THE UNITED REPUBLIC OF TANZANIA

NATIONAL EXAMINATION COUNCIL

DIPLOMA IN TECHNICAL EDUCATION EXAMINATION

772 **EDUCATION**

Time: 3 Hour. **Tuesday, 10 May 2005 p.m**

Instructions

1. This paper consists of **seven (7)** questions.
2. Answer **five (5)** questions only.
3. Each question carries **twenty (20)** marks.
4. All communication devices and any unauthorised materials are **not** allowed in the examination room
5. Write your **Examination Number** on every page of your answer booklet(s)

1. (a) Define the term “teaching strategy.”

   (b) Explain four factors to consider when selecting an appropriate teaching strategy in technical education.

   (c) Describe two teaching strategies that are most effective in skill-based training and explain how they work.

2. (a) What is competence in the context of technical education?

   (b) State and explain the three main domains of learning used to develop learner competencies.

   (c) Outline three challenges that hinder competence acquisition among technical students.

3. (a) What do you understand by the term “classroom assessment”?

   (b) Discuss three differences between formative and summative assessment.

   (c) Explain four techniques of conducting effective classroom assessment in a technical subject.

4. (a) What is the role of microteaching in technical teacher education?

   (b) Identify and explain the three main phases of microteaching.

   (c) Mention four benefits of microteaching to prospective technical teachers.

5. (a) Define the term “curriculum review.”

   (b) Give four reasons why periodic curriculum review is necessary in technical and vocational training.

   (c) Explain the role of stakeholders in the curriculum review process in technical education.

6. (a) What do you understand by the term “inclusive education”?

   (b) Describe three challenges of implementing inclusive education in technical institutions.

   (c) Suggest four strategies that can be used to promote inclusive learning environments in vocational education.

7. (a) Explain the term “occupational analysis” as used in curriculum development.

   (b) State and explain three components considered during occupational analysis.

   (c) How does occupational analysis contribute to quality training in technical institutions?