

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES.

2015 ACADEMIC YEAR EXAMINATION

1. AED 1110 Philosophical foundations and development
2. AED 1210 psychology of learning
3. AED 2110 Programme planning and evaluation in adult education
4. AED 2310 instructional methods and techniques in adult education
5. AED 2410
6. AED 3210
7. AED 3414 Research methods in adult education project
8. AED 4110 Literacy and the learning environment
9. AED 4210 Organizational theory and management
10. AED 4310 Mass education and development
11. AED 4411 Human resource management
12. AED 4512 Curriculum design in adult education
13. AED 4615 Workers and education
14. AED 4715 introduction to gerontology
15. AED 4815 Gender issues in adult education
16. AED 4915 Non – Governmental organization
17. AED 9115 Organizing seminars, workshops and conferences
18. AED 9115 Designing and managing workshops, seminars and short courses
19. AED 9315 Comparative adult education
20. DHM 2032 Study and communication skills

# THE UNIVERSITY OF ZAMBIA

## SCHOOL OF EDUCATION

### DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

#### 2014/15 ACADEMIC YEAR – FINAL EXAMINATION

**COURSE : AED 1110 – PHILOSOPHICAL FOUNDATIONS AND DEVELOPMENT OF ADULT EDUCATION**

**TIME : THREE (3) HOURS**

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

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#### **SECTION A**

**INSTRUCTIONS: Answer One (1) question from this section.**

1. **Discuss** the sectors of the economy which are the major foreign exchange earners for your country. **What are the implications** of these economic activities for adult education?
2. **Discuss** historical roots of radical adult education, **explain** the philosophical principles of the proponents of radical adult education and **assess** the contribution of this tradition to national development.

#### **SECTION B**

**INSTRUCTIONS: Answer Two (2) questions from this section.**

3. Suppose you were the Minister for Education, Science and Technology in your Country. **Explain in details**, the steps that you should take to increase the use of computers and the internet by adult learners in your country.
4. **Identify** the elements of Adult Education in Traditional Education and **Explain** how they have imparted on the development of Adult Education in your country.
5. How has Adult Education through the influence of Civil Society assisted in disseminating democracy in Africa? **Discuss** in details.
6. **Analyse** scientifically realism and other teaching (s) in philosophy and **explain** philosophy as a conceptual or linguistic analysis. Further **explain** the relationship between philosophy and the field of Adult Education.

**END OF EXAMINATION**

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

**2014/15 ACADEMIC YEAR**  
**FINAL EXAMINATIONS**

**AED1210:                    PSYCHOLOGY OF ADULT LEARNING**

**TIME:                        THREE (3) HOURS**

**INSTRUCTIONS:    ANSWER FOUR (4) QUESTIONS ONLY**

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1.    Explain how adult learning occurred in Africa before the introduction of formal education. What were the advantages and disadvantages of this kind of learning?
2.    Giving practical examples discuss the most important groups of adult learners and their characteristics.
3.    Explain the role of theories in psychological inquiry. What are they weaknesses of psychology as a scientific discipline? Give relevant examples in your explanation.
4.    Discuss the factors that contribute to the low participation of adults in educational programmes in Zambia and what should be done to improve the situation.
5.    Giving concrete examples discuss the causes and consequences of youth unemployment in Zambia. What do you think should be done to solve the problem?
6.    Using Abraham Maslow's hierarchy of needs theory, explain what motivates adults to learn. Give clear examples in your explanation.

**END OF EXAMINATION**

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

**2014/15 ACADEMIC YEAR**  
**FINAL EXAMINATIONS**

**AED1210:                    PSYCHOLOGY OF ADULT LEARNING**

**TIME:                        THREE (3) HOURS**

**INSTRUCTIONS:    ANSWER FOUR (4) QUESTIONS ONLY**

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4.     Discuss the factors that contribute to the low participation of adults in educational programmes in Zambia and what should be done to improve the situation.
5.     Giving concrete examples discuss the causes and consequences of youth unemployment in Zambia. What do you think should be done to solve the problem?
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**END OF EXAMINATION**

THE UNIVERSITY ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT AND EXTENSION STUDIES

2014/15 ACADEMIC YEAR FINAL EXAMINATION

AED2110: PROGRAMME PLANNING AND EVALUATION IN ADULT EDUCATION

DURATION: THREE (3) HOUR

**INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY.**

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- 1) Define programme planning and show its relevance to the field of adult education.
- 2) Adult education as field of study encourages stakeholder's participation in planning process of any programme. What's the relevance of stakeholder's participation in programme planning and evaluation?
- 3) Imagine you are an evaluator for SASTA limited and you have been hired by Lusaka University to evaluate their programmes. Describe how you would conduct such an evaluations.
- 4) List and explain the two types of evaluation and give reasons why evaluation is cardinal.
- 5) As an evaluator explain how you would encourage the use of evaluation results.

