

PHILOSOPHY

COMM SKILLS

ICT

INFORMATION LITERACY

PAST QUESTIONS AND ANSWERS

1. The process of helping young children to become acceptable members in the society is a.
Modernization
b. Socialization
c. Introduction
d. Conversation
2. This branch of philosophy which has the view that the stars, the moon and the trees have spirit in them. 1. Epistemology
2. Ethics
3. Metaphysics
4. Axiology
3. This word is usually included the following **EXCEPT**
a. Immediate aim
b. Proximate aim
c. Ultimate aim
d. Axiology
4. The aim of education includes the following except
a. Immediate aim
b. Proximate aim
c. Ultimate aim
d. Axiology
5. Which of the following statements is NOT true about freedom?
a. Negative and positive freedoms are real
b. Creation

- c. Many gods
 - d. Work
 - e. Creation
6. The myth about the Akans on how God want far away from man described the Akans belief about
- a. Affirmation of life
 - b. Creation
 - c. Many gods
 - d. Work
7. In the indigenous traditional set up;, moral education took the form of a.
- Character training
 - b. Spiritual training
 - c. Social training
 - d. Vocational training
8. The first education Act after independence was in
- a. 1961
 - b. 1969
 - c. 2004
 - d. 2008
9. Some of the things a chief learns during training include
- I. State drumming and drum language
 - II. Dancing to drum music
 - III. Arguing in public
 - IV. Speaking like a chief
- a. I and II only
- b. II and III only
 - c. II,II and IV only
 - d. I,II and IV only
10. One of the essential criteria for selecting a chief is that he must be a a. Heir
- b. Land loard
 - c. Strong man
 - d. Giant
11. A philosophy position which accepts the notion that — Nature|| is the sum total of reality is

- a. Naturalism
 - b. Spiritualism
 - c. Supernaturalism
 - d. Idealism
12. —Man is born free and everywhere he is in chains|. This statement was made by
- a. Dewey
 - b. Comenius
 - c. Froebel
 - d. Rousseau
13. Philosophy position which holds the view that nothing exist except in the mind of man, the mind of God or the supernatural realm is a. Idealism
- b. Realism
 - c. Pragmatism
 - d. Communism
14. The sensory aspect of the universe describes the world das the
- a. World of illusion
 - b. Real world
 - c. World of ideas
 - d. World of concepts
15. The idealist notion of method of teaching consists of the use of
- I. Lectures
 - II. Discussion
 - III. Imitation
- a. I only
 - b. II only
 - c. II, and III only
 - d. I, III and III only
16. Which of the following functions of education is often a source of controversy between formal and informal education? a. The political functions
- b. The socialization function
 - c. The agent of change function
 - d. The economic function

17. When people talk of the three forms of education, they refer to the following except.....
- a. Vocational education
 - b. Formal education
 - c. Informal education
 - d. Non-formal education
18. When education helps people to realize their rights and responsibilities, education is performing its
- a. Economic function
 - b. Political function
 - c. Socialization function
 - d. Selection function
19. Helping to find rational answers to issues is the role of.....
- a. Philosophy
 - b. Epistemology
 - c. Axiology
 - d. Education
20. How a teacher imparts knowledge to his children is NOT directly influenced by the
- a. Philosophy he holds
 - b. Examination system in the state
 - c. Availability of educational resources
 - d. Political part he belongs
21. Which branch of philosophy concerns itself with the theory of reality?
- a. Epistemology
 - b. Metaphysics
 - c. Axiology
 - d. Intuition
22. Philosophy can simply be defined as the
- a. Study of how man makes ends meet
 - b. Study of social groups and how they interact
 - c. Process of analyzing issues by asking valid questions

- d. Process of passing judgment on events
23. According to the naturalistic theory of ethics, what is good or bad is determined by how an action or event.....
- a. Serves societies purpose
 - b. Makes people think objectively
 - c. Serves the interest of the ruling family
 - d. Directs teachers on the methods of use.
24. Which of the following methods will be employed by a teacher whose view about teaching is cast in the traditional model
- a. Small group discussion
 - b. Problem solving
 - c. Discovery
 - d. Expository
25. Which of the following is NOT a principle in the modern conception of teaching?
- a. All pupils benefit equally from the educational system
 - b. Every child learns at his or her own pace
 - c. Learning can take place in a variety of context
 - d. Teaching focuses on the pupils current experience
26. Just as teaching and learning are seen as opposite sides of the same coin, so are
- a. Education and schools
 - b. Ethics and axiology
 - c. Freedom and responsibility
 - d. Personality and behaviour
27. Ultimate aims of education are supposed to be achieved when one...
- a. Has completed primary education
 - b. Has learnt a particular subject well
 - c. Has passed through the entire educational system
 - d. Acquires secondary education
28. When a teacher states that by the end of the lesson pupils will be able to write 1,2,3 and 4 clearly, the teacher is expressing.....
- a. Ultimate aim of education
 - b. Immediate aim of education
 - c. Proximate aim of education

- d. Intermediate aim of education
29. Proximate aim of education relate to _____
- a. The subjects in the curriculum
 - b. Levels in the education system
 - c. The whole educational system
 - d. What is achieved in a particular lesson
30. One's attitude to life, his environment and to people in general constitute one's
- a. Culture
 - b. Preferences
 - c. Philosophy
 - d. Ideas
31. Which of the following has this as the definition of education? Education is the process of bringing up a child.
- a. Dewey
 - b. Burns and Bruner
 - c. Bruner and Dewey
 - d. Gzenwu
32. Which form of education is this? It is a system where people who have had informal education are brought up under formal conditions to update their knowledge and skills?
- a. Informal education
 - b. Formal education
 - c. Non-formal education
 - d. Education formal
33. Which function of education is this? — Very poor countries like ours devote a large chunk of the national budget each of year to education
- a. Political function
 - b. Socialization
 - c. Economic function
 - d. Education as an agent of change

34. The following are uses of philosophy except.....
- Philosophy ideas have a direct relevance to present day religious, social and political movement.
 - Philosophy is more likely designing and constructing your own house than in buying a dwelling already made.
 - Philosophy can be usefully employed in the quest for wisdom
 - Philosophy helps to understand the nature and history of our civilization
35. The following are the categories of ethical theories except.....
- Indigenous society theory of ethics
 - Intuitive theory of ethics
 - The naturalistic theory of ethics
 - Emotive theory of ethics
36. Which of the following best describes this? They point out what is true or what is good and can be seen objectively by observing the relationship or properties in the situation.
- Naturalistic theory
 - Emotive theory
 - Indigenous theory
 - Society theory
37. According to this theory what is good or bad is determined by the society to serve social purposes.
- Instrumental theory
 - Emotive theory intuitive theory
 - Intuitive theory
 - Instrumental theory
38. Which theory of ethics speaks of the good or badness, the rightness or wrongness of a situation being determined by an individual's attitude towards the action or event
- Instrumental theory
 - Emotive theory intuitive theory
 -
 -

c. Intuitive theory

Instrumental theory

39. The following are levels of educational aims except

- a. Immediate aims
- b. Proximate aims
- c. Ultimate aims
- d. Long term aims

40. Which of the following form of the curriculum?

- a. Course and activities
- b. Activities and textbooks
- c. Textbooks and handbooks
- d. Course and textbooks

41. Affirmation of life simple means

- a. Christian religion
- b. Islamic religion
- c. Buddhism
- d. Traditional African religion

42. All the following are not the needs of the society except.....

- a. The society should be self sufficient
- b. The type of education that should be given
- c. Producing all the food they need
- d. To increase in population

43. After training the young men and women, they were initiated to signify.....

- a. The right character
- b. The virtues for the aged
- c. Their transition from childhood to adulthood
- d. The importance of culture

44. The following suggest why crafts are localized in certain areas of Ghana except.....

d.

- a. Occurrence of the necessary raw materials
- b. Natural gifts and personal inclination of people
- c. Social and political cohesion

Economists sees those places very vibrant

45. All the following are what a hunter learns from the master except.....
- a. Knowing the sounds of different wind
 - b. Use of the gun as the first step
 - c. Acquiring knowledge of edible fruits
 - d. To predict the movement of the game
46. The following are what a chief can learn from the senior chiefs except
- a. State drumming and drum language
 - b. Controlling his passions before his elders
 - c. Learning orthodox and charismatic doctrines
 - d. Being conversant with customs and traditions
47. The indigenous tradition system of education emphasized
- a. Virtue and skills
 - b. Morality and character training
 - c. Skill and character
 - d. Respect and responsibility
48. All the following are advantages of indigenous system of education except
- a. Providing skills for the future
 - b. Building community awareness
 - c. Moral training
 - d. Skill for the present, past and future
49. One weakness of the traditional system was the
- a. For- going of communal spirit
 - b. Individual see himself as a member of a community
 - c. Individual's own personality development as submerged
 - d.

- d. Entirely rule out of the person development
50. The following are what educational system do not fail to develop except
- a. To develop character
 - b. Inculcate respect for elders
 - c. Develop the individual's leadership skill
- Develop the individual's intellectual skill

d.

51. Basically to the idealist, learning is the exercise of the
- a. Body
 - b. Experience
 - c. Heart
 - d. Mind
52. To the naturalist, the following are subjects under the curriculum except.....
- a. Language
 - b. Art
 - c. Political science
 - d. Social studies
53. The methods of teaching in the naturalist curriculum include the following
- a. Personal observation
 - b. Sensory experience
 - c. Trial and error
 - d. Lecture
54. Which of the following is the idealists position on knowledge and truth?
- a. There is no truth which man can find
 - b. There is a universal truth which man can find
 - c. The truth is faked in the universe
 - d. Truth can be seen with some people
55. Which of the following is the understanding of deductive logic?
- a. Reasoning from specific to general position
 - b. It is an attempt to study the problems of truth
 - c. Reasoning from general to the more specific position
 - d. Reasoning not in chronological order
56. The idealist pre- occupation is to
- a. Develop a system of truth
 - b. Develop a sense of humility final principles of the truth
 - c. Be in harmony in the universe
65. The process through which the young children in a society acquire the culture, language and norms of the society is referred to as a. Circumcision

- b. Socialization
 - c. Registration
 - d. Politicization
66. Which of the following is not one of the fundamental question of philosophy?
- a. What is man?
 - b. Who made man?
 - c. What is the difference between an educated and uneducated man?
 - d. Does man have a soul
67. Who can philosophies?
- a. Only educated people
 - b. Only professors of philosophy
 - c. Only students and professors of philosophy
 - d. Anybody at al
68. The following statements about philosophy are true except
- a. Philosophy can be used to locate issues in dispute and help to clarity them
 - b. Philosophy can be usefully employed in the quest for wisdom
 - c. Philosophy helps us to understand the nature and history of our civilization
 - d. Philosophy is against religious beliefs
69. Metaphysical explanation of events focuses on
- a. Scientific issues
 - b. Spiritual issues
 - c. Factual issues
 - d. Educational issues
70. Epistemology is a theory of
- a. Creation
 - b. Knowledge
 - c. Political issues
 - d. The nature of man

71. Ethics in philosophy deal with

- a. Good and bad
- b. Sources of knowledge
- c. Political debate
- d. Creation

72. The three basic theories of ethics exclude one of the following

- a. Intuitive theory
- b. Naturalistic theory
- c. Development theory
- d. Emotive theory

Match the three levels of educational aims in Column a with the definition/ explanation column B to answer questions 73-75.

