

**THE UNIVERSITY OF ZAMBIA**  
**ADULT EDUCATION**  
**2005 SECOND SEMESTER**

**S**

- |           |   |
|-----------|---|
| 1.AE 112  | THE HISTORY OF ADULT EDU.IN ZAMBIA                |
| 2.AE 132  | COMMUNICATION THOERY & PRACTICE (DDE)             |
| 3.AE 132  | SOCIOLOGY OF EDUCATION                            |
| 4 AE 142  | EVALUATING ADULT.LITERACY PROGRAMMES              |
| 5 .AE 152 | INSTRUCTIONAL TEACHING IN ADULT EDUCATION         |
| 6.AE 212  | MANAGING ADULT EDUCATION PROGROGMES               |
| 7.AE 222  | STATISTICS IN ADULT EDUCATION                     |
| 8 AE 312  | MASS EDUCATION AND DEVELOPMENT                    |
| 9.AE 322  | MANAGEMENT & DECISION MAKING IN ADULT<br>EDUCATON |
| 10.AE 352 | INTRODUCTION TO RESEARCH                          |
| 11.AE 422 | WORKERS EDUCATION                                 |
| 12.AE 462 | CONTEMPORARY ISSUES IN ADULT EDUCATION            |

**ial**

**s.**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

ES

**2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**COURSE: AE 112: THE HISTORY OF ADULT EDUCATION IN ZAMBIA**

**TIME: 3 HOURS**

**INSTRUCTION: ANSWER ANY FOUR (4) QUESTIONS.**

Write short notes on how each of the three (3) institutions below contributed to the promotion of Adult Education in the country:

- (a) Home Guard;
- (b) Rural Reconstruction Centres; and
- (c) The Barotse National School

How did the geo-political position of Zambia influence the patterning of Adult Education in Zambia's Second Republic?

Provide an explanation of the factors, which militated against the participation of the British South African Company in the provision of education in Northern Rhodesia.

In what ways did Privatisation impact on the Adult Education enterprise in the Country?

ial

What influence did the Phelps-Stokes Education Commission have on the development of adult education in Northern Rhodesia?

s.

What recommendations did the UNESCO team make to the government in 1963 with regard to adult literacy?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

ES

**AE 132 SOCIOLOGY OF ADULT EDUCATION**

**TIME: THREE HOURS**

**INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER.  
BEFORE ANSWERING THE QUESTIONS, READ  
CAREFULLY THE INSTRUCTIONS FOR EACH SECTION.**

---

**SECTION A**

**Instructions:** Answer **one** question from this section.

1. Define **all** the following concepts:
  - a) Collective consciousness (according to Emile Durkheim)
  - b) Social change
  - c) Capital (according to Karl Marx)
  - d) Social action (according to Max Weber)
2. Define **all** the following concepts:
  - a) Authority (according to Max Weber)
  - b) Social class (according to Karl Marx)
  - c) Socialization
  - d) Social fact (according to Emile Durkheim)

cial

ls.

**SECTION B**

**Instructions:** Answer **one** question from this section

3. Read the passage below. State and explain the problem or problems in the librarian's logic.

A recently appointed University of Zambia Librarian notes that the reading room is unusually jammed with students on a given day. She reflects, "This is the week before the final examinations. All university students, everywhere, crowd into their university libraries for some last minute study before final examinations".

4. Read the passage below. Identify the logical pitfall or pitfalls in the doctor's thinking and explain why his conclusion is faulty.

A medical doctor is making a presentation on prolonging life for HIV positive people in Zambia. Here is an extract of the presentation: "I have said this before and I will say it again. A good diet does not mean eating butter, meat and the like. You can eat foods such as beans, kapenta and bondwe."