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2014/5 ACADEMIC YEAR DISTANCE EDUCATION FINAL EXAMINATIONS

AED 2110

PROGRAM PLANNING AND EVALUATION IN ADULT EDUCATION

TIME: THREE HOURS

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

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**SECTION A**

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

1. Define programmes planning and show its relevance to the field of adult education.
2. Adult education as field of study encourages stakeholder's participation in planning process of any programme. What's the relevance of stakeholder's participation in programme planning and evaluation?
3. List and explain the divergences of a programme and curriculum.

**SECTION B**

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

1. Briefly critique the behavioral objectives approach to evaluation of educational programs.

2. Suppose you are evaluating a conservation farming programme in Mumbwa District, show how you can enhance the utilization of your evaluation results.
3. "*Above all do no harm*" is a saying mainly associated with the responsive generation of evaluation.
  - a) What led to the emergence of the responsive generation of evaluation?
  - b) Is it possible "to do no harm in all evaluation studies?" Give reasons for your answer.
4. Describe the three foci of evaluations. Write three appropriate questions for each of the three foci of the evaluation.

**END OF EXAMINATION**

2. Suppose you are evaluating a conservation farming programme in Mumbwa District, show how you can enhance the utilization of your evaluation results.
3. "*Above all do no harm*" is a saying mainly associated with the responsive generation of evaluation.
  - a) What led to the emergence of the responsive generation of evaluation?
  - b) Is it possible "to do no harm in all evaluation studies?" Give reasons for your answer.
4. Describe the three foci of evaluations. Write three appropriate questions for each of the three foci of the evaluation.

**END OF EXAMINATION**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**2014/2015 ACADEMIC YEAR FINAL EXAMINATIONS**

**COURSE: AED 2310- INSTRUCTIONAL METHODS AND TECHNIQUES IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER THREE (3) QUESTIONS ONLY**

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- 1. What would you consider when choosing an appropriate technique to use in teaching adult learners?**
- 2. Discuss the following instructional methods**
  - a. Institute**
  - b. Convention**
  - c. Conference**
  - d. Apprenticeship**
- 3. Discuss the following techniques**
  - a. Phillips 66**
  - b. Research and Report**
  - c. Field trip**
  - d. Group writing**
- 4. Discuss the following instructional methods**
  - a. Internship**
  - b. Convention**
  - c. Distance education**
  - d. Short courses**
- 5. Discuss the six principles that should be considered for effective adult learning.**
- 6. Discuss the most important grouping of adult learners and their characteristics.**

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**AED 2410**  
**FINAL EXAMINATIONS 2014-15.**

**Time: 3 Hours**

**Instructions:** Answer **three** questions only in this paper .Question ONE is compulsory. All questions carry equal marks. Your work should be clear and free from language errors.

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**Section A.** Answer question is compulsory (40 marks).

1. Discuss how non-formal education is said to be economically viable.

**Section B.** Now answer any two questions from this section (60 Marks)

2. Identify a training programme in Zambia and explain how it qualifies to be a non-formal education activity.
3. With clear examples, explain how non-formal education can be used as an empowerment agent for youths and women in Zambia.
4. Identify any four disadvantages of non formal education in Zambia and show how they can be overcome.
5. The success of non-formal education programmes depends on the political will of a country. Show how this statement can be said to be true about Zambia through the Ministry of Youth and Sport under the Patrotic Front led government.

**END OF THE EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES  
2014 ACADEMIC YEAR FULL TIME/PARALLEL EXAMINATION: JUNE/JULY 2015

**AED3 210: EXTENSION EDUCATION**

**INSTRUCTIONS**

1. Attempt all the examination items in Section A
2. Write your computer number on the question paper and answer book.
3. Attempt all the examination items in Section A, and write on the only lines provided.
4. Attach the question paper to the answer book.
5. Attempt one examination item in Section B

DURATION: THREE HOURS

COMPUTER NO: .....

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**SECTION A: SHORT ANSWER EXAMINATION ITEMS (80 MARKS)**

1. Define extension education (2 marks) .....  
.....  
.....
2. State the difference between adult education and extension education. (2 marks)  
.....  
.....
3. State two purposes of extension education. (2 marks)  
(a) .....  
(b) .....
4. Briefly explain the relationship between extension education and sociology. (2marks)  
.....  
.....  
.....

