

THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
FOUNDATIONS OF EDUCATION

763

Time: 3 Hours

ANSWERS

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Instructions

1. This paper consists of section A and B.
2. Answer all questions in section A and four questions from section B.

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1. State four importance of education in the society

Social Mobility: One importance is social mobility, enabling individuals to improve their status. Education in Tanganyika provides skills for jobs, reducing poverty and enhancing societal progress through science and literacy.

Economic Growth: Education drives economic growth, boosting productivity. In Tanganyika, trained workers in agriculture and industry contribute to GDP, fostering economic development and societal stability through education.

Civic Participation: It promotes civic participation, fostering informed citizenship. Education in Tanganyika teaches governance and history, empowering individuals to engage in democratic processes, strengthening community cohesion.

Cultural Preservation: Education preserves culture, transmitting values and traditions. In Tanganyika, schools teach Swahili and tribal histories, maintaining cultural identity and social harmony through educational practices.

2. Give two differences between democratic and autocratic leadership styles

Decision-Making: One difference is decision-making; democratic leaders involve others, while autocratic leaders decide alone. In Tanganyika, democratic school heads consult teachers for science policies, unlike autocratic ones acting unilaterally.

Flexibility: Democratic leadership is flexible, allowing input, while autocratic is rigid. In Tanganyika, democratic principals adapt Swahili curricula with staff, contrasting autocratic rigidity, affecting educational management.

3. Briefly explain four negative outcomes of the colonial education in Tanganyika

Inequality: One outcome was inequality, prioritizing elites and excluding most Tanganyikans. This deepened social divides, limiting access to education and hindering equitable development in science and literacy.

Cultural Erosion: Colonial education eroded local cultures, imposing Eurocentric values. It marginalized Swahili traditions, reducing cultural identity and relevance, impacting societal cohesion and educational quality.

Economic Dependence: It created economic dependence, training for labor, not leadership. Colonial systems in Tanganyika prepared workers for agriculture, not innovation, perpetuating poverty and underdevelopment in education.

Low Quality: Education quality was low, focusing on basic skills, not critical thinking. This produced underprepared graduates in Tanganyika, limiting intellectual growth and economic progress in schools and society.

4. Give four importance of logic in the teaching and learning process

Critical Thinking: One importance is fostering critical thinking, analyzing arguments. In Tanganyika, logic in science classes helps students evaluate hypotheses, enhancing problem-solving and educational outcomes.

Clarity: Logic provides clarity, structuring lessons logically. In Tanganyika, history teachers use logical timelines, improving student comprehension and teaching effectiveness through organized learning.

Decision-Making: It enhances decision-making, guiding choices. In Tanganyika, logic in math lessons aids students in solving problems, supporting informed educational decisions and academic progress.

Communication: Logic improves communication, presenting ideas coherently. In Tanganyika, Swahili teachers use logical arguments, ensuring clear instruction, strengthening teaching and learning interactions.

5. Briefly explain four ways in which the community socialises children

Family Influence: One way is family influence, shaping values at home. In Tanganyika, families teach Swahili and cultural norms, influencing children's behavior and educational readiness through early socialization.

Peer Interaction: Peer groups socialize through play and friendship. In Tanganyika, children learn history and social skills from peers, impacting behavior and academic integration in community settings.

Community Events: Community events, like festivals, socialize children culturally. In Tanganyika, events teach tribal histories, fostering identity and social cohesion, preparing children for societal roles through education.

Religious Institutions: Religious groups socialize through teachings and rituals. In Tanganyika, churches and mosques instill ethics, shaping children's moral and social development, supporting educational and community values.

6. Name four aims of Education for Self-Reliance (ESR) in Tanzania

Self-Sufficiency: One aim is self-sufficiency, promoting economic independence. ESR in Tanganyika emphasizes agriculture skills, enabling students to sustain themselves, reducing reliance on aid through education.

Community Development: It aims at community development, fostering cooperation. ESR in Tanganyika encourages group projects in science, building communal skills and societal progress through education.

Practical Skills: ESR focuses on practical skills for work, not academics. In Tanganyika, vocational training in crafts prepares students for jobs, enhancing employability and educational relevance.

Social Equality: It promotes social equality, reducing disparities. ESR in Tanganyika integrates rural and urban students in history, ensuring equitable education and societal harmony through inclusive practices.

7. State two disciplinary actions against each of the following offences according to Teachers' Service Department (TSD) standards:

(a) Absenteeism from work for more than two weeks

Suspension: One action is suspension, temporarily halting duties. TSD in Tanganyika suspends absent science teachers, ensuring accountability and maintaining educational continuity.

Salary Deduction: Salary deduction recovers lost work costs. TSD deducts pay from absent history teachers, enforcing discipline and supporting school stability in Tanganyika.

