

PROFESSIONAL STUDIES  
REVISION PAPERS  
YEAR III

C/° EDITION

b21U/DEPT/7904/6V

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DPS(P)31  
MEDIA, CLASSROOM ORGANISATION  
AND MANAGEMENT

**Year III Examinations 2017/2018**

**SECTION A: MEDIA AND RESOURCE DEVELOPMENT**

1.a) With relevant examples, show how the teacher can make use of teaching and learning aids that engage all the five (5) senses of a learner.

- Chalkboard illustrations, learners see, hear and try out.
- Demonstrations - Learners see, hear and try-out.
- Videos - Learners see, hear.
- Realia – learners see, touch and even taste.
- Charts – Learners see and try-out.
- Radios/TVs etc.

b) Explain any six (6) factors that can affect the choice of learning aids to be used during the teaching and learning process.

- Methods used
- Content or task type
- Time availability
- Teachers expertise
- Facilities available
- Adequacy of teaching/learning aids
- Power availability
- Costs involved
- Class size

2.a) state and explain any six (6) things that characterize a good instructional media/learning aid.

- Relevance
- Durability
- Re-usability
- Clarity to learners
- Visibility
- Simplicity to understand
- Motivating

- Not crowded
- Easy to keep/store
- Good visual impression
- Representative and accurate

b) Show six (6) different ways how an instructional media can be important in a lesson.

- Promote understanding of concepts
- Motivate learners
- Simplify teachers' tasks to explain abstract concepts
- Provide hand on to learners
- Learner involvement is high
- Enhance wide coverage of syllabus
- Aids memory and retention
- Time effectively used
- Reinforce learning
- Breaks monotony
- Provides quick formative assessment

3.a) State any six (6) things a teacher must ensure when using a chalkboard as an instructional media in the course of teaching and learning.

- Clarity
- Boldness
- Neatness
- Planned use
- Orderliness
- Color choice
- Summaries only/precisioness
- Demarcations
- Do not talk to the black board as you write
- Maintain eye contact with class even as you write on the black board.

b) Identify any six (6) electronic media a teacher can use to aid the teaching and learning process in the classroom.

- Radio
- TV
- Projector
- Computers
- Movies
- Laptops/pads
- Media player
- Mobile phones

#### SECTION B: PRIMARY SCHOOL CLASSROOM ORGANISATION, MANAGEMENT AND PRACTICE

4. In classroom practice, discuss all the things that can promote learning which a teacher must exercise effective and efficient management over.

- Pupils
- Resources
- Activities done
- Learning environment
- Stake-holders, parents etc.
- Subject content (knowledge)
- Records
- Co-curricular

5.a) As a teacher, explain any six (6) activities you can do in classroom organization to ensure better teaching and learning practices.

- Eliminate distractors
- Improve classroom working condition
- Resource mobilization
- Planning and scheming
- Accurate syllabi interpretation for content identification

- Class control
- Effective communication
- Management of records/progress
- Organize both academic and non-academic.

b) State and explain six (6) reasons why a teacher should set-up learning centers in his/her classroom.

- Create a talking classroom
- Pupils learn on their own
- Constructively keeps learners engaged
- Revision materials exposed to pupils
- Learners learn collectively
- Recognizes pupil performance
- Ensure safety of materials
- Guarantee future reference to the material
- Learning environment made attractive and motivating.

6.a) Identify any six (6) relevant management skills a teacher requires to function effectively in classroom organization and management.

- Planning skills
- Decision making skills
- Organizational skills
- Co-ordination skills
- Communication skills
- Social skills
- Negotiation skills
- Evaluation skills
- Resource management skills.

b) Give six (6) roles a teacher plays in an active Teaching and Learning process.

- Planning and organizing learning
- Management of learning process

- Evaluation of learners
- Organization of learning environment
- Role model
- Ensure safety during the learning process
- Motivate learners
- Prepare adequately
- Goal setting
- Supportive and facilitative roles
- Inspire learners' portfolios.

### Year III Examinations 2016/2017

#### SECTION A: MEDIA AND RESOURCE DEVELOPMENT

a) Discuss the principle that must be considered to ensure effective communication in the classroom.

- Clarity of message
- Consistency
- Being selective
- Choosing the most appropriate channel of communication
- Setting up an automatic communication system i.e. setting of rules and regulations.
- Adequacy of the communication
- Timeliness of the communication
- Appropriateness of language
- Supporting words with action
- Integrity of the teacher-transparency, honesty and trustworthiness.

b) Explain the advantages of using learning resource which can be got locally from the school environment.

- Learners can be asked to bring their own.
- Makes teaching-learning process more relevant to learn
- Generally cheaper than the imported materials
- They are able to make learners preserve the environment

- Provokes learners to learn on their own.
- Facilitates learning and understanding process.

2.a) Elaborate on the benefits of using a computer in the teaching-learning process.

- A computer is an electronic device that manipulates information or data. It has the ability to store, retrieve and process data.
- It attracts attention
- It encourages hands on experience
- It stimulates creativity
- Encourages peer teaching and learning
- Learners can learn on their own
- Ensures consistency of information delivered and presented

b) Explain the factors a teacher should consider in selecting instructional materials for use by the pupils.

- Availability
- Class size
- Age of the learners
- Classroom physical facilities such as power supply, chair darkened rooms.
- Purpose of the lesson
- Appropriateness of the lesson
- Competence in handling the material
- Costs
- Cultural issues related to certain materials

3.a) Discuss the advantages of using a video in the classroom

- It attracts pupil attention
- It stimulates thinking and creativity
- provokes learners reasoning
- can be replayed for clarity and emphasis
- can be interpreted to a local language

- encourages order and discipline among learners.
- Video tapes, CDs can be reused for a long period of time.
- analyze the limitations of using a computer in the classroom.
- It may be costly to manage
- Unreliable power supply.
- Lack of expertise in handling the equipment.
- Can be abused by learners who may start concentrating on areas outside the teachers' scope.
- Large classes may be difficult to handle
- It is prone to theft and vandalism; viral attacks.

## SECTION B: PRIMARY SCHOOL CLASSROOM ORGANISATION, MANAGEMENT AND PRACTICE

4.a) Elaborate on the indicators of a well-prepared teacher in the classroom.

- Possession of a scheme of work
- Possession of a lesson plan
- Availability of teaching-learning aid
- Confidence in the classroom
- Appropriate organization of the classroom environment
- Evidence of a variety of reference books consulted and quoted.

b) Discuss the leadership qualities a primary school teacher should possess in order to be effective.

- Authority derived from the position of being a teacher.
- Competence-outstanding ability
- Decisiveness
- Drama – a teacher should be dramatic/fun to convince learners
- Energy- capacity to work tirelessly
- Enthusiasm- energetic interest in a particular subject activity.
- Good humor
- Imagination
- Initiative

- Integrity- honesty, transparency and accountability
- Loyalty
- Perseverance
- Responsibility
- Self-control

5.a) Why should teachers establish learning centers in the classroom?

Definition: A learning center refers to a place or corner in the classroom where teaching and learning takes place.

- Encourages pupils to learn on their own
- Facilitates revision of already learnt material
- Help to appreciate children's' good performance by putting them on for other children to see
- Provides a forum for discussion for learners.
- Ensures that used materials are kept for further use.
- Acts as a point of reference for both the teacher/learner
- Promotes interactions among learners
- Encourages incidental learning.

b) Identify and explain the components of an effective classroom environment.

- Sitting arrangement
- Positioning of the learning center
- Availability of instructional materials including teaching/learning aids.
- Display of learner's work and presentations
- Physical facilities- sockets, lighting system, ventilation

6.a) Explain the ways a teacher can minimize discipline cases in the classroom.

- Formulate class rules and regulations with the learners
- Ensure there are class leaders and prefects
- Ensure proper time management
- Demonstrate high level of confidence while in class.

- Prepare adequately for learners
- Create an interactive classroom environment
- Cater for individual differences especially the mentally gifted, slow learners, stubborn learners etc.
- Teacher should demonstrate high level of confidence

b) How can teachers effectively organize learning activities in the classroom?

- Plan adequately for the activities in the lesson
- Involves learners actively in the lesson activities
- Ensure that needed materials are provided in the lesson
- Clearly set out expectations from the activities
- Give relevant tasks to learners.

### Year III Examinations 2015/2016

#### SECTION A: MEDIA AND RESOURCE DEVELOPMENT

a) Identify and explain five (5) basic elements of any effective communication process in the classroom

- source
- message
- encoding
- channel
- receiver
- decoding
- feedback

b) How can a teacher improve on classroom communication during the teaching-learning process

- Plan and organize messages in a logical manner.
- Make an effort to improve on your speaking ability by being simple, direct, consider friendly and conversational etc.
- Encourage learners to be attentive and avoid getting over excited
- Assess the needs and abilities of learners
- Eliminate all possible noise that might disrupt learning

courage learner  
ers he need &  
rate noise  
to the  
concern

- Listen to learners' concerns, questions and comments.
- Encourage two-way communication

2.a) Discuss six (6) advantages of using a television in the teaching learning process

- It brings reality in the classroom
- Saves time
- Best teachers are shared by all viewers
- Everyone looks at it at the same time
- No need for darkening rooms
- Brings good demonstrations in the classrooms
- It arouses interest among learners.

b) Explain six (6) limitations of using television in the teaching learning process.

- Power cuts may not allow viewing of some programmes
- Encourages passive learning.
- It can be expensive for some schools due to digitalization
- Requires power connectivity in the classroom
- There is no face to face contact with the teacher
- Requires some knowledge of technical skills
- It is a one-way communication channel

3a) Elaborate on the factors a teacher should consider when planning to take pupils for a field trip.

- Identify the purpose of the field trip
- Provide the necessary materials for every learner including writing materials where they can record their findings/observations
- Group the learners and assign each group a task with group leader
- Plan for a pre-visit to make arrangements prior to the visit.
- Plan to have a plenary discussion session after the visit.
- Plan for the logistics early enough

b) Explain the benefits of using videos in the classroom

- It can be played/replayed on a recorded device

- It makes learning very motivating.
- It attracts learners' attention
- Good teachers video recording can be shared
- It develops children's imagination and creativity
- Addresses scarcity of instructional materials
- The teacher can select the best videos for learners.

## SECTION B: PRIMARY SCHOOL CLASSROOM ORGANISATION, MANAGEMENT AND PRACTICE

4. a) Discuss seven (7) leadership qualities that a primary school teacher should possess.

|              |             |                |
|--------------|-------------|----------------|
| authority    | enthusiasm  | perseverance   |
| competence   | good humor  | responsibility |
| decisiveness | imagination | self-control   |
| energy       | integrity   | initiative     |
| humility     | loyalty     |                |

b) Explain five (5) guidelines that can help a teacher design an effective use of learning centers.

- Ensure that materials in the center are at the level of the learners.
- Include instructions and guidelines on how study in the corner
- Give assignments related to the study center
- Make references to information in the centers
- Encourage children to use the center during free time

5.a) Identify and explain six (6) sources of a learning environment in the classroom.

- Learning centers
- Independent study centers
- Organization of different activities
- Sitting arrangement
- Revision centers
- Individual study centers

b) Discuss challenges teachers face in using group work as a method of teaching and learning.

- Some of the learners are loners and want to be independent.
- It promotes passiveness among some learners
- It takes sometime in the organization- re arranging desks
- Uncooperativeness among learners
- Supervision issues of each group
- Size of the group due to large enrolments.

6.a) Analyze five (5) constructive teacher behavior that can ensure classroom discipline.

- Respect for learners
- Use of appropriate method for each method
- Receptive mood during introduction
- Use learners' motives and interest
- Lesson to move at same pace of teacher and learner
- Have self-control, courtesy and co-operation
- Assignment given should be relevant to what children have learnt.
- Kindness
- Supportive
- Fair and important treatment
- Keeping time

b) Explain seven (7) ways in which the curriculum being implemented in the school can be responsible for indiscipline in the classroom.

