

Answer all the questions.

Each question is followed by four options lettered A to D. Find the correct option for each question and shade in pencil on your answer sheet, the answer space which bears the same letter as the option you have chosen. Give only one answer to each question.

An example is given below.

The societal value which members are expected to uphold in order to ensure development is

- A. title.
- B. integrity.
- C. apathy.
- D. compromise.

The correct answer is integrity, which is lettered B and therefore answer space B would be shaded.

[A]



[C]

[D]

Think carefully before you shade the answer spaces; erase completely any answer(s) you wish to change

Now answer the following questions.

1. Fundamental rights are literally the rights that one can enjoy because one is
 - A. an individual.
 - B. a human being.
 - C. a citizen.
 - D. an educated elite.
2. Which of the following nationalists is associated with democratic socialism?
 - A. Ahmadu Bello
 - B. Tafawa Balewa
 - C. Anthony Enahoro
 - D. Obafemi Awolowo
3. When a person is being fair, impartial and reasonable in dealing with others, such person is said to be
 - A. responsible.
 - B. tolerant.
 - C. honest.
 - D. humble.
4. A limitation to the exercise of human right
 - A. war.
 - B. deportation.
 - C. migration.
 - D. HIV/AIDS.
5. Which of the following is **not** among the sources of authority?
 - A. Societal
 - B. Traditional
 - C. Rational Legal
 - D. Charismatic
6. Orderliness can be exhibited in the following ways **except**
 - A. observing the traffic lights.
 - B. queuing culture.
 - C. decorum behaviour.
 - D. interrupting an individual.



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Objective Questions On Civi Education

Eleni M. Mantas-Kourounis



Objective Questions On Civi Education:

The Relationship between Regime "Type" and Civic Education Hui Li, 2021-09-28 Using comparative qualitative methodology this book examines three Chinese societies Taiwan Hong Kong and Mainland China as specific cases of democratic hybrid and authoritarian regimes presenting the theoretical underpinnings of civic education in contexts other than liberal democracy It highlights on the concept of good citizens in these three regime contexts and explores how these concepts are reflected in civic education and perceived by students in the three societies The book focuses on three levels of comparison to ensure that all relevant issues can be identified Level 1 regime type Level 2 curriculum and policy formulations Level 3 students personal experiences These three levels are linked with each other and form a continuous process of civic education implementation in Taiwan Hong Kong and Mainland China

Civic Education for Diverse Citizens in Global Times Beth C. Rubin, James M. Giarelli, 2013-10-11 This book explores four interrelated themes rethinking civic education in light of the diversity of U S society re examining these notions in an increasingly interconnected global context re considering the ways that civic education is researched and practiced and taking stock of where we are currently through use of an historical understanding of civic education There is a gap between theory and practice in social studies education while social studies researchers call for teachers to nurture skills of analysis decision making and participatory citizenship students in social studies classrooms are often found participating in passive tasks e g quiz and test taking worksheet completion listening to lectures rather than engaging critically with the curriculum Civic Education for Diverse Citizens in Global Times directed at students researchers and practitioners of social studies education seeks to engage this divide by offering a collection of work that puts practice at the center of research and theory

The Politics of Civic Education Eleni M. Mantas-Kourounis, 2024-06-10 This book chronicles the progression of civic education advocacy since the early 2000s It identifies the main actors that called for civic education reform describes their motivations and policy platforms and documents the path taken to capture state policy agendas It argues that No Child Left Behind incentivized civic education advocates to mobilize a call to action to restore emphasis on civics that materialized into national policy reform proposals that successfully captured the agendas of state legislatures and bureaucracies This book analyzes the implementation and sustainability of these civic education policy reforms by undertaking a comparative case study analysis of school districts in Utah and Connecticut Through the voices of teachers and district administrators the book tells the story of what happened when these state policy reforms inspired by national initiatives hit the local level where the rubber meets the road As ideological debates about schools and democracy unfold across the country as civic education advocates and proposals proliferate this book treats civic education not as panacea but as a concrete policy area to be analyzed and understood It contextualizes the current debate and offers a critical assessment of the most recent comprehensive state level civic education policy reform It argues that while questions linger about what type of civic inspired educational interventions

remains most effective for whom where and why the implementation of such interventions are profoundly impacted by local actors and local politics and that future initiatives should take this dimension into consideration **Law as Civic Education**

Ariel Liberman, 2025-06-27 If a civic education is the essential foundation for a functioning discursive democracy how should it be taught This book offers an innovative solution arguing that far from abandoning the often grand promise of civic education as a means of cultivating reasoning skills and democratic character we should embrace it and proposes a reimagined civic education based on teaching students in primary and secondary school law and legal reasoning Drawing on a range of theoretical disciplines law philosophy ethics sociology psychology and moral educational and child development theory this monograph justifies the benefits of law learning as a form of character and civic education and offers historical and comparative educational examples to show what is possible It demonstrates how legal teaching can be incorporated into a K 12 curriculum and argues that such training can be transformative guiding students to become citizens capable of meeting the demands of democracy citizens with stronger reasoning skills a motivation to self examine their values and beliefs and bring them into conversation with social values and an ability to effectively navigate political institutions and participate in public discourse This compelling and deeply original work will be of interest to scholars and educators in the fields of civic education character and virtue education legal studies and philosophy of education **The Professions and Civic Life**