. ES

## SECTION C

**Instructions:** Answer **two** questions from this section.

5. Sociologists employ different theories to account for ways in which social systems work. What do sociologists mean by theory? Briefly describe one sociological theory.
6. Compare and contrast the Marxian and Weberian theoretical approaches to the question of social inequality. Do you think that adult education can reduce social inequality? Give reasons for your answer.
7. What, in your opinion, are the main causes of social mobility in Zambia? Do you think that adult education increases or reduces social mobility? Illustrate your answer.
8. What is social change? Why do adult educators conclude that the relationship between education and social change is symbiotic?

cial

ls.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**

.ES

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**DISTANCE EDUCATION SECOND SEMESTER EXAMINATIONS**  
**DECEMBER - 2005**

**AED: 132 COMMUNICATION THEORY AND PRACTICE**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY TWO OTHERS.**  
**YOUR WORK SHOULD BE CONCISE AND FREE FROM**  
**SIMPLE COMMON ERRORS, CHEMICAL ERRORS ARE**  
**NOT ALLOWED**

- 
1. Discuss the assertion that communication is continuous, it takes place all the time. It cannot be stopped.
  2. Distinguish interpersonal from intercultural communication with examples show how an understanding of each one of them is vital to a public worker.
  3. Identify at least three communication barriers that visitors to your community are likely to meet. How can they be overcome?
  4. Using gestures as a tool of communication. Show how verbal and non verbal forms of communication can be said to be closely related.
  5. Write short notes on the following:-
    - (i) Proxemics
    - (ii) Kinesics
    - (iii) Feed back
    - (iv) Encode
    - (v) Stereotype
  6. Show how the following can be a barrier to communication in your community.
    - (a) Age
    - (b) Status
    - (c) Education levels
    - (d) Gender
    - (e) Location

cial

ls.

**\*\*\*\*\* END OF THE EXAMINATION \*\*\*\*\***



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**

ES

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**DISTANCE EDUCATION SECOND SEMESTER EXAMINATIONS**

**DECEMBER - 2005**

**AED: 132 COMMUNICATION THEORY AND PRACTICE**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE (1) AND ANY TWO OTHERS.  
YOUR WORK SHOULD BE CONCISE AND FREE FROM  
SIMPLE COMMON ERRORS, CHEMICAL ERRORS ARE  
NOT ALLOWED**

- 
1. Discuss the assertion that communication is continuous, it takes place all the time. It cannot be stopped.
  2. Distinguish interpersonal from intercultural communication with examples show how an understanding of each one of them is vital to a public worker.
  3. Identify at least three communication barriers that visitors to your community are likely to meet. How can they be overcome?
  4. Using gestures as a tool of communication. Show how verbal and non verbal forms of communication can be said to be closely related.
  5. Write short notes on the following:-
    - (i) Proxemics
    - (ii) Kinesics
    - (iii) Feed back
    - (iv) Encode
    - (v) Stereotype
  6. Show how the following can be a barrier to communication in your community.
    - (a) Age
    - (b) Status
    - (c) Education levels
    - (d) Gender
    - (e) Location

cial

ls.

**\*\*\*\*\* END OF THE EXAMINATION \*\*\*\*\***

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS**  
**DECEMBER, 2005**

**ES**

**AE 142 EVALUATING ADULT EDUCATION PROGRAMMES**

**TIME : THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR QUESTIONS ONLY**

---

1. Outline the historical development of evaluation.
2. Critically examine the common ways to make an evaluation invalid (spoil an evaluation).
3. Write on two of the following aspects of evaluation:
  - a. Reasons why evaluations are rarely done.
  - b. The weaknesses of Kirkpatrick, goal free and CIPP models.
  - c. Ways in which to encourage use of evaluation results.
4. Who are usually the primary audiences of an evaluation? Should an evaluation be completed if there is no hope of being used?
5. Outline the differences between evaluation and research
6. Discuss Ralph W. Tyler's classic model of evaluation. What are its strengths and weaknesses?
7. What is meant by the term stakeholder? Discuss the main groups of stakeholders and explain why stakeholders should participate in evaluation.
8. Describe the criteria for judging the quality of an evaluation (meta-evaluation).

cial

ls.

**SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**ES**

**05 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**COURSE: AE 152: INSTRUCTIONAL TECHNIQUES IN ADULT EDUCATION**

**TIME: 3 HOURS**

**INSTRUCTION: ANSWER ANY FOUR (4) QUESTIONS.**

What is the criteria for selecting appropriate technique?

Discuss two of the following instructional techniques for acquiring new information:

- a. Panel discussion
- b. Colloquy
- c. Symposium
- d. Lecture
- e. Debate

Determine factors, which influence the choice of instructional techniques.

What mistaken notion do some people have concerning audio-visual aids?

cial

Discuss two instructional techniques used for applying new knowledge.

What is the criteria for selecting appropriate instructional aids?

ls.

Discuss the following two instructional techniques for acquiring new skills.

