

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS  
ADULT EDUCATION  
FIRST AND SECOND SEMESTER 1996

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**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996**

**AE 112**

**ADULT EDUCATION IN ZAMBIA**

**TIME:       THREE HOURS**

**INSTRUCTIONS:   ANSWER QUESTION ONE AND ANY THREE OTHERS.**

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1. Write a short paragraph on the following:
  - (a) village school
  - (b) the "Jeanes school idea"
  - (c) goals of adult education
  - (d) The Barotse National School
  - (e) the badge scheme for women
2. Discuss major missionary activities during the first colonial period 1883-1924. What were the major achievements?
3. What were the major factors that shaped the development of adult education between 1924-1964.
4. What were the objectives of the Phelps Stoke Education Commission in Tropical Africa. Discuss all its recommendations and the impact of some of the recommendation on the development of education of girls and women.
5. What is the role of "literacy" to development. Discuss how it developed during the colonial period. What is the future of literacy activities in Zambia?
6. Discuss how education was organized in pre-colonial days emphasizing its characteristics, clientele, institutions, leadership, functions, methods, techniques and media.
7. Discuss major landmarks, policies and reforms in adult education in the post-independence era.
8. Discuss the major obstacles to the development of adult education in Zambia today.

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JUNE, 1996

AE 121

ADULT LEARNING

TIME:      THREE HOURS

ANSWER FOUR OF THE FOLLOWING QUESTIONS.

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1. Explain the following:
    - (a) Regression
    - (b) Denial
    - (c) Agression
  2. How does conditioned stimulus provoke the unconditioned response?
  3. Discuss Maslow's hierarchy of needs
  4. How do the concepts load, margin and power relate to adult learning?
  5. What is education for problem posing. Give some examples of its application in a learning situation.
  6. Under what conditions do adults learn most and best?
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

AE 132

SOCIOLOGY OF ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS AND QUESTION 2 IS  
COMPULSORY.

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1. Discuss each one of the following:?
    - (a) Culture
    - (b) Values
    - (c) Attitudes
    - (d) Society
  2. Discuss the resistance to normative control and give examples.
  3. Human beings live with other human beings but the functional nature of nonconformity does not agree. Discuss and give examples.
  4. Distinguish between folkways and mores.
  5. Cultural change takes place in society. Discuss.
  6. Why is there law in addition to custom.
  7. Distinguish between social maladjustment and social deviance.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JUNE, 1996

AE 141

PROGRAMME PLANNING

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONLY.

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1. Compare and contrast the terms "programme" and "curriculum".
  2. Most of the planning models in the adult education literature are adaptations of tyler's model. Trace the roots of tyler's model and describe its main features.
  3. Define the concept need and show how you would differentiate needs on the basis of
    - (a) ownership
    - (b) nature of action implied
    - (c) Level at which needs are found.
  4. Selecting and sequencing programme content is critical to programme planning and implementation. Discuss.
  5. Which characteristics of the potential programme participants should be considered in the planning process and why?
  6. A useful starting point in the programme planning process is the analysis of the context. To what extent do you agree with this statement.
  7. Marketing educational programmes cannot be done haphazardly but through a process. Describe a process you would use to market an adult education programme and explain what marketing strategies you would use in the process.
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END OF EXAMINATION

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AE 142

EVALUATING ADULT EDUCATION PROGRAMMES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS FROM THE GIVEN SIX QUESTIONS.

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1. Define and distinguish between Evaluation and research.
  2. Why would you evaluate an educational programme? Who would be your primary audiences?
  3. Define the following terms and give examples where possible:
    - (a) Meta evaluation
    - (b) Assessment
    - (c) Placement evaluation
    - (d) Evaluability assessment
    - (e) Diagnostic evaluation
  4. Define formative and Summative evaluation and contrast them.
  5. What is cost-benefit analysis? How would you go about conducting a cost-benefit analysis.
  6. You are invited to conduct an evaluation of a training programme in your organization. What steps would you follow?
  7. Write briefly on two of the following models of evaluation:
    - (a) Tyler model
    - (b) CIPP model
    - (c) Kirkpatrick model
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JUNE 1996

AE 151

TIME: THREE HOURS

ANSWER: THREE QUESTIONS TWO FROM SECTION ONE AND ONE FROM  
SECTION TWO.

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SECTION I

1. Define Adult Education and give examples.
2. List five characteristics of an adult learner.
3. What is a three way communication. Discuss.
4. There are three determinants of adulthood. Discuss them and give examples.