	A	B
73.	Immediate aims	A. This is what the society hopes to achieve the end of education
74.	Ultimate aims	B. This is given to the various levels of education. It can be acquitted to aims of a subject
75.	Proximate aims	C. This is what a teacher helps to achieve at the end of a lesson

76. Which of the following statements is true about curriculum?

- a. Curriculum does not include test and examinations.
- b. Curriculum is not expected to change
- c. Curriculum is what happened only in the classroom

- d. Curriculum is designed in terms of the philosophy of the society
77. The traditional definition of teaching as imparting information, knowledge and skills portrays the learners as
- a. Active agent in the learning situations
 - b. Passive recipient of knowledge
 - c. Co-agent in the teaching/learning situations
 - d. Creator of knowledge in the teaching/learning of the philosophy of the society
78. The teacher's role as imparting knowledge promotes.....
- a. Active learning
 - b. Rote learning creative learning child centered learning
79. What teaching techniques will a teacher with the traditional view of teaching employed in the teaching/learning process?
- a. The lecturer method
 - b. The project method
 - c. Socratic method
 - d. Activity method
80. Which of the following is not one of the philosophy under pinning of the traditional of teaching?
- a. The pupils is a receptacle
 - b. The teacher is the possessor of knowledge
 - c. The teacher is has knowledge about what does of knowledge the child needs
 - d. The child is an active agent in knowledge creation
81. All the following are characteristics of modern conception of teaching except.....
- a. The teacher is a facilitator
 - b. Children learn in groups
 - c. The teacher assists children to learn for themselves.
 - d. The teacher is the most important person in the teaching/learning situation
82. Which of the following statement is true about Freedom and Authority

- a. Authority promotes responsible freedom
 - b. Authority prevents responsible freedom
 - c. There is no freedom without authority
83. Parents have freedom in education. This includes all except
- a. Freedom to choose a school, for their children
 - b. Freedom to withdraw children from school
 - c. Freedom to contribute towards the development of a school
 - d. Freedom to abuse teachers of their wards
84. Which of the following is not one of the freedoms of teacher?
- a. Freedom to select teaching methods
 - b. Freedom to express his/her views on school curriculum
 - c. Freedom to come to school or not
 - d. Freedom from the burden of large classes
85. The school child/pupil has the freedom to
- a. Decide which teacher should teach him/her
 - b. Participate in the school life
 - c. Remove the head of the school
 - d. Incite other pupils to misbehave
86. Morality is simply defined as
- a. The rightness or wrongness of an action
 - b. The superiority of one human being over the other
 - c. Comparison among religious organizations
 - d. Fundamental of ethnic conflicts
87. Affirmation of life means
- a. Life after death
 - b. Resurrection from death
 - c. African traditional religion
 - d. Punishment after death

88. Which of the following is not one of the attribute of God?
- a. God is human
 - b. God is good
 - c. Good is comforter
 - d. Good is a giver of life
89. Which of the following statements is true of the African society?
- a. The White introduced us to the concepts of God
 - b. Africans introduced the Whites to the concepts of God
 - c. Before the coming of the Whites, we know the existence of God
 - d. Only the educated African understands the concept of God
90. The indigenous committee on education (2002) has established the in Ghana
- a. The purpose of education
 - b. The aims of education
 - c. The values of education
 - d. The rights of education
91. Whatever the society hopes to achieve the trial end if education sit the
- a. Ultimate aim of education
 - b. Immediate aim of education
 - c. Proximate aim of education
 - d. Tail aim of education
92. Whatever the society hopes to achieve at the trial end if the education is the
- a. Ultimate aim of education
 - b. Immediate aim of education
 - c. Proximate aim of education
 - d. Tail aim of education
93. If the teacher states by the end of the lesson pupils should be able to read the paragraph of a sentence fluently. This is an example of a. Tail aim of education

- b. Immediate aim of education
 - c. Proximate aim of education
 - d. Ultimate aim of education
94. If Ghana in the Presidential committee says —By the end of the Primary course, pupils should have been equipped with skill of university. This is an example of a.
- Immediate aim
 - b. Proximate aim
 - c. Ultimate aim
 - d. Tail aim
95. By the end of this course pupils will be able to explain the causes of Yaa Asantewaa War. This is an example of a.
- Immediate aim
 - b. Ultimate aim
 - c. Proximate aim
 - d. Tail aim
96. Every complete scheme of education must comprises certain courses and activities to achieve the educational aims. These courses and activities constitute the
- School system
- a. Contents
 - b. Subjects
 - c. Aims
 - d. Curriculum
97. Curriculum is designed in terms of the philosophy of the society
- a. True
 - b. False
98. Imparting information, knowledge of skill to pupils is of teaching
- a. Traditional definition
 - b. Modern definition
 - c. Public definition

- d. Private definition
99. In what sense is the teacher described as a dispenser of information, the fount of knowledge?
- a. Private sense
 - b. Public sense
 - c. Modern sense
 - d. Traditional sense
100. Which of these is not a problem with traditional view of teaching?
- a. The pupils look attentive and receptive
 - b. The pupils' mind may be wandering
 - c. The pupils may be simply copying the works of the teacher or of a book
 - d. The pupil may ask questions
101. The root of the term 'education' is derived from the Latin word
- a. Educand
 - b. Edupure
 - c. Educare
 - d. Edumere
102. Which of the following forms of education will you advocate for a traditional birth attendant who wants to update her knowledge and skills?
- a. Informal education
 - b. Formal education
 - c. non-informal education
 - d. Formal education
 - e. None of these
103. From the Greek origin of word philosophy that is 'Philos' and 'sophia', philosophy means:
- a. Love of education
 - b. Love of history
 - c. Love of science
 - d. Love of wisdom

104. Which of the following Latin term means to bring or bring out?
- Educare
 - Educand
 - Edumere
 - Edupere
105. One of the exponents of education defines it as a process of re-arranging the environment for the learner to acquire knowledge for himself.
- Spencer
 - Dewey
 - Aristotle
 - Witgenstein

Match the statement in column I with the correct forms of education in column II

Column I	Column II
106. There is a definite structure and times of meeting	a. Informal education
107. Take place at any time of the day and at home	b. Formal education
108. Is concerned with updating ones knowledge and skills	c. Non-formal
	d. Technical education

Match the philosophy concepts in column I with their correct meanings in column II

Column I	Column II
109. Naturalism	a. The search for knowledge which is based on truth and meaning and the truth can be known practical results
110. Idealism	b. There is a natural order in the universe independent of our wished, feeling or desires.
111. Realism	c. There is the view that the interpretation of the way is given to us by natural science and that reality consist of natural world.
112. Pragmatism	d. There is the view that nothing exists is mind of the minds of god or in the supernatural realm.

113. The education of children which is geared towards equipping them with skills to obtain jobs constitutes one of the following functions of education?
- a. Political
 - b. Economic
 - c. Social
 - d. Cultural
114. Quite a large number of ballot papers were destroyed in 2008 elections because people in the population of Ghana lacked
- a. Social education
 - b. Economic education
 - c. Cultural education
 - d. Political education
115. The function of education through which young children acquire the culture, language and norms of the society is called.....
- a. Conceptualization
 - b. Education

- c. Socialization
 - d. Politicalisation
116. The word education is derived from the Latin word — educare meaning to
- a. Educate
 - b. Explain
 - c. Lead to
 - d. Foster
 - e.
117. To education refers to the process of deliberate transmitting the man an science and fostering contribution to them.
- a. Socrates and Plato
 - b. Burns and Burner
 - c. Rousseau Pestalozzi
 - d. Aristotle and Socrates
118. To education is the process of re-arranging the environment for the learning acquire knowledge by himself.
- a. Deasey
 - b. Skinner
 - c. Pavlov
 - d. Watson
119. This is the formation through which education tries to make the younger generation acquire the culture of their society.
- a. Education
 - b. Socialization
 - c. Citizenship
 - d. Familiarization
120. When philosophy is defined in terms of a principle that guides action or behaviour becomes a
- a. Process
 - b. Discipline

- c. Strategy
 - d. Concept
121. When philosophy is defined as asking question about the word and finding answers to them, it becomes a..... a. Concepts
- b. Strategy
 - c. Process
 - d. Discipline
122. To philosophy is a process, an activity undertake by the individual to find the basis of his beliefs or assumptions a. Enzenwu
- b. Aggrey
 - c. Kanunda
 - d. Mandela
123. All these are methods of philosophy except
- a. Observation
 - b. Reasoning
 - c. Experimentation
 - d. Problem solving
124. The study of the fundamental nature of the universe and existence and the essence of things is called a. Axiology
- b. Metaphysics
 - c. Epistemology
 - d. Humanism
125. All these are theories of ethics except
- a. Hedonism
 - b. Intuitionism
 - c. Emotivism
 - d. Naturalism

126. Ethics studies
- a. Involuntary actions only
 - b. Both voluntary and involuntary actions
 - c. Voluntary actions
 - d. Code of ethics
127. Who asserts that philosophy helps a person to describe what to do with his or life to its qualities of generosity and religious devotion or to eat, sleep and die? a. Plate
- b. Socrates
 - c. Ezenwu
 - d. Farrant
128. The traditional method of teaching reflects the philosophy of and the modern method of teaching of teaching reflects the philosophy of a. Pragmatism, idealism
- b. Idealism, existentialism
 - c. Idealism, pragmatism, realism or naturalism
 - d. Pragmatism, existentialism
129. In this method, the teacher takes the backseat and only acts as a facilitator and a counselor
- a. Traditional method
 - b. Modern method
 - c. Questioning method
 - d. Simulation method
130. Teaching is a bi- polar process means teaching is
- a. A one way process
 - b. Bringing the subject to the learner
 - c. Using different strategies
 - d. An interactive process between the teacher and the learner

131. Freedom from hunger is a ... and freedom of speech is a
- a. Negative freedom, positive freedom
 - b. Positive freedom, negative freedom
 - c. Limitation, universal
 - d. Might, limitation
132. The basis of indigenous African education is
- a. European curricular programme
 - b. Liberal and general education
 - c. African philosophy
 - d. Vocational and general education
133. The two types of skills the indigenous society centered for were
- a. Specific and general skills
 - b. Manipulative and aesthetic skills
 - c. Specialization and specialized skills
 - d. Vocational and manipulative skills
134. The doctrine which states that what is useful is good is referred to as
- a. Humanism
 - b. Utilitarianism
 - c. Instrumentalism
 - d. Pan Sophism
135. This school of philosophy uses deductive logic to study problems of knowledge and truth
- a. Realism
 - b. Pragmatism
 - c. Naturalism
 - d. Idealism

136. The process of reasoning from a general to a more specific position is referred to as
- a. Deductive logic
 - b. Inductive logic
 - c. Logical analysis
 - d. Inductive deductive logic
137. This idealist philosopher recommend that education should be employed as a chief method of reforming both the individuals character and the nation. a. Socrates
- b. Aristotle
 - c. Plato
 - d. Dewey
138. The idealist place less emphasis on
- a. History and humanities
 - b. Mathematics and science
 - c. Latin and Greek
 - d. Vocational and technical studies
139. To these philosophers, the usefulness, workability and practicability of ideas, politics and proposals are the criteria of their merits or value. a. Idealists
- b. Pragmatists
 - c. Naturalists
 - d. Realists
140. Pragmatism views teachers as advisers and guides or project directors because of their
- a. Experience
 - b. Education
 - c. Profession
 - d. Code of conduct

141. The roots of realism are found in
- a. Plato
 - b. Aristotle
 - c. Socrates
 - d. Comenius
142. Aristotle held the view that every object is made up of.....
- a. Ideal and material
 - b. Form and matter
 - c. Matter and idea
 - d. Idea and form
143. Who developed the inductive method as a scientific method?
- a. John Dewey
 - b. John Fredrick Herbert
 - c. John Locke
 - d. Francis Bacon
144. Who formulated the — tabula rasa — which states that the idea of human mind is sheet that receives impressions from the environment
- a. John Locke
 - b. Francis Bacon
 - c. John Dewey
 - d. John Fredrick Herbert
145. One of the most influential of Europe's scholars of idealism was
- a. J. A Comenius
 - b. H. Pestalozzi
 - c. J.F Herbert
 - d. J.G Fichte
146. With the notion of linking new information with old idea in the mind, J.F H proposed these teaching methods. i. review of old material ii. Clean

- presentation of new material iii. Formation of association iv. Applying the new principles or concept to solving problems in other contexts a. I and II
- b. II and Iv
 - c. III and IV
 - d. I and IV
147. John Fredrick Herbert believes that a well- rounded and moral education will an individual's..... a. Success in life
- b. Growth and development
 - c. Moral growth and resistance to evil
 - d. Moral development
148. To the realist conception, our sources of knowledge is
- a. Sense experience
 - b. Education
 - c. Logical analysis
 - d. Inductive deductive logic
149. If students are to learn using sense experience to gather data, what type of logic you think they will be using? a. Deductive logic
- b. Inductive logic
 - c. Deductive-inductive logic
 - d. Logical analysis
150. —We are born weak so we need strength; we are helpless so we need aid; we are foolish so we need reason|| who said this? a. Montessori
- b. Froebel
151. — The inner growth of our organ physical and mental abilities that we have is the education of nature, the use we learn to make of our growth is the education of men and what we gain by our experience of our surrounding is the education of things|| Who said this?
- a. Rosseau