- a. Internship
- b. Demonstration

**END OF EXAMINATION!!!**



**SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION  
STUDIES  
2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

ES

**COURSE: AE 212: MANAGING ADULT EDUCATION PROGRAMMES**

**TIME: 3 HOURS**

**INSTRUCTION: ANSWER ANY THREE (3) QUESTIONS.**

1. List the key characteristics of an autocratic leader and outline the merits and demerits of this type of leadership.
2. Change is always inevitable in any organisation. Explain the internal and external forces that may create the need for change in an organisation.
3. Discuss the view held by many supervisors that there is too much paper work and that verbal communication is to be preferred. Is there really a place for written orders?
4. “Many workers in Zambia have lost interest in their work these days”, remarked the Minister of Labour and Social Services at a workshop organised by the Zambia Congress of Trade Unions in Siavonga, Southern Province. Imagine you are one of the Managers whose workers are being referred to, what would you do to motivate your staff.
5. “Effective communication is essentially a two - way process”. Explain diagrammatically what this statement means.
6. Maslow prepared a conceptual framework for understanding motivation by propounding the theory of the hierarchy of human needs. Explain.

cial

ls.

**END OF EXAMINATION!!!**

SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

ES

005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

COURSE: AE 222: STATISTICS IN ADULT EDUCATION

TIME: 3 HOURS

INSTRUCTION: ANSWER TWO (2) QUESTIONS FROM SECTION A AND TWO (2) QUESTIONS FROM SECTION B.

SECTION A

Suppose a budget of K20, 000 is subdivided into 5 categories as:

A	:	2000
B	:	5000
C	:	4000
D	:	6000
E	:	3000

Convert the data into a pie chart

Given the following 30 data

54	81	18	63	67	60
91	47	75	87	49	86
26	41	90	13	31	68
29	70	22	50	42	27
42	38	69	31	45	51

- a. Tabulate the data in a frequency distribution using an interval of 7
- b. Calculate the coefficient of variation.

40 students have spent the following number of hours preparing for an examination in AE222.

15	25	27	28	30	31	32	30	31	34
35	35	35	38	38	39	40	40	41	44
43	43	45	45	46	46	47	47	48	50
51	52	54	55	56	57	58	60	65	70

What Z-score is associated with:

- (a) a total of 30 hours
- (b) a total of 65 hours

ES

The following table gives the scores on authoritarianism (x) and social status strivings (y) for a group of workshop foremen.

X:	82	98	87	40	116	113	111	83	85	126	106	117
Y:	42	46	39	37	68	88	86	56	62	92	54	81

- a. Evaluate rank-order correlation coefficient
- b. Interpret the result

## SECTION B

Write short notes on:

- a. correlation
- b. standard scores
- c. coefficient of variation
- d. cumulative frequency

What are the major differences between mean, mode and median?

Write short notes on:

cial

- a. histogram
- b. descriptive statistics
- c. grouped data
- d. standard deviation

ls.

Write short notes on:

- a. why you need to have knowledge of statistics
- b. scatter diagram
- c. real limits of a class interval
- d. pie chart.

**END OF EXAMINATION!!!**

ES

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**COURSE: AED 312: MASS EDUCATION AND DEVELOPMENT**

**TIME: 3 HOURS**

**INSTRUCTION: ANSWER ANY FOUR (4) QUESTIONS.**

1. How have SAP and PRSP contributed to the under development of Third World Countries
2. Of the many precepts of “People Power”, which one towers above the rest, and why?
3. There is a thin line dividing conscientization from empowerment. What is this line and how can one explain it?
4. What are the merits of people Power?
5. In what ways does the PEACE Approach to development contest the view that: “If Third World Countries pursued the development route followed by countries in the West, then they would “Catch Up “with Advanced Industrialised countries. cial
6. How would you use one of the Friesian Educational Principles to determine the Educational needs of the Society? ls.

**END OF EXAMINATION!!**

**SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION  
STUDIES**

**ES**

**2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**COURSE: AE 322: MANAGEMENT AND DECISION -MAKING IN ADULT  
EDUCATION**

**TIME: 3 HOURS**

**INSTRUCTION: ANSWER ANY THREE (3) QUESTIONS.**

1. Discuss the assumptions underlying the classical model of decision-making and the steps associated with effective decision processes.
2. What do you understand by the term communication? Describe factors that may hinder or impair effective interpersonal communication in an organisation.
3. There are four main approaches to job design. Discuss each one of them in detail.
4. Explain why people resist change. If you were a Manager, how would you respond constructively to change in an organisation?
5. Discuss the primary conflict-resolution techniques you would apply in an organisation.
6. Describe the trait theory/approach to leadership. What were its major drawbacks?

cial

ls.