(b) Negligence in performance of one's duties

Reprimand: One action is reprimand, issuing a formal warning. TSD warns negligent geography teachers, correcting behavior and maintaining teaching quality in Tanganyika.

Demotion: Demotion reduces rank for persistent negligence. TSD demotes underperforming Swahili teachers, ensuring effective instruction and educational standards in Tanganyika.

8. Briefly explain two differences between epistemology and logic in the philosophical context

Focus: One difference is focus; epistemology studies knowledge origins, while logic examines reasoning validity. In Tanganyika, epistemology questions science knowledge sources, while logic structures math arguments, differing in philosophical inquiry.

Method: Epistemology uses inquiry methods, while logic employs formal rules. In Tanganyika, epistemology explores history knowledge limits, while logic applies syllogisms, distinguishing their educational philosophy approaches.

9. Briefly describe four features of the pre-colonial African education

Oral Tradition: One feature was oral tradition, transmitting knowledge verbally. In Tanganyika, elders taught history through stories, preserving culture and ensuring educational continuity without writing.

Practical Skills: Education focused on practical skills for survival. In Tanganyika, agriculture and crafts were taught, preparing youth for community roles, enhancing societal functionality through education.

Community-Based: It was community-based, involving local leaders. In Tanganyika, villages educated in Swahili and science through communal activities, fostering social cohesion and learning.

Age-Grade System: Education used age-grade systems, grouping learners. In Tanganyika, youth learned trades by age, ensuring structured development and societal integration through educational practices.

10. Briefly explain four philosophical contributions of Maria Montessori

Child-Centered Learning: One contribution is child-centered learning, focusing on individual needs. Montessori's methods in Tanganyika inspire science lessons tailored to students, enhancing engagement and educational outcomes.

Sensory Education: She emphasized sensory education, using materials for learning. Montessori's approach influences Tanganyika's geography with tactile maps, improving comprehension and teaching effectiveness.

Self-Directed Activity: Montessori advocated self-directed activity, promoting autonomy. In Tanganyika, her ideas shape math lessons, encouraging student-led exploration, fostering independence and learning progress.

Prepared Environment: She stressed prepared environments, supporting development. Montessori's principles guide Tanganyika's history classrooms with organized resources, enhancing focus and educational quality through structured settings.

11. Evaluate five major impacts of globalization on education in developing countries like Tanzania

Globalization refers to the increasing interconnectedness of economies, cultures, and societies, impacting education in developing countries like Tanganyika.

Access to Technology: One impact is access to technology, enhancing learning. Globalization brings computers to Tanganyika's schools, improving science education through e-learning, boosting teaching effectiveness and student outcomes.

Curriculum Enrichment: It enriches curricula with global knowledge. Globalization introduces Tanganyika to international science standards, enhancing history and math education, fostering critical thinking and educational quality.

Teacher Training: Globalization provides teacher training opportunities. International programs in Tanganyika upgrade Swahili and geography instructors, improving teaching methods and educational practices through global collaboration.

Cultural Exchange: It promotes cultural exchange, broadening perspectives. Globalization exposes Tanganyika's students to global histories via media, enriching education, enhancing cross-cultural understanding and learning in schools.

Inequality: Globalization can widen educational inequality, favoring urban areas. In Tanganyika, rural schools lack tech access, deepening gaps in science and Swahili education, challenging equitable development and access.

12. Describe five characteristics of an adult learner

Self-Directed: One characteristic is self-directedness, managing own learning. Adult learners in Tanganyika pursue science courses independently, enhancing personal and professional growth through education.

Experience-Based: They bring life experiences, enriching learning. In Tanganyika, adults use farming knowledge in geography, deepening understanding and teaching relevance through shared insights.

Goal-Oriented: Adult learners are goal-oriented, focusing on objectives. In Tanganyika, they study Swahili for jobs, driving motivation and educational progress through targeted learning.

Practical Application: They seek practical application, valuing real-world use. In Tanganyika, adults learn history for community roles, ensuring education aligns with immediate needs and societal contribution.

Time Constraints: Adults face time constraints, balancing education with life. In Tanganyika, working adults attend evening math classes, requiring flexible schedules, impacting teaching and learning approaches.

13. Explain four essential competence areas of an effective teacher

Subject Knowledge: One area is subject knowledge, mastering content. In Tanganyika, science teachers understand biology deeply, ensuring accurate instruction and enhancing student learning outcomes effectively.

Pedagogical Skills: Pedagogical skills, applying teaching methods, are key. In Tanganyika, geography teachers use interactive maps, improving student engagement and comprehension through effective teaching strategies.

Communication: Effective communication, clarifying concepts, is essential. In Tanganyika, Swahili teachers explain history clearly, fostering understanding and classroom interaction, supporting educational progress.