- b. Pestalozzi
 - c. Froebel
 - d. Montessori
152. To the pragmatics the school environment should include the humanities because
- a. They deal with our cultural heritage
 - b. They represent the social environment
 - c. They are not subject to error
 - d. They are tentative and modifiable
153. The opposite of naturalization is
- a. Humanism
 - b. Pragmatism
 - c. Supernaturalism
 - d. Realism
154. The Basel missionaries based their educational work on all these principles except
- a. Any thorough system of education depends of the supply of trained teachers
 - b. Girls education is as important as that of boys
 - c. The individuals training should not be confined to academic subjects alone
 - d. The climate of the school be conducive for teaching and learning
155. Western education came to Ghana through the
- a. Christian Missions
 - b. European slave trades
 - c. British government
 - d. Almoravids
156. Who is the father of modern education
- a. J. A Cornelius
 - b. J.J Rousseau
 - c. Plato
 - d. Socrates

157. To this philosopher, a pupil who has no appetite for learning should be put into apprenticeship to learn an occupation even if he is the son of Duke a. Plato
- b. Dewey
 - c. Comenius
 - d. Montaigne
158. To this philosopher, university studies should be for those with the best brains a. Dewey
- b. Comenius
 - c. Montaigne
 - d. Plato
159. To this philosopher, no child should be excluded from school unless he has been denied of the sense and intelligence by God. a. Dewey
- b. Plato
 - c. Montaigne
 - d. Comenius
160. John Dewey wanted this school to provide learners with the appropriate to one own experience to experiment, to acquire and to create and to learn on their own the direction and guidance of the teacher. a. Laboratory school
- b. Democratic school
 - c. Experimental school
 - d. Modern school
161. The idealist rely heavily on to gather data whilst the realists heavily depend to gather data.
- a. Inductive logic: Deductive logic
 - b. Deductive: Inductive logic
 - c. Sense experience: reasoning
 - d. Reasoning: Experimentation

162. Who was the father of Kindergarten?
- Comenius
 - Pestalozzi
 - Montessori
 - Froebel
163. This method was an educational system designed to help pre-school children how to learn to by themselves.
- Experimental method
 - Montessori method
 - Inquiry method
 - Heuristic method
164. Rousseau believed that it is possible to preserve the original nature of the child
- Through rewards and punishment
 - By a careful control of his education and environment
 - By educating the parents especially the mothers
 - By educating him in a boarding school
165. The focus of the indigenous traditional system of education was on
- Vocational training
 - Socialization
 - Direct instruction by parents
 - Morality and character
166. Rousseau was widely regarded as the father of
- Realism movement in education
 - Naturalism movement in education
 - Pragmatism movement in education
 - Idealism movement in education
167. Which philosophy hold the view that the interpretation of the world given by the natural science is the only satisfactory one?
- Pan sophism
 - Idealism

- c. Naturalism
 - d. Utilitarianism
168. This philosophy asserts that the universe has intelligence and a will and all material things can be explained in terms of mind standing them
- a. Idealism
 - b. Realism
 - c. Pragmatism
 - d. Pan Sophism
169. The idealist believe in behind the physical world whilst the realist believes the whole world is
- a. Form; matter
 - b. Mind; material
 - c. Spiritual essence; material
 - d. Matter; mind
170. Pragmatism is referred to as the following except
- a. Empiricism
 - b. Experimentalism
 - c. Hedonism
 - d. Instrumentalism
171. The philosophical system whose theory and practice were in the 20th century found to be more useful than all other philosophies in solving intellectual problems and promoting man's progress was.....
- a. Naturalism
 - b. Pragmatism
 - c. Realism
 - d. Idealism
172. To this philosopher, the work is constantly changing, therefore theories, propositions and scientific laws should not be stated as absolutes but as probabilities.
- a. Pragmatism
 - b. Humanism
 - c. Naturalism
 - d. Realism

173. John Dewey wanted education to be used as an instrument for changing society. When sort of education was he advocating? a. Revolutionary education
b. Instrumental education
c. Universal education
d. Dynamic education
174. As a result the Accelerated Development Plan for education of 1951, the Ghana government decided to increase intake into secondary schools mainly through a. Ghana Education Trust
b. Ministry of Education
c. Loans
d. Private participation in education
175. The Accelerated Development Plan education of 1951 sought to bring at a. Improvement in educational standards
b. Universal primary education for the children in Ghana
c. A balanced system of education
d. Marked the end of childhood and entry into adulthood
176. The initiation ceremony for boys and girls in traditional society a. Was used to teach boys and girls their sex roles
b. Was used to teach them the secrets of their society
c. Marked the end of parented control
d. Marked the end of childhood and entry into adulthood
177. The first time education was made free and compulsory in Ghana was a. 1951
b. 1961
c. 2005
d. 2010
178. Naturalism as philosophy has its roots in a. Humanism

- b. America
 - c. The renaissance and the First World War
 - d. The natural world
179. During the First World War (1914-1918) schools determinate in the following
- i. Soldiers used schools as bases
 - ii. Curriculum was largely academic
 - iii. Teaching methods were largely teacher-centered
 - iv. Teachers were untrained
 - v. Instructional materials were inappropriate
- a. I and V
 - b. II and Iv
 - c. Ii and V
180. While the naturalism believes in the natural environment, the pragmatism
- a. Creates the environment
 - b. Defines the environment
 - c. Operates in the environment
 - d. Manipulates the environment
181. Maria Montessori was the first woman to graduate from
- a. Technical school
 - b. University of Rome
 - c. Medical school in university of Rome
 - d. Department of philosophy in university of Rome
182. This theory explains that our actions immediately convey to us knowledge of their rightness or wrongness
- a. Naturalism theory of ethics
 - b. Intuitionism theory of ethics
 - c. Kohlberg's theory of moral development
183. This theory explains that right or wrong actions are determined by the culture of a society

- a. Naturalism theory of ethics
 - b. Intuitionism of ethics
 - c. Emotivism theory of ethics
 - d. Piaget's theory of moral development
184. The less rigid training or learning organized at specific times by various established bodies to meet specific learning needs of specific groups of people is called. a. Informal education
- b. Distance education
 - c. Non-formal education
 - d. In-service training
185. Rousseau asserts that each of us is taught by the following three masters
- a. Adults, teachers and friends
 - b. Formal, non-formal and informal education
 - c. Nature, men and things
 - d. Parents, teachers and experience
186. This method of teaching views teachers as facilitators, advisors, guides and project directors.
- a. Traditional methods of teaching
 - b. Modern method of teaching
 - c. Heuristic method of teaching
 - d. Socratic method of teaching
187. To the naturalist philosopher, all important knowledge or truth is — a posteriori. This means the truth or falsity of any theory, proposition or scientific law can be established only through. a. Discovery
- b. Experiment
 - c. Reason
 - d. Observation
188. All the following are problems with the modern method of teaching except

- a. Children do not always know what is important or relevant resulting in little or no learning
 - b. Children acquiring information on their own can be time consuming
 - c. Allowing children to work at their own pace may produce problems if they are all required to achieve a minimum level of competence at a given period of time
 - d. Children become tired and bored.
189. Epistemology is a theory of
- a. Existence
 - b. Knowledge and truth
 - c. Values
 - d. Form and matter
190. Who can philosophize
- a. Philosophers
 - b. Educated people
 - c. Everybody
 - d. Universities
191. The study of the rightness or wrongness of human actions is referred to as a.
- Morality
- b. Ethics
 - c. Logic
 - d. Axiology
192. All the following are studied in philosophy of education except a. logic
- b. Metaphysics
 - c. Epistemology
 - d. Axiology
193. The main purpose of the FCUBE programme is to
- a. Improve access to education at all levels
 - b. Improve access to science and technology education

- c. Make basic education available to all Ghanaians
 - d. Improve the quality of teaching and learning at all levels
194. Despite the immense contribution Aristotle made to the foundation of realism, realists found its way into modern world largely through the influence of philosophers such as
- a. Francis Bacon and John Locke
 - b. J.M Freeman and M.J J. Farrel
 - c. J.M Foy and L. Festinger
 - d. J.M Carlsmith and J.F. Herbert
195. In the first development level (age one to six) of Montessori method, the child works on his own but in the second developmental level (age six to twelve) collaborate with others is encourage and a. Universal education is introduced
- b. The teacher takes the backseat
 - c. Teacher-center education is introduced
 - d. Small groups methods is introduced
196. How many development levels are in Montessori method? a. 5
- b. 4
 - c. 3
 - d. 2
197. The philosophy of early childhood education that provides the foundation for kindergarten programme is divided from that ideas of a. Montessori
- b. Froebel
 - c. Pestalozzi
 - d. Rousseau
198. The following are principles on which Froebel's kindergarten was based
- i. Humans are creative beings ii. Play is the engine that derives true learning iii. Children can learn

what they are ready to learn iv. Activities dare a window to a child's inner world

v. Education means to lead someone towards knowledge vi.

Mathematical work is not just for instruction, it also emphasizes order a. I and VI

b. I and IV

c. Ii and IV

d. I and VII

199. The concept that children should be nurtured from an early age like new shoots on a plant is called a. Nursery

b. Pre-school education

c. Kindergarten

d. Early childhood education

200. In this book the Great Didactic, Comenius (1592-1670) described the existing schools at his time as

a. Terror for boys and shambling for their intellect

b. Down the steps of disenchantment

c. Yielding to a wave of pity

d. Awkward as a cart-house

201. J.A. Comenius (1592-1670) recommended universal education and his effort at universal education earned him the title..... a. Pan sophism

b. Father of modern education

c. Father of nations

d. Teacher of nations

202. To the What people learn in school should not be qualitatively different from what they learn in other parts of life so that the ideas they develop become instruments for successful living. a. Idealists

- b. Pragmatism
 - c. Naturalist
 - d. Realists
203. To the The state should provide and control a universal compulsory public education for the entire citizens from birth to maturity to improve individuals and national character
- a. Idealists
 - b. Pragmatism
 - c. Naturalists
 - d. Realists
204. To the all men have the right to general education that will allow them to perfect themselves as human beings.
- a. Idealists
 - b. Pragmatism
 - c. Naturalists
 - d. Realists
205. To the Education is a right therefore every individual should access to it. The provision of education should be by the state
- a. Idealists
 - b. Pragmatism
 - c. Naturalists
 - d. Realists
206. Which of the following statements is not true about the modern method of
- a. It encourage rote learning
 - b. The teachers takes the backseat and only acts as a facilitator, guide and advisor
 - c. Students learn individually or in groups
 - d. Takes given to learners are related to their abilities, interest and needs.
207. Which of the following statements is not true about the traditional method of teaching?
- a. The teacher acts a dictator and determines all curricular activities
 - b. Learners determines strategies or methods for solving problems
 - c. Teacher dishes out knowledge to the students through lecture

- d. Learners pay attention, receive information and write notes
208. Which of the following statements is not true about philosophy of education
- a. It helps a person to decide what to do with his life to lead qualities to general religious devotion or to eat, sleep and die.
 - b. It helps us to understand the whole educational process better because it the aspect of education-meaning, aims, content, method etc.
 - c. It helps us to develop sound strategies and practical based on philosophy to enhances the teaching learning process
 - d. It helps to understand clearly certain controversial education concepts so that teachercentered and learner-centered education.
209. The study that seeks to understand the mysteries of existence and reality and essence of things is the definition of a. Metaphysics
- b. Logic
 - c. Philosophy
 - d. Epistemology
210. Which of the following statement is not true about philosophy?
- a. It helps a provides the tools for searching for knowledge
 - b. It helps a person to discuss educational issues critically and analytically
 - c. It helps a person to decide what to do with his life-to lead quality of general religious devotion or to eat, sleep and die.
 - d. It helps us to understand and explain the nature and the history of our civil

SECTION B

QUESTION ONE

a. What is affirmation of life?

ANS: Affirmation of life simply means traditional African religion. Before the coming of Christianity or Islam the indigenous African knew of the existence of God. The Akans called Him 'Nyame' the Ewes called Him 'Macau'.. All indigenous African knew of God as the Supreme God, lives in the third heaven and is not represented in any likeness on earth.

b. Write any four (4) attributes of God and explain them ANS:

i. God is good ii. God is comforter iii.. God is a giver of life iv God never sleeps v. God blesses us.

c) How does the traditional African See Work?