- Content of curriculum is out of date and stale
- Irrelevant curriculum to the needs of learners
- Inadequate availability of instructional materials.
- The way lessons are arranged on the time table
- Inadequate number of teachers per subject per class
- Overcrowding of subjects
- Methods of teaching prescribed in the curriculum.

**Year III Examinations 2014/2015**

**SECTION A: MEDIA AND RESOURCE DEVELOPMENT**

1.a) Identify and explain six (6) factors that should be put into consideration when preparing charts.

- Central theme should be clearly identified.
- Analysis of the main theme in various relationships to be developed
- Visualization and illustration of ideas by sketches
- Transferring rough sketches to the chart
- Colouring to be used
- Nature of lettering

b) How can teachers preserve charts for future use?

- Backing them by pasting gauze cloth on the back with the adhesive paste and reinforce edges.
- Protecting the surface by spraying it with shellac vanish
- Providing a thread for suspension at the top
- Ensure there is a provision for hanging at vantage point
- Have chart fasteners such as thumbtacks, straight pins, staple clips and folded mask tapes.
- Create a favorable room or space for storage

2.a) Discuss six (6) strategies that a teacher can use to effectively utilize the chalkboard surface be well maintained it should not turn grey or whitish.

- Position it in front of the class so that all can see
- Plan your work on the chalkboard which makes learning easy
- Write horizontally and straight with uniform letters
- Write sub headings in small letters and make them stand out be underlining them
- Use number 1,2,3.... Or (i), (ii), (iii).... to emphasize main topics, sub -topics.

b) How can teachers ensure that there is effective use of textbooks in the promotion of teaching learning process?

- It requires skill to present
- Limited involvement in the presentation by the learners
- Requires steady source of power
- In the classroom
- Storage could be a problem in some schools

- 3.a) Analyze the key issues to be noted in order to effectively use films in the classrooms.
- b) explain the importance of using films in the classroom.
- c) Discuss the limitations of films in the teaching-learning process.

## SECTION B: PRIMARY SCHOOL CLASSROOM ORGANIZATION, MANAGEMENT PRACTICE.

- 4.a) Discuss the management skills required by teachers as postulated by Farrant (1984).

- Planning a programme of learning and teaching for pupils
- Decision-making concerning resources, teaching strategies and discipline.
- Organizing routine matters and pupils' learning activities
- Coordinating learning in the classroom
- Communication with pupils and parents
- Influencing other teachers who share in the education of pupils
- Evaluating the effectiveness of work

- b) How can a teacher organize learning centers effectively in a lower primary school class?

- Ensure that the materials in the center are at the level of the learner
- Include instructions and guidelines of how to study in the corner.
- Give assignments for children to do using information in the center
- Refer to information in the centers when teaching
- Continue updating and refreshing each learning center.
- Encourage children to use the center during their free time.

5.a) How can a primary school teacher improve on his/her academic qualities necessary for effective teaching?

- Plan regularly and effectively
- read widely the relevant literature related to teaching and the subject you teach
- carry out simple research on different aspects in teaching
- make notes on the different subjects you are teaching
- discuss academic issues with colleagues
- attend seminars, workshops, conferences and refresher courses for knowledge refreshment

b) Explain the ways in which teachers can adequately organize learning activities in the classroom

- Ensure that you have enough and clear instructions and guidelines for the activity
- Activities which need the children to observe e.g. demonstration experiments etc. need to be done in a raised place where every pupil in class can see.
- Activities that require children to use a variety of material need to be acquired in advance
- Organize group discussions without noise interference.
- If space is not adequate take it outside the classes
- Ensure pupils have normal sitting arrangement.

6.a) Analyze the different elements that constitute a favorable learning environment.

- The teacher – The teacher is at the center of all learning.
- Sitting facilities – how children sit and write affect learning
- Learning centers – Subjects centers facilitate learning
- Instructional materials – avail variety of instructional materials
- Social atmosphere – Ensure favorable interactions
- Nature of classroom – floors, walls, doors, windows etc.

b) Discuss the reasons why discipline is necessary for effective teaching and learning.

- It teaches learners to respect authority
- It creates orderliness
- Ensures consistency in the way's things are done

- It develops co-operation towards realizing set goals
- It enhances best use of resources e.g. time
- It creates a favorable learning environment without interference
- It promotes team spirit

### Year (III) Examinations 2012/2013

#### SECTION A: MEDIA AND RESOURCE DEVELOPMENT

1.a) Describe how you would make a flannel board.

- Cut a piece of plywood or hard work to the required size
- Cut flannel cloth to the same size
- Make sure that you have; the plywood, ruler and pencil for ruling and marking; a pair of scissors for cutting covering material, illustrations, a sharp pointed knife for cuttings inaccessible areas, a stapler and adhesive tape.
- With adhesive tape fix the flannel covering onto the box sand paper the board to prevent edges from tearing.
- Use tacks, nails or drawing pins to fix the flannel board in position.

b) What are the benefits of using a Flannel board in a primary school?

- It facilitates learner participation in the classroom.
- It helps in developing the lesson- the teacher places the pictures on the flannel board while the story is being told.
- It attracts pupil's attention to the materials being displayed.
- It aids memory of what has been learnt since the learners are able to use their senses during the lesson.
- Materials made can be repeatedly used
- It is easy to make and use.
- It can be transferred from class to another if its portable
- It encourages creativity among the learners/teachers.

2.a) With relevant examples identify the reasons why Media should be used in the teaching and learning process.

- It promotes effective learning
- It arouses interest of pupils in the learning process.
- It makes teaching and learning more effective, appropriate.
- It offers practical experiences which stimulate self-activity on the part of the learner.
- It improves on communication process between the teacher and learner.
- It aids perception by reorganizing sensory experiences.
- It makes learning more interesting and motivating

b) What are the limitations of using media in the teaching and learning process.

- Some of them are expensive to use in primary schools
- It requires time especially in the design and production of the materials
- For those which require power sometimes there is unreliable supply of electricity.
- Some of the media require specialized knowledge and skills to operate the machines/equipment.
- Some teachers are monotonous as they use media they are used to and fear the unknown and new innovations.

3.a) Explain any five projected aids that are commonly used in primary schools.

- Overhead projectors
- Slides
- Film strips
- Cinema
- Television
- Films

b) Identify the importance of using charts in primary schools

- It attracts the learner's attention
- It can be used repeatedly for different lessons.
- It improves on memory and remembering as learners try to visualize the material.
- It can be used for revision purpose as learners are able to access it even after the lesson.
- It can be made locally by the teacher

*It can be used in places where there is no power*  
*Chats can be made in different sizes.*

**SECTION B: PRIMARY SCHOOL CLASSROOM ORGANISATION, MANAGEMENT AND PRACTICE.**

4.3) identify and explain five activities that a teacher has to do before taking out pupils on a study trip.

- Identify the topic or purpose of visit by indicating the objectives.
- Make a pre-visit to the place of interest.
- Seek clearance with the school administration and parents.
- Get necessary logistics, funds, transport etc.
- Brief the pupils on the goals and objectives of the visit.

4.4) What are the roles of a classroom teacher during a study visit?

- To guide the pupils to the visitation site.
- To handover the pupils to resource person
- Supervise participation and safety of all pupils
- To ensure that there is effective time management
- Assemble and roll call before takeoff
- To cater for the welfare of learners in terms of refreshments
- To ensure security of the learners
- To ensure that learners take note of what they are learning.

4.5) Explain the teacher factors that promote indiscipline in primary schools.

- Failure to plan for lessons.
- When the teacher is boring
- When the teacher is perpetually absent from the class.
- When the teacher comes to class late.
- When the teacher does not treat pupil's humanity.
- When the teacher does not respect the pupils.

- Lack of motivation of pupils by the teacher.
- Too much rigidity on the side of the teacher
- Ineffective personality of the teacher e.g. care free attitude

b) How can a teacher ensure that learning resources are properly managed?

- Ensure that there is a proper time table for using the resources.
- The class should elect class leaders to manage the resources
- Clear rules and regulations be formulated.
- Train the learners to take care of the learning resources.
- Hold the learners accountable for the learning resources.

6.a) Describe five ways in which a teacher can help an introvert child participate in class activities

- Give them roles to perform in the class i.e. presentation
- Protect them against attack from the extroverts
- Show concern for them when not interested in certain activities.
- Call on them to give answers even if they do not raise up their hands.
- Find the background of such behavior i.e. natural, environment psychological
- Avoid ignoring them even if they are reserved.

b) In what ways can a primary school teacher encourage regular attendance of learners?

- Roll call should be taken daily
- Avoid being harsh to the learners.
- Deal with cases of bully and teasing squarely.
- Find out the background of the learners for remedial action
- Provision of meals to learners.
- Teachers should be interesting and attractive
- Vary methods of teaching to make teaching learning more interactive.
- Reward good behaviors and outstanding performance.

### **Year III Examinations 2010/2011**

#### **1. Classroom practice is:**

It is all the activities that a teacher does (or enables to be done by pupils) to promote learning and discipline among pupils.

It is part of the management and organizational skills that a teacher needs to facilitate.

Some of the roles are:-

- Facilitating learning by creating a conclusive learning environment e.g.
- Choosing and implementing learner-centered methods.
- Stating clearly what you would learners to achieve
- Interacting with and disciplining your pupils
- Organizing sitting arrangements
- Establishing learning centers
- Time management i.e. every activity in the classroom should fit within the allocated time.
- Communication i.e. which involves academics e.g. teaching and discipline, helping pupils to.
- Guide and counsel pupils who are misbehaving consistently. (e.g. those who commit same offenses now and again).
- Build rapport with the pupils (i.e. some children avoid mistakes or certain misbehavior to avoid annoying the teacher/friend)
- Give appropriate punishment if other methods do not work

#### **2. Reasons why corporal punishment was abolished**

- It hardens the learners (i.e. Once children get used to it, it ceases to influence their behavior).
- Corporal punishment normalizes corporal punishment in society (i.e. it is normal to beat, kick, bite etc. offenders).
- Children are never convinced that they deserve such mistreatment e.g. they think that the teacher used or mis-used his/her authority, age or strength to inflict pain on them.
- Corporal punishment does not promote permanent behavior change.

- Corporal punishment has the danger or risk of hurting, maiming, crippling the child. E.g. some teachers have beaten children to coma.
- A child may develop permanent hatred for the teacher and the school in general. (a child should be treated well at school to compensate what he/she misses at home).

3. The third group of barriers are psychological e.g.: -

- Lack of interest on the learner' side.
- Credibility of the source of message
- Significance of the information to the learner in terms of the present and the future.
- Emotions of the learner (e.g. Anger, hatred and fear, jealousy etc.)
- Health status of the learner
- Sex of the learner
- Hunger
- Economic and social environment
- Social relationship for instance staying lonely and isolated.

4. How a teacher can overcome the above barriers in classroom situation.

- Identify learners with hearing and sight defects and advice on corrective measures.
- Objects should be brought in class physically for learners to touch, taste and smell.
- Make effort to improve on speaking skills e.g. simple, direct, confident, friendly etc.
- Pronounce words clearly and loudly enough
- Plan and organize your message.
- Assess the needs, abilities and interests of learners.
- Be aware of learners' attention (some appear to be listening when actual s/he is not)
- Avoid technical and difficult materials
- Try to speak louder to avoid in effective communication.

5. a) Teacher qualities

Responsibility (doing the right things with being supervised or forced)

Teachers should have good teaching personality qualities.

- Preparedness
- Business oriented
- Whiteness; being able to identify trouble causes even when facing the C.R.

General personality qualities e.g.

- Kindness
- Empathy
- approachable

Professional qualities are:-

- Having guidance and counselling skills
- Being able to supervise oneself and learners
- Having managerial skills
- Obtaining minimum academic qualifications
- Being knowledgeable than one's pupils (mater of content)
- Knowledge of how to pass known content to learners (pedagogical content)

b) Challenges teachers face in acquiring these qualities are.

- Poor conditions of service (accommodation, transport, late payment etc.)
- Large number of pupils in UPE classes.