5. State five reasons for regarding extension education as profession. (5 marks)

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

6. State and briefly describe two theories of management in extension education. (4marks)

- (a) .....
- (b) .....

7. Identify and briefly explain any five functions of management. (10 marks)

- (a).....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

8. Briefly explain the methods below (10 marks).

- (a) Conference .....
- (b) Puppetry.....
- (c) Institute .....
- (d) Focus Group Meeting.....
- (e) Seminar .....

9. Identify and briefly describe the two types of management theories. (4 marks)

- (a) .....  
.....
- (b) .....  
.....

10. Identify and briefly explain five managerial skills. (10 marks)

- (a) .....  
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- (b) .....  
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- (c) .....  
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- (d) .....  
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- (e) .....  
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11. State the role of communication in extension education? (2 marks).....

- .....
- .....
- .....

12. Briefly describe the following terms (8 marks).

- (a) Communicator.....  
.....  
.....
- (b) Message .....  
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- (c) Channel .....  
.....  
.....
- (d) Treatment of message .....  
.....  
.....

13. State and briefly describe any five principles of effective communication (10 marks).

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

14. What four factors justify that planning gives direction to extension officers? (4 marks)

- (a) .....
- (b) .....
- (c) .....
- (d) .....

15. Identify any five factors of good functional relationship that affect oral communication effectiveness (5 marks)

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

16. Why do people mistake extension education for agricultural extension? (4 marks)

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**SECTION B: ESSAY ITEMS (20 MARKS EACH)**

1. Discuss the role of extension education in the preservation of the culture, norms and values of your ethnic group.
2. Use practical examples to show how Sandhu's (1965) extension education programme planning model can be employed.
3. Identify three organizations that are involved in extension education and explain how they provide such education.

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES  
2014 ACADEMIC YEAR FULL TIME/DISTANCE EXAMINATION

**DEFERRED EXAMINATION: JULY 2015**

**AED3 210: EXTENSION EDUCATION**

**INSTRUCTIONS**

1. Write your computer number on the question paper and answer book.
2. Attempt all the examination items in Section A, and write on space provided for each item.
4. Attach the question paper to the answer book.
5. Attempt one examination item in Section B

DURATION: THREE HOURS

COMPUTER NO: .....  
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**SECTION A: SHORT ANSWER EXAMINATION ITEMS (80 MARKS)**

1. Define extension education (2 marks) .....  
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.....
2. Define literacy in the context of extension education. (2 marks) .....  
.....  
.....
3. State any five principles of extension education.  
(a) .....  
(b) .....  
(c) .....  
(d) .....  
(e) .....

4. Define the term communication.(2 marks).....  
.....  
.....
5. Identify the six elements of communication in extension education (6 marks).  
(a) .....  
(b) .....  
(c) .....  
(d) .....  
(e) .....  
(f) .....
6. State and describe any five functions of communication (10 marks)  
(a) .....  
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.....  
(b) .....  
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(c) .....  
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(d) .....  
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(e) .....  
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.....
7. State the relationship between extension education and education (2marks).....  
.....  
.....
8. State the relationship between extension education and management (2 marks) .....  
.....  
.....
9. Define the term profession (2 marks) .....  
.....

10. State any five criteria of a profession according to Yoder (10 marks).

- (a) .....
- .....
- (b) .....
- .....
- (c) .....
- .....
- (d) .....
- .....
- (e) .....
- .....

11. Identify and briefly describe four factors of communication effectiveness (8 marks)

- (a) .....
- .....
- .....
- (b) .....
- .....
- .....
- (c) .....
- .....
- .....
- (d) .....
- .....
- .....

12. Identify and briefly explain the four factors of oral communication effectiveness according to Sandhu (2004) (8 marks)

- (a) .....
- (b) .....
- (c) .....
- (d) .....

13. Learning or development through extension education helps to build: (5 marks)

- (a) .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

14. State and briefly explain five managerial skills (10 marks)

- (a) .....  
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- (b) .....  
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- (c) .....  
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- (d) .....  
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- (e) .....  
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15. State and briefly explain two theories of management in extension education (4 marks).

- (a) .....  
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.....
- (b) .....  
.....  
.....

16. Briefly explain the importance of the local community participating an extension education programme. (2 marks) .....

.....  
.....

**SECTION B: ESSAY ITEMS (20 MARKS EACH)**

1. Identify and discuss factors of communication behaviour.
2. Compare and contrast adult education and extension education, and use your arguments to state their relationship.
3. Discuss how the traditional society used oral methods to extend knowledge from one generation to another.