ANS: In traditional African, deep down in our villages where the people have not been corrupted by western or European standards, work is regarded as an integral part of life. It is neither defined by time into periods of work, nor is it divorced from everyday life and categorized as 'job'. Work takes place everywhere-(inside and outside the home) and any time during working hour. Whether hunting, fishing, herding, gathering or farming, one is engaged in work. Teaching, counseling, judicial hearing, governance, trading, healing are all work. The preparations of festivities and rituals are also work. Work like the affirmation of life, is ever present and everywhere in the community,

You must take note of other essential characteristics of work for the traditional African_ is its communal nature. It is carried out with others and for the benefit of the whole community. Work implies sharing the labour and the resultant from it. Through Work one comes to know the meaning of caring since it presents community members with opportunities for learning,

understanding and practicing generosity. A real example is in traditional Akan society there is a system called 'NNOBOA. This underscores the communal nature of work- During the farming season, a farmer who wants to clear the land would call others to help he provides food and drinks. This goes on rotational basis until all the farmers have cleared their plots. The same thing is repeated during planting and harvesting of maize or other cereals.

QUESTION TWO

a) What is education according to Burns and Bruner's definition?

ANS: To Burns and Bruner education refers to the process of deliberately transmitting the arts and science and fostering contributions to them.

b) **State and explain the** forms of education.

ANS:

1. Formal education

2. Informal education

3. Non- formal

1. Formal education

Schools are involved in formal education. In such a school, there is teacher: there are definite structures as to the times of meeting.

2. Informal Education

The second form of education is informal education. Some people call this education. It is that type of education given us by our parents at home. It has no structure in terms of time. It takes place at any time of the day. There is no professional teacher. The parents, the elder brothers and the whole extended family are the teachers.

3. Non-formal Formal

It is a system where people who have had informal education are brought up under formal conditions to update their knowledge and skills. It is a kind of in - se" education. For example

traditional birth attendants can have a non- formal train session to learn a few things to improve their skills. So you see we have three for education.

c) **Identify the main functions of education in the society and explain any one** I I ANS: the main functions of **education are;**

- i. Socialization **ii.** Economic function **iii.** Political function of education **iv.** Education as an agent of change. **i.** Socialization

This is the function through which education tries to make the young children acquire culture, language and the norms of the society. An example of norms is that in Akan society, a child cannot point to something to an adult with the left hand.

ii. Economic Function of Education

Do you know that even parents who are regarded very poor try to mobilize resources they have to send their children to school? Do you also know that countries, like ours devote a large chunk of the national budget each year to education? Why do individual families and countries do this? Families believe with good education their children will obtain good jobs with good salaries. I believe that they will be able to get competent workers from educated citizenry constitute the economic function of education.

iii. Political Function of Education

Education should enable you to know your rights and responsibilities as a citizen, to understand political issues, what the various political parties stand for, for these are some of the political functions of education- Do you know that in General Election, a large number of ballot papers were destroyed? Yes. This because quite a large segment of the population lacked political education.

iv. Education as an agent of change

One important function of education is to bring about change in the society. will get to know later there is some-times a conflict between formal education and informal education because of this function education is supposed to perform education emphasize the change function or the

conservative function? You discuss this fully when you want to look at the importance of education for developments in section 3 of this unit.

QUESTION THREE

a. What is the definition of philosophy?

ANS:

Philosophy is a systematic way of analyzing issues to discover the underlying assumptions and beliefs. In this way, philosophy is always present whatever through grow conscious of their existence.

Ezensu (2001) defines philosophy as a process an activity undertaken by individual to find the basis of his beliefs or assumptions.

b. Explain the nature of philosophy.

ANS: Philosophy can be used to locate issues in dispute and help to clarify philosophy consists of concepts and ideas in an attempt to cut through slogans to genuine issues and problems.

- Philosophy can be usefully employed in the quest for wisdom
- Philosophy helps us to understand the nature and history of our civilization Philosophical ideas have a direct relevance to present – day religious, social and political movements.

c. State three (3) uses of philosophy.

- Philosophy can be used to locate issues in dispute and help to clarify them- In short philosophy consists of concepts and ideas in an attempt to cut through slogans to genuine issues -and problems.
- Philosophy can be usefully employed in the quest for wisdom
Philosophy helps us to understand the nature and history of our civilization
- Philosophical ideas have a direct relevance to present – day religious, social and political movements.

QUESTION FOUR

a. Justify the roots of pragmatism.

ANS: Pragmatism is essentially an American Philosophical movement that came into Prominence during the-last one hundred (100) years. The philosophers include: Charles Sanden.

Pierce (1839- 1914), William James (1842 – 1910) John Dewey (1859 – 1952)

As a movement, pragmatism was founded for the purpose of bridging the gap between two opposing tendencies: Idealist traditions in Europe on one hand and the sterile philosophical traditions of American Colleges. The pragmatists felt the'r method and theory could be- of great utility in solving intellectual problems and in pushing forward man's progress- Dewey's contribution to pragmatist movement was most central. Pragmatism is variously referred to as Empiricism, Experimentalism and instrumentalism.

b) What is the purpose of pragmatism?

ANS: The pragmatist believes that values are not extremely fixed qualities in some objects nor do they have divine origin. Values are thought to be man or social centered. To the pragmatist, something is valuable if it meets the interests, needs and aspiration of man or society. Nevertheless, values come from reflective deliberations. This means we must use our intelligence to determine what is desirable taking into account the overall consequences.

This means each generation can make new values and get solutions to deals with new problems. Dewey an exponent of pragmatism finds 'growth 'to be the basis, of all ethics and thinks whatever contributes to growth is good. The pragmatist's views about beauty (art) is simply what we find beautiful in our own experience, what has the power to move us and to make us feel deeply about something.

c) List the two (2) major points that form the basis of the concept of pragmatic metaphysics.

- Pragmatists reject the distinction between the mind and matter as two separate independent substances. They believe that mind and matter are not separate and independent substances. They argue that people know about matter only as they experience it and reflect upon that experience with their minds.

The pragmatist uses as a base line for metaphysics, the concept of the experience of it.

QUESTIONS FIVE

Discuss the idealist position on the following:

a) Metaphysics

To the idealist, the nature of the universe is the mind. It is an idea that the universal has two components. The sensory aspect which is the part of life open to sensory exploration that can be verified. They call it the world of illusion.

The other component is the real world, which lies beyond the sensory world only be reached through the mind, hence they call it the world of ideas. Thus, world of the mind focuses on ideas- The idealist thinks world of ideas is real permanent but those things we see, feel and experience are really illusory and temporary or just a reflection- Plato makes this clear in his allegory of the cave, by the allegory, Plato is suggesting that majority of mankind lives in the world of senses, the cave, For Plato; our senses are not the ultimate of reality but on world shadows and images of the 'real' world. The genuine real world is the pure idea which is beyond the world of senses. We come into contact with the ultimate real world through the intellect (mind).

The idealist asserts that ideas come before material objects. For example, even of simple things such as table. The idea of a table must exist in somebody before he can construct it. Hence the metaphysics of idealism can simply be as the world of mind.

The idealist also believes that the mind and the body are made of different are

separate things. **b). Epistemology**

The idealist's position on knowledge and truth is that there is an ideal or um truth which man can find. They think that the truth exist and is independent of knowledge of it.

They assert that to know something of the real world, we do not have to use owe senses but rather to depend only on the use of our mind (intellect) To the idealist, knowing the universal truth is simply a s6rt of remembering &c forms already in the man in the form of ideas. The idealist takes a rationalist to the problems of knowledge and truth and depends largely on deductive logic. 1the use of deductive logic, idealist also tries to find in the universe the general principles that can be called universal truths. Their re-occupation to develop system of truth that has internal and logical consistency. They assert that when something is true, 14, is in harmony with the nature of the universe. Things that fit into the ideal structure of the universe are false and must be rejected. To the idealist truth inherits in the very nature of the universe. Truth is largely independent of experience. Hence ultimate knowledge is not gained by empirical means bus basically various methods such as intuition, revelation and rationalization.

c) **Axiology**

ANS: Axiology deals with values. The idealist believes that good life is living in harmony with the universe. They believe that absolute or ideals or God is the perfect or ethical of all things and thus ethical behaviour and morality lie in the 1"n⁰ :t absolute self. They think that man's conduct is most moral if it is ideal and universe Moral law which we can do recognize.

Society ensures this my appointing teachers and ministries of religious to instruct clarify and inform us as how to behave in accordance with the universal moral.

The idealists conceive of aesthetic or beauty as the approximation of the ideal. They believe that a beautified thing, in form reflects the logic and order of the universe or nature . The idealist sees painting as a work of enjoyment ranging from _imitation of nature to the most abstract. . Most of them think Music is the highest form of aesthetic creation since it does not represent anything in the existing world but instead cut across to the heart if the absolute.

QUESTION SIX

Discuss two (2) major improvements in education at the basic and introduced the educational reform review committee of 2001.

ANS: The current structure of basic education which comprises primary and J.S.S has been found to be inadequate to equip young people. in Ghana with basic reading writing and numeracy skills that these young people need for - further training at the secondary level. This level of education also does equip young people with day practical skills for the world of work as promised in the previous reforms.

Government decided to carry out a radical reform of the whole educational system including the basic level- Government has decided to introduce a new universal and continuous basic education programme for all children for age 4 to 15. This decision will create a universal compulsory basic education system comprising:

- 2 years of kindergarten
- 6 years of primary and
- The first 3 years of high school (junior High School

i. Kindergarten

Government recognizes the crucial role that pre- school education plays in, The formative years of the child. Government has decided that should become part of universal free compulsory basic education. Government will provide resources to support the expansion of kindergarten facilities by District-Assemblies; Non-Governmental Organization (NGOs); Churches and communities among other

U. Primary school

It has been proposed that fewer subjects will be taught at the primary level. This will enable each pupils grounding in the basic skills required for entry into Junior High to be improved. Emphasis at this stage should be on literacy, numeracy and problem

solving skills. Creative arts comprising arts and crafts, music and dance, physical education and ICT should be taught as practical and creative activities.

iii. Junior High School

Junior high school education is to last three years. It would be able to students to move into diversified system of Senior High Schools which ownWafi5cs options in vocational, technical, agricultural and general education. To enable students from this level to have access to various Senior High School options, they will have to sit for externally supervised examinations in Cue core subjects of English Mathematics, Science, Social Studies and Ghanaian Language

Students will be assisted to follow professionally - run programmes guidance and counseling to enable them select courses based on their aptitudes and ability, whether these are 'in general, -and technical, vocational or agricultural streams of Senior High School.

QUESTION SEVEN

Explain the following

terms: i. Education

ANS: To Burns and Bruner education refers to the process of deliberately transmitting arts and science and fostering contributing to them. Denney says education; process of re- arranging the environment for the learner to acquire knowledge himself.

ii. PHILOSOPHY

ANS: Philosophy is a systematic way of analyzing issues to discover the un assumptions and beliefs. In this .way, philosophy is always present whatever, through thought grow conscious of their existence. Ezenstt (2001) defines philosophy as a process an activity undertaken individual to find the basis of his benefits or assumptions.

b) Clearly exp1ain, how education performs- reforms the following functions in society:

ECONOMIC FUNCTION

ANS: Do you know that even parents who are regarded as very poor try to mobilize few resources they have to send their children to school? Do you also know countries, like ours devote a large chunk of the national budget each year to education? Why do individual families and countries do this? Families believe with good education their children will obtain good jobs with good salaries-believe that they will be able to get competent workers from educated citizen constitute the economic function of education.

i. Political Function

ANS: Education should enable you to know your rights and responsibilities as a and to understand political issues, what the various political parties stand for, example. These are some of the political functions of education. Do you know the 2004 General Election, a large number of ballot papers were destroyed. It is because quite a large segment of the population lacked political education.

iii). Agent of change function

ANS: Formal education

Schools are involved in formal education. In such a school, there is professional teacher: these have definite structure as to the times of meeting.

Informal Education

The second form of education is informal education. Some people call this too education. It is that type of education given us by our parents at home. It has structure in terms of time. It takes place at any time of the day. There is no professional teacher. The parents, the older brothers and the whole extended are the teachers.

Normal Formal

It is a system where people who have had informal education are brought up in formal conditions to update their knowledge and skills. It is a kind of informal education. For example traditional birth attendants can have a non-formal training session to learn a few things to improve their skills.

So you see we have three of education.

QUESTION EIGHT

(a) What is the Curriculum?

