

UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS -2001
FIRST AND SECOND SEMESTER
SCHOOL OF ADULT EDUCATION

- | | | | |
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| 1. | ADE 311 | - | Participatory Approaches to Development |
| 2. | AE 112 | - | Adult Education in Zambia |
| 3. | AE 151 | - | Instructional Methods and Techniques in Adult Education |
| 4. | AE 211 | - | Administration in Adult Education |
| 5. | AE 222 | - | Statistics in Adult Education |
| 6. | AED 321 | - | Organization Theory in Adult Education |
| 7. | AED 321 | - | Organisation Theory in Adult Education (def/sup) |
| 8. | AED 322 | - | Management in Adult Education |
| 9. | AED 331 | - | Curriculum Design in Adult Education |
| 10. | AED 332 | - | Counselling in Adult Education |
| 11. | AED 352 | - | Introduction to Research in Adult Education |
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| 13. | CAE 121 | - | Psychology of Adult Learning |
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| 18. | DAE 212 | - | Management and Administration of Adult Education |
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**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JANUARY 2001

ADE 311

PARTICIPATORY APPROACHES TO DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTION:

ANSWER QUESTION ONE AND ANY THREE OTHER QUESTIONS.

1. Analyze any three types of knowledge and their usefulness to development.
2. As a social animateur show how you would employ one participatory approach that would stimulate development in which ownership of the processes by the local community would be paramount.
3. Using a generative theme demonstrate how conscientization would be turned into a practical reality.
4. Discuss any three PLA tools and their usefulness in problem, identification, programme planning and implementation.
5. Discuss the different roles that intellectuals can play in the promotion of development.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

AE 112

ADULT EDUCATION IN ZAMBIA

TIME: THREE HOURS

INSTRUCTIONS:

Answer TWO questions from each section.

SECTION A

1. Identify and explain circumstances which prompted the BSA Company to issue the 1918 Native Schools Proclamation?
2. Write on the contribution of any THREE of the following to the development of adult education in Northern Rhodesia.
 - (a) The Mkanda Ceremony.
 - (b) Barotse National School.
 - (c) The Jeanes Concept.
 - (d) The Phelps – Stokes Commission.
1. Why do you suppose that missionaries were interested in providing education to the Africans?

SECTION B.

2. What were the effects of Kaunda's educational reforms in the 1st Republic?
3. How did factors external to Zambia influence the course of adult education in the second Republic?
4. Has the Third Republic promoted or disadvantaged the field of adult education? Justify your response.

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS - MARCH 2001**

AE 151

INSTRUCTIONAL METHODS AND TECHNIQUES IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER FOUR QUESTIONS ONLY

1. There are three factors which affect adult learners namely: psychological, sociological and physiological factors. Discuss.
2. How do adult educators relate to adult learners?
3. Name one method commonly used by the University of Zambia to reach adult learners separated by distance.
4. In order to eradicate an epidemic, what method would you use?
5. There is only one old technique used in Adult Education. Name it and give merits and demerits in its application.
6. How do you use Buzz Group to promote learning?

END OF EXAMINATION.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JANUARY 2001

AE 211

ADMINISTRATION IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER FOUR QUESTIONS; AT LEAST TWO QUESTIONS FROM EACH SECTION.

SECTION A

1. Describe Taylor's principles of scientific management. What were the limitations of the principles?
2. Write briefly on two of the following:
 - a) Luther Gulick
 - b) Chester Barnard
 - c) Elton Mayo
 - d) W.J. Dickson
 - e) Herbert A. Simon
3. What were the conclusions of the Hawthorn studies? In what way did the studies contribute to administrative theory?
4. Write on two of the following:
 - a) Criticisms of the classical theory
 - b) Differences between classical theory and Human Relations school.
 - c) Contingency approach

SECTION B

5. There are three types of organisations namely: Formal, Informal and Social organizations. How can they be used in your place of work?

6. How are organisational goals set?
7. Bureaucracy can be said to bring about development. Do you agree with this statement and why.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

AE 222

STATISTICS IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Question 1 is compulsory and then choose ANY 3 from the given questions. You are required to answer four(4) in total.

Question 1.

The Table shows a frequency distribution of the life times of 400 radio tubes tested at the Chipata Bicycle Company.