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**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**2014/15 ACADEMIC YEAR FINAL EXAMINATIONS**  
**FULL TIME AND PARALLEL STUDENTS**

**AED 3414: RESEARCH METHODS IN ADULT EDUCATION AND PROJECT**

**TIME: THREE (3) HOURS**

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

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**SECTION A**

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

1. Write short notes to describe the following concepts in research. Illustrate your answer.
  - a) Logic
  - b) Objectivity
  - c) Epistemology
  - d) Ontology
  - e) Theoretical population
  - f) Accessible population
  
2. 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) Functional literacy programs in rural areas.
  - b) Youth skills training programs
  - c) Anti-corruption education program at University of Zambia.
  
3. Imagine you are researching on Ebola education in Lusaka. Formulate an appropriate null hypothesis and an alternative hypothesis for this general problem area. Give an example of each of the following variables and justify their appropriateness for the study:

- a) independent variable
- b) dependent variable
- c) extraneous variable

## SECTION B

### INSTRUCTIONS: ANSWER TWO (2) QUESTIONS ONLY

1. Blood samples were taken from the dogs at UNZA veterinary clinic and resultant data are presented as follows:  
 Packed cell volume (mm):      45    42    56    48    42    35    58    40    39    50  
 Red blood cell count(millions): 6.53 6.30 9.52 7.50 6.99 5.90 9.49 6.20 6.55 8.72  
 a. Present the results graphically using a scatter diagram.  
 b. What is the coefficient of determination for this data?  
 c. What is the interpretation of results in (a) and (b) above?

2. The urban and rural populations in a certain country at 10-year intervals, from 1950 to 2010, expressed to nearest thousand persons, were as follows:

Year	Urban	Rural
1950	42 064 000	50 016 000
1960	54 158 000	51 553 000
1970	69 161 000	54 042 000
1980	74 424 000	57 246 000
1990	90 128 000	61 198 000
2000	125 269 000	54 054 000
2010	149 325 000	53 887 000

- a. Construct a component bar graph.
  - b. Construct separate relative pie charts for the data.
3. Discuss the following ways of analysing data you have collected from the field:
    - a. Frequency Polygon.
    - b. Histogram.
    - c. Measures of Central Tendency.
    - d. Coefficient of Variation.

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES  
2014/15 ACADEMIC YEAR FINAL EXAMINATIONS

**AED 3414: RESEARCH METHODS IN ADULT EDUCATION AND PROJECT**

**TIME: THREE (3) HOURS**

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

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**SECTION A**

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

1. 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) Functional literacy programs in rural areas.
  - b) Youth skills training programs
  - c) Anti-corruption education program at University of Zambia.
  
2. Agricultural extension workers in Mwinilunga District would like to evaluate their work in the district. Give them advice on how they can **appropriately** employ the following sampling procedures. Illustrate your answer.
  - a) Stratified random sampling procedure.
  - b) Systematic random sampling procedure.
  
3. Imagine you are researching on Ebola education in Lusaka. Formulate an appropriate null hypothesis for this general problem area. Give an example of each of the following variables and justify their appropriateness for the study:
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  - b) dependent variable
  - c) extraneous variable

## SECTION B

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- Present the results graphically using a scatter diagram.
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- Frequency Polygon.
  - Histogram.
  - Measures of Central Tendency.
  - Coefficient of Variation.

**END OF EXAMINATION**

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

**DISTANCE DEFERRED EXAMINATION**

**AED 4110      LITERACY AND THE LEARNING ENVIRONMENT**

**Instructions**

1. Answer three question only
  2. Time: 3 Hours
- 

**Questions**

1. Adult literacy has been associated with national development. Why would you discount this position for a country like Zambia?
2. Give an account of the efforts made in the provision of literacy education in Zambia from the first to the third republic in Zambia.
3. Literacy has been understood as something found within the social context of the people. Discuss.
4. Identify the factors contributing to the drop in the levels of adult literacy in the country and explain them.
5. Provide a position on how best the adult literacy levels can be improved in the country.

**END OF EXAM**

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

**2014/15      DEFERRED EXAMINATION**

**Course:    AED 4210    ORGANISATIONAL THEORY AND MANAGEMENT**

**Instructions**

- i.      This paper has five questions. Answer only 3 questions.
  - ii.     Each question carries equal marks.
  - iii.    Duration: Three (3) hours
- 

1. Discuss the main functions that an organization is required to perform.
2. Describe the four major steps that can be used to manage change effectively in a modern organization.
3. Discuss the following principles as outlined by Fayol:
  - a. Unity of command
  - b. Subordination of individual interests to the common interest
  - c. Centralisation
4. Explain Max Weber's typology of authority.
5. What is an informal organization Explain its major characteristics.