ANS: Curriculum is every complete scheme of education which comprises a certain courses and activities that help achieve the educational aims,

b) How does a society's philosophy influence curriculum formulation and implementation

ANS: The philosophy held by the society determines the educationalists. The educational aims determine the curriculum of the school system. This is because the society's philosophy determines what should be taught in the schools. That is the curriculum just as an individual's life is influenced by the philosophy he holds curriculum is designed in terms of the philosophy of the society.

QUESTION NINE

Explain any five principles underlying the Accelerated Development Plan of 1961.

- A six-year basic primary course for all children at public expense; primary schools fees to be abolished as from January 1st, 1952.
- Infant-junior schools were to be known as primary schools. Senior primary were to be known as middle schools, and were to be regarded as part of primary system.
- Facilities for the training of teachers were to be increased by the addition of new colleges and the expansion of the six existing ones:
- Additional day secondary schools were to be provided and certain non-- secondary schools were to be assisted.
- Four secondary-technical schools were provided, and the conversion of the Government Technical School Takoradi was to be converted to secondary-6th Technical institutes were to be established at Tarkwa, Accra, Kumasi and Sekondi Takoradi.

- All teachers in training, except those possessing a school certificate, were to take certificate B course. Entry to certificate A course was to be made from certificate B teachers who had taught for a period.
- The number of middle schools in the Northern Territories was to be increased quickly as possible, and more teachers were to be provided. A new training college was to be opened at Pusiga. The number of primary schools in the North was to be increased as teachers became available.
- The salaries of teachers, trained and untrained, were to be reviewed. It was proposed that in future all teachers in training would be treated as if they were on study leave, and would draw the salaries they would have received if they had been teaching in a school.

Considerable increases in scholarships to secondary, technical and trade schools were recommended.

b) Explain the reasons for establishing the Ghana Education Trust:

The Accelerated Development plan of 1951 resulted in the provision of half a number of primary school places. This meant that the number of potential secondary school entrants would increase. The Government of Ghana needed to be self-sufficient in the of secondary school graduates and about 4 percent of each generation should enter secondary schools. As a result of this plan, the increase the annual intake into secondary schools from about 2,500 in 1958 to about 6,000 in 1964. The main instrument by which this was to be done was the Ghana Education Trust (GET). In 1960, Dr Kwame Nkrumah founded the Ghana National School at Cape Coast. This school was intended by Dr. Nkrumah as a truly national institution that meet the requirements of a new nation. This school was the foundation on which the expansion was based.

The trust started with Mr. Botsio as Vice, President, Nana Ayire Acquah as Chair and Mr. I. A. Arthur as Director and Secretary. The cocoa Marketing Board (CMB) provided an initial seed money of 2 million for the trust. Buildings for secondary schools sprang up. The government gave the Trust the needed support late 1961, when a cabinet decided the Trust should cease operation. All

GET schedule were then placed on the same footing as other non- government secondary school the country.

By September 1961, there were 69 public secondary schools, including 24 that been built by the GET with government providing money for staff salaries, paid buildings- Other expenses in the secondary schools were covered by fees paid students. However, there were a number of scholarships awarded by various and secondary education in the northern part of Ghana continued to be fee- free_ Sixth- form work expanded as a path to university entry and by September, 1961,E students were admitted to the university from about 20schools that were offering 9' - form courses.

QUESTION TEN

a) Explain the .proposals made by the Dzobo committee for a new structure of education.

- Before, bringing formal education, every child should have between 18-26 month preparation and
- The child should begin formal education at the ages of 6years
- The length of basic formal education should be 9 years and this should be free compulsory
- Practical programmes which lead to the acquisition of skills should be an essential part of all formal education.
- Throughout the entire pre- university course, emphasis should be laid on:
 - The development of practical activities and the acquisition of manual skills.
 - The development of the qualities of leadership, self - reliance and creativity promotion of physical education, sports and games , cultural and youth programmes;
 - The study of indigenous language, science and mathematics;
 - Teacher education should be relevant, and geared towards the realization of the stated principles and objectives of the new reforms;
 - In general, institutions shall be essentially day.

- Kindergarten education -- 19 - 24 months for age group 4 to 6 years.
- Basic first cycle education - six years primary plus three years Junior SCU. It will be basic, free and compulsory for all. Second cycle education - from the Junior Secondary Course, there will be schedule into the following terminal courses:
 - Senior secondary lower courses leading to O level
 - Technical courses
 - A senior secondary upper course leading to the 'A' level,
- A teacher training course
- A polytechnic course
-

Pupils who could not proceed to university from the senior secondary upper course were encourage to train for the middle level professions in institutions available in the system, e.g polytechnics, specialist and teacher training courses.

The aim of this reform was to make it possible for school leavers to leave a any none of exit from the system with skills that would enable them to be employable. Tax reform was expected to raise standards at various levels so that educational standards would not be compromised as a result of the decrease in the number of year spent in education the most important part of the content of d3c reform programme was to make pre- university education in Ghana vocational This was le make education in Ghana useful or practical. It also made a bold attempt to reduce expenditure on education.

b) Describe how the Kwabong Report sought to review the educational system of Ghana at all levels.

The national liberation council (N.L.C.), the military regime that replaces the convention People's party (C.P.P.), appointed the Education Review c committee of 32 members under the chairmanship of Professor A. Kwapon, a vice chancellor of the University of CGhana, Legon. The Kwapong Commute c was to audio a comprehensive review of the educational system of Ghana at all levels- They War to examine the problems arising from the work "of national

research, made recommendations and suggest reforms for improvement and for eliminating inefficiency and waste. The committee started work for June, 1966 and submitted its report in July, 1967.

The Kwabong Committee of 1966, therefore, came out with proposals which they thought would improve the quality of education in Ghana the following is the summary of the main proposals;

i). Elementary Education

The education review committee agreed that the primary school course should have, duration of six years- This, they said should be done when the public schools were well-staffed with qualified teachers and a satisfactory standard of teaching. Grind then, it should be an eight-year's course plus two years of continuation classes. Until committee recommended that two schools in each region should be selected 40 private the first continuation classes.

ii). Medium of Instruction

The Education Reviews Committee also saw [lie English Language as a tool for normal communication, trade, government, study and a gateway to the world. Hence it recommended that the Ghanaian language should be used as the as medium of instruction for the first three years of the primary school course. English was to be use a' as a medium of instruction form the fourth year. The Ghanaian Language was to be subject. English could however be continued as the medium of instruction earlier than the fourth year in the metropolitan and urban school where children had become exposed to spoken English. In the _experimental' or English language schools, they could continue to use English as a medium of instruction but a Ghanaian language should be taught throughout the course.

iii). Teaching training

The committee was not happy will-, the high proportion of untrained in the elementary school and the stature and image of the teachers in the community. The committee, therefore, recommended raising the academic and professional levels of teacher education. They also recommended that the teacher's conditions of service should compare favorably with other type

of employment. It also recommended that all basic teacher colleges should be converted into post-secondary colleges to enable professional and academic levels to be raised.

iv). Tutors in Training Colleges

The committee also recommended that the training of tutors for training colleges, should be given the closest attention. This was meant to raise the academic and professional standard of teacher education. Prior to the recommendations of the committee, the University of Ghana (UG), Legon trained graduate teachers. Many of these teachers preferred to teach in the secondary schools. Although the University

Cape Coast (UCC) also produced graduate teachers, these were inadequate because the number of secondary schools kept on increasing. In 1964-65 academic year, a special two-year advanced courses in English, Mathematics, General Science, Geography and History were introduced in nine training colleges. In 1966, these courses were transferred to the Kwame Nkrumah Ideological Institute at Winneba which later became known as Advanced Teacher Training College, and now part of the University of Education, Winneba (UEW). A specialist Training college also in Winneba was established to prepare teachers for secondary schools. Teachers specialized in Art, Physical Education, Home Science and Music.

A two-year Post-Certificate 'A' Agricultural - science course was introduced at Tamale Training College. The University of Science and Technology, Kumasi produced teachers with post-graduate Diplomas in Art Education, while the University of Cape Coast UCC conducted a one year Associate ship course in Education for Certificate 'A' teachers.

v. Conditions of service for teachers

Many teachers were resigning from the secondary schools and the basic training colleges. The committee realized that these teachers were leaving the schools and colleges for better colleges because they saw that they would be off when they took appointments in the public and private sectors of the national economy. This was possible because the teachers found out that their qualifications suited them for a wide variety of appointments that were not connected with teaching. In order to forestall the turnover rate of the graduate teachers, the committee recommended that the conditions

of service of those engaged in education should be reviewed as a matter of urgency to make the Education Service as attractive, at least, as the other services. The committee also recommended that the conditions of service of Education Officers should be reviewed.

A. Secondary Schools

The Education Review Committee did not brother itself with expansion of *education*, but wanted to know whether classrooms and laboratories conformed to educational specifications, whether the areas in which they were situated, and whether the sanitary conditions in them were good. They, therefore, recommended *that* no new secondary schools should be opened until all schools were properly housed.

The education Review Committee again recommended that emphasis should the placed on a broad general education covering the sciences and the humanities or the sciences at this level should be avoided. The committee also recommended that until satisfactory standard is achieved, the length of a secondary school course should be five years and this should lead to a school certificate of the same standard as die. The community also recommended that the newer secondary schools should be thoroughly inspected at least once every three years, and the other once every years.

vii. Technical and commercial Education

The Education Review Committee also recommended that in addition to secondary school teacher training education attention should be given in technical and commercial education. The committee therefore called on educational planners give serious attention- to the orientation' of boys and girls on technical and vocational education in the, last year of the middle school course. They *wen* of the view that lit III form the bulk of these schools course, they were of the view that, is Burn the, bulk of these school leavers that an adequate supply of technical and skilled craftsmen 161 the productive sector of the economy can be Produce.

QUESTION ELEVEN

a. Explain the purpose of FCUBE

ANS: By requiring that all Ghanaian receive 9 years of five quality schooling, the Government wishes to ensure that all graduates of the basic education system are prepared for further education and skills training. The expansion and reforms planned under FCUBE are designed to equip future generations of Ghanaians with the fundamental knowledge and skills necessary, including literacy and numeracy in selected Ghanaian languages, to develop further their talents through additional education or training. These skills and knowledge include literacy and numeracy in selected Ghanaian Languages.

The reforms are also designed to enable products of the school system to play functional role in society as uniformed, participatory citizens, economic producers and to pursue the quality of their lives.

b. Identify and explain any three constraints of education in Ghana before the coming of the FCUBE programme.

- Access to basic education was not available to all citizens of Ghana.
- Quality of education in many Ghanaian schools was inadequate to impart sustainable literacy and knowledge, skills and habits required for full social and economic participation in society.
- Efficiency with which fiscal, material and human resources were utilized in the educational process was low and their allocation and management were in need of reform.

c) Identify any three components the FCUBE planned to address.

- Teaching and learning - curriculum reforms and review, teacher education and the allocation and instructional materials development and performance assessment;

- Management for Quality Assurance - efficient utilization of staff at school circuit district, regional and national levels,
- Broadened Enrolments - Across regions and gender,
- Infrastructure Development - Construction, rehabilitation and
- Cost and Financing - Resource re-allocation, elimination of redundancy and streamlining.

QUESTION TWELVE a.

What is naturalism?

ANS: Naturalism is defined as a philosophical position which accepts the notion nature is the sum total of reality. There is the view that the interpretation the world is given to us by natural sciences and that reality consists of natural world

b. Discuss the naturalist position on the following:

i. Metaphysics

Basically, the metaphysics view point of the naturalism is that reality consists of the natural worlds.

The theory claims that all the features of the universe can be explained accounted for in natural or experimental terms. Thus, the theory of naturalism allows us to use concepts that arise from the study of nature and experience to explain everything. For the naturalist, meaning comes from experience and all beliefs must be tested by experience in accordance with the general rules of the scientific method. To the naturalist, the universe is ordered and everything in it follows consistent and discoverable laws of nature. The naturalist asserts that nothing exists outside space and time that is nothing, could exist beyond the space of scientific explanation and its natural world of objects and events in space and time is all that is real. Nature always acts with a purpose.

Philosophically, naturalists do not believe in the existence of a separate supernatural order of reality. They assert that human beings even though they are special are part of its natural order and

thus behave according to fixed laws and principles of nature. In this case, it is possible to have a clear understanding of human behaviour.

It is worth mentioning that materialism, a more narrow of naturalism, believes that the physical world and the mental world are the same thing.

ii. Epistemology.