Life-time (Hours)	Number of Tubes
300 – 399	14
400 – 499	46
500 – 599	58
600 – 699	76
700 – 799	68
800 – 899	62
900 – 999	48
1000 – 1099	22
1100 – 1199	6
	Total 400

With reference to this table determine the

- a) upper limit of the fifth class
- b) lower limit of the eighth class
- c) class mark of the seventh class
- d) class boundaries of the last class
- e) class interval size
- f) frequency of the fourth class
- g) relative frequency of the sixth class
- h) percentage of tubes whose lifetimes do not exceed 600 hours
- i) percentage of tubes with lifetimes greater than or equal to 900 hours
- j) percentage of tubes whose lifetimes are at least 500 but less than 1000.

Question 2

In the measure of the central tendency, find the mean, median and mode for the following set of numbers:

- a) 7, 4, 10; 9, 15, 12, 7, 9, 7
- b) 8, 11, 4, 3, 2, 5, 10, 6, 4, 1, 10, 8, 12, 6, 5, 7

Compare the three averages.

Question 3

Find the range of each set of numbers:

- a) 2, 3, 6, 8, 11
- b) 12, 6, 7, 3, 15, 10, 18, 5
- c) 9, 3, 8, 8, 9, 8, 9, 18

Discuss the deviation or dispersion.
Find the mean deviation of the above sets of numbers and interpret the answers.

Question 4.

Write short notes on the following:

- a) Population
- b) Sample
- c) Descriptive and inferential statistics.
- d) Raw Data
- e) Type I Error and Type II Error. Which one do we try to minimize when testing the Null hypothesis?

Question 5.

Define and discuss the term “correlation”.
Calculate the correlation coefficient of the data given below using the following computation formula:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

x

=

9, 7, 5, 3, 1

y

=

10, 6, 1, 5, 3

Interpret the answer obtained.

Question 6.

What is scale of measurement?

With examples, describe the four scales of measurement known in statistics.

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JANUARY 2001

AED 321

ORGANISATION THEORY IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER FOUR QUESTIONS.

1. What problems and conditions stimulated scientific management to arise?
2. Describe Fayol's functions and principles of management. Can his principles of management be applied to today's adult education organisations?
3. What are the advantages and disadvantages of Weber's bureaucracy?
4. Define and describe the concept informal organisation. How can a manager of an adult education organisation use informal organisation to enhance his or her effectiveness?
5. What was Mayo's contributions to organisation theory? What is meant by the Hawthorn effect?
6. One of the trends in recent years has been the increasing use of systems theory to analyze organisations. Define and describe the concept system and discuss the implications of systems theory for adult education management.
7. The apathy and lack of effort among many of the workers is due to the fact that they are treated as immature human beings by management practices. Which theorist is associated with this statement? Describe his theory and show how relevant the theory is to adult education organisations.

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS - MARCH 2001**

AED 321

ORGANIZATION THEORY IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER FOUR QUESTIONS

1. How did the Industrial Revolution create the need for a formal theory of management?
2. Why is Chester Barnard referred to as the originator of the Social System's approach to management?
3. There are differences between Frederick Taylor's work and the work of Elton Mayo. Discuss.
4. What were the main features of the Hawthorne experiments? What were their conclusions on motivation of workers?
5. Weber identified three types of authority in his theory of authority structures. Describe each of these types of authority.
6. Herbert A. Simon viewed scientific management as a machine model in which workers were regarded as an extension of the factory machine. Do you agree with this statement?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

AED 322

MANAGEMENT IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer only **THREE** questions of which question **ONE** is **COMPULSORY**.

1. Write briefly on what you understand by:
 - (a) organization.
 - (b) types of organization
 - (c) major variables in an organization
2. State and explain the functions of management.
3. Explain the differences and similarities between the following concepts:
 - (a) power
 - (b) authority
 - (c) responsibility
4. Discuss the communication process and its significance in adult education.
5. State and explain the key factors in group behaviour.

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JANUARY 2001

AED 331

CURRICULUM DESIGN IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER ALL QUESTIONS IN SECTION ONE AND ANSWER THREE QUESTIONS IN SECTION TWO

SECTION ONE Answer all questions in this section.

- Q1. What does Hilda Taba mean by “dead baggage?”
- Q2. What does Ralf Tyler mean by “learning experience?”
- Q3. What does Colin Griffin mean by “lifelong curriculum?”
- Q4. What are the basic elements of a curriculum design?

SECTION TWO Answer only Three questions from this section.

