Summary of the Teaching of Philosophy in Nepal

Philosophy in the National goals of Education

Education in Nepal should focus on the individual child’s development and his/her relationship to society. Education in Nepal aims to:

- Bring out the genius inherent in every individual
- Provide an environment that facilitates personal development
- Promote supreme human values
- Inculcate national and social norms
- Teach the child to maintain his/her identity while living in harmony with the modern age
- Develop knowledge of democratic values and norms, including the rights and responsibilities inherent to being a citizen of a democratic country

The overarching goals of education in Nepal “is to foster harmony of the rich and varied elements of Nepali society” but should also promote international principles of peace, international understanding, cooperation, human rights and fundamental freedoms.

The current educational goals are:

- To nurture and develop the personalities and innate abilities of each individual
- To instil respect for human values and the will to safeguard national and social benefits


Gross Enrolment Ratio

Primary: 124% (2007)
Secondary: 42% (2002)

Percentage of GDP invested in education: 3.8% (2008)
Compulsory Education: N/A

The GER is used in the education sector and by the UN. According to the UNESCO Institute for Statistics the definition of the GER is the “total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.” Its purpose is “to show the general level of participation in a given level of education. It indicates the capacity of the education system to enrol students of a particular age group. It can also be a complementary indicator to net enrolment rate (NER) by indicating the extent of over-aged and under-aged enrolment.” It is calculated by dividing “the number of pupils (or students) enrolled in a given level of education regardless of age by the population of the age group which officially corresponds to the given level of education, and multiply the result by 100.”

This draft country briefing was prepared for comment by RUSHAP, UNESCO Bangkok. Comments are welcome to rushap.bkg@unesco.org
• To enhance social unity
• To help the individual develop his/her identity in both national and international context and lead a socially harmonious life in the modern world
• To aid the modernization of the nation by creating able human resources for its development
• To teach the thoughtful protection and wise use of Nepal’s natural resources
• To help disadvantaged children

In the report published by the Ministry of Education and Sports Curriculum Development Centre on the national curriculum framework some other goals, not mentioned in the above are:

• To produce citizens capable of creative and critical thinking
• To inculcate in each individual qualities like self-esteem, self-discipline, religious tolerance, humanity, and civic consciousness
• To develop a strong belief in social justice, social equity, and gender parity such that everyone is treated equally and fairly despite her/his caste, ethnicity, disability, gender, sexuality, region of origin, and age
• To respect and celebrate the socio-cultural and ethnic diversity, multi-lingual realities, and multicultural setting of our nation
• To develop social and civic responsibility to safeguard and promote the common good

Primary education

Goals of pre-primary education are:

• To provide an opportunity to develop physical, emotional, social, mental, moral and creative aspects
• To develop habit for personal sanitation
• To develop respect for others
• To develop positive behaviour and attitude towards school
• To prepare for primary schooling

The goals in primary education are to develop:

• Respect for values, norms and beliefs, which engender civic, scientific and environmental awareness
• Competencies in literacy, basic mathematics, and survival, and social skills

Other goals are:

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9 Ibid. p. 27.
10 http://www.ibe.unesco.org/
• To develop basic knowledge of democratic values and norms and a positive spirit for Nepali nationality
• To develop basic knowledge of Nepali history, society, and multiculturalism
• To develop basic knowledge and skills on at least two languages (Mother tongue, Nepali, English) necessary for self-expression and communication with others
• To develop basic knowledge in science, mathematics, environment, health, information technology, and life skills
• To develop personal and social qualities like cooperation, discipline, morality, social etiquette, helpfulness, honesty
• To develop creative and expressive skills
• To make children aware of child rights and the importance of respecting everyone’s human rights
• To contribute to children’s overall development—i.e. physical, mental, emotional, and social
• To develop life skills such as problem solving, creative thinking, inductive thinking, decision-making, safe health practices, and teamwork
• To develop civic consciousness
• To develop respect for cultural differences and an eagerness to learn about different cultural beliefs, practices and customs
• To develop a strong sense of non-discrimination towards others despite their caste, ethnicity, religion, language, gender, class, and disability
• To develop a positive outlook towards work and respect for labor

Primary education lasts five years (grade 1-5) and is for children between the ages of 6 and 11. At the moment primary education is not compulsory but reforms are underway. It has been suggested to create a 12-year formal school education of which grades 1 to 8 are at the primary level and grades 9 to 12 are at the secondary level. The 8-year primary programme will consist of three stages, grades 1 to 3, grades 4 and 5 and grades 6 to 8. The key learning areas are Languages (Mother language, Nepali and English), Mathematics, Arts (Creative and Expressive Art), Science (General Science, Environmental Education, Health and Physical Education), Social Studies, and Local Needs Based Study.

The school year consists of 188 days of which 164 (33 weeks) are available for classroom instruction. The weekly timetable is presented below.