Naturalist views the human beings as a natural phenomenon and uses empiric science to study activities that deal with human knowledge. To the naturalist, knowledge is derived primarily from sense experience. Our senses are used to make direct observation in order to gather data. For Philosophers of naturalism, all important knowledge is a posteriori that where the true or falsity of a proposition can be established only through observation.

ii. Axiology

Ethically, the naturalist believes that values must be found within the social context; They deny any supernatural end for mankind. It is also not possible to determine which is best in an ultimate context because the ultimate is beyond discovery. To the naturalist, ethics is based on customs, inclinations or some form of utilitarianism, a doctrine which states that what is useful is good. Acts which produce the greatest amount of happiness for the greatest number of people affected.

To the naturalist, values are relative and all values and norms are senses arising from all human attitudes, interest, needs, satisfaction, individually and socially or come from at least natural processes and regularities. The naturalist also has a view. Religion in a sense is about God and our duty. They can be discovered by natural reasons. In theory, ethical naturalism holds the view that moral issues (properties) are the same natural properties, so that moral judgments can be determined by factual descriptive judgments. Thus, moral Justification should be in line with scientific

2. What is Pragmatism?

ANS: Pragmatism comes from a Greek word meaning 'action' from which words 'Practical and the practice' have also come. Pragmatism is essentially the search for knowledge which is based

on its theory of truth its practical results and thus an individual or society matters rather than an absolute. Pragmatism views thought as basically linked with action. Hence the value of an idea is measured by the result produced when it is put into action. The pragmatist maintains that the meaning of ideas is found only in terms of their possible lacking, ideas are meaningless.

b. Discuss the pragmatist position on the following. 7 ii

Metaphysics

Two major points form the basis of the concept of pragmatic metaphysics which are, Pragmatists reject the distinction between the mind and matter as two separate independent substances. They believe that mind and matter are not separate and are independent substances. They argue that people know about matter only as they experience it and reflect upon that experience with feelings.

ii. The pragmatist uses as a baseline for metaphysics, the concept of experience. -The utmost preoccupation of the pragmatist is the concern for the world as we experience it.

iii. The pragmatist regards as worthless looking for unchanging reality that lies beyond what we see here and with our natural sense- Their belief is that changes the way we do things. In this case, things such as scientific laws which are based on man's limited experience must be stated in terms of probability rather than in terms of the absolute.

Finally, the pragmatist does not see reality as an abstract 'things' but as a process of transaction which involves both doing and 'understanding'.

II. Epistemology

The pragmatist believes has roots in experience. Experience may be either immediate or mediate. Immediate experience simply put 'understand' whilst mediate experience is the interaction of man and his mind with the use of the mind involves intelligence. The pragmatist believes that truth exists in varying degrees. Truth is dependent is relative to a set of circumstances. It grows and develops with time.

Knowing is an open-ended ongoing human activity.

III Axiology

The pragmatist believes that values are not extremely fixed qualities in some objects nor do they have divine origin. Values are thought to be man or social centered. No pragmatist, something is valuable if it meets the interest, needs and aspirations of man or society. Nevertheless, values come from reflective deliberations. This means we must use our intelligence to determine what is desirable taking into account the overall consequence.

QUESTION THIRTEEN-

a. identify and explain the three main forms of education

ANS:

1. Formal education
2. Informal education
3. Non-formal

4. Informal Education

The second form of education is informal education. Some people call this borne education. It is that type of education given us by our parents at home- it has no structure in terms of time. It takes place at any time of the day. There, is no professional teacher. The parents, the elder brothers and the whole extended family are the teachers.

6. Non-formal Formal

It is a system where people who have had informal education are brought, up under formal conditions to update their knowledge and skills, It is a kind of in – service education- For example traditional birth attendants can have a non-formal training session to learn a few things to improve their skills. So you see we have three forms of education.

b. Explain the socialization, economic, political and change functions of educations.

Socialization

This is the function through which education tries to make the young children acquire the culture, language and the norms of the society. An example of norms is that in the Akan society a child **cannot** point to something **to an adult with the left** hand.

ii. Economic Function of Education

Do you know that even parents who are regarded as very poor *try* to mobilize the few resources they have to send their children to school? Do you also know that poor countries, like ours devote a large chunk of the national budget each year to education? Why do individual families and countries do this? Families believe that with good education their children will obtain good jobs with good salaries. Countries believe that they will be able to get competent workers from educated citizen. Both constitute the economic function of education.

iii Political Function of Education

Education should enable you to know your rights and responsibilities as a citizen and to understand political issues, what the various political parties stand for, for example_ These are some of the political functions of education. Do you know that in the 2004 General Election, a large number of ballot papers-were destroyed? Yes. This is because quite a large segment of the population lacked political education.

iv. Education as an agent of change

One important function of education is to bring about change* the society. As you will get to know later there is sometimes a conflict between formal education and informal education because of this function education is supposed to perform. Should education emphasize the

change function or the conservative function" You will discuss this fully Av-1h-en you come to look at the importance of education For national development in section 3 of this unit.

QUESTION FOURTEEN

a. What is philosophy?

ANS: Philosophy is regarded as a rational investigation into certain Fundamental questions about the world and the nature of man. Philosophy presents a systematic way of analyzing issues to discover the underlying assumptions and beliefs.

b. Identify and explain any two methods of philosophy.

ANS:

i. Logical analysis: It is a systematic way of looking at a problem, the answer of which has not been ascertained.

ii Experimentation and Logical analysis: - Experimentations combined with logical analysis helps to analyse social problems to find solutions to them.

c. State and explain any three (3) uses/importance of philosophy as a discipline ANS:

i. Philosophy can be used to locate issues in dispute and help to clarify them. In short, slogans to genuine issues and problems.

ii. Philosophy helps us to understand the nature and history of civilization iii.

Philosophy helps us to understand the nature and history of civilization iv. Philosophical ideas have a direct relevance to present day religious, social and political movement.

QUESTION FIFTEEN

a. Distinguish between the traditional and modern conceptions of teaching

ANS: In the traditional context the teacher is seen as dispenser of knowledge not taking into accounts the child's experiences and conditions, of learning. In short the traditional conception reflects the philosophy of idealism. Modern teaching however is based on naturalism, pragmatism and idealism taking into account the child's experience and the learning situation.'

b. Identify and explain any three problem associated with the traditional view of teaching.

ANS: The three problems associated with the traditional views i With the approach, the pupil looks attentive and receives ii. The child's mind may be wandering iii. The child may be simply copying the words of the teacher on of a book

c. Discuss any three of the methods involved in modern conception of teaching.

- i. The process of teaching focuses on the pupils current experience
- ii. It recognizes the learner's responsibility for a lot is learner and how
- iii. The learning can take place in a variety of context

QUESTION SIXTEEN

a. Briefly explain the concepts of ethics.

AIMS: Ethics is the study of goodness or badness, rightness or wrongness. It involves an analysis of moral concepts and judgments in the construction of a theory of value.

b. Identify and explain the three main theories of ethics

- i. **intuitive theory of ethics:** It points out what is true or what is good can be seen objectively by observing the relationship or properties in the situation. This means the good or rightness of a situation depends on the subject own feelings.

ii. Naturalistic theory: According to this theory what is good or bad is determined by the society to serve social purpose. This is sometimes referred to as instrument theory of value, because what society regards as good or bad is used as instrument for solving human problems. What is good or bad does not have a universal application. It is the society which determined what is good or what is bad.

iii. Emotive theory: This theory speaks of the good or badness, the rightness or wrongness of a situation being determined by an individual's attitude towards the action or event. The wrongness or rightness is not a function of the action but of an attitude toward.

QUESTION SEVENTEEN

a. Identify and explain any three basic African indigenous philosophy-

- i. **Affirmation of life-** It simply means Traditional African religious. Before the coming of Christianity the indigenous African know the existence of God. The Akan's, called him "Nyame", the Ewes called him "Mawu7_ The indigenous Africa knows of God as the Supreme, God who lives in the third heaven and is not represented in any likeness on earth. The Akan's have sayings that testify to the greatness of God has many attributes.
- ii. **Acceptance Life:** The indigenous African conceived of the supernatural as a point(reference for man's relation with his neighbour and -as the sum of social well and society. The same supernatural was believed to be source and custodian of moral rules of behaviour.
- iii. **Appearance and existence of many gods:-** The traditional Africans in their religion life may appear -to be worshippers of many gods. This is only on appearance because in their thinking; supreme God. Rivers, stones, trees etc. are believed to possess less; spirits.
- v. **Creation:** The African believe in see Supreme God as the source of life. Through various forms of oral and non-oral traditions, Africans have provided creation stories of how and when people.

QUESTION EIGHTEEN

a. Identify and explain any three advantages of traditional system of education. ANS:

- i. Provision of training for the future.-
- IL Building community awareness
- ill. Moral training

b. Identify any four *needs* which educational system does not fail to develop.

- i. Skill/art of remembering ii Developing characters iii
Inculcating respect for elders and these in positions of authority
- iv. Acquiring specific vocational training
- v. Developing a sense of belonging and participating actively in family and community affairs.

c. Identify and explain any three weaknesses of traditional system of education. ANS:

Neglect of the individual:- The educational was aimed at making the Individuals himself as a number of a community. The side effect of this was the individual's personality development was submerged under the community development.

- ii. **Hindrance to developments:-** Positions more given to people on the basis of the families they belonged to and not on the basis of experience OT knowledge. This made people passive and failed to aspire to higher levels because they did not belong certain chosen families. It was also believed that those born in rural areas were destined to be poor all the time.

- vi. Inability to use figures and letters: Indigenous traditional education encouraged rote learning. As a result, our elders could recount the chronology of their chiefs and past events made intelligent guesses when it came to determining distances and weights. Moreover, the skills traditional education imparted were simple and were confined to specific areas.

QUESTION NINETEEN

a. Briefly explain the term naturalism.

ANS: Naturalism is defined as a philosophical position which accepts the notion that nature is the sum total of reality. There is the view that the interpretation of the world is given to us by natural sciences and that reality consists of natural world.

Describe the school curriculum, method of teaching and school organization of naturalism.

School curriculum:- Curriculum consists of subjects such as art, home management, political science and social studies, physical Education, Religious knowledge, Education and natural sciences are also proposed. **ii. Method of Teaching:** This includes personal observation, the use of sensory experience, activity method, discovery method, trial and error and individualization of instruction.

vii. **School organisation:** To the naturalist the child should be left to explore his natural virtues among other capabilities. The provision of education should be by the state but her control should be minimal.

QUESTION TWENTY

a. Explain the term Idealism.

ANS: Idealism is defined as a philosophical position which holds the view that nothing exists in the mind of man, the mind of God or in a supernatural realm asserts that reality consists of ideas, thoughts and self rather than material objects and forces.

b. Explain the idealist concept of the school curriculum, method of teaching and school curriculum.

ANS:

I. School curriculum: The curriculum is structured to emphasize the subjects which enhance understanding and intelligence of the students to enable them. self Thus, such as History.

ii Method of teaching: The idealist method of teaching consist of lectures, discussions, imitation and the exercise the mind.

iii. School organisation: The idealist takes the position that state should provide and control education from birth to maturity in a universal compulsory public

QUESTION TWENTY-ONE.

a. Explain the concept of pragmatism

ANS: Pragmatism is a philosophy that uses the practical results of ideas and beliefs as a standard for determining their values and truth. Pragmatism comes from a Greek word meaning action from which words "practical" and practice have also co true.

b. Explain the pragmatist concept of school curriculum, method of teaching and school organization

a. School curriculum of pragmatism: The pragmatist asserts that any educative experiences that contribute to the growth of the student is the subject achieve the south of the learner, subject matter should in clued the science, social sciences, aesthetic subjects, the humanities and vocational subjects.

Group method or co-operative learning, project method or problem solving method, experimentation and finally free and open atmosphere is encouraged in classroom discussions.

c. School organisation of pragmatism: In school organisation, pragmatists political viewpoint democracy make them see the school as ideally a democratic living and learning environment in which everyone takes part in the decision making process.

