Rakheja for Surya Publication, Meerut.

**Crow, Lester D. and Alice Crow (1962):** Introduction to Education