- How good pragmatism as educational philosophy?
- The ideas of education should have lasted for along
  - Emphasizes that edn is not an imitation of life but preparation for it.
  - student to be taught basic subject
  - curriculum & methods to be determined by interest & ability of a child.
  - Education to impart knowledge of external truth.
- Knowledge that pragmatists accept
- right subject matter i.e solves problems
- Teaching & learning a process of drift & continuous reconstruction of experience
- curriculum content for the good life now & the future
  - Teachers shd not dictate on what values learners shd
  - Teachers should use DPS(P) 32
  - Teachers should use problem solving methods
- ## PHILOSOPHY OF EDUCATION, MANAGEMENT, PLANNING AND LEADERSHIP

- Tutus Kambarges Nyerere's philosophy
- change in curriculum move away from colonial period
  - education that prepare young people for work in rural society
  - school going age to be between 7-8 year
  - Against job seekers but job creators.

15  
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### Year III Examinations (2017/2018)

#### SECTION A: PHILOSOPHY OF EDUCATION

I(a) What is etymological meaning of philosophy?

Etymologically philosophy comes from Greek language and is made up of two words i.e. philein and Sophia.

Philein means love

Sophia means wisdom

Therefore, philosophy is the love of wisdom, knowledge and truth etc.

(b) Highlighting the problem of knowing by identifying and describing any five (5) sources of knowledge.

i) Revealed/Revelation

This is acquired through vision to the holy people e.g. Prophets for eventual transmission to others.

It is evident in the Bible and Koran

Its absolute truth, not based on empirical observation but on faith and its for the reason that its open to doubt or investigation.

This knowledge cannot be proved through logic and reasoning.

ii) Scientific

This source of knowledge is characterized by natural and social sciences.

It is obtained through observation, perception and personal experiences/action.

Its truth can be verified using \_\_\_\_\_ and expertise.

It encourages the development mindedness through performing observation, formation of hypotheses obtains the truth.

This knowledge has come out of observation with help of machines like computers etc. (sense perception and experience)

iii) Rational/discursive

This source of knowledge is derived through reasoning i.e. inferring knowledge from what has been known.

Conclusions must be made from evidence or hypothesis or premise readily provided.

Logically obtained conclusion cannot be wrong

This kind of knowledge trains people in the process of reasoning.

iv) Authoritative

24

It is put in place by specialists or masters in a discipline or simply a reputable person.

According to authoritarian's dependable knowledge is given by indisputable authorities like text books etc.

Philosophy questions the validity and authenticity of the facts that the source put across.

Knowledge from authority should be tested by logical and rational strategies.

v) Intuitive knowledge

Refers to the immediate knowledge of objects, ideas, values as understood by the intellect without the use of senses or reflection or rationalizing.

It is commonly found with mystic philosophers who perceive knowledge as absolute truth e. prophets, witch doctors, sooth-sayers and future tellers.

(c) What is the limitation of authority as a source of knowledge?

- Sometimes authoritative knowledge becomes obsolete and therefore teachers are advised to keep updating their lesson notes. — It is tiresome to the teacher
- Sometimes people who claim to be authorities, at times they give wrong facts/information
- Authority sometimes hinders freedom of expression/choice
- Authority limits creativity — It is expensive
- It favors experts and people in position of authority.
- It promotes autocratic leadership — It leads to dictatorship  
— It hinders research — lack of reference books

2.(a) "Philosophy and Education are inseparable disciplines". Explain the meaning of statement?

The statement implies that;

- The two disciplines are interdependent in that philosophy is the theory of education while education is the practice of philosophy i.e. education activates philosophy.
- Philosophy and education are invisible disciplines because if it were to happen philosophy would be crippled while education would be a blind.
- Philosophy is the foundation/ cornerstone of education i.e. it gives educational practical direction.
- Since philosophy deals with all that exists hence education falls under the scrutiny of philosophy.

This is the way  
for order and wholeness.  
wholeness applied not  
experiences.  
Studies the nature a  
It is also concerned  
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It is concerned  
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- Education is a process of helping people not merely believe but belief adequately and on the other hand, philosophy explains the mysteries of life which can only be achieved through education.
- Fichte one of the philosophers said that the art of education will never be complete without philosophy.
- Gentile says that you cannot understand education without philosophy.
- Dewey also says that education capitalizes the set of techniques, skills and attitudes and knowledge which are the basis of education.

(b) What is the relevance of axiology to the teacher in the field of teaching?

- It guides the practicing teacher on selecting the most relevant/valuable content to teach.
- It helps the teacher on how to state the relevant lesson competences
- Assists the teacher in developing the affective domain of the learners
- It helps to shape the morals of the learners/pupils and the teacher(s)
- Helps to assess and appreciate pupils' piece of art and music (aesthetics)
- Helps the teacher to adjust to the changing social values
- Helps the teacher to assess his/her lesson on the basis of the stated lesson competences.
- Helps the teacher to cater for the individual pupils needs.

(c) What is the implication of axiology to the classroom teacher?

- Learners should be exposed to the environment and beautiful things in order to arouse the creativity in them.
- Through art/crafts and music students, can be helped to develop their abilities and talents, acquire skills, knowledge and values that may prepare them for reality or life in the community.
- Children/learners have also proved to learn best by doing and imitation
- Teachers should promote the practical subjects and strategies (hands on way of teaching).

3. (a) Write short notes on the three modes of Philosophy.

i) Speculative Mode

This is the way of thinking systematically about all that is or about all that exists. It is the search for order and wholeness applied not only to particular items. This is the search for order and wholeness applied not only to particular items or experiences but to all knowledge and experiences.

Studies the nature and meaning of things i.e. the implications of their existence.

It is also concerned with the cause and effect of such things in their existence

It focuses on all that exists (or beings), by making rational or intelligent guesses.

It is concerned with thinking and reasoning i.e. in modern times referred to as implications approach of studying reality.

### iii) Analytic Mode

This is the approach in which concepts and issues are examined carefully and clarified from ambiguities and problems respectively

It considers meanings of words. It is concerned with language and semantics.

Problems are put in clear perspective.

Analytic mode/ approach is in modern times referred to as critical approach.

### iii) Prescriptive Mode

This mode of philosophy attempts to offer what should be done, this often follows explanatory meanings

It seeks to establish standards for assessing values, judging conduct and appraising art.

It tries to examine what is meant by good or bad, right and wrong.

It makes recommendations or suggestions to problems in life.

It is called normative because what it prescribes must be of standard value to follow or to go by.

Phenomenological mode;

It seeks to interpret and explain meaning of events/activities in life by starting from a situation by means of senses.

Idealism <sup>stresses the central role</sup>  
(b) Describe any eight (8) areas in a Ugandan teacher's operation where idealism can be a rescue for the teacher's better performance.

- Idealism advocates for Socratic methods of teaching.
- Idealism deals in inter discipline and advocates for the cultivation of higher values moral.

- guidance and counselling  
- environmental conservation

- It also advocates for restraint (withholding) of freedom.
- Idealism also emphasizes on the teacher setting good examples to be emulated, should be a role model.
- Idealism has provided guides on aims of education curricular, teachers' role, methods of teaching.
- Idealism emphasizes that values of truth, beauty, goodness and not materialism have been created through education.
- Idealism emphasizes that every human being must be educated, so the need for universal education or democratization of education.
- Idealism advocates for curriculum that can cater for mental and moral development of the learner.
- Idealism helps in time tabling of subjects.
- Idealism helps teachers to monitor learners (their metaphysical view) that man is negative at birth- character/ personality formation.
- Emphasizes the development of personality.
- Idealism emphasizes that our past culture must be emphasized through the study of literature, art, maths, science, music and dance and drama.

(c) What is a good lesson according to idealism?

- A good lesson is when the teacher recognizes the divinity in the learner, child and the child unfold himself make that divinity patent what at present is latent.
- A good lesson is when the teacher allows inter-communication during teaching learning process
- The teacher employs Socratic methods of teaching.
- The teacher to be exemplary and should cultivate higher values of life in children through moral and religious instructions.
- Character development
- Self-realization (knowing one-self)
- Spiritual development
- Transition and promotion of cultural heritage

## SECTION B: EDUCATIONAL ADMINISTRATION AND PLANNING

4.(a) If you were a member of the School Management Committee (SMC) what leadership would you expect the headteacher to perform?

(b) Describe the roles played by PTA in the Management of primary Schools.

- They plan, organize and manage the school activities through the leadership.
- Ensure implementation of Government policies and the vision/mission of the foundation bodies
- They mobilize finances and other material resources of for the school.
- Supervise the staff and their performance in the schools.
- Enforce discipline among the staff and pupils.
- Facilitate smooth co-ordination among stakeholders i.e. parents, pupils, Government.
- Help the school administration to work harmoniously with the communities
- Ensure services delivery-academically and in other areas for the benefit of the learners
- Guide the school leadership in initiating and implementing innovations in the school
- Ensure accountability of funds, donations. Etc.
- Guide the leadership in the fulfilment of the school vision/ mission.

5.(a) What is budgeting?

Budgeting is a process of preparing a statement of expected income and proposed expenditure.

(b) Outline the procedure and purposes of budgeting for primary schools in Uganda.

- Develop a work plan of activities
- Identify the source of income and purpose expenditure items i.e. items of activities
- Cost the expenditure items
- Prepare the draft budget (zero budget).
- Make adjustments, if any and submit the draft budget to the school management committee (SMC).
- Obtain approval of the budget from SMC.
- Submit the budget to the D.E.O to present to the District Education Committee.
- Purpose of budgeting for primary schools in Uganda

- To have a planning tool for the school.
- To guide the managers and administrators.
- To ensure controlled and guided expenditure i.e. to manage income and expenditure.
- To focus on priority areas where resources of school management and administration should be directed.
- To avoid deficit
- For accountability and transparency to satisfy the stakeholders e.g. gov't donors and parents etc.
- To serve a basis for evaluating

6. "One of the functions of a primary school headteacher is to plan for the school".

a) What do you understand by the term "Planning"?

Is a process of preparing a set of decisions for action in order to achieve the predetermined at a minimum cost.

It is a process of forecasting activities and the resources needed to accomplish the set organizational goals.

b) Why is planning important in primary schools?

- It helps to have a set of planned activities and resources to guide the administration towards achieving the educational goals.
- Planning helps in identifying and stating realistic and achievable objectives.
- Assists in understanding how to mobilize and utilize resources e.g. time, human, money etc.
- Helps in mobilizing resources for completing a given task.
- Helps in identifying anticipated problems and finding solutions for them in advance.
- Helps in ensuring maximum utility of resources available
- Prioritize school activities
- Budgeting process and purposes.
- Helps to ensure that everything is done according to plan and done in time.
- Helps in creating a feeling of satisfaction and confidence that a good job is being done.
- Make the system work in an orderly manner etc.

**Year III Examinations (2016/2017)**

**SECTION A: PHILOSOPHY OF EDUCATION**

1.(a) Make brief notes on the following instruments of knowledge:

- i) Authority: Authoritative Knowledge is obtained from indisputable authority. This authority includes books, teachers and resource person. These sources are expected to be knowledgeable in certain disciplines.
- ii) Empiricism: Empirical knowledge is based on the belief that true and certain knowledge is obtained through the senses. This kind of knowledge is based on scientific experiment and direct observation.
- iii) Intuition: intuition is the power to understand things immediately without need for conscious reasoning or study. Through intuition, one can make sudden moves and arrive at accurate conclusions.
- iv) Reason: Rational knowledge is arrived at through reasoning. It is based on the idea that through the functions of the mind, which include analysis and synthesis, one can come to certain truth.

b) Mention and explain any seven (7) educational implications of the philosophical view that man is essentially spiritual in nature.

- Education affects eternity, so the ultimate goal of education must take care of this including promotion of self-realization, self-knowledge and self-development.
- There are absolute standards which must be kept so as to promote wisdom and virtue.
- Some subjects can promote mental discipline more than others.
- Education opportunities should be provided to all, so that each one's mind is trained to the best of his ability.
- There should be academic freedom, freedom in teaching and learning is essential to free development of the individual.
- The curriculum should be designed in such a way that it liberates the mind and prepares one for his ultimate end.
- There is emphasis on higher education; it should be balanced, including Arts and Sciences.