- Q5. Society’s conceptualization of various factors such as knowledge, human development, learning processes and purpose of education influences curriculum development. Briefly explain how any two of the factors cited here influence curriculum development.
- Q6. Discuss Colin Griffin’s argument that adult education theories should focus on knowledge, culture and power in order to provide a base for curriculum development.
- Q7. Write a critical review of any two of the following curriculum planning models
 - a) academic
 - b) experiential
 - c) pragmatic

- Q8. Do you think that there should be a centralized curriculum development agency to cater to the needs of adult learners in Zambia?
- Q9. Colleagues in an organisation offering an adult education programme would like to evaluate their curriculum. Write a short guide on how to evaluate a curriculum.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

AED 332

COUNSELLING IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer only THREE (3) questions of which question ONE is COMPULSORY.

1. Identify the developmental issues predominant at the following stages of human development and explain the significance of these issues in counselling.
 - (a) early adulthood (25 – 34 years).
 - (b) middle adulthood (35 – 54 years).
 - (c) late adulthood (55 years and above).
2. State and explain the basic features in counselling.
3. State and explain any five defense mechanisms common to most clients during counselling.
4. What are the main concepts and techniques of the cognitive behavioural counselling model.

End of Examination.

**UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**UNIVERSITY SECOND SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS – SEPTEMBER 2001**

AED 352: INTRODUCTION TO RESEARCH IN ADULT EDUCATION

TIME: THREE HOURS

Instructions

There are two sections in this examination. Please read carefully the instructions for both sections (A and B) before writing.

SECTION A

Instructions: Answer question 1 and any other question from this section

- Q1. Select a research topic and use it to explain how a researcher can formulate a research question. State a directional hypothesis and a null hypothesis appropriate for this research question. Identify the independent and dependent variables in your research question.
- Q2. Use the interpretive and critical perspectives to write a critique of the scientific (positivist) paradigm.
- Q3. Explain the significance of a research proposal in educational research. State and briefly describe the basic elements of research proposal.
- Q4. What issues should a researcher consider when preparing an observation protocol? Formulate a research question and use it to prepare an observation protocol to illustrate your answer. Your protocol should have about ten observation items.

SECTION B

Answer question 5 and any other question from this section

- Q5. With examples discuss three ways in which a sample would be selected in a study that aims at using qualitative methodology. You should indicate the strengths and weaknesses for each sampling technique you choose to use.

- Q6. Discuss any two techniques you would use to collect data and show why they are centrally qualitative and not quantitative.
- Q7. In what ways is participatory research a truly people and not institution centred approach towards human development?

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

**UNIVERSITY FIRST SEMESTER DEFERRED/SUPPLEMENTARY
EXAMINATIONS - MARCH 2001**

BAED 341

EMERGING ISSUES IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER FOUR QUESTIONS

1. Identify and explain circumstances which under-score Negative Peace?
2. How are Third World human resources drained to the West?
3. Comment on the contention that countries which pursue economic growth do not observe human rights.
4. What would you recommend as solutions to armed conflicts in Africa? Justify your responses.
5. Provide a thorough analysis of the distinction between the two components of the Structural Adjustment Program.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JANUARY 2001

CAE 121

PSYCHOLOGY OF ADULT LEARNING

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER ONLY 4 QUESTIONS

1. What is Life Span Development Psychology and what is its relevancy to adult learning?
2. Watson is said to have originated the Behaviourism psychology. Explain what it is and its implications on learning.
3. Discuss the strengths and weaknesses of a lecture as a learning method.
4. What is motivation and what do the following factors play in influencing it?
Drive
Interest
Attitude
5. State and explain Maslow's five stages of Human Hierarchy of needs.
6. In itself old age is not a hindrance to learning. However, some physiological developments that come with age, may slow down the rate at which learning may take place. Discuss.
7. What are the Mechanist Theories of learning?
8. In learning motivation is very important. What should a teacher of adults do to enhance motivation in a classroom situation?

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

CAE 132

SOCIOLOGY OF ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer question 1 in section ONE and, select and answer THREE questions in Section TWO.

SECTION ONE.

Answer this question.

1. Briefly describe:
 - (a) the methodology Auguste Comte proposed for the study of the social world.
 - (b) Emile Durkheim's concept of Collective Conscience.
 - (c) Karl Marx's concept of Class Consciousness.
 - (d) Max Weber's concept of Social Action.

SECTION TWO.

Select and answer 3 questions in this section.

1. Select ONE theoretical framework from the sociological analyses we discussed in class and use it to explain the relationship between education and social mobility in Zambia.
2. Discuss the Marxist view of the effect of social inequalities on Educational achievement.
3. Discuss the relationship between education and social change. Use examples drawn from Zambia to illustrate your answer.
4. Use Max Weber's concept of social action to challenge the behaviourist theory of learning in general and more specifically, Emile Durkheim's concept of socialization.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

CAE 142

EVALUATING ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer ALL questions in Section One and Answer ONE (1) question in Section TWO.

