

Course Title: **Foundations of Education**

Course No. : Ed 511

Level: M.Ed.

Semester: First

Nature of Course: Theoretical

Credit Hours: 3 cr.hrs.

Total teaching hours: 48 hours

1. Course introduction

This is a core and compulsory course designed for the students of the Master Degree in education. It enables students to develop a comprehensive theoretical knowledge and profound understanding related to different philosophical approaches. It also orients students about the social foundation and different power perspectives in education, role of state in education, and educational development in Nepal at various historical times.

2. General objectives of the course

- To assist the students to analyze the philosophical base of education within different schools of philosophy.
- To analyze the sociological basis of knowledge and identify its possible use in education.
- To explore the role of state in education.
- To link power perspectives in relation to political, economic, cultural and global context
- To review the politics of education in Nepal at various historical periods and draw implications for future.

3. Course outlines

Specific Objectives	Contents
<ul style="list-style-type: none"> • Conceptualize the fields of philosophy. • Elaborate the eastern philosophical thought with their educational implications • Draw implications of each philosophies in terms of objective, curriculum and pedagogy • Identify the channel of eastern education system and its educational implications • Critically analyze the above eastern philosophies 	<p>Unit I: Introduction to Eastern Philosophies of education (12 hours)</p> <p>1.1 Fields of philosophy (Metaphysics, Epistemology, Axiology, and Logic)</p> <p>1.2 Linking above fields of philosophy with indigenous knowledge.</p> <p>1.3 Introduction to Vedic Philosophy and its educational implications</p> <ul style="list-style-type: none"> • Sankhya, • Yoga, • Vaishesika, • Nyaya, • Mimamsa, • Vedanta <p>1.3.1 Gurukul education system</p> <p>1.4 Introduction to Buddhist philosophy and its educational implication</p> <p>1.4.1 Monastic education system</p> <p>1.5 Introduction to Islam and its educational implications</p> <p>1.5.1 Madarsa education system</p> <p>1.6 The critique of eastern philosophies</p>

<ul style="list-style-type: none"> • Identify relationship of indigenous knowledge with the fields of philosophy • Explore philosophical elements like Metaphysics, Epistemology, Axiology and Logic embedded in different isms. • Compare the four philosophies and draw lessons for contemporary educational development. • Analyze Reconstructionism, Modernism and Postmodernism in terms of their philosophical premises and draw lessons for educational implications. 	<p>Unit II: Introduction to Western Educational Philosophies (10 hours)</p> <p>2.1 Introduction to and implications (in terms of objectives, curriculum and pedagogy) of Western Educational Philosophies</p> <ul style="list-style-type: none"> • Perennialism • Essentialism • Progressivism • Existentialism <p>2.2 Reconstructionism (philosophical premises and educational implications)</p> <p>2.3 Modernism and Postmodernism (philosophical premises and educational implications)</p>
<ul style="list-style-type: none"> • Elaborate the origin, development, theories and methodologies of sociological foundations of education • Clarify the contents and the scope of the sociology of education. • Discuss the theories and the methodologies such as structural and functional, conflict, and symbolic Interactionism) 	<p>Unit III: Theories of sociological foundation of education (8 hours)</p> <p>3.1 Sociological theories and their implications in education</p> <ul style="list-style-type: none"> • Structural-functional • Conflict theory, • Critical theory, • Symbolic interaction theory <p>3.2 Integralism from eastern philosophy to above theories in contemporary society</p>

<ul style="list-style-type: none"> • Clarify the concepts of social stratification, change, mobility and transformation • Analyze the elements, process and characteristics, of social stratification in education • Elaborate theories related to social change, types and measures of social mobility • Explain factors affecting mobility with reference to Nepal. • Specify the multicultural perspective of education and social transformation. • Analyze the role of education in social transformation in Nepalese context 	<p>Unit IV: Social Transformation (10 hours)</p> <p>4.1. Concept of social stratification, change, mobility, and social transformation</p> <p>4.2. Social stratification</p> <ul style="list-style-type: none"> • Basic elements, processes, and characteristics of social stratification • Linking sociological theories (functional and conflict) to social stratification • Impact of social stratification on education <p>4.3. Social change</p> <ul style="list-style-type: none"> • Theories related to social change (Evolutionary, conflict, cyclic) <p>4.4. Social mobility</p> <ul style="list-style-type: none"> • Types and measures of social mobility • Factors affecting mobility: socio-economic status (culture, caste/ethnicity, family status, demography, gender, income, property and resource), intelligence, education • Role of education for social mobility with reference to Nepal <p>4.5. Social transformation and education in Nepalese Society</p>
<ul style="list-style-type: none"> • Clarify the concept of politics and power • Explore different power perspectives in education • Explain the role of state in education • Analyze the educational development in Nepal in various historical times from political perspectives 	<p>Unit V : Politics of education (8 hours)</p> <p>5.1 Concept of power, politics and politics of education</p> <p>5.2 Different power perspectives(functional, conflict, elite and plural) in education</p> <p>5.3 Linking power perspectives in relation to political, economic, cultural, gender and global context</p> <p>5.4 Role of state in education</p> <p>5.5 Politics of education in Rana, Panchyat, Multi-party democracy systems and their implications in education in Federal Nepal</p>

Note: The figures in the parenthesis indicate the approximate teaching hours for the respective units.