2. a) What is a good lesson according to idealism?

- A good lesson is when the teacher recognizes the divinity in the child and the child unfolds himself to make that divinity patent which at present is latent
- A good lesson is when the teacher allows inter-communication during teaching-learning process
- The teacher employs Socratic method of teaching

(b) Show with examples how the Naturalistic Outlook would characteristically be reflected in the teaching of your subjects.

- Start from the point of view of the goodness of the human nature i.e. as a teacher you recognize the importance of the child in the education process.
- As a teacher, ensure that teaching is a pleasurable activity, consider the readiness of the child to learn and the interests
- Employ inductive methods to make effective teaching
- Consider the aesthetic aspects of the surrounding (use natural objects as teaching aids)
- Always ensure you employ teaching all instrumental materials

3. (a) what is a training need?

A training need exists when someone lacks the skills or knowledge needed to do something properly. For example: if a teacher does not know how to write clearly on the black board and pupils cannot read the teacher's writing, a training need exists.

b) mention and explain any six (6) benefits of staff training and staff development.

- It results in performance improvement which can benefit both the trainee and the organization.
- It improves chances for career development and promotion opportunities
- Training increases confidence in trainees
- It helps trainees to acquire specific knowledge and skills
- It raises the morale of the teachers since training and staff developments are a sign of care by the employer
- It allows for teacher and professional growth. For example, after upgrading, teachers are appointed or promoted to a new grade thus improving their salary scale.

c) Giving four (4) examples show why educational planning is important in your country.

- Educational planning gives direction to the government on what type of education should be put in place.
- It helps in guiding the country on what the importance of education is.
- It helps in mobilizing resources for education donors and political set ups like parliaments demand for a plan of action in education
- Educational planning helps the country on how to handle all the different aspects of society like the disadvantaged groups and areas in a country.

4.(a) what are the functions of an administrator in a primary school?

- Developing of the programmes to achieve the objectives, policies and goals
- Should coordinate and organize the institution so as to implement the designed programmes
- Procuring and management of resources
- Should provide and manage resources needed to run the institution
- Account for what is received in the institution as an accounting officer of the institution
- Should be able to manage the physical resources and the school plant/infrastructure
- Representation to the community i.e. promote goal relationship to the community
- Should carry out the function of evaluation i.e. efficiency of the school system

b) with examples, explain the qualities of an effective administrator.

- Sociability - must interact with people within the school and community around
- Intelligence – should be a person with natural intelligence, mature, sound judgement, able to foresee problems
- Self-confidence – should have self-confidence as he deals with staff, pupils and parents
- Considerate – the administrator should respect and have consideration for others
- Professionally minded – the administrator should always portray a positive attitude to the teaching profession, the students, etc,
- Moral integrity – the administrator should always stick to ethics and also hold high standards

- Humility and modesty – should avoid imposing his/her power by showing that he/she is the most important person in the organization
- Should be humane and dependable
- Accepting constructive criticisms
- Keeping regular office hours but also attending to emergencies
- Avoid being partial and practicing favoritism.

5. Jean Jacque (1712 – 1778) and Plato (427 – 347 BC) were great educational philosophers. Highlight any six (6) main ideas that each of these philosophers have put forward and still relevant in your educational system today.

#### Contributions of Jean Jacque Rousseau

- Education should be practical i.e. let all the lesson of young people take the form of doing rather than them talking.
- A child should not be over-hurried in his education. He should not be taught what he is not ready for.
- Emphasize should be put on discovery methods i.e. in Geography, a child should not be given already made map, but instead should learn to make one beginning from his father's house.
- The original nature of the child is good but perverted by society. So, a child should be helped to grow and develop with minimum adult interference.
- Curriculum should not be fixed in advance i.e. we should not have a pre-determined curriculum.
- Rousseau advanced for a very good class size i.e. of one tutor to one pupil.
- Education should be sponsored by the state.

#### Contributions of Plato

- Plato advocated for the principle of division of labour. This is a fundamental principle which can lead to fast economic development.
- The principle of professionalism, this involves designing appropriate training according to the services we require for each sector of the economy.
- Plato advocated for secularism in education i.e. making the provision and control of education a monopoly of the state.

- Plato appreciated the importance of environment for learning. This gives the child his own experience.
- Plato maintained a good balance between the different parts of the curriculum, the aim should be to produce a man who is beautiful and of good conduct.
- Plato advocated for universal education
- Plato was the first person to divide education into first person to divide education into formal levels which modern nations are using.

### **Year III Examinations (2015/2016)**

#### **SECTION A: PHILOSOPHY OF EDUCATION**

1. Mention and explain the lessons you can learn from the following philosophers:

- i) Contributions of Plato (427-347 BC)
  - Plato advocated for the principle of division on labour. This is a fundamental principle which lead to fast economic development
  - The principle of professionalism, this involves designing appropriate training according to services we require for each sector of the economy.
  - Plato advocated for secularism in education, i.e. making the provision and control of education a monopoly of the state.
  - Plato appreciated the importance of environment for learning. This gives the child his own experience.
  - Plato maintained a good balance between the different parts of the curriculum, the aim should be to produce a man who is beautiful and of good conduct
  - Plato advocated for universal education
  - Plato was the first person to divide education into the formal levels which modern nations are using.
- ii) Contribution of Froebel Friedrich (1782-1852)
  - He founded the kindergarten in 1837
  - He explained the importance of play
  - Froebel suggested that manual work be included in the school curriculum
  - According to Froebel, one of the aims of education should be to develop the spiritual nature of the child.

• He also made recommendation on education of adult and that the method should be that of self-discovery and engaging in group work.

2.(a) Defend the view that teaching Philosophy of Education in teacher education is not a waste of time.

- Philosophy involves thinking things through on one's own rather than taking statements and recommendations for granted, so philosophy helps teachers to think
- Philosophy gives weight to the validity of arguments than to the authority of a person arguing a case. It helps teachers to look at educational problems more critically
- Philosophy offers personnel intellectual education for teachers
- Philosophy helps in making education beliefs or assumptions clear, logical and justified
- Philosophy helps in curriculum development.

(b) John Dewey is a highly recognized character in the world of philosophy and education. Explain five ways how a Ugandan primary teacher would implement Dewey's philosophy.

- Dewey was an American philosopher. He was the founder and controller of Chicago University's laboratory school from 1894-1904
- Dewey referred pragmatism as instrumentalism implying that knowledge is not an end in itself but a means, an instrument to help in coping with change teachers should be opposed to fixed knowledge.
- Dewey developed the idea of project method in teaching, such a method would encourage learners to search for ideas themselves.
- Dewey emphasized the need for a close relationship between the school and society. No genuine learning and growth if the school and society are far apart.
- Dewey advocated for practical learner centered methods in teaching. teaching should be opposed to passive learning
- Experience features so much in Dewey's philosophy. Educational process is a continual re-organization, reconstruction and transformation of experience.

3.(a) How can you explain the following to a licensed teacher:

- i) Speculative mode: this is a way of thinking systematically about all that is or about that exists. Speculative philosophy is the search for order and wholeness applied not only to particular items or experiences but to all knowledge and all experiences.
- ii) analytic mode: this philosophy is concerned with language and sometimes it considers meaning of words. (Language is always meaningful in a given context).
- iii) Intuitionism: intuition is the power to understand things immediately without need for conscious reasoning or study.
- iv) Epistemology: is concerned with the nature of knowledge. Epistemology comes from Greek words, episteme and logos.

(b) Highlighting the strengths and weakness of existentialism with particular reference to the relationship that should exist between the educand and the teacher during teaching learning process.

NB: The candidate should state the relationship that should exist between the teacher and the learner.

- Recognition of individual differences among learners
- The teacher should meet learner as an individual as far as curriculum and methods of teaching are concerned.
- The teacher should treat the learner as an open possibility
- The teacher should give much freedom to the learner.

#### Strength of the relationship

- Students will choose subjects which they can manage
- Students will enjoy learning because they have interest.
- Good classroom control because learners are interested in what is being taught
- Students will do research, contribution during teaching-learning process.
- Teacher's work load is reduced.
- Weakness of the relationship
- Students are likely to choose subjects which are of no value.
- Sometimes learning takes place when the teacher imposes his authority on the learner
- Immorality i.e. too much freedom given to students.

4.a) Make brief notes on the following sources of knowledge:

- i) Authority: according to this source of knowledge, dependable knowledge is acquired when we consult indisputable authorities like text books, academicians.
- ii) Empiricism: This is based on the belief that true knowledge is got through the senses. This kind of knowledge is based on scientific experimentation
- iii) Revelationism: This holds that all knowledge is revealed by God.

b) Explain any two (2) weaknesses of authority as a source of knowledge.

- With time, authoritative knowledge gets obsolete
- Some authors may give wrong content.

c) With relevant examples, show how the study of Axiology can professionalize teachers in your country.

- Uganda has established code of conduct for professional teachers
- Discipline in schools heavily relies on the knowledge of Axiology e.g. formulating school rules and regulations.
- Axiology helps in curriculum development i.e. what to include and when to teach what.
- Axiology inspires head teachers to repair furniture
- The seating arrangement in class depends on the knowledge of Axiology.

#### SECTION B: EDUCATIONAL ADMINISTRATION.

5 a) Mention and explain any six reasons why it is mandatory for school head teachers to delegate.

- He/she has the legal mandate
- He/she cannot do all the work alone.
- To enhance participatory management in schools
- To ensure continuity of work
- To develop/train staff on the job
- To motivate and create satisfaction among staff.

b) With examples, explain any six challenges that head teachers often find in delegation of their authority.

- Reluctance of staff to accept responsibilities
- Fear to delegate, they can lose their power.

- Lack of incentives to motivate delegates
- Poor communication from delegates
- Sometimes delegates undermine the delegator
- Inadequacy of knowledge of work among some teachers.

6. Mention and explain any twelve (12) training and staff development methods expected to be used by head teachers in primary schools

- On job training methods
- Induction of the new staff
- Briefing (regularly)
- Showing by action what is expected of staff, thus role modelling.
- Delegating work
- Giving feedback and suggestions on work done
- Organizing workshops/seminars
- Reviewing and appraising staff performance.
- Inviting resource persons to speak to staff on topics relevant to profession
- Visiting other schools (to see how they do things)
- Training /upgrading staff and teacher's colleges
- Attending workshops/seminars outside school
- Recommending some staff for correspondence courses.

7.a) Make brief note on the following methods of decision making:

- i) scientific method: in this method you have a number of alternatives and on the basis of study, you predict the results of each approach with some degree of accuracy.
- ii) Trial and Error Approach: in this approach you could simply try out an alternative whether it works or not and go on to try something else.

(b) "Planning is one of the responsibilities of a school administrator." Mention and explain (10) reasons why planning is important.

- It helps to set goals and the means to achieve the goal
- Saves time, effort and funds.

- Eliminates trial and error method of doing things
- Helps to keep pace with time
- Provides direction to the educational institutions.
- Focuses attention on objectives
- Provides guidelines for decision making
- Provides a basis for delegation
- Helps in anticipating problems and off settling uncertainties.

**8.(a) Define the following terms:**

- i) **School mission:** A school mission is a statement which describes why the school exists. It is the basis for formulation of school objectives. It explains the purpose of the school and makes everyone understand what the school stands for.
  - ii) **Formal organization:** these are organizations whose activities are consciously and deliberately planned and structured for the realization of specific goals i.e. schools, police, etc. they have specified members, have goals or common goals and the behavior of members is regulated by rules and regulations.
- b) The head teacher is both a school manager and a school administrator. Describe his/her role as:
- i) **School manager**
    - works with and through people to achieve school goals
    - plans, control and organizes resources
    - initiates and formulates policies for school governance
    - directs all school resources
    - coordinates all school activities
    - integrates resources for achievement of school objectives
    - looks for funds for running the school
    - accounts for funds and plans for programmes
    - allocates resources and is a good instructor
    - gives professional advice
    - presides over staff meetings
    - guides in professional skills

ii) A school administrator

- Identifies, maintains, motivates and controls human and material resources
- Directs and influences goal development
- Stimulates the development of programmes
- Procures and manages school resources
- Liaises between school and community
- Appraises the effectiveness of the teacher
- Translates policies at operational level
- Determines the school climate or relationship
- Allocates responsibilities
- Guides and counsels' teachers
- Coordinates school curriculum.