SECTION ONE:

Answer ALL questions in this section.

1. What do evaluators mean by
 - (a) measurement
 - (b) accountability
 - (c) impact evaluation
 - (d) out come evaluation.
2. An evaluation can take place prior to the programme, during the programme or after the programme. Show how the purpose and focus of the evaluation varies depending on the time an evaluation is conducted. Give examples of evaluation questions for each time period to illustrate your answer.
3. The CIPP evaluation model is commonly used in education. Briefly explain this model.

SECTION TWO.

Answer ONE question in this section.

4. A Civic Education Programme on the functions of local government has been running in Lusaka for the last eight years without an evaluation. Programme managers would like to evaluate this programme. They have asked you to guide them on how an evaluation is conducted. Write a short guide on conducting evaluations. State and briefly explain the main steps that are followed when conducting evaluations.

5. Administrators of a community education programme have asked you to brief them on the necessary steps and considerations in planning an evaluation. Write a short guide on planning an evaluation for these administrators.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

CAE 152

TECHNIQUES IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer FOUR (4) questions only.

1. How useful is Micro-Teaching in the field of adult education.
2. What is the difference between method demonstration and result demonstration.
3. Audio-Visual Aids supplement teaching and learning. How can you combine them to promote effective learning.
4. Which is the most effective device in adult education.
5. Is there any relationship between Techniques, Audio-Visual Aids and Lesson Plan?
6. Describe the steps involved in Lesson Plan.

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

CAE 172

NON-FORMAL EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer only FOUR questions.

1. State the case for participation by all stakeholders in the planning and implementation of a Non-Formal Education programmes.
2. How can Non-Formal Education contribute to rural development?
3. Discuss the relationship between formal and non-formal education systems.
4. Explain the alleged failures of the formal education system that led to the establishment of the concept of non-formal education?
5. Adult Literacy programmes are said to be organised on the basis of the non-formal education approach. What is this approach?
6. What is meant by the concept of Life-Long education, and what is its relationship with non-formal education?
7. State the important elements to be considered in the planning of a non-formal education programme?
8. What are the current trends in non-formal education in Africa?

End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

DAE 212

MANAGEMENT AND ADMINISTRATION OF ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS:

Answer FOUR questions only.

1. Decision making is a matter of choice, discuss.
2. What are the steps in decision making process.
3. Communication can not be divorced from decision making, discuss.
4. How can you motivate workers who have lost morale?
5. As an Adult Educator, what steps would you take in planning adult education programmes?
6. Conflict resolution is the spirit of give and take, discuss.

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JANUARY 2001

DAE 231

COMMUNITY DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER ONLY 4 QUESTIONS

1. List and describe steps in setting up a community development project.
2. Community development, adult education, rural development and community education are closely related. Show relationship between these concepts.
3. Prepare a short guide for managing initial encounters in community development.
4. In Community Development, what is meant by the term "felt need."
5. What is the difference between a community and a neighbourhood.
6. One of the programmes of community development in Zambia is Group Housing Scheme. How does it work and how does it help the poor in the rural areas?
7. In any community, there are two categories of leaders namely formal and informal. Explain the differences between the two.
8. Community development and community organization are related concepts. Discuss their similarities and differences.

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JANUARY 2001

DAE 231

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End of Examination.

THE UNIVERSITY OF ZAMBIA
UNIVERSITY SECOND SEMESTER EXAMINATIONS – JULY/AUGUST 2001

DAE 232

PLANNED CHANGE

TIME: THREE HOURS

INSTRUCTIONS:

Answer only FOUR (4) questions.

1. In planned change, what is Human Relations and how does it facilitate change?
2. Planned change is said to be a deliberate collaborative process. What does this mean?
3. In planned change what do terms Client and Agent mean?
4. What is Social Control and how does it influence social change?
5. Name any two social institutions and their role in determining levels of change.
6. What is involved in the process of social conflict and how is it resolved?
7. In the planning of social change, what are the objectives of planning?
8. What are the initial conditions from which large scale changes begin?

End of Examination.

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JANUARY 2001

DAE 241

POPULAR EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

ANSWER QUESTION ONE AND ANY THREE OTHER QUESTIONS.

1. Discuss the main characteristics of popular education and show its application in any one country.
2. Analyze merits and demerits of any three types of participation.
3. From the knowledge of any one NGO, show the degree to which it conforms to the use and application of popular education.
4. Discuss the different roles that intellectuals can play in development.
5. What is sustainable development and how does it differ from other forms of development?

End of Examination.