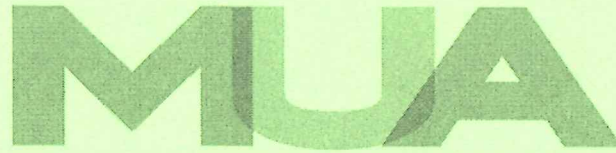


The
Management
University
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UNDERGRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DEGREE OF BACHELOR OF EDUCATION ARTS

EDF 101 : HISTORY AND PHILOSOPHY OF EDUCATION

DATE: 2ND AUGUST 2024

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. Write all your answers in the Examination answer booklet provided.

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

ANCIENT EDUCATION

The modern sane person has no doubts about the value of education, which attaches human to the achievements of civilization and prepares him/her for the independent creative activity in chosen field of employment. The family and university play important role in education, because the education process appears from the family and teaching process - from the higher education institution. Education is the part of state policy. It is budgeted with significant costs in each state.

In the ancient states the education and teaching were carried out mainly in the family. In the transition era from the communal to the slave system the old traditions of family education are kept and changed in the Ancient civilizations of the East. Pedagogical prerogatives of the patriarchal family have been fixed in the literary monuments of the Ancient East, as the Laws of the Babylonian King Hammurabi (1750 BC), The book of Proverbs of Jewish King Solomon (early 1st millennium BC), The Indian Bhagavad Gita (the middle 1st millennium BC), etc

Education in Ancient East

The school and education of the Ancient East states were developed in line with specific historical, cultural, moral and ideological values. The human was formed within the rigid social regulators, responsibilities and personal dependence. The idea of human individuality was very poorly considered. The personality dissolved in the family, caste and social stratum. Hence, the reliance on strict forms and methods of education was present.

The focus in teaching and education of the most ancient eastern civilizations was on the family, church and state. The reason of this is that the family was not able to provide a community with sufficient number of people with experience in reading, writing, law. That's why the educational institutions, created by a secular government and the clergy, began to teach them in order to supplement the rows of officials.

The transition period, when the first human civilizations have arisen, is characterized by deep changes in the practice of education and teaching: the ways of transmission of the cultural heritage of ancestors from adults to children changed qualitatively.

There were special education frameworks for teaching the younger generation. In this era the pre-literate history period was completed, when speech and the pictographic (patterned) writing as the main means of information transmission from around the 3rd millennium B.C.E. were partially replaced by the actual writing – cuneiform and hieroglyphic.

The greatest influence on the development of educational thought had Confucius and his followers. Methods of teaching in his school involved teachers' conversations with students, the classification of facts and phenomena, imitation of models. At the core ideas of Confucius is the general philosophical and social education, moral improvement as the main factors of human existence, indispensable conditions for prosperity. Confucius rests on education according to social purpose. Ideally educated person should possess high qualities: generosity, a desire for truth, reverence, accuracy, rich spiritual culture.

The appearance and development of writing is an important factor and satellite in the genesis of the Ancient East school. In the transition from pictographic writing to logography, that conveying not only the general meaning of speech, but the division into individual expressions and words (the Egyptian and Chinese hieroglyphics, Sumerian cuneiform), the writing becomes more technically complex and requires special training. Further development of letters associated with the emergence of the first syllable (in ancient Assyria), and then the phonetic (in the ancient Phoenician) writings led to the simplification and facilitation of literacy teaching, which increased the "productive capacities" of the school

Required:

- a) Compare and contrast Kenya's National Goals of Education and the goals of education in ancient education as brought out in this excerpt. (16 Marks)
- b) Analyze the indigenous aims of education, and assess how they compare with ancient education. (6 Marks)

- c) Illustrate aspects of ancient education that is reflected in contemporary education. **(3 marks)**

QUESTION TWO

Justify the study of History of education. **(15 Marks)**

QUESTION THREE

- a) Analyze the characteristic features of education during the ancient civilization. **(9 Marks)**
- b) Discuss the aims of African education. **(6 Marks)**

QUESTION FOUR

- a) Assess the forces behind the rise of universities. **(8 Marks)**
- b) Analyze the developments of systems of education in Africa. **(7 Marks)**

QUESTION FIVE

- a) Assess the factors behind the changes in development of education in Africa during colonial time. **(10 marks)**
- b) Outline the four branches of philosophy. **(5 Marks)**

QUESTION SIX

- a) Assess the concept of education. **(6 Marks)**
- b) Discuss the conditions of Knowledge. **(9 Marks)**