Year III Examinations (2014/2015)

SECTION A: PHILOSOPHY OF EDUCATION

1.(a) Briefly explain how the philosophy of Idealism can influence your teaching styles.

Idealism puts emphasis on Socratic method of teaching

Idealism emphasizes intercommunication during teaching learning process

Throughout all teacher's activities, the result sought is the active response of the learner

It is only when the self of the pupil becomes attached to activities by his own initiative, that

growth and development of self gets started.

(b) Mention and explain any ten (10) areas in a Ugandan teacher's operation where idealism can be of a practical value.

According to idealism, the development of the mind is from within out not from without in. this helps teachers to use Socratic method.

According to idealism spiritual values rank higher than material values. This helps teachers to emphasize moral growth of learners

With idealism, values are objective, this may help to develop uniform curriculum.

Spiritual values are objective

material values are subjective

in its negative attitude of

the attitude of

timeabling of

and of man is

a can not be

in his own

call as morally a

- Idealistic view that man is negative at birth helps teachers to redirect the soul, develop the whole personality
- According to idealism, a teacher should reflect the attitude of hero/heroine
- Idealism may help in time tabling of subjects in the school.
- According to idealism, the mind of man is immature and cannot be thrown upon his own resources, this helps teachers to present factual knowledge for the pupil's mind to work upon.
- Idealism views a pupil as morally and intellectually growing towards supreme being
- Teaching should be learner centered.
- Man is a miniature God; therefore, a teacher should be exemplary in nature.

2.a) Dr. J.K. Nyerere's epistemological ideas in his proposed education reform would serve as a strong weapon in reforming Uganda's education system. Give reasons to Support the statement.

- Nyerere contends that two sets of examinations should be set, thus theory examination and practical examination. This view can help teachers to emphasize both practical and theory subjects
- Nyerere was of the view that education must inculcate and reinforce traditional African values of equality and cooperativeness

*force traditional values*  
Nyerere suggested that the purpose of teaching must be the provision of useful knowledge, skills and attitude to produce competent and responsible individuals.

(b) Mention and explain any five lessons you can learn from the Philosophy of Jean Jacques Rousseau (1772-1778)

#### Contributions of Jean Jacques Rousseau

- Education should be practical i.e. let all the lessons of young people take the form of doing rather than talking
- A child should not be over-hurried in his education. He should not be taught what he is not ready for.
- Emphasis should be put on discovery methods, In Geography a child should not be given a ready-made map, but instead should learn to make one beginning from his father's house.

- edn should be practical
- a child should not be over hurried in his edn
- more emphasis on discovery methods
- original nature of a child is good by perverted by society
- curriculum could not be fixed
- for a very good class size 1:1

- The original nature of the child is good but perverted by society. So, a child should be helped to grow and develop with minimum interference
- Curriculum should not be fixed in advance (we should not have a pre-determined curriculum)
- Rousseau advocated for a very good class size (of one tutor to one pupil)
- Education should be sponsored by the state

## SECTION B: EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION.

3.a) Make brief notes on the following:

- Laissez-Faire Leadership: "let people do what they wish". the kind of leader encourages no rules in the organization. The leader is merely a symbol
- Charismatic Leadership: This is based on the leader's magnetic personality and influence on his subjects which tends to draw them to himself. The leader commands love, respect and devotion.
- Democratic Leadership; this is sometimes described as participative leadership this type of leadership is based on the idea that workers are involved in the making of policies.
- Autocratic Leadership: The leader alone determines what to do. He assigns task responsibilities to individuals without consultations.

b) Explain the factors which affect efficiency of leadership.

- Unwillingness to accept criticism
- Lack of devotion on the part of the leader
- Job incompetence on the part of the leader
- Conflicts between needs and expectation
- Failure to get feed back
- Inflexibility in decision making
- Administration of unpopular programmes
- Relevance or fear of opposition to inspiring enthusiasm

4.(a) "Delegation of authority is a must for better management of primary schools."

- Using examples, explain the importance of delegation in a primary school setting.

Approach  
groups/parties  
It taps  
It's

- Delegation is the process of a superior assigning part of his/her work to subordinates
  - It results into quick decisions
  - It gives superior more time for strategic planning and policy making.
  - It motivates subordinates to put in more efforts
  - Acts as a training ground for higher positions
  - It reduces on the element of indispensability
  - It reduces on the work load for senior executives
  - It gives chance to subordinates to participate
  - It promotes creativity and innovativeness
  - It reinforces and encourages team work
  - It taps specialists' skills, abilities and talents
  - It expands subordinate's knowledge and abilities in decision making and problem solving
- quick decisions  
→ more time given to superior  
→ motivates subordinates  
→ act as training ground for higher positions  
→ Reduces work load  
→ gives chance to subordinate to participate  
→ creativity & innovativeness  
→ it reinforces & encourages team work

(b) How can a Headteacher make delegation effective?

- Motivate subordinates → motivates subordinates
- Tolerate subordinate's mistakes → tolerate subordinate mistakes
- Establish adequate control mechanisms → est. adequate control mechanism
- Demand accountability for work done → demand accountability
- Need for proper selection and training of the delegates → Proper Selection and training of the delegates
- Technical and complex tasks should be given to those with technical know-how competence → technical & complex to be given by technical people
- Assignments that require a lot of time to be given to people who have it.
- Provide time frame for tasks and quality of tasks → provide adequate resources
- Provide adequate resources to facilitate accomplishment of responsibilities.

5.a) Make brief notes on the following methods of decision making:

i) Scientific Method

In the method you have a number of alternatives and on the basis of the study, you predict the results of each approach with some degree of accuracy.

ii) Trial and Error Approach

In this approach you could simply try out an alternative and see whether it works or not to try something else.

b) With examples, explain the major benefits of participatory decision making.  
Appropriate definition of participatory decision making e.g. it is the involvement of various groups/parties in decision making

- It taps wide base of knowledge and ideas for the benefit of the school
- It fosters democratic principles and practices in the school
- Makes the decision made acceptable to all
- It promotes understanding among stakeholders
- The decisions made are easily owned and accepted.
- Coordination within the school becomes easier
- It eases implementation
- It promotes collective action in problem solving.

### Year III Examinations (2013/2014)

#### SECTION A: PHILOSOPHY OF EDUCATION.

1.(a) What do you understand by the term Axiology?

The term Axiology comes from two Greek words Axio and Logia. Axio means value refers to study.

It is a theory of values. It is a branch of philosophy that studies values.

It is a critical study of the nature and determination of values.

- (b) with examples from educational situations, explain how the study of Axiology professionalizes a teacher in his or her operations.

What good does Axiology constitute? Relevancy of Axiology to a teacher

It helps teachers to understand what good education is constituted.

or making. Helps teachers to apply principles for making relevant aims and objectives

aims and objectives. Enables teachers to understand the functions of the lesson/educational objectives accordingly

understanding. Enables teachers to identify the talents of pupils in the areas of music art, no uses of

lesson objectives → draw up relevant school rules

- Identify talents → develops learners' affect.

of pupils in art → making good choices

- Assists teachers to adjust to the changing values and enables pupils to do the same
- Assists teachers to draw up relevant school rules
- Helps teachers to develop the learner's affective domain.
- Assists teachers to equip learners with principles of making good choices, or judging what is good and bad.
- Helps teachers to know and apply principles for making relevant aims and objectives of the lesson
- Enables teachers to adhere to teachers' code of conduct.

2.(a) Make brief notes on the three *modes* of Philosophy.

- i) Speculative mode: This deals with the branch of philosophy called metaphysics. It seeks several questions above the nature of man. It examines the problem in totality.
- ii) Prescriptive mode: This deals with axiology and seeks to establish the standards for assessing value judging good conduct and appraising art.
- iii) Analytic mode: this deals with language and sometimes it considers meaning of words.  
(Language is always meaningful in a given context).

(b) Explain any eight (8) educational implications of the view that man is a material organization.

3.(a) What is the etymological meaning of the term "philosophy"?

(b) Suppose you have been asked to recommend existentialism in your educational system, mention and explain the variables or issues that you would put in your Presentation.

Philosophy that emphasizes individual existence.

In this philosophy, there is no grand design of God in nature in which human being should fit.

- Existence therefore proceeds essence
- Values are relative
- Developing individual awareness
- Providing opportunity for free ethical choices
- Encouraging development of self-knowledge
- Developing a sense of responsibility.
- Awakening a sense of individual commitment
- Catering for immediate needs

*Speculative*  $\rightarrow$  a physical  
- nature of man  
- problem intelle

*Prescriptive* - axiology  
-  $\rightarrow$  Aesthetic  
+ good conduct  
+ appraising art.

*Analytic*  $\rightarrow$  meaning of w

- Employment of Socratic method of teaching
- Learner is an open responsibility

## SECTION B: EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION

4.(a) "Every staff in a primary school has a Management Role to Play". Justify the statement

- Teachers are on weekly duty and there is a management activity

- Teachers are in charge of classes
- Teachers are assigned specific responsibilities which are managerial in nature
- Teachers and other staff ensure discipline in the school
- The non-teaching staff and support staff e.g. cooks, grounds men manage the affairs of the school

The headteacher is the overall supervisor or manager of the school.

- Deputy head teacher/ director of studies, etc. also have management responsibilities

(b) Explain the major roles of Parents Teachers Associations (PTAs) in Primary School Administration.

- Ensure cooperation between headteachers and parents

Fund raising

- Ensuring discipline of teachers and children
- Collective effort in developing school infrastructure e.g. buildings
- Collective effort in monitoring children's learning
- Encouraging parents to provide time for the children.

- Encouraging parents to send children to school to maintain them there

co-operation

- Encourage parents to provide subsistence and scholastic material for their children.

Parents getting feedback on their children's performance at school.

- Parents get a feedback on how the school is performing/progressing
- Teachers get information about the children's background.

fundraising

Childrens 15(a) Planning and accountability are interrelated. Explain the statement.

- Planning is a process in management of laying down the course of actions and methods for achieving them while;

- Accountability is the management function of justifying the decisions and actions made by managers or administrators when exercising their duties.
- Both planning and accountability are management processes and functions
- Both are inter-linked in sense that planning leads to accountability, the former being the basis of the latter.

(b) With examples show the relevance of planning in your education system.

- Creates a feeling that one is doing a better job.
- Makes the system work in an orderly manner.
- Helps in prioritizing school activities and ensuring that everything is done according to plan.
- Helps in ensuring maximum utility of the resources available
- Helps in coordination of activities
- Helps in identifying anticipated problems and finding solutions for them in advance
- Helps in mobilizing resources for completing a given task
- Helps in identifying or stating objectives.
- Helps in understanding how resources shall be utilized and mobilized in the future
- Structuring and scheduling of activities in the school, institution or organization.

6.(a) Describe a school as an organization.

A school as an organization is characterized by;

- Set of predetermined goals to achieve
- Membership and division of labour
- Technology i.e. functions/ activities at the technical managerial and institutional levels focused on goals.
- Power centered derived from acts, statuses on laws and includes; school management committee, PTAs, local authorities, school administration.

(b) Basing on your experience as a primary school teacher, mention and explain the following.

