



KENYATTA UNIVERSITY

UNIVERSITY EXAMINATIONS 2011/2012

INSTITUTIONAL BASED PROGRAMME (IBP) – DECEMBER 2011 SESSION

EXAMINATION FOR THE DEGREE OF MASTER OF EDUCATION

EFN/M/522: EDUCATIONAL AND PHILOSOPHICAL THOUGHT IN AFRICA

DATE: Friday, 4th May, 2012

TIME: 9.00 a.m. – 12.00 p.m.

INSTRUCTIONS:

Answer any **THREE** questions.

Question 1

To Olufemi Taiwo, “The absence of Africa from the discourse of Philosophy can be explained in several ways including the assumption that the Western Philosophy is the Universal Philosophy, expressed by George Wilhelm Friedrich Hegel’s: The Philosophy of History.”

- a) To what extent do you agree or disagree with the above assertion?
- b) Discuss the significance of the above citation to the development of Philosophy of Education in Africa.

Question 2

In their Book, *Philosophy and Education in Africa*, Njoroge and Bennaars identifies two contemporary thoughts on education in Africa, namely “Conservatism” and “Progressivism”.

- a) Explain what is meant by Conservatism and Progressivism, tracing their possible origin to the educational ideas in Africa.
- b) Discuss the advantages and disadvantages of both Conservatism and Progressivism to the development of Educational theory and practice in Africa.

Question 3

“The African Sages, like Socrates of Athen are Philosophers indeed”, G. Bennaars and R.J. Njoroge.

- a) Discuss the above citation by comparing and contrasting the African Sages with the ancient Greek Philosophers.
- b) In the light of the above citation, highlight the contributions of both African Sagacity and ancient Greek educational ideas to the development of Philosophy of education in the contemporary Africa.

Question 4

- a) Explain the four trends in the development of African Philosophy from the written work of H.O. Oruka.
- b) Show the contributions of each of the above explained trends in (a) to the development of educational thought in Africa.

Question 5

In their Book, Philosophy and Education in Africa, Njoroge and Bennars identified the four basic characteristics of a truly African Philosophy of Education, namely Ethnophilosophy of Education, Phenomenology of African Education, critique of African Education and The Philosophical Analysis of African Education.

- a) Explain the above cited basic characteristics of a truly African Philosophy of Education.
- b) Critically examine the above basic characteristics of a truly African Philosophy of Education showing the merits and demerits to the development of Philosophy of Education in Africa.