QUESTION TWENTY-TWO

a. Explain the concept

ANS: Realism is a philosophical position that holds that the universe is made up of matter motion, thus, it is the physical world in which people live that makes up reality. In other words, the

basic philosophical assumption of realism is that reality exists and is' totally independent of any perception by the mind or any knowledge of it.

b. Explain the realist concept of curriculum, method of teaching and school organisation.

a. Realist curriculum:- To the realist, the subject matter of the curriculum is the matter of the nature or the, orderliness that lies behind the universe. The realist that laws of nature can be readily understood through the study of almost every subject, is it- M-physical or the social sciences as well as the arts. Mathematics, physics, Biology and Zoology are- all included, in the curriculum. Religion, Vocational courses, Liberal and general education are all welcomed by the realist.

b. Realist method of teaching:- The realist believe ,truth is gained through sensory: perception and in this direction; learning experiences-should be organised to a large: extent in a matter that uses the senses either directly or indirectly. Some of the specific methods involve the use of field trips, films, television and audio - visual aids. Insightful Teaming, lecturers and lecturers are also to be used by the teacher. School organizations of the realist:- The, school should be organised taking into account the individuals unique potentialities since education is a natural right.

QUESTION TWENTY THREE

a) What is realism?

ANS: Realism is a philosophical position that holds that the universe is made up of matter in motion, thus, it is the physical world in *which* people live that make up reality. In other words, the basic philosophical assumption of realism is that reality exists and it totally independent of any perception by the mind or any knowledge of

b) Discuss the roots of realism?

ANS: Realism to some extent is a reaction against the abstract and worldliness nature;; idealism. The starting point is that objects of our senses exist in their own right independent of their being known by the mind.

Even though Aristotle was deeply influenced by Plato, Aristotle's thinking differed from Platonic idealism.

Aristotle held the view that every object was made up of form and matter. In Plato's "form" may be equated with "idea" while matter can be seen in terms of the material, making up any particular sensory object; form can exist without matter (e.g. the idea house) but there can be no matter without form. Although Aristotle did not understand of universal ideas could be obtained from the study of particular things or matter

Aristotle's attention on the possibility of arriving at the various concept of universal form through the study of material objects led him to lay structure for what evolved to become modern physical and social sciences.

The state of values will be permanent since they are rooted in a universe which is orderly and stable. I hope you thought of something like, this as an answer. Good'.

In the realist conception, nature contains the criteria for beauty (aesthetic). In other words the realist finds beauty in the orderly behaviour of nature.

A beautiful art form reflects the logic and order of the universe. In line with their philosophy of metaphysics, realists assert that values exist objectively in things whether man appreciates them or not. Values are not our reactions to tastes, feelings and -wishes. They exist in objects for us to discover- For example apple is sweet and the sweetness is a property for man to discover whether anybody tastes it or not. Thus in the viewpoint of realists values are not relative but are objective and capable of being discovered "in nature.

QUESTION TWENTY FOUR

- c. **Identify any FOUR things a chief learns during training from**
- a. State drumming and drum language ii. Dancing to ^{drum} music iii. Speaking like a chief iv. Controlling his passions before his elders
- v. Being conversance with customs and institutions of the people.
- b. Identify any FOUR components of the curriculum a trainee priest will have to undertake in order to-qualify him to become a chief.
- ANS:** i. A candidate would be initiated into the course with a ritual birth.
- ii. This was followed by a complete break of the priest to be with normal life. iii. Skills in diagnosing diseases and prescribing cure through divination by the deity.
- iv. Divination included rubbing medicines into the eye and ears of the student to enable him hear the deity when he looked into the divining pot.
- v. Moral education to the young priest.

QUESTION TWENTY-FIVE

Identify and discuss any four of Fredrick Froebel's contributions towards education.

ANS: Froebel's **Contribution** to education

Probe! Kindergarten Philosophy

The philosophy of early childhood education that provides the foundation for kindergarten programmes derived from the ideas of a German philosopher and educator Friedrich Froebel. Froebel believed in children's potential and the need to provide a place in which children could be nurtured and developed through experiences with the natural environment and caring people. He believes true education originated in activity and that play was an essential part of the educational process. Froebel is known as the "father of Kindergarten". He started the first kindergarten (garden of children) in Germany in 1837. He believed that children are like tiny flowers who are varied and need care, but each is beautiful and when seen in the community of peers.

Froebel's Kindergarten is based on the following philosophy:

Human are creative beings.

What separates us from other life forms is that we 'alter our environment. Wants allow us to form a picture in our mind and imagine a different True the academic must help children to understand their true nature as creative beings.

Play is the engine that drives true learning

Play is not idle behaviour. It is something that biologically makes us discover how things work. It is happy, but definitely purposeful.

Froebel sought to make use of this strong feeling to do something and focus on a child's play energy on specific activities designed to lead them to create meaning from this experience.

Children can only learn what they are ready to learn.

Each child is unique and develops according- to his/her own schedule.

Nothings can be more wasteful and frustrating than to force a child to march to a different beat Froeble works with each child's own rhythm but makes it purposeful and guides the child towards the group.

Education means "to lead someone towards knowledge

The Latin root of education (educare) means "to lead 16". Education was for the teacher to guide that is to lead the child to an Trying to force knowledge into a young mind has been proven ineffective for many hundred years. It works for the short term ((like cramming for a test) but does not produce learning result

Kindergarten was meant to be a prepared environment

Froebel recognised that you need not control the child but he should be Mowed to control everything else. A prepared environment provides the reached with the power tools. It gives children the experiences bat they also provide the teacher with sophisticated diagnostic tools to assess where a child has got to development. The verbal exchanges between teacher and student

are a window into a mind to the *subject at hand*. It feels less structured or forced, but it is extremely efficient

Activities are a window or to a child's inner world

Activities in a prepared environment give children experience but they also the teacher with sophisticated diagnostic tools to assess where a child has got to developmentally. The verbal exchanges between teacher and student are a window in a child's mind. The Froebel Gifts provide an organized "Conversation piece with which a teacher can naturally launch into a possible subject.

Mathematical work is not just for instruction; it also emphasizes order The greatest misconception is that the Gifts are intended as manipulative. The materials are part of a method to engage a child's mind, creatively and playful spirits. The Gifts can lead to a sophisticated experience of geometry physics, but can also be used for design or storytelling. Froebel's German heritage colours the perception of the materials. The Gifts are simple, elegant, Teaching should always be joyful, fun and easy to perform,

The Kindergarten Curriculum (Froebel Gifts)

As an educator, Friedrich Froebel believed that stimulating, voluntary activity in the young- was a necessary form of pre-school education. He based his kindergarten "garden of children" on this premises and provided the children with many stimulating activities and gifts for play.

Froebel's kindergarten system consisted of the following aspects:

- Games and songs
- Construction
- Gifts and occupations

□

QUESTION TWENTY-SIX

Explain the philosophy of Idealism by Fredrick Froebel.

ANS: Froebel's Educational Philosophy

Froebel shaped his educational philosophy during the high tide of German Philosophic-at Idealism that was marked by the works of Johann Gottfried Herder (1744 - 1803), Emmanuel Kant (1724-1804) and George Wilhelm Hegel (1770-1831).

Froebel's philosophy of education rested on the following four basic components:

- Free self - activity
- Creatively
- Social participation
- Motor expression

Self-activity sets the direction for children's development and enables them to be actively creative and social participants. Motor expression on the other hand, is referred to as learning by doing rather than following instructions.

Idealism as a Philosophy

As a philosophical concept, idealism can be employed both on a broad sense and in a much narrower but more specific form. Broadly speaking, idealism includes any philosophy that treats ideas. Rather than matter as most important. Plato's theory of forms is perhaps the first example of this approach. When applied more specifically, idealism is the notion that the only things that exist are minds and their contents (ideas)-

Froebel expressed the following idealistic themes:

- All existence originates in and with God.

- Humans possess an inherent spiritual essence that is the vitalizing life force that causes development. All beings and ideas are interconnected parts of a granted ordered and systematic universe.

Froebel based his work on the principles asserting that each child at birth has an internal spiritual essence, a life force that seeks to be expressed through self-activity,

QUESTION TWENTY-SEVEN

Discuss how Jean – Jacques Rousseau's philosophical view have contributed education.

ANS: Rousseau's contribution to education

The Emile or On Education is a work that brings out in details, Rousseau's philosophy of education. The book describes the education of pupil, Emile, from birth to adulthood. Rousseau focused Emile upon the individual tuition of a boy or a Youngman in the line with the principle of natural education. He stresses wholeness and harmony, and concern for the person or the learner. His main idea was that it was possible to preserve the "original perfect nature of the child," by means of the complete control of his education and environment.

This was based on analysis of different physical and psychological stages through which he passed from birth to maturity. Rousseau argued that the progress for learning was provided by the nature of the person (nature) - and that what the educator needed to do was to facilitate opportunities for learning,

Jean-Jacques Rousseau believed that we are born weak so we need strength so we need aid; we are foolish so we need reason. He says that at birth, all that we need when we come to man's estate, is the gift of education. He continues to say that this education comes from nature, from men or from things. The inner growth of our organs and physical and mental abilities that we have is the education of nature, the use we learn to make of our growth is the education of men and what we gain by our experience of our surroundings; is the education of things. Rousseau further says that as each of us is taught by three masters, if what they teach us do not

agree, the person who is being taught will be will educated and will never be at peace with himself. If on the other hand their teaching agrees, the person who is taught goes straight to his goal, he becomes welt-educated and lives at peace with himself,

Rousseau had the following views about education:

- i. A view of children as very different to adults -as vulnerable, slow, k) mature - and entitled to freedom and happiness. In other words children are naturally, good.
- ii. The idea that people develop through various stage and that different forms of education may be appropriate to each stage.
- iii. A guiding principle that what is to be teamed should be determine understanding of the person's nature at each stage of their development. An appreciation that individuals vary within stages - ad that education must, as a result be individualized- "Every mind has its own form.
- V. Each and every child has some fundamental impulse to activity: Restlessness in time being replaced by curiosity mental activity being direct a development of bodily activity.
- vi- The power of the environment in determining the success of educational encounters was crucial Dewey also recognised that educators attend to the environment. The more they are able to control it, the more effective will be the education.
- vii- The controlling function of the educator. Rousseau argues that the child should remain in complete ignorance of those ideas which me beyond his/her gap (this he sees as a fundamental principle).
- viii. The importance of developing ideas for ourselves to make sense of the world in our own way. People must be encouraged to reason their way through conclusion. They should not rely on the authority of he teaches. Thus, intend of being taught by other people's ideas, Emile is encouraged to draw his own conclusion from his own experiences. This is what we knew today as discovery learning. One example Rousseau gives of this type of learning is of limited

breaking a window-only to find that he gets cold because it is left impaired concern for both public and individual education. From the above discussion can agree that Rousseau opted for a child-centered education.

QUESTION TWENTY-EIGHT

Discuss the philosophical views of Rousseau.

ANS: Rousseau did not accept the original belief that human beings are naturally social. He described human beings in the pure state of nature, which is not corrupted by civilization and socialization process- Rousseau's picture of "man In his natural state" Is quite different from that of Hobbes who described human beings in the state of nature, as being in a constant state of war against all others thereby making life in the state of nature solitary, poor, nasty, brutish and short. Rousseau on his part describes natural- man as isolated, timid, peaceful, mute, and without foresight to worry about what the future will bring. From Rousseau description of natural human beings, one will think that they are not different from other animals_ However Rousseau further says that unlike all other animals, human beings are free agents. They have reason although in the state of nature, this reason is not developed. It is this mental ability that -makes it possible for human beings to go through the long process from the state of nature to the state of civilised society.

Although many people have misunderstood Rousseau praise of human's in the state of nature, he is not simply saying that humans in nature are good and humans In a civil society are bad. Human beings in the state of nature are amoral creatures: they neither behave in ways that are normally good and right nor are extremely violent. Rousseau is also not supporting a return to the state of nature.

QUESTION TWENTY-NINE

Identify and explain the contribution Heinrich Pestalozzi has made to education.

ANS: Contribution of Johanne Heinrich Pestalozzi to Education

In the history of education, the significant contributions of Johann Heinrich Pestalozzi are:

- i. His educational philosophy and, instructional method that encouraged harmonious intellectual, moral and physical development:
- ii. His methodology of empirical sensory learning, especially through object lesson and
- iii. His use of activities, excursions and nature studies that helped the child to learn effectively

Pestalozzi's more important contribution to education was his general philosophy of natural education that stressed the dignity of children, the importance of activity and engaging children in using their senses to explore the environment. Specifically, his legacy to later educators was his emphasis on holistic physical, mental and psychological development, empirical learning, reforms in elementary and teacher education, and use of child-centered education.

In 1801, Pestalozzi published his most systematic work, *How Gertrude teaches Her children*. He criticized the conventional schooling and prescribed educational reform.