SECTION II

1. Define these two terms and give examples
    - (a) Method
    - (b) Technique
  2. How can you use Role play in teaching. Discuss.
  3. What is a Buzz session. Discuss.
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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**AE 152**

**INSTRUCTIONAL TECHNIQUES IN ADULT EDUCATION**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER QUESTION ONE AND ANY OTHER THREE.**

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- Q1. In adult education there are three categories of methods namely; individual approach, group approach and community approach. Explain in detail how each of the approach can be used effectively in an institution like the University of Zambia.
- Q2. Among the techniques you have learnt, describe two of them and how you can apply them in your organization.
- Q3. What are the salient features which differentiate between role play and dramatic skit and in which situation can each technique be applied.
- Q4. Which is the best technique you use for a large number of people and what are the advantages and disadvantages.
- Q5. Study circle can be described as the best in imparting knowledge to adults. Critically examine its usefulness and limitations in an environment with constant change in technology.
- Q6. What is the difference between apprenticeship and on-job training and how can you apply the two techniques in adult education.
- Q7. Method demonstration and result demonstration are one and the same. Do you agree with this statement. Give reasons why you agree or disagree with the statement.
- Q8. Supposing you went to an adult education class for the first time. What things would you need to prepare and what would you do before starting your lesson.
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**END OF EXAMINATION**



THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JUNE, 1996

AE 161

COMMUNICATION THEORY

TIME:      THREE HOURS

ANSWER ANY FOUR OF THE FOLLOWING QUESTIONS.

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1. Cross cultural communication is not always interracial. Discuss.
  2. Kinetics and proxemics explain types of communication. Illustrate how each one of the two works.
  3. In relation to a periodical, chapter in a book, a journal article, and an article authored by two people explain the concept of elements.
  4. How does the social theory of communication operate in daily life?
  5. Give five examples of sexist usages in writing and their correct versions.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

AE 172

NON FORMAL EDUCATION

TIME: 3 HOURS

INSTRUCTION: ANSWER ONLY FOUR QUESTIONS

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1. What are the major promises of non formal education?
  2. In what ways do formal and non formal education differ and are similar to each other?
  3. Discuss one institution of Adult Education and show how it fits in and departs from the practice of non formal education.
  4. In what ways does life long education promote a universalist rather than an elitist approach to education?
  5. Recurrent education is associated more with industrialized countries. In relation to Zambia how far true is this statement?
  6. What are some of the problems affecting formal education which could affect non formal education?
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

AE 212

MANAGING ADULT EDUCATION PROBLEMS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS FROM THE GIVEN QUESTIONS.

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1. Describe the functions of management and show how these functions can be applied in the adult education enterprise.
  2. Define motivation and briefly describe Herzberg's two factor theory.
  3. "Leaders are born, not made". Do you agree with this statement.
  4. As a manager of an adult education organization you are asked to resolve a conflict between two of your Supervisors. Describe the various conflict resolution techniques that you would use in the situation.
  5. Discuss the strengths and weaknesses of the traits theory of leadership.
  6. Why is handling change an aspect of the job of a manager of Adult education? Briefly describe the forces that necessitate change and resistance to that change in an adult education organization.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATION - JUNE, 1996

AE 211

ADMINISTRATIVE THEORY

TIME:                    THREE (3) HOURS

INSTRUCTIONS:      ANSWER THREE QUESTIONS ONLY.

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1. Discuss Taylor's principles of scientific management. How would critique their application to the adult education enterprise?
  2. Compare and contrast the main features of the classical approach and human relations approach.
  3. Knowing how to deal with informal organization is important to successful management of formal organizations. To what extent do you agree with this statement?
  4. Fayol's contribution to administrative theory are found in his definition of administration and the 14 principles of administration. Discuss.
  5. Organizations are a dominant characteristic of modern societies. Define the concept organization and with examples discuss the main characteristics of organizations.
  6. What are the main characteristics of Bureaucracy? With examples discuss the advantages and disadvantages of bureacracy.
  7. Describe the three kinds of authority in Weber's typology of authority and with examples show how one of them is used in your Organization/Department/Ministry.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

AE 212

MANAGING ADULT EDUCATION

DISTANCE EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE (3) QUESTIONS

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1. If there was conflict between two units in your department, what changes would be experienced between and within the units. At the end of the conflict what would happen first to the winner and then loser.
2. Discuss the strengths and weaknesses of the traits theory of leadership.
3. What does the term communication mean? Describe factors that can impair or hinder communication in your organization.
4. According to Maslow the reason why people join organisations remain in those organisations and work towards their goals is the hierarchy of needs. Describe Maslow's hierarchy of needs and show how you can apply it to your organisation.
5. What are the four basic functions of Management? Describe them.
6. With examples from your work place describe the decision-making process.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JUNE, 1996

AE 221

RESEARCH METHODS IN ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS.

