

1. Education

students should be able to:

- Know what is education in general
- Recognize the nature, scope and objectives of education

1. Meanings

Education, like philosophy is also closely related to human life. Therefore, being an important life activity education is also greatly influenced by philosophy. Various fields of philosophy like the political philosophy, social philosophy and economic philosophy have great influence on the various aspects of education like educational procedures, processes, policies, planning and its implementation, from both the theoretical and practical aspects.

Etymologically, the word education is derived from educare (Latin) "bring up", which is related to educere "bring out", "bring forth what is within", "bring out potential" and educere, "to lead".

Education is a process to bring about change in human behavior. Every individual should have access to a type of education that permits maximum development of his potential and capabilities. **Education** in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Webster defines **education** As The Process Of Educating Or Teaching (now that's really useful, isn't it?) Educate is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students.

Definitions of education

Concepts of Education as defined by Western philosophers are as follow:

1. Socrates: "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man".

2. Plato: "Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."

3. Aristotle: "Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists.

4. Rousseau: "Education of man commences at his birth; before he can speak, before he can understand he is already instructed. Experience is the forerunner of the perfect".

5. Herbert Spencer: "Education is complete living".

6. Heinrich Pestalozzi: "Education is natural harmonious and progressive development of man's innate powers".

7. Friedrich Willian Froebel: "Education is unfoldment of what is already enfolded in the germ. It is the process through which the child makes internal external".

2. Nature

The natures of education are:

(a) Education is life-long process- Education is life long process because every stage of life of an individual is important from educational point.

(b) Education is a systematic process- It refers to transact its activities through a systematic institution and regulation.

(c) Education is development of individual and the society- It is called a force for social development, which brings improvement in every aspect in the society.

(d) Education is modification of behavior- Human behavior is modified and improved through educational process.

(e) Education is a training- Human senses, mind, behavior, activities; skills are trained in a constructive and socially desirable way.

(f) Education is instruction and direction- It directs and instructs an individual to fulfill his desires and needs for exaltation of his whole personality.

(g) Education is life- Life without education is meaningless and like the life of a beast. Every aspect and incident needs education for its sound development.

(h) Education is continuous reconstruction of our experiences- As per the definition of John Dewey education reconstructs and remodels our experiences towards socially desirable way.

(i) Education is a power and treasure in human being through which he is entitled as the supreme master on the earth.

Therefore, the role of education is countless for a perfect society and man. It is necessary for every society and nation to bring holistic happiness and prosperity to its individuals.

3. Scope

Scope means range of view field or opportunity of activity operation and application. Education has a wider meaning and application.

1. Educational philosophy

Philosophy of education covers aims of education, nature of education, importance of education, and functions of education its very old and essential part of education.

2. Educational psychology

Main aim of education is the development of child. Psychology helps to understand the child better and development of child with respect of physical, mental, emotional, social adjustment, individual difference, personality, thinking, reasoning, problem solving.

3. Educational sociology

A child lives in the society so it is important for him to know about the society the nature of society, type of society, interdependence between culture and society.

4. History of education

It is also important to know background, origin, development, growth and aspect of the subjects. i.e., education system method of teaching during ancient period, medieval period, British period and modern period.

5. Economics of education

For the growth of business and market the world class economical education is important for each and important.

6. Method of teaching

In ancient time the pupils were passive listeners but now they actively participate with the teacher in the process of education. So the skill and proficiency of different teaching methods needs to be developed.

7. Educational administration and supervision

The educational institution and the system have to be supervised and administrated smoothly so that the process of education goes well as the regulation of fund, democratic administration, autonomy, personnel management etc.

8. Problems of education

This scope includes problems of teaching management of education and also suggestion and remedies for it.

9. Population education

Viewing at the undesirable growth of population, awareness is created through population education.

10. Environmental education

Ecological imbalances have drawn the attentions of intelligence today.

So looking at the environmental problems study of environment education has great importance.

4. Objectives

Every task is done for a particular purpose; it becomes easy to achieve it when we know its objectives and goals as well.

Types of Objectives

Objectives can be classified into three domains of learning:

1. Cognitive Objectives deal with what a student should know, understand or comprehend. They emphasize remembering or reproducing something which has presumably been learned. Solving some intellectual tasks for which the individual has to determine the essential problem. They reorder given material or combine it with ideas, methods, or procedures previously learned. They also vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials. Then, they should encourage higher order thinking using Bloom's Taxonomy as a guide

2. Psychomotor Objectives are concerned with how a student controls or moves his body. They emphasize some muscular or motor skill such as use of precision instruments or tools, and encourage actions which evidence gross motor skills such as the use of the body in dance or athletic performance.

3. Affective Objectives deal with how a student should feel about something, emphasize a feeling tone, an emotion, a degree of acceptance or rejection, attitudes, appreciations, or relationships. They vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience.

In summary,

Cognitive objectives emphasize THINKING,

Affective objectives emphasize FEELING and

Psychomotor objectives emphasize ACTING.

NOTE: Objectives can overlap into more than one learning domain. Look at the primary emphasis of the objective. Ask yourself what type of student behavior is most emphasized in the objective. Is it one of thinking, feeling or acting?