- Private benefits of education
- Literacy and numeracy skills
- Job/civil service employment

- Salary payment and allowances
- Improved communication skills
- Social status and recognition
- Life skills development.
- Social benefits of education
- Literate and informed society/nation.
- Family life education is made easy
- Easy extension of adult education programmes
- Improved scientific and technological developments e.g. medicine, electric communication, engineering.
- Seminars and workshops are made easy
- Democratic and political sensitization becomes easy
- Schools/colleges provides jobs and sources to the community.
- On the other hand, there are undesirable benefits
- Unemployment i.e. no jobs, for all the educated
- Brain drains
- Rural-urban migration
- Foreign influence that defiles one's culture
- Provision of undesirable skills/irrelevant

### Year III Examinations (2012/2013)

#### SECTION A: PHILOSOPHY OF EDUCATION.

1.(a) Justify the claim that Philosophy and Education are just two asides of the same coin.

- Philosophy determines the worthiness or relevance of curriculum content
- Aims and objectives of education in any country are determined by the philosophy of the country
- Philosophy is applied in making sound educational decisions at management level
- Teachers' actions are determined by sound philosophical principles e.g. why to teach, to carry out assessment why punish or not punish.
- Teachers life style is influenced by personal philosophy of the teacher.

- Parents' role in education is based on philosophical principles
- Great philosophers are also great educators e.g. Socrates, Plato etc.
- Philosophy influences methods of teaching e.g. child centered method, question and answer method, project method.

(b) Suppose you have been asked to recommend pragmatism in your education system, mention and explain the major issues that you would put in your presentation.

- Pragmatism helps teachers to promote socialization in schools.
- It trains learners to cope with the complex and changing society due to discoveries.
- Pragmatism helps teachers to teach what is useful for the present society.
- Pragmatism advocates for child centered method and project method. These methods help learners to get knowledge on their own.
- Education should cover a broad curriculum and examples should be drawn from learners' experiences.
- Pragmatism encourages pupils to become better functioning members of society.
- Pragmatism puts emphasis on revision/reconstruction of the curriculum.

2.(a) How is Axiology a Philosophical problem?

- Axiology concerns itself with three main questions.
- Are values objective or subjective?
- Are values changing or constant?
- Are values in order or at par?
- Some philosophers believe that values are objectives, thus they are intrinsic values are essence plus existence.
- On other hand other philosophers believe that values are subjective, thus they are extrinsic, values are determined by people.
- Are values changing or constant?
- According to the theory of constancy values are constant/absolute. What is good today, is good tomorrow and in the past.
- The theory of relativity: thus, values change from time to time and from person to person.
- Are values in order or at par?

- According to idealism, values are in order, and spiritual or religious values rank higher than material values
- Naturalists contend that values are in order but empirical values are the best, thus values you have tested and experienced are the highest.
- Experimentalists assert that all values are the same, but one should consider the usefulness
- Axiology is a philosophical problem because there are divergent views put forward relation to the three questions.

(b) Show how axiology is helpful to the practicing teacher.

- Axiology enables the teacher to understand the function of educational objectives for a subject or any lesson.
- Helps the teacher to know kinds of values cherished by society and teach them properly.
- Helps teachers to develop pupil's effective domain.
- It enables teachers to take advantage of ethical values in complying with the teachers' code of conduct
- It enables teachers to appreciate the "why" of the recommended practices in educational systems and practices
- Helps the teacher to know kinds of values cherished by society and teach them properly
- Helps them to evaluate whether the lesson was successful or not.
- Good sitting arrangement in class in rests on Axiology
- Helps teachers to understand the function of educational objectives for any subject lesson.
- Axiology helps in curriculum development/ Reconstruction.
- Where to set up a school, why set up a school, why set up a school and how the school should be constructed rely on the knowledge of Axiology.

3.(a) In general terms, explain why a teacher on an upgrading course needs to study Philosophy of Education,

- Gains a deeper understanding of the function of philosophy of education in the teaching and learning process.
- It develops a critical mind, the teacher can question the tradition and dogma

- Develops analytical skills and be able to interpret school curriculum
- Helps teachers to understand the nature of the learner/pupil better and help her/him during teaching.
- Develops the spirit of innovativeness more in the teaching profession
- Helps a teacher to be a continuous researcher,
- Teacher are able to employ good methods of teaching.
- It develops higher ability to reason well and make appropriate decisions
- It helps the teacher to evaluate objectively his/her and the work of his pupils
- Helps a teacher to re-examine his/her own life style and make right choices for self and the profession.

- (b) With examples, show how the study of metaphysics helps a teacher to make a good lesson plan.
- Metaphysics examines what there is. → Metaphysics is the study of fundamental nature of reality.
  - Teachers are able to prepare valid content (reality)
  - The educator/teacher can employ the environment as teaching aids
  - The educator/teacher can employ the environment as teaching aids.
  - Metaphysics helps the teacher to know the nature of learners, the teacher can then prepare appropriate content.
  - The teacher is able to prepare real teaching and use real examples.

## SECTION B: EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION.

4.(a) "Every staff in a primary school has a Management Role to Play". Give reasons to support that statement.

- Teachers are on weekly duty and there is a management activity
- Teachers are in charge of classes
- Teachers are assigned specific responsibilities which are managerial in nature
- Teachers and other staff ensure discipline in the school
- The non-teaching staff and support staff e.g. cooks, grounds men manage the affairs of the children
- The headteacher is the overall supervisor or manager of the school.
- Deputy head teacher/ director of studies, etc. also have management responsibilities

(b) Explain the major roles and functions of school management committees (SMCs) in primary schools in Uganda.

- They plan, organize and manage the school activities through the leadership.
- Ensure implementation of Government policies and the vision/mission of the founded bodies
- They mobilize finances and other material resources of for the school.
- Supervise the staff and their performance in the schools.
- Enforce discipline among the staff and pupils.
- Facilitate smooth co-ordination among stakeholders i.e. parents, pupils, Government
- Help the school administration to work harmoniously with the communities
- Ensure services delivery-academically and in other areas for the benefit of the learners
- Guide the school leadership in initiating and implementing innovations in the school
- Ensure accountability of funds, donations. Etc.
- Guide the leadership in the fulfilment of the school vision/ mission.

5.(a) Explain any seven characteristics of the headteacher of a primary school using the autocratic style of leadership.

- Appropriate definition of autocratic
- Dictatorial/Directive/Authoritative
- Leader alone determines what to do i.e. policy issues and simply assigns tasks
- Head teacher never delegates his/her power to staff
- Exercises strict control over staff and closely supervises them.
- No effective communication between head teacher and staff
- Head teacher is task-oriented
- Is always suspicious of what the staff think about and talk
- Rules by decree/ threats/coercion or order (any one of those)
- Subordinates are supposed to carry out leaders' directives and orders without question

(b) Discuss the disadvantages of the autocratic style of leadership in a primary school setting

- Poor human relation in work place

- Rigid tape in standardization.
- Situations change
- The effects of rigid be-
- Rigidity in decision mak-
- alternatives.

- Workers are exploited with minimum gains
- Low morale of workers
- High likelihood of strikes and riots in organizations
- Greater input by workers only in the presence of leader
- There is little room for creativity
- Work is strictly done following laid down procedures.
- Close supervision by leader may evoke resentment by workers.

6. With examples, highlight the advantages and disadvantages of bureaucracy in primary school administration.

#### Meaning of bureaucracy

System of administration in which an individual's responsibilities and powers are strictly defined and processes are strictly followed.

Rational, systematic and precise form of organization in which regulations and techniques of control are defined.

#### Advantages of bureaucracy

- Benefits derived from school by workers e.g. salaries earned and freedom to advance in career are motivating factors towards hard work.
- Division of labour leads to specialization and increased productivity
- Strict adherence to rules and procedures ensures both uniformity and stability of products
- Helps to maintain unity of command
- Fosters discipline among the headteacher nepotism and other considerations are minimized in recruitment, promotion, disciplining of workers
- Minimizes friction and duplication in job performance because teachers are assigned specific tasks to perform
- Exploits the expertise and experience of the workers in deployment thus increasing efficiency of performance.

#### Disadvantages of bureaucracy

- Innovations and creativity of the teachers are killed because of the strict adherence to rules and procedures

- Red tape in bureaucracy delays decision making
- Standardization and routine procedures make change and adaptations difficult when situations change
- The effects of rigid behavior often make human relations difficult
- Rigidity in decision making and laid down procedures discourages the search for other alternatives.

TOPIC 5: V.  
- Need for Guidance  
- Tr's Guidance

TOPIC 6: Tr's Guidance activities with young learners  
- Vocational guidance activities with older learners  
- Approaches of edtn, teaching & learning process.  
- Evaluation of learning vocational edtn  
- Staff for learning vocational edtn  
- Assessment in vocational edtn.  
- Aladdin's tractive & guidance staff.

## DPS (P) 33 VOCATIONAL EDUCATION AND ENVIRONMENTAL EDUCATION

### TOPIC I: Introduction to Vocational edtn.

- Background in action
- The concept of V.E
- Need of V.E in prim. edtn.
- Aims and objective of vocational edtn
- Set backs to the provision of V.E fully
- V.E in relation to the edtn process
- Self reliance.

### TOPIC 2 THE CONTENT OF V.E

- Introduction
- Factors to the teaching of V.E
- The teaching & learning process.
- Vocational aspects of general edtn.

### TOPIC 3: Vocation edtn as preparation for an occupation

- Introduction
- Organisation of v.edtn.
- Program content.

### Year III Examinations 2017/2018

#### SECTION A: VOCATIONAL EDUCATION

1.a) Identify and explain ten (10) practical activities you would recommend in your school as demonstration for vocational training.

- Emphasis on practical skills.
- Teaching art and craft
- Teaching business related skills
- Teaching carpentry and fernery skills
- Emphasis on agricultural education
- Involving learners in hand craft
- Teaching learner's construction skills
- Teaching learners home economics
- Construction skills for male learners
- Giving innovative and creative skills.

- Practical skill
- Art & Craft
- business related skills
- Carpentry skill
- Agric edn
- hand craft /work
- construction skill
- Home economic
- Innovative & creative skills
- brick laying

b) What problems are likely to be encountered while implementing such activities in the sch

- Limited financial resources
- Lack of trained vocational teachers
- Poor attitude to vocational education
- Lack of community support
- Need for commitment from government
- Expensive to create vocational works

- Limited Capital
- No trained trs.
- poor attitude
- lack of community supp
- No commitment
- expensive
- not enough space
- Not timetabled

2.a) State and explain five (5) ways in which parents can encourage their children to vocational skills.

- Involve them in practical activities at home
- Provide them with tools for vocational activities
- Show children the value of working with their hands
- Be interested in students' scores in practical subjects
- Visit their children at school

- parents involve d
- providing material
- show the value
- motivate them
- visit their sc
- encouraging
- Apprciating
- rewarding

b) How can the government of Uganda promote the teaching of vocational studies in sch

- include it in curri
- Alcate time
- Monitor & supervise
- sensitise the public
- Build or establish ro
- funding voc.sch
- Emploaing the g

- Sensitive the public a value of vocational training
- Establish vocational schools
- Provide funding for vocational schools
- Provide employment for graduates of vocational schools
- Provide scholastic materials for vocational schools
- Encourage donors for vocational courses
- Encourage life skills training

3.a) Identify and explain the vocational skills which you would want the learners to acquire using any subject of your choice.

- Skills in arts and craft production
- Business and marketing skills
- Skills in Carpentry and fernery
- Skills in hotel management
- Skills in food production
- Skills in agricultural production

- Art & craft e.g. weaving making baskets
- Business & marketing - buying & selling
- Carpentry & fernery - making chairs / tables
- Bricks laying - modelling in literally
- Hotel management - budgeting for things
- Skills of food production
- Rabbit keeping, carpentry
- Shopping in market - machine in eg

b) State and explain five (5) methods you would use to enable the learners acquire the above suggested skills.

- Actively involve the learners.
- Proceed from simple to complex themes
- Accommodate individual differences
- Focus on the basic needs of the learners
- Motivate learners to discourage boredom
- Link classroom knowledge with real life activities.
- Put into action all the five senses.