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1. Discuss the purpose of research and compare older methods of acquiring knowledge to the modern methods (scientific approach).
2. Outline the major steps in developing a research proposal. Discuss briefly each step.
3. Why is the literature review important? Discuss ways of conducting literature review.
4. The survey design is commonly used in conducting research in adult education. Discuss the three major methods of collecting data. What advantages and disadvantages does each one <sup>have</sup> ~~has~~ over the other.
5. Why is sampling important in research? Discuss four types of sampling procedures used in conducting research.
6. Write a paragraph on the following
  - (a) Hypothesis
  - (b) reliability
  - (c) content validity
  - (d) evaluation research
7. Why is participatory research becoming popular against traditional methods. Discuss major steps in conducting participatory research.

8. Discuss the difference between:-

(a) Relevance of the study

(b) Assumptions of the study.

9. What is meant by recommendations and summary in research.  
Discuss.

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AE 221  
RESEARCH PROPOSAL  
(DISTANCE EDUCATION)

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

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1. The pilot study is very important in research. Discuss.
  2. Distinguish between sample population and population. Give details and examples.
  3. Contrast between simple random sampling and systematic sampling.
  4. Discuss in details each one of the following:
    - (a) Questionnaire
    - (b) Assumptions of the study
    - (c) Purpose of the study
    - (d) Data analysis.
  5. Discuss Descriptive study and Experimental study. Show where they are similar and different.
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END OF EXAMINATION



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

AE 232

DYNAMICS OF PLANNED CHANGE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FIVE QUESTIONS AND QUESTION 3 IS  
COMPULSORY.

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1. The change agent and the client system have a period which we call Innovation-Decision period. Discuss and give examples of this period.
  2. Discuss all social systems of adopter categories.
  3. In social system there is a hierarchy of power. Discuss the position of the power elite in a social system and the consequence of innovation.
  4. The innovation decision process called the adoption process consisting of five stages. Name them and discuss each one of them.
  5. Discuss the steps which are involved in introducing an innovation to a community.
  6. Disengagement from a community take place in two ways. Discuss them.
  7. Innovation has two types of consequences
    - (a) Direct consequences
    - (b) Indirect consequencesDiscuss each one of them and give examples.
  8. Change Agent and Client system have one intended goal. discuss it.
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END OF EXAMINATION

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AE 241

POPULAR EDUCATION AND COMMUNICATION

TIME:      THREE HOURS

ANSWER FOUR OF THE FOLLOWING QUESTIONS.

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1. Discuss any two aspects of the process of participatory research in relation to the role of an outsider.
  2. What are the theoretical sources of the Visualization of in Participatory Programmes?
  3. What is Popular Education?
  4. Discuss any three situations in which VIPP can be used effectively.
  5. Critique any NGO you are familiar with in relation to its promotion of Popular Education.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

AE 241

POPULAR EDUCATION AND DEVELOPMENT

(DISTANCE EDUCATION)

TIME: 2½ HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS ONLY

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1. What are the distinctive features of popular education?
  2. Discuss any two sources of influences for popular education.
  3. What is VIPP and how is it applied in development work?
  4. Analyse the basic steps for participatory research.
  5. What are areas of commonality and differences between Antonio Gramsci and Paulo Freire?
  6. Describe the usage for any four educational games that you know.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

AE 242

MASS EDUCATION AND DEVELOPMENT

TIME: 3 HOURS

INSTRUCTION: ANSWER TWO QUESTIONS FROM EACH SECTION.  
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SECTION A

1. Exponents of P.E.A.C.E. paradigm maintain that colonialism is a form of modernization world view point. Explain the rationale underlining their argument.
2. How do you account for the fact that the modernization paradigm continues to influence and direct the course of development in the third world.
3. Why is structural adjustment programme unpopular among the poor in third world countries.

SECTION B

1. What are the characteristics of a mass campaign?
  2. Taking one example of a mass campaign discuss the elements that go into designing and implementing a mass campaign.
  3. What are the limitations and strengths of mass educational approach to development.
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END OF EXAMINATION