He rejected corporal punishment, rote memorization and bookishness. He had a mind schools that were home-like institutions where teachers actively engaged students in learning by sensory, intellectually, morally, and physically. Through the engagement in activities, students are to learn useful vocations that complemented their other studies. The *Pestalozzian Principles of Education* say that education provides the means for the social regeneration of humanity - As the moral, social, emotional and intellectual development of each individual unfolds through education, society is also improved by these individuals who achieve their full potential.

Pestalozzian Principles of Education also say that the curriculum of the elementary school should be enlarged to include geography, science (through the study of natural drawing and music). Pestalozzi's method rested on two major premises.

- ii. Children need an emotionally secure environment as the setting for successful learning.
- iii Instruction should follow the generalized process of human conceptualization and begins with sensation.

Emphasis should be put on sensory training; using a special method known as, the Anschauung principle- This principle involved forming clear concepts from same impressions. Pestalozzi designed object lessons in which children are guided by teachers to - examine the form (shape) numbers (quantity and weight) of objects and name them after direct experience with them. Object teaching was the most popular and widely adopted element of Pestalozzianism.

In other words, in the object lesson, teaching and learning focused on immediately tangible objects, rather than words on sense impression of the student. Pestalozzi designed an elaborate series of graded object lessons by which children examined minerals, plants and animals and human made artifacts-found in their environment. Following a sequence, instruction moved from the simple to complex, the easy to the difficult, and concrete to the abstract.

Pestalozzi's object lessons and emphasis on sense experience encouraged the entry of science and geography, which were hitherto neglected areas into the elementary school curriculum. On guided field trips, children observing natural environment, topography and economy.

Another thing that came out of Pestalozzi's work was the movement to redirect teaching training from the traditional recitation in which each child recited a previously assigned lesson to simultaneously group-centered teaching and learning.

QUESTION THIRTY

Discuss the philosophical position of Johann Henrich Pestalozzi

Ans: The Philosophical Position of Johann Henrich Pestalozzi

Pestalozzi was a Humanist, that is he believed in the *philosophy of Humanism*,

According to AsIA-11ov (2006), Humanism is a belief that human beings are part of that they have emerged as a result of continuous evolutionary process and that all their values - religious, ethical, political and social - came out from experiences and are the product of their culture. He continues to say that humanism *affirms* the inherent dignity and worth of every human being, and asserts that *are responsible for* the realization of their aspirations and that they have within themselves the power of achieving them.

Sommer, J. C. (2006) also says that Humanism focuses on using human education as meet human needs and wants. History shows that those efforts are most effective when the V involve both compassion and the scientific method which maximize their long-term happiness by developing their talents and using those talents for the service of humanity. Humanists believe that this approach to life is more productive because it leads to a deeper and longer-lasting satisfaction than believing that sensual pleasure and material things that soon fade, are in word mid Humanist believes that service to others is a major focus of Humanism. However recreation and relaxation which are necessary for long-term health and happiness should not be ignored. The key issue is that person should be moderate in all things they do.

QUESTION THIRTY-ONE

a. Identify and discuss the contribution of Maria Montessori towards education.

ANS: The Philosophical Ideas that Influenced Maria Montessori's work as an educator.

Maria- Montessori believed in the Philosophy of Humanism. Humanism believes that human beings possess the power or potentiality of solving own problems, through relying primarily upon reason and scientific method applied with courage and vision. Humanism also believes that the individual attains the good life by harmoniously combining personal satisfactions and continuous selfdevelopment. This, it is believed, can be done with significant work and other activities that contribute to the welfare of the community.

In 1901, when she was appointed director of the new orthophrenic school attached to the university of Rome, she began a careful study of all research previously done on the education of the mentally handicapped.

Montessori was convinced that intelligence is not rare and that most new born children came into the world with a human potential that will be barely revealed. Her work reinforced her humanistic ideals. She therefore made same time in her busy schedule to actively support various social reform movements.

b. Discuss the philosophical ideas that influenced Maria Montessori's work as an educator.

ANS: (1) Montessori Method of Education

Montessori's philosophy is built upon the idea that children develop and think differently from adults and that they are not merely "adults in small bodies"

Montessori believed in children's rights. These children are working to develop themselves into adults, and that his development would lead to world peace.

The Montessori Methods discourage traditional measurement of achievement (grade test) as negative competition that is damage the inner growth of children (and adults). She believes that feedback and quantitative analysis of the child's performance do exist but is generally provided in the form of skills, activities and sometimes a narrative of the child's achievement, strength and weaknesses, with emphasis on the improvement of those weaknesses.

The Montessori Method was developed from observation of young children from which a set of universal characteristics of those weaknesses development. The Montessori methods has two primary development levels: the first age one to six, while the second is age six to twelve.

The Montessori classroom for the first level is called —children's houses. The children houses were living environment especially adapted to children. In these environments, children could grow and developed while they keep their individuals sense of responsibility. In the houses, everything such as cupboards, tables, chairs, colour sound and architecture was adapted to the children and their specific attitudes and respective. The children were expected to move in this environment in a responsible way and deal with the tasks of creating so that they could gradually move towards achieving self-actualization. There is freedom and discipline interacted and the basic belief was that neither could be achieved without the other. Disciplines was not something imposed from outside but rather seen as challenge to become worthy of freedom.

In the second level, collaboration with others is encouraged, and —universal education is introduced.

as an educational approach, the Montessori Methods focus on the individual of each child in respect of their needs or talents, as opposed to the needs of the class as a whole. A goal is to help the children maintain their natural joy of learning.

Montessori Method encourages independence and freedom with limits. It also encourages children to be responsible. The younger children are guided in practical life skills, domestic skills and manners. These skills are emphasized with the goal of increasing attention spans, land-eye coordination and determination.

The Montessori Method states that satisfaction, contentment and joy result from the child feeling like a full participant in daily activities. Montessori education which is carried through the elementary and high school years follows the child's encouraging tendency to engage in peer interactions but still emphasis each student as the guardian of his or her own intellectual development.

The following are the premises of a Montessori approach to teaching and learning

- i. It views children as competent beings capable of self-directed learning
- ii. Children learn in distinctly different way from adults.

iii. The ultimate importance of observation of the child interacting with his or her environment is the basis of ongoing curriculum development.

Presentation of subsequent exercise for skill development and information accumulated are based on the teacher observation that the child has mastered the current task (s). iv. Exact description of sensitive periods of development during which a child's mind is particularly open on learning specific skills or knowledge, these include language development, sensorial experimentation and refinement, and various levels of social interaction.

iv. A belief in the —absorbent mind that children from birth to around 6 years possess limitless motivation to achieve competence within their environment and to perfect skills and understanding. This phenomenon is characterized by the young child's capacity for repetition of activities within sensitive periods such as exhaustive babbling as language practice that leads to language competence.

vi. Children are masters of their environment, which has been specifically prepared for them to be academic, comfortable and allow a maximum amount of independence.

vii. That children learn through discovery, so didactic materials that are self-correcting are used as much as possible.

viii. Independent problem-solving is encouraged.

The goal of Montessori is to provide a stimulating child-centered environment in which children can explore, touch, and learn without fear- This makes them have a lifelong love of learning as well as providing the child the self-control necessary to fulfill that love.

Montessori Method is a highly hands-on approach to teaching. It encourages children to develop their observation skills by doing many types of activities. These activities include the use of the five senses, kinetic movement, spatial refinement, small and large motor skill coordination, and concrete knowledge, that leads to later abstraction.

The Montessori Classroom

Montessori classrooms are child-centric. Furniture is child-sized, and there is no teacher's desk. The typical classroom consists of four areas: Practical Life, Sensorial, Languages, and Mathematics. Practical Life includes activities such as buttoning, sweeping, pouring, slicing, typing etc. Sensorial includes activities to stimulate and train hearing touch, smell and taste. Most Montessori classrooms try to include ways for the children to interact with the natural world perhaps through a classroom pet (rabbits, mice, etc) or a small garden where the children can plant vegetables. Schools that extend to the upper grades, each Montessori classroom still includes an approximately three-year age range. This system allows flexibility in learning pace and allowing other children to become teachers by sharing what they have learned. The intent is to establish a non-competitive atmosphere in the classroom.

(iii) Montessori's Pedagogical Materials

These materials are very important to you the teacher as well as your pupils. Montessori also shares this view and has the following to say on teaching and learning materials:

Every activity has its place in the classroom and is self-containing and self-correcting. The original teaching and learning materials are specific in design, conforming exact dimensions, and each activity is designed to focus on a single skill, concept or exercise. A material is intended for multiple uses at the primary level.

Other materials are often constructed by the teacher e.g. felt storyboard characters, letter boxes (small containers of objects that start with the letter) for the language area science materials (e.g. dinosaurs for tracing), scent or taste activities.

Many of these materials are almost always put together by the teacher. All the material such as glass or wood, rather than plastic. Sponges, brooms and dustpan are provided and any mishaps (including broken glassware) are rather treated simply as an opportunity for the children to demonstrate responsibility by taking care of items and clean up broken materials.

At higher grade level, the teacher becomes more involved in creating materials since the scope of students' knowledge and the potential subject matter widens

(iv) Montessori Lessons

Montessori says that a child does not work with an activity until the teacher or another student has demonstrated its proper use to him or her.

After demonstration, he or she may use it as he/she wishes (limited only by his or her imagination, or danger of the material to himself or herself or other). Each activity directly leads to a new level of learning or concept. When a child —works

Repetition of activities is considered an integral part of this learning process and children are allowed to repeat activities as often as they wish. If a child finds the repetition, it shows that he or she is ready for the next level of learning.

The child is allowed to proceed at his/her own pace from concrete objects and learning experiences to abstract thinking, writing, reading, and science mathematics. For example, in the language area, the child begins with the sand paper letters (26 flat wooden panels, each with a single letter of the alphabet cut from a sand paper and affixed to it). The child's first lesson is to trace the shapes of the letter with his fingers while saying the phonic sound of the letter.

A next level activity might be the letter boxes (a small container each with a letter on the top filled with objects that begin with that letter). Having mastered these, the child may move on to the word boxes (small containers each with each with a short three – letter word on the top, for example, CAT, containing small wooden cat and the letters CAT).

One child might move through all three levels of lesson in a few weeks while another might take several months. Although there is a prescribed sequence of activities, there is no prescribed time table.

Observes each child like a scientist providing him with an appropriate lesson as he/she is ready for

ANSWERS TO SECTION A

1. B	31. B	61. D	91. B
2. C	32. C	62. A	92. A
3. C	33. C	63. B	93. D
4. D	34. B	64. C	94. B
5. D	35. A	65. B	95. A
6. B	36. D	66. C	96. D
7. A	37. A	67. D	97. True
8. A	38. B	68. D	98. A
9. C	39. D	69. B	99. D
10. A	40. A	70. B	100. D
11. A	41. D	71. A	101. C
12. A	42. A	72. C	102. C
13. A	43. C	73. A	103. D
14. A	44. D	74. B	104. A
15. D	45. A	75. C	105. B
16. C	46. C	76. D	106. B
17. A	47. D	77. B	107. A
18. B	48. D	78. B	108. C
19. A	49. C	79. A	109. B
20. A	50. B	80. D	110. D
21. B	51. B	81. D	111. C
22. C	52. A	82. B	112. A
23. A	53. C	83. D	113. B
24. A	54. B	84. C	114. D
25. B	55. A	85. B	115. C
26. C	56. D	86. A	116. C
27. C	57. D	87. C	117. B
28. B	58. C	88. A	118. A
29. A	59. B	89. C	119. B
30. C	60. C	90.	120. D

ANSWERS TO SECTION A

121. C	151. A	181. C
122. A	152. A	182. B
123. D	153. C	183. A
124. B	154. D	184. C
125. A	155. B	185. C
126. C	156. A	186. B
127. D	157. D	187. D
128. C	158. B	188. D
129. B	159. D	189. B
130. B	160. A	190. C
131. A	161. C	191. B
132. C	162. D	192. A
133. C	163. B	193. C
134. B	164. B	194. A
135. D	165. D	195. A
136. A	166. B	196. D
137. C	167. C	197. B
138. D	168. A	198. D
139. B	169. C	199. C
140. A	170. C	200. A
141. B	171. B	201. D
142. B	172. A	202. B
143. D	173. C	203. A
144. A	174. A	204. D
145. C	175. B	205. C
146. D	176. D	206. A
147. C	177. B	207. B
148.	178. D	208. A
149. B	179. D	209. C
150. D	180. A	210. B