Gary J. Schmitt, 2016-06-10 Professions are institutions which through their small size self governing elements and sense of social mission can assist in maintaining a sound civic culture As mediating institutions in our democratic society that are neither entirely birthed by the state nor are entirely private the individual professions such as the legal and education professions journalism economics architecture or the military arguably present practical avenues through which to teach civic behavior and to restore Americans broken trust This volume on the professions and civic life undertakes a unique and timely examination of twelve individual professions to see how each affects the character of American citizenship and the civic culture of the nation through their practices and ethos Among the questions each essay in the volume addresses are What is distinctive or not about the specific profession as it came to be practiced in the United States Given the specialized knowledge training and sometimes licensing of a profession what do the professions perceive to be their role in promoting the larger common good How can we bring professionals expert knowledge to bear on social problems in an open and deliberative way Is the ethic of a particular profession as it understands itself today at odds with the American conception of self government and a healthy civic life Through analysis of these questions each chapter presents a rich treatment of how the twelve longstanding professions of political science teaching the law the military economics medicine journalism literature science architecture music and history help support and challenge the general public s civic behavior in general and their attachment to the American regime in particular European Curriculum Studies (in the Academic Secondary School): Social and civic education

W. D. Halls, Doreen Humphreys, 1974 *Civic Education and Youth Political Participation*

,2009-01-01 Why does it appear that many young people are disengaging from democracy and political participation For many governments politicians academics social commentators and researchers this is a serious and challenging problem Consequently widespread interest exists on how to engage young people in politics and democracy Civic education has re emerged as a possible answer to this question though not necessarily in the form in which it may be currently known This book examines research into issues about the engagement of young people in politics and democracy and examines research on civic education applications and programs which may address concerns about youth political participation Murray Print and Henry Milner are professors from the University of Sydney and the Universite de Montreal respectively They have brought together a group of leading researchers exploring the relationship between political participation and civic education to examine this relationship in greater depth Civic Education in the Twenty-First Century Donald M. Gooch, Michael T. Rogers, 2015-09-18 Imagine an America where politicians governmental institutions schools new technologies and interest groups work together to promote informed engaged citizens Civic Education in the Twenty First Century brings together scholars from various disciplines to show how such a United States is possible today Inspired by Alexis de Tocqueville s analysis of American democracy in the early 1800s this edited volume represents a multidimensional evaluation of civic education in its new and varied forms While some lament a civics crisis in America today Civic Education in the Twenty First Century raises hope that we can have an informed and active citizenry We find the activities of a number of politicians government institutions schools and interest groups as promising developments in the struggle to educate and engage Americans in their democracy New technologies and new innovations in civic education have laid the foundation for a revitalized American civic ecology With Civic Education in the Twenty First Century we call for the United States to make these practices less isolated and more common throughout the country The volume is broken into three major sections First there are four chapters exploring the history and philosophical debates about civic education particularly with respect to its role in America s educational institutions Then the second section provides seven groundbreaking inquiries into how politicians and political institutions can promote civic education and engagement through their routine operations As some examples this section explores how politicians through campaigns and judiciaries through community programs enhance civic knowledge and encourage civic engagement This section also explores how new technologies like the Internet and social media are increasingly used by government institutions and other entities to encourage a more politically informed and engaged citizenry Finally the third section contains six chapters that explore programs and practices in higher education that are enhancing civic education engagement and our knowledge of them From the virtual civics campus of Fort Hayes State to citizens academies throughout the country this section shows the possibilities for schools today to once again be civics actors and promoters Citizenship Education around the World John Petrovic, Aaron Kuntz, 2014-04-24 Though certainly not a new idea citizenship education manifests in unique and often unpredictable ways in our contemporary neoliberal era The

question of what it means to be a productive and recognized citizen must now be understood simultaneously along both global and local lines This edited volume offers an international perspective on citizenship education enacted in specific socio political contexts Each chapter includes a pointed conceptualization of citizenship education a philosophical framework that is then applied to specific national cases across Europe Asia Canada and more Chapters emphasize how such frameworks are implemented within local contexts encouraging particular pedagogical curricular practices even as they constrain others Chapters conclude with suggestions for productive change and how educators might usefully engage contemporary contexts through citizenship education

Social Education in Asia David L. Grossman, Joe Tin-Yau Lo, 2007-10-01 This book aims to fill this gap in the scholarship on social education by drawing on the research findings and or experiences from scholars in eight East and Southeast Asian societies In this regard the editors of this book hope that it will be a significant addition to the literature and will shed light on how the social education curricula are constructed and implemented across these societies in response to both internal and external forces At the same time this book is not a comprehensive survey of social education in the region Rather it is a selective set of case studies examining contested and compelling issues in the debates about social education in eight diverse societies in East and Southeast Asia The book will be intellectually stimulating and inspiring not only to the social educators and comparativists who can see more about social science education from non western perspectives but also to curriculum developers policy makers social educators and front line teachers who can enrich their professional experiences through learning from other countries regions

Unveiling the Magic of Words: A Report on "**Objective Questions On Civi Education**"

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