4. Modes of Instructional Delivery

The following modes of delivery can be used by the teacher besides general lecture modes as instructional strategies in the classroom.

4.1 General instructional strategies

- Lecture
- Discussion

- Question answer
- Guest lecture

4.2 Specific Instruction Techniques

Unit	Activity and Instructional Techniques
III	<ul style="list-style-type: none"> • Individual or group of students will be assigned to work on educational implications of different philosophies • Paper will be presented in the classroom for discussion.
V	<ul style="list-style-type: none"> • Students will study and analyze given problems and issues of social transformation with respect to socio-cultural context on Nepal. • They will prepare report and present in the classroom for discussion.
VI	<ul style="list-style-type: none"> • Students will study and analyze different power perspectives in education and role of state in Nepalese context • They will prepare report and present in the classroom for discussion

5. Evaluation

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

1) Attendance	5 points
2) Participation in learning activities	5 points
3) First assignment	10 points
4) Mid-term examination	10 points
5) <u>Second assignment/ assessment (1 or two)</u>	<u>10 points</u>
Total	40 points

5.2 External Evaluation (Final Examination) 60%

Examination Division, office of the Dean, Faculty of Education will conduct final examination at the end of semester.

1) Objective type question (Multiple choice 10x1)	10 points
2) Short answer questions (6 questions x 5 points)	30 points
3) <u>Long answer questions (2 questions x 10 points)</u>	<u>20 points</u>
<u>Total</u>	<u>60 points</u>

6. Recommended and Supplementary Books

6.1 Recommended Books

Banks, J. A. (2006). *Cultural diversity and education: foundation, curriculum and teaching*. New York: Boston (Unit V).

Brannigan, M.C. (2000). *The pulse of wisdom* (2nd ed.). United State: (Unit III)

Wingo, G. Max(1947). *Philosophies of education*. New Delhi: Sterling Publishers Pvt. Ltd.

Giddens, A. (2006). *Sociology* (5th ed.). Delhi: AITBS Publishers and Distributers (Unit IV, V)

Ozmon, H. A. and Craver, S. M. (1999, sixth edition). *Philosophical foundation of education*. New Jersey: Prentice Hall Inc. (Unit II)

Morris, I. (1972). *Sociology: an introduction*. London: George Allen & Unwin Publisher. (Unit V)

- Mrudalini, T. (2008). *Philosophical foundations of education*. New Delhi: Neelkamal Publication Pvt. Ltd. (Unit II)
- Sharma, P. R. (2006). *The state and the society in Nepal*. Lalitpur, Nepal: Himal Books (VI)
- Siderits, M. (2007). *Buddhism as philosophy: an introduction*. UK: Ashgate Publishing Limited. (Unit III).
- Tunim, M. M. (2009). *Social stratification: the forms and functions of inequality*. New Delhi: Prentice Hall (Unit V)
- Harlambos, M. (2007). *Sociology: themes and perspectives*. New Delhi: Oxford University Press. (Part Three all units)
- Ornstein, A. C. & Levine, D.U. (1989). *Foundations of education* (4th ed.). USA: Houghton Mifflin Company. (Unit I)
- Worhs, W.T. (2002). *Philosophy of education: the pulse of wisdom of philosophy. India, China and Japan*(Unit I)

6 .2 Supplementary books

- Abraham, M.F. (2006). *Contemporary sociology: an introduction to concepts and theories*. New Delhi: Oxford University Press.
- Adams, B.N. & Sydie, R.A. (2003). *Sociological theory*. New Delhi: Vistaar Publications
- Brubacher, J.S. (2007). *Modern philosophies of education*. New Delhi: Surjeet Publication
- Nodding (1998). *Philosophy of education: dimension of philosophy series*. Prentice Hall
- Pojman, L. P. (2003). *Classics of philosophy* (2nd ed.). New York: Oxford University Press
- Rao, C.N. (2010). *Sociology: principles of sociology with an introduction to social thought*. India: Chand and Company Limited
- Ritzer, G.C. (2000). *Sociology: theory*. Singapore: Mc Graw Hill
- Velasquez, M. (2007). *Philosophy*. New Delhi: Cengage Learning Indian Private Limited
- Sarup, M. (1993). *An introductory guide to post-structuralism and post modernism*. England: Pearson Education Limited