**END OF EXAMINATION!!!!**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATIONS**

**IES**

**AED 352 INTRODUCTION TO RESEARCH**

**TIME: THREE HOURS**

**INSTRUCTIONS: THERE ARE THREE SECTIONS IN THIS PAPER.  
BEFORE ANSWERING THE QUESTIONS, READ  
CAREFULLY THE INSTRUCTIONS FOR EACH SECTION.**

---

**SECTION A**

**Instructions:** Answer **one** question from this section.

1. State and explain the major steps followed when conducting a research project.
2. Write a short essay on literature review. In your essay include the following:
  - a) The significance of reviewing literature in research.
  - b) The processes followed when reviewing literature, and
  - c) How to write the literature review section of the report.
3. Write a short essay on sampling. In your essay include the following:
  - a) The reasons for employing sampling in research.
  - b) How sample size is determined.
  - c) A description of any two random sampling procedures.

cial

ls.

**SECTION B**

**Instructions:** Answer **the only question** in this section

4. Imagine you are researching on malnutrition and adult education. Identify and give an example of each of the following:
  - a) independent variable
  - b) dependent variable
  - c) extraneous variable

## SECTION C

**Instructions:** Answer **one** question from this section.

5. The following are a number of research problems. Choose one and prepare a questionnaire with **at least ten** questions. Your questionnaire **should not** include more than two items of biographical data.
- a) Effectiveness of teaching methods in community schools
  - b) The relationship between age and performance in functional literacy classes
  - c) The cause of low attendance in adult home economics classes
6. The Electoral Commission of Zambia would like to determine whether their Registration Campaign Exercise has been effective. Give them advice on how they can **appropriately** employ the following sampling procedures. Illustrate your answer.
- a) stratified random sampling procedure
  - b) systematic sampling procedure
  - c) snowball or chain sampling procedure

**END OF EXAMINATION**

# SCHOOL OF EDUCATION

## DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

IES

2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION

COURSE: AE422: WORKERS EDUCATION

TIME: 3 HOURS

INSTRUCTION: ANSWER ANY FOUR (4) QUESTIONS.

1. Explain the conditions necessary for successful collective bargaining to take place.
2. Write short notes on the role of each of the following in the labour and union matters of a country
  - a. Trade Union
  - b. Labour Commissioner
  - c. International Labour Organisation (ILO)
  - d. Industrial Relations Court
  - e. Employers Association
3. Distinguish the following
  - (i) Recognition Agreement and Collective Agreement
  - (ii) Collective Bargaining and ~~Collective~~ Bargaining Unit
  - (iii) Convention Ratification and Convention domestication
  - (iv) Trade Union Education and Workers Education
  - (v) Tripartite Consultative Council and Quadra-Annual Congress.
4. Show how the Labour Movement in Zambia has been affected by the political environment in which it has operated since independence.
5. Using clear examples, discuss how industrial and political development have assisted to determine the nature of workers education a country adopts.
6. Discuss, how such cross cutting issues like gender, poverty, disease and civic education can be justified as components of workers education.

**END OF EXAMINATION!!!**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2005 ACADEMIC YEAR SECOND SEMESTER FINAL EXAMINATION**

**COURSE: AE 462: COMTEMPORARY ISSUES IN ADULT EDUCATION**

**TIME: 3 HOURS**

**INSTRUCTION: ANSWER ANY THREE (3) QUESTIONS.**

1. List and discuss in details the external and personal benefits from Education
2. Education focuses on cognitive and affective domains. Discuss.
3. Educationally relevant to life experience is important to human beings. Discuss.
4. Distinguish between social intervention and human reconstruction in Adult Education
5. Discuss in details leadership in continuing education.
6. Discuss, what is meant by Adult Education should help citizens become involved in social reconstruction.
7. Arguments against performance vs agreed standard by Adult learners. Explain in details.
8. How can Adult Education meet the needs of Adult learners?

**END OF EXAMINATION**