- Active involvement
- Progressing from simple to complex
- Motivation & rewarding
- Observation
- Use real objects
- Dramatization
- Role play
- Participation

## SECTION B: ENVIRONMENTAL EDUCATION AND DEVELOPMENT

4.a) Explain the meaning of the term "Environmental Management".

Environmental management is a planned and controlled way of conserving the environment <sup>58</sup> and sustaining

Controlled and planned ways of sustaining the environment.

b) State and explain the role of the Central Government in the management of the environment in Uganda.

- Put in place laws to protect the environment. → strict laws
- Integrate environment issues in the national plan. → integrate it in national plan
- Coordinate NGOs and other actors in environmental management. → co-ordinate NGOs & others
- Encourage communities to maintain a green environment. → community maintain green environment
- Fund continuous environmental impact assessment. → funding continuous environmental impact assessment

5.a) State and explain five (5) ways wetlands are important to human beings.

- The family water humans take → water for domestic use
- They store water to ensure supply during dry periods → cooling the environment
- They can prevent floods → store water for dry seasons
- Wetland recharge ground water → prevent floods
- They control erosion → recharge ground water
- Provide shelter for fish → control soil erosion → home
- Provide food for livestock → help in rain formation
- Provide food for livestock → water for livestock → materials art

b) How can schools promote wetland protection in Uganda?

- Discourage cultivation in wetlands
- Discourage construction wetlands
- Teach learners values of wetlands
- Teach learners laws governing wetlands
- Keep wetland that are near schools.
- Encourage environmental rules in schools

6.a) Explain the environmental problems caused by using polythene paper bags in Uganda.

- Led to soil infertility
- Led to low food production
- Led to environmental pollution
- Led to blockage of drainage channels

- Have affected livestock
- b) Suggest and explain five (5) ways that can be applied to reduce the environmental problems caused by use of polythene bags in Uganda.
- Ban importation of polythene bags
  - Provide alternative packaging means
  - Educate community on effect of polythene bags
  - Enforce laws on use of polythene bags
  - Use of environment friendly bags.
- No use of polythene & Ban importation
  - provide alternative packaging
  - Sensitise about dangers of polythene.
  - put strict laws
  - Use of env't friendly bags

### Year III Examinations (2015/2016)

#### SECTION A: VOCATIONAL EDUCATION

1.a) How are exploratory courses different from occupational courses?

Exploratory courses introduce the person to an occupation.

Occupational courses are programme tailored to specific jobs.

- b) Explain the factors that should be emphasized by a primary school teacher while teaching vocational education.
- Catering for all learners
- Cater for learning vocational skills
- Special needs cases
- Special training for the unemployed
- On job training
- Could not mind at age limit
- Problem solving approach
- Encourage creativity
- Exposure to various vocations

2. Explain the ways a teacher can use to prepare children for occupational field and a productive career.

- Develop positive attitude to jobs.
- Build confidence in learners

- Help them realize their potential
- Develop relevant programs
- Offer practical education
- Identify values and skills
- Interpret government policy
- Interpret world of work.

1.a) What is Vocational education?

Vocational education is type of education which trains practical skills.

b) Explain the reasons why vocational education should be emphasized in schools.

- To manage challenges of work.
- To train learners in practical skills.
- Meet employers demands
- Prepare for career opportunities
- Meet the labour market need
- Prepare job makers
- Emphasize survival skills

## SECTION B: ENVIRONMENTAL EDUCATION

4.a) What is Environmental Education?

Environmental education focuses on teaching students on how best to manage their surroundings.

b) Explain the benefits of an effective environmental education programme to the school.

- Protection of school environment.
- Improved image of the school
- Creation of environmental awareness
- Implementation of environmental programmes.
- Students gain skills in environmental policy guidelines.
- Know about organizations in environmental issues.

- 5.a) Explain the procedure for developing an effective environmental education programme in the school setting.
- Have school environmental coordination
  - Have a school environmental committee
  - Develop implementation strategy
  - Setting clear goals and objectives
  - Developing an action plan.
  - Developing monitoring tools.
  - Developing evaluation strategy
- b) What are the challenges of implementing environmental education programmes in schools in Uganda.

- Lack of trained personnel
- Many school activities
- Lack of environmental curriculum
- Limited will from administrators
- Limited support from the Government
- Lack of practical equipment
- Attitudes of parents and teachers.

Notes of 4 education

- Co-ordination
- Committee
- Implement strategy
- Setting goals & objectives
- Develop action plan
- " monitoring tool
- evaluation

- 6.a) Explain the responsibilities of National Environment Management Authority (NEMA).

- Advise government on environmental matters
  - Formulation of environmental policies
  - Coordinate responsible ministries and departments
  - Integrate environmental issues into the national plan
  - Liasse with stakeholders including donors
  - Disseminate environmental information
  - Enforce environmental laws
- advise  
— policies  
— coordinate  
— integrate  
— sensitive  
— enforce laws  
— conserve & preserve wetlands

- b) What are the areas where NEMA has failed to implement the roles?

- Reaching to rural areas

- Control on destruction of wetlands
- Control on destruction of forests
- Control on environmental pollution
- Curbing corruption in the sector.

### Year III Examinations (2014/2015)

#### SECTION A: VOCATIONAL EDUCATION

1.a) Explain the meaning of vocational Education.

Type of education that prepares for jobs or type of education that emphasizes practical skills.

b) What are the key challenges of providing vocational education in Uganda?

- Shortage of teachers.
  - Shortage of materials
  - Poor attitude for vocational courses.
  - Theoretical educational system.
  - Education seen for white collar jobs.
  - Give practical suggestions of promoting vocational education in your country.
  - Train vocational teachers.
  - Design curriculum for vocational courses
  - Provision of appropriate materials
  - Use of appropriate methodology
  - Sensitize learners on usefulness of vocational training
  - Provide opportunity for employment.
- Use production  
- Use raw materials in Ind  
- Reduces prod  
- Reduces high crime rate*

2.a) What are the major elements that would constitute any vocational education curriculum?

- Focus on relevant content.
- Focus on appropriate methodology
- Use of practical field experiences
- Focus on career development
- Train for jobs and employment.

b) Why should the government of your country emphasize vocational education?

- To provide practical skills
- To make education relevant
- To enhance innovation and creativity
- Enhance opportunity for employment
- Enhance opportunity for earnings
- Encourage education for development

- 3.a) How can vocational education be integrated into Uganda education system?
- By training teachers
  - Modify curriculum to cater for vocational courses.
  - Provide appropriate materials
  - Encourages learners to appreciate vocational courses
  - Improve funding for vocational institutes
  - Provide employment opportunities for vocational graduates.
- How to integrate vocational education*
- Training teachers
  - Modify curriculum
  - Providing appropriate materials
  - Appreciate vocational courses
  - Improve funding
  - Provide employment opportunities
- b) In what ways can vocational education prepare learners for productive careers?
- By giving practical skills
  - By providing relevant education
  - Focuses on situational learning
  - Ensure creativity and innovation
  - Putting to proper use resources attitude change to vocational courses.

## SECTION B

- 4.a) What are the benefits of an effective environmental education program in schools?

- Leads to purposeful use of the environment
- Protection of the environment
- Relevance of surrounding environment to learners
- Appreciate usefulness of the environment
- Economic value of the environment

- b) What are the challenges facing environmental education in your country?

- Lack trained environmental teacher

- Lack of relevant curriculum
- Failure to appropriate methods
- Lack of community support
- Shortage of funds for environment education
- Few institutions with environments programs.

5.a) Discuss the role of National Forestry Authority in your country.

- Propose laws to protect forests
- Encourage reforestation
- Sensitize the community on the value of forests
- Provide seedling to communities to plant trees.
- Protect both natural and artificial forests
- Advise Government on forestry preservation.

Put laws  
Reforest  
Sensit

protect

b) Examine the effects of deforestation in your country.

- Soil erosion and loss of fertility
- Destruction of plant cover.
- Leads to drought
- Increases air pollution
- Destruction of animal habitats.
- Accelerates global warming.
- Affect wild life.

6.a) Explain the common human activities that have negatively affected the environment in country.

- Industrialization
- Commercial and subsistence farming
- Mining and rock quarrying
- Fumes from vehicles and transportation
- Reclamation of swamps.

- Construction of roads and other transport network
  - Fumes from other machinery.
- b) What do you consider to be the most important roles of schools in preserving the environment?
- Teaching environmental issues
  - Forming environmental clubs
  - Advocating the importance of the environment
  - Formation of school environment committees
  - Involve school children in planting trees
  - Teach children issues of environmental conservation.

### Year III Examinations

#### SECTION A: VOCATIONAL EDUCATION

##### 1.a) Discuss the aims of teaching vocational education skills in the primary schools

- To enable the pupils to master fundamental knowledge and techniques used in vocational education.
  - To develop the children's ability in the use of hands and head and to educate them to appreciate the value, dignity and decisive role of labor in all processes of production and in public welfare.
  - To promote rational thinking and attitudinal change in favor of productive manual work
  - To stimulate interest among pupils in the acquisition of skills ultimately leading to the development of a strong technical awareness in the masses.
  - To promote the integration of technical subjects with other subjects or disciplines
  - To lay a firm and viable basis in the development of the lives of the citizens and of the country upon which a national managerial and scientific base can be founded and established.
  - To impart skills necessary for the protection utilization and conservation of the environment.
  - To be able to produce things of aesthetic and cultural values through refining and consolidating indigenous artistic and technological skills.
- 66
- master fundamental skill knowledge ; technique  
 - develop child's ability to use hand  
 - promote rational thinking  
 among learners*

- To be able to produce and use tools through the interpretation application transformation of basic knowledge and understanding of scientific principles.
- To broaden and to increase technological awareness and capacity of the learners to engage in productive activities for becoming self-reliant
- To inculcate an appreciation of labor and the environment as a resource base.

2.a) Give the problems facing the vocationalization of primary school education in Uganda  
officials who are supposed to implement the program of vocationalization are taken up  
embezzlement and corruption.

- Conservativeness of many educational managers, planners and leaders and many people who think that practical work is fit for pupils of low grade. They despise the same and play a low profile.
- From the introduction of U.P.E, government has spent a lot of money on this program and is left empty to think of vocationalization.
- The teachers trained for vocational curriculum are very limited
- Difficult to design a common curriculum as there are several vocational curricula needed e.g. Agricultural education, Animal husbandry, Business education etc.
- Lack of resource persons in some school communities.
- Lack of incentives for the local crafts men
- Lack of facilities and infrastructure e.g. land for demonstration.
- Political instability such as has been in the north of the country, where government spending a lot of money.

b) Suggest ways of overcoming the problems in vocationalization of the primary school education

- Government should provide more funds to promote the teaching of the already existing vocational subjects.
- Educational leaders and politicians should be sensitized to become more committed in provision of vocational education.
- Crash programs for developing instructional materials and training of learners should be taken up seriously.
- The problem of corruption and embezzlement should be addressed with more seriousness.

- The community should be educated about the values of vocational education so that they change their negative attitudes towards vocationalization.
- Vocational education should be emphasized in the U.P.B program by allocating funds for its development.
- Vocational education should be examined at the end of primary seven i.e. during Primary Leaving Examinations.

3.a) Explain effective teaching methods that should be used in vocational education

- The Methodology of learning in vocational education should assume equal importance in the teaching and learning process with the subject matter.
- The methods and materials should be developed to the needs of the learners and directed to motivate them e.g. fieldwork
- Theory and practice should form an integrated whole and be illustrated through practical application.
- Full use should be made of the resources provided by educational technology with special emphasis on the methods and materials of self-education e.g. audio-visual aids, multimedia systems programmed instructions, mass media etc.
- The methods and materials to be used should be carefully adapted to the group to be taught e.g. through discussion.
- Machines and equipment and equipment of the users e.g. through question them.
- The equipment should be simple and designed for pedagogical purposes established through demonstrations
- There should be problem solving with experimental approach.
- There should be appropriate assessment methods for vocational skills.

b) Give five appropriate assessment methods for vocational skills

- Every course requires measures put in place to establish the effectiveness of teaching basing on evidence.
- Assessment in vocational education should be an integral part of the teaching and learning process e.g. with project work
- The major function of assessment should be based on the development of the particular individual in accordance with his interests and capacities e.g. with practical

- The Assessment should be on a total basis considering class participation, interest and attitude relative progress, aptitude, tests and examinations.
- Learners should participate in the assessment of their own progress with a system of feedback built into it.
- Assessment of the teaching process should be continuously done in order to determine the effectiveness of methods and materials used and to devise alternatives should need arise.