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### Weekly time allocation per grade in minutes

<table>
<thead>
<tr>
<th>Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tr>
<td>Nepali Language</td>
<td>320</td>
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<tr>
<td>Mathematics</td>
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<td>English Language</td>
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<td>Social and Environmental Education (including health education)</td>
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<td>Physical Education</td>
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<td>Creative and Expressive Art</td>
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<tr>
<td>Environmental Science and Health Education</td>
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<tr>
<td>Social Studies</td>
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<td>-</td>
<td>-</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Elective Subjects (language/others)</td>
<td>120</td>
<td>120</td>
<td>120</td>
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</tbody>
</table>

### Assessment

The report published by the Ministry of Education and Sports Curriculum Development Centre suggested the following types of school assessment.
<table>
<thead>
<tr>
<th>Types of school assessment</th>
<th>Purpose</th>
<th>Use</th>
<th>Tools</th>
<th>Users</th>
</tr>
</thead>
</table>
| Formative assessment       | Assessing pupils learning progress | - to monitor learning  
- to provide feedback to students and teachers  
- to identify learning difficulties | Classroom Assessment Techniques  
- unit test  
- achievement test  
- diagnostic test  
- observation  
- non testing devices  
- class assignment  
- tutorial  
- interviews  
- peer reviews  
- class participation  
- project work  
- observation of life skills  
- portfolio assessment | Teachers  
Stakeholders |
| Summative Assessment       | Assessing pupils achievement at the end of course | - to determine to what extent instructional achievement are achieved  
- assigning course grade  
- certifying pupil for mastery of learning outcomes | Teacher made achievement test | Teachers  
Administrator  
Curriculum Experts |


Case studies of philosophy teaching in primary schools: Identified courses called “philosophy” in schools

Not available at this moment.

Case studies of philosophy teaching in primary schools: Philosophy related teaching in schools
Secondary education

Philosophy related goals in secondary education build on those in primary education and are to emphasise the values and norms of a democratic way of life. The main goal is to educate concerned and active citizens. The goals of lower secondary education are to build character and learning the dignity of labour. The goals of upper secondary education are to teach self-reliance and prepare students for further learning.

More specifically the goals of secondary education are:\

- To develop positive attitude towards and pride in our multicultural nation and democratic values
- To prepare productive citizens who are confident, self-reliant, semi-skilled, and trained human resource needed for national development
- To develop qualities such as honesty, self-reliance, creativeness, industriousness, cooperativeness, being a team player, being responsible, self confident and pro-active
- To develop language abilities such as listening, speaking, reading, writing and comprehending needed for social living and effective participation in the day-to-day activities

• To develop knowledge on mathematical operations and science and ability to think inductively to solve daily life problems
• To familiarize with national history, culture, geography, economics and environment to recognize the importance of multicultural and multiethnic diversity to maintain and build national unity, harmony, and peace for national development
• To develop basic knowledge of technical and vocational education and a healthy respect for labor
• To develop basic occupational skills and the capacity to earn a livelihood to be self-dependent
• To understand and practice human rights, social justice and democracy
• To develop knowledge, behaviour and attitudes to respect individual differences in terms of gender, disabilities, social, economic, geographical, ethnic and cultural variations
• To develop knowledge, skills, and life skills such as creativity, inductive thinking, co-operation, independence, critical thinking, and analytical skills to meet the growing national and international challenges
• To be able to pursue higher education and compete at national and international level

The weekly timetable is presented below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<td>Nepali Language</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>English Language</td>
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<td>Social Science/Studies</td>
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<tr>
<td>Health and Physical Education</td>
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<tr>
<td>Population and Environmental Education</td>
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<tr>
<td>Health, Population and Environment</td>
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<tr>
<td>Art or Pre-vocational Education</td>
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<td>Sanskrit</td>
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</tbody>
</table>

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Secondary education consists of lower secondary (grades 6, 7, and 8), middle secondary (grades 9 and 10) and higher secondary (grades 11 and 12). The report published by the Ministry of Education and Sports Curriculum Development Centre suggested a 4-year secondary programme consisting of two stages, grades 9 and 10 and grades 11 and 12. The first stage (grades 9 and 10) will include Languages, Science, Mathematics, Social Science, Occupation, Trade and Vocation. The second stage (grades 11 and 12) will give pupils the opportunity to pursue an academic or technical and vocational path.

### Assessment

At the end of middle secondary (grade 10) students participate in the School Leaving Certificate examination (SLC).
Case studies of philosophy teaching in secondary schools: Identified courses called “philosophy” in schools

Not available at this moment.

Case studies of philosophy teaching in secondary schools: Philosophy related teaching in schools

It has been suggested to include civic education and moral education in lower secondary education.\(^1\)

Identified programmes to provide teaching materials in philosophy

Not available at this moment.

Links


http://www.ibe.unesco.org/


http://moe.gov.np/new/

http://stats.uis.unesco.org/unesco/


Acknowledgements

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