Classroom Management: Managing classrooms ensures order, supporting learning. In Tanganyika, history teachers maintain discipline, creating a focused environment, enhancing teaching efficiency and student achievement.

14. Among the changes made in Tanganyika soon after independence was nationalization of schools. Analyse five objectives of nationalization of schools

Nationalization refers to the state taking control of schools, implemented in Tanganyika post-independence to enhance education.

Equity: One objective was equity, ensuring equal access. Nationalization in Tanganyika provided free science education to all, reducing disparities and promoting inclusive learning across regions.

Quality Control: It aimed at quality control, standardizing education. Nationalization in Tanganyika unified Swahili and history curricula, improving teaching standards and student outcomes nationwide.

National Unity: Nationalization fostered national unity, integrating diverse groups. In Tanganyika, schools taught shared history, building cohesion and reducing tribal tensions through education.

Economic Development: It supported economic development, training skilled workers. Nationalization in Tanganyika focused on science and math, preparing students for jobs, enhancing societal progress through education.

Self-Reliance: Nationalization promoted self-reliance, reducing foreign influence. In Tanganyika, local control of geography education aligned with Ujamaa, fostering independence and educational autonomy for development.

15. Describe five general objectives of education in Tanzania as stipulated in the Education and Training Policy of 1995

Access and Equity: One objective is access and equity, ensuring all receive education. The 1995 policy in Tanganyika promotes free primary science, reducing disparities and enhancing inclusive learning nationwide.

Quality Education: It aims for quality education, improving standards. The policy in Tanganyika standardizes Swahili and history curricula, ensuring effective teaching and student achievement across schools.

Life Skills: Education fosters life skills, preparing for work and life. The 1995 policy in Tanganyika emphasizes vocational training in geography, equipping students for economic self-sufficiency and societal roles.

National Unity: It promotes national unity, building cohesion. The policy in Tanganyika integrates history lessons, fostering shared identity and reducing conflicts through education in schools.

Self-Reliance: The objective includes self-reliance, reducing dependency. The 1995 policy in Tanganyika focuses on science for agriculture, enhancing economic independence and educational sustainability for students.

16. Explain five ways in which schools can promote national unity

Shared Curriculum: One way is a shared curriculum, teaching common history. Schools in Tanganyika use Swahili and national history lessons, fostering unity and reducing tribal divides through education.

Cultural Activities: Organizing cultural events promotes unity, celebrating diversity. Schools in Tanganyika host festivals, integrating science and arts, building community cohesion and national identity among students.

Inclusive Policies: Implementing inclusive policies ensures equity, reducing tensions. Schools in Tanganyika admit diverse students in geography, promoting fairness and unity through educational access for all.

Extracurricular Programs: Extracurricular activities, like sports, enhance unity. Schools in Tanganyika organize soccer, uniting students across regions, strengthening social bonds and national cohesion through education.

Teacher Training: Training teachers on unity fosters inclusive teaching. Schools in Tanganyika educate science instructors on cultural sensitivity, ensuring lessons promote national harmony and educational progress.

17. In five points, analyse the importance of philosophy of education in the educational system

Critical Thinking: One importance is fostering critical thinking, analyzing education. Philosophy in Tanganyika's schools encourages students to question science methods, enhancing problem-solving and educational quality.

Policy Development: It informs policy development, guiding reforms. Philosophy in Tanganyika shapes Swahili curricula, ensuring ethical and effective education, improving teaching practices and student outcomes.

Teacher Training: Philosophy supports teacher training, deepening insight. In Tanganyika, educators study educational theories for history, enhancing instructional strategies and classroom management through philosophical understanding.

Cultural Relevance: It ensures cultural relevance, aligning education with values. Philosophy in Tanganyika integrates tribal ethics into geography, fostering identity and social cohesion, enhancing educational impact.

Educational Goals: Philosophy clarifies educational goals, setting direction. In Tanganyika, it defines science objectives for self-reliance, guiding curriculum and teaching, improving educational system effectiveness and student development.

18. Explain five functions of school management in Tanzania

Curriculum Implementation: One function is curriculum implementation, ensuring lessons meet standards. School managers in Tanganyika oversee science and Swahili, enhancing teaching quality and student outcomes across schools.

Staff Supervision: Supervising staff, like teachers, ensures effective instruction. Managers monitor performance, providing feedback to improve math and history lessons, supporting educational progress and stability.

Budget Management: Managing school budgets supports resource allocation. Managers allocate funds for textbooks and tech, ensuring affordable, quality education in geography and other subjects, maintaining school operations.

Student Welfare: Ensuring student welfare fosters a learning environment. Managers address health and safety in Tanganyika's schools, ensuring focus on education, enhancing academic achievement and community trust.

Community Engagement: Engaging the community strengthens school support. Managers in Tanganyika involve parents in history programs, building partnerships, improving educational outcomes and societal cohesion through management.