4.a) What are the major vocational skills that should be taught in the primary schools.  
Design a curriculum in which the vocational skills are built in should be designed in progressive levels of difficult from Primary one to Primary seven.

The skills include;

- Art and craft which includes;
- Painting
- Interior decoration
- Clay works
- Making musical instruments
- Printing
- Carpet making
- Simple metal works of making arrows, spears, knife.
- Timber products e.g. stool
- Agricultural produce skills
- Livestock husbandry
- Apiary farming
- Carpentry
- Cooking and baking or food science and technology
- Textile technology e.g. tailoring, knitting, laundry and dry cleaning.
- Leather works.

#### SECTION B: ENVIRONMENT EDUCATION

5.a) Persistent garbage problems are caused by;

- Lack of knowledge on dangers caused by garbage
- Ineffective practice of garbage collection by the urban authorities.
- Lack of funds to manage garbage in urban centers.
- Failure to use appropriate technology in garbage management.
- Poor urban planning
- Bad cultural practices of food preparation e.g. a lot of banana leaves used, package practices of mangoes etc.

b) Practical strategies

- Use appropriate technology to collect garbage e.g. bio-gas incinerators.
- Garbage collectors such as drums Jerricans etc. distributed in town.
- To generate fuel from some garbage e.g. bio-gas
- Educate urban dwellers on garbage sorting
- Tendering the garbage collection work to effective investors.
- Enforce urban laws on health

6.a) Why environmental education is in schools

- To enable children avail of total environmental problems and solutions to them.
- To enable teachers put their theory and skills into beneficial use for the future environmentalists
- To enable pupils and teachers gain experience in environmental issues associated to poor quality life in schools and community.
- To foster positive attitudes towards environmental protection e.g. conservation and preservation.
- To foster skills in identifying problems and solutions to them.
- To provide an opportunity for pupils and teachers to participate in environmental problem-solution working
- To foster behaviors acceptable to a clean environment.

b) Problems facing environmental education in schools

- Lack of teachers specialized in environmental education (issues)

- Lack of funds e.g. to conduct field trips, buy text books etc.
- Lack of means of transport for study tours
- Some schools fail to invite resource persons.
- Many teachers teach theory only

7.a) How primary schools can promote environmental protection practices in the community

- Through dramatization
- Through school practical demonstrations e.g. energy saving, cooking approaches.
- Through music competitions.
- Through community teaching e.g. go out, workshops at school.
- Through school projects
- By participating in village committee concerned with environmental protection.
- Can participate in environmental shows
- Can write articles depicting environmental protection.

8.a) The contribution of polythene materials to environmental degradation

- Prevent water from
- Prevent nutrients from circulating in soil
- Are not bio degradable
- Pollute air in windy season
- Then chemicals interfere with soil enriching organisms

b) Controlling environmental problems caused by polythene materials

- Encourage use of bio degradable material like paper
- Encourage burning of used polythene
- Recycle used polythene
- Place heavy fines on usage of polythene packaging materials
- Invent bio degradable polythene
- Use special incinerators for polythene

### Year III Examinations (2010/2011)

#### SECTION A: Vocational Education

1.(a) Explain the meaning of the following:

i) Exploratory courses

Refers to programmes that introduce a person to an occupation or similar jobs.

ii) Occupational courses

Refers to programmes that introduce a person to an occupation or similar jobs.

b) Any vocational education curriculum should "provide knowledge skills and attitude required for career development." Discuss factors a primary school teacher should emphasize when teaching vocational education.

- Be based upon a problem-solving and experimental approach and involve experience in planning methods and decision making.
- Introduce the learner to a broad area of technological fields and at the same time to productive work stations.
- Develop a certain command of valuable practical skills such as tool use, repair and maintenance and safety procedures, whether applicable to future education, training and employment or to leisure time and respect for their value.
- Develop an appreciation of good design and craftsmanship and the ability to select goods on the basis of their fitness for use.
- Develop the ability to communicate including the use of graphical means.
- Develop the ability to measure and calculate accurately.
- Be closely related to local environment without however being limited to it.

2. Using relevant examples, explain the ways in which a teacher can prepare children for an occupational field and productive satisfying career.

- Aim at providing scientific knowledge, technical varieties and the broad skills and knowledge required to rapid adaption to new ideas and procedures and for steady career development.
- Be based on an analysis of broad occupational requirements worked out for the long term between education authorities including organization representing educational research and administration and employment authorities and occupational organizations concerned.

- Stress developing a sense of professional values and responsibility from the stand point of human needs.
- Whenever possible be interdisciplinary in character for as you know many occupations now require knowledge and training in two or more traditional areas of study.
- Be based on curricula designed around core knowledge and skills.
- Include studies of the social and economic aspects of the occupational field as a whole.
- Include the study of at least one foreign language of international use which while conducive to all higher cultural levels, will give special emphasis to the requirements of communication and acquisition of scientific and technical vocational vocabulary.
- Include an introduction to organizational and planning skills
- Emphasize instruction in safety procedures relative to the materials and equipment used in a given occupational field and the importance of safe working conditions and the health aspects relative to the occupation as a whole.

3.a) Explain why vocational education must be a lifelong process.

- Offers possibilities of personal development and professional advancement.
- Permits the updating and refreshing of knowledge and practical abilities and skills in the occupational field.
- Enables the individual to adapt to technological changes in his/her occupation or to enter another occupation if these changes render his/her particular job out of date.
- Avails him/her throughout working life without restriction of age, sex, prior education and training or position.
- Broads the scope, including general education elements and not simply specialized for one particular job.

b) "Vocational guidance is a major component of vocational education system." Discuss using relevant examples why this component must be emphasized in a curriculum.

- Inform the student of the various possibilities open in the particular field of interest, the educational background required and the possibilities for later continuing education available.
- Encourage the students to choose an educational programme which will limit his/her employment options as little as possible.

Formulate  
Co-ordinate  
Integrate environment  
Laissez faire  
management  
Collect  
Enforce

- Follow the progress of the student during the educational programme.
- Supplement the later stages of the programme by short periods of work experience and study of real work situations.
- Help the employed adult to choose the programme of continuing education most suited to his/her needs.
- Enable him/her place him/herself in relation to the various levels of study and afford him/her the means of making affective choices.

## SECTION B: ENVIRONMENTAL EDUCATION

4. Using relevant examples, explain the benefits of an effective environmental education programme to the school.

- An effective environmental education programme to the school
- An effective teaching/learning guide in environmental issues
- Improved image of the school
- Reduction of costs due to environmental awareness
- It's a vary of implementing environmental programmes
- Means of coordinating information and activities
- Provides a chance for supervision, monitoring and evaluation of school environmental activities.

5. Explain any five procedures employed to develop an effective environmental education programme in a school setting.

- Appointing school environmental coordinator
- Selection of environmental committee
- development of strategies for implementation
- setting goals and objectives.
- Development of action plan
- Development of monitoring tools
- Development of evaluation procedure and mechanisms

**6. Using relevant examples, discuss the responsibilities of National Environmental Management Authority (NEMA)**

- Advise Government on environmental matters
- Formulation of environmental policies and laws
- Co-ordinate sectorial ministries, departments and NGO's on environmental
- Integrate environmental concerns into all development plans
- Laissez with other institutions e.g. districts, NGO's, private sectors on environmental management.
- Collect, process and disseminate environmental information
- Enforcing environmental laws, regulations, standards.

### **Coursework Test Year 3 (2011)**

**1.(a) what is vocational education?**

Type of education given to learners with an aim of preparing them for a job.

**b) Why should the ministry of Education and Sports in Uganda emphasize Vocational Education in primary schools?**

- Increase opportunity for employment and earnings
- Use of the environment for survival
- Make individuals creative and innovative
- Put to proper use available resources
- Provides relevant and practical education

**c) what are the key challenges of providing vocational education in Ugandan schools?**

- Shortage of teachers for vocational subjects
- Shortage of materials for practical papers
- Poor attitude to vocational subjects
- Vocational education is expensive to run
- The education system is exam oriented

**2.a) Explain any four elements that would be considered for any vocational education curriculum**

- skills and knowledge for career development

- analysis of occupational requirements
- analysis of occupational requirements
- identification of contribution of subjects
- developing a sense of professional values.

- b) what should be included in a vocational education programme?
- Provision of scientific and technical knowledge
  - Working out occupational requirements
  - Stress professional values
  - Use of interdisciplinary approach
  - Design curricula according to core knowledge and skills

- 3.a) How can vocational education be integrated into Uganda's education system?

- focus on vocational aspects of agriculture
- training of teachers for vocational education
- integration of modern technologies in the school curriculum
- consider commercial aspects of vocational education

- b) In what ways can the education system of your country be used as a means of preparing children for productive satisfying careers?

- Focus on practical skills
- Equip trainers with practical skills
- Use practical methodology to train students
- Focus on the immediate realities of the learners

- 4.a) Benefits of an effective environmental education programme in schools:

- Offers a guide on teaching environmental issues
- Improves the image of the school
- Creates environmental awareness
- Leads to implementation of environmental programmes

- Coordinating information on environmental activities
  - Provides for monitoring and evaluation of environmental programmes in schools
- b) procedures for developing an effective environmental programme.

- Put in place school environmental coordinators
- Selection of environmental committees in schools
- Put in place strategies for implementing environmental programmes
- Setting goals and objectives for environmental education
- Developing of action plans
- Developing of monitoring
- Setting of evaluation procedures

#### OTHER QUESTION

##### **Year III Basic Studies Test**

- 1.a) Explain any four key elements of vocational education.
- b) Using relevant examples give a justification for including vocational education in the school curriculum.
- 2.a) How are environmental issues different from environment problems?
- b) Identify any five environmental problems, explain how they are a problem and suggest any practical remedies to these problems.

##### **Year III Basic Studies Test**

- 1.a) How is vocational education related to practical education?
- b) How is vocational education relevant to the primary school curriculum in your country?
- c) Explain any five major setbacks of providing vocational education in Ugandan schools.
- 2.a) Discuss the ways in which a teacher can prepare children for an occupational field and satisfying career.
- b) What challenges do teachers face in preparing learners for professionally satisfying careers in your country?
- 3.a) What is contained in environmental education?

- b) Explain the procedures which you would employ to develop an effective environmental educational programme in your school.
- 4.a) What factors are contributing to increasing environmental degradation in Uganda today?
- b) Discuss the role of National Environmental Management Authority (NEMA) in Uganda.

### Year III Assessment Test

#### SECTION A: PHILOSOPHY OF EDUCATION

- 1.a) In what ways is Perennialism a good educational Philosophy?
- b) Describe the kind of knowledge that the Pragmatists would accept?
- ✓ c) Identify any three good Educational ideas from Julius Kambarage Nyerere's Philosophy on Education.
- d) Explain any four (4) points to show that education in Uganda is a mix of points from Perennialism and from Progressivism.

#### SECTION B: EDUCATIONAL ADMINISTRATION

- 2.a) Mention and explain any two advantages of Autocratic Leadership
- b) Explain any eight (8) benefits of Participatory Decision Making in a Primary school Setting.

Good edtn ideas from Dr. J.K. Nyerere's philosophy on edtn

- ✓ Two sets of examinations should be set thus theory and practical. This view can help to emphasize both practical and theory subjects.
- ✓ Education must inculcate and reinforce traditional African values of equality and cooperativeness.
- ✓ He emphasized that the purpose of teaching must be the provision of useful knowledge, skills and purpose attitude to produce competent and responsible individuals.