**The End**

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

2014 ACADEMIC YEAR  
REGULAR FINAL EXAMINATION

AED 4310            MASS EDUCATION AND DEVELOPMENT

Instructions

1. There are five questions in this paper. Answer three questions only
2. Time 3 hours
3. All questions carry equal marks

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Questions

1. How would you explain the notion that development is a multidimensional process.
2. Provide a justification to the understanding that colonialism has been core to Africa's destitution.
3. The *Bretton wood* institutions were established for different functions.
  - a. Identify the institutions
  - b. Explain their respective functions in the light of Africa's economic and social development
4. Foreign Aid has been prescribed as the answer to Africa's insolvency.
  - a. Explain what is meant by foreign Aid.
  - b. Provide a justification for the said prescription.
5. The United Nation is often times referred to as a vicious institution used by the USA to control the World. Discuss.

END OF EXAM

THE UNIVERSITY ZAMBIA

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DEPARTMENT OF ADULT AND EXTENSION STUDIES

2014/15 ACADEMIC YEAR FINAL EXAMINATION

AED4411: HUMAN RESOURCE DEVELOPMENT

DURATION: THREE (3) HOUR

**INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY.**

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- 1) What are the divergences of education and training?
- 2) Which one of the learning theories do you think is relevant to human resource development? Justify your answer.
- 3) Discuss the relevance of training to an individual as well as an organisation.
- 4) Imagine you are a programme manager for FAWEZA. how would you design a training programme for a group of women on the relevancy of being illiterate.
- 5) Why do you think it vital for an adult educator to study human resource development?

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**AED 4512 CURRICULUM DESIGN IN ADULT EDUCATION**  
**EXAMINATION 2014-15**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer **THREE** questions in this paper. Question **ONE** is compulsory. Your work should be clear and free from language errors and mistakes.

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**Section; A**

1. This question is compulsory( 40 marks)

“The third source of criteria for making curriculum decisions is the nature of knowledge and the specific characteristics and unique contributions of the disciplines from which the content curriculum is derived. There are differences in the structure of the different disciplines. It is conceivable, therefore, that each discipline contributes something different to mental, social, and emotional development and that each subject or content area needs to be organised and used in a different way”, (Taba,1962:11).

Show how the three domains of knowledge and the six realm of meaning are integral components of successful curriculum design.

**Section; B** Answer any **TWO** questions in this section (60 marks).

2. Describe the four elements of a curriculum and explain how they are realised in the classroom. Make a suitable diagram to show how the elements can be organized in curriculum design
3. Write short notes on each of the following
  - i) Situational analysis
  - ii) Core curriculum
  - iii) Broad fields curriculum
  - iv) Prescriptive curriculum
  - v) Needs appraisal
4. Use examples from Zambia to discuss factors leading to curriculum innovation.
5. Clearly show how technological and political changes have affected curriculum design and innovation in Zambia.

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSIN STUDIES**  
**AED 4512 CURRICULUM DESIGN IN ADULT EDUCATION COURSE**  
**DEFERRED EXAMINATIONS 2014/15**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer three questions in this paper. Question **ONE** is compulsory. You should answer question **ONE** and another two. Your work should be free from common language errors. Do not use chemical erasers

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**Section A: Question ONE is compulsory.**

1. "All curricula, no matter what their particular design, are composed of certain elements," (Taba, 1962:10). Describe these elements and show how they contribute to effective teaching and learning activities.

**Section B. (60 marks)**

Answer any three questions in this section

2. A curriculum can be described either as prescriptive or descriptive. Discuss the advantages of a descriptive curriculum over the prescriptive curriculum.
3. With clear examples, critically analyse the assertion that curriculum innovation is an integral part of the technological age.
4. Explain how a good understanding of the knowledge domains and the realms of meaning contributes to the successful designing of a curriculum.
5. Using clear examples to discuss some of the challenges of a subject centred curriculum.

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**AED 4615 WORKERS EDUCATION 2014-5**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer three questions in this paper. Question **ONE** is compulsory.

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**Section A.** Answer this question (40 marks)

1. Write short notes on each of the following:
  - i) Employer Association
  - ii) Recognition Agreement
  - iii) Industrial Relations court
  - iv) Collective Agreement
  - v) Collective bargaining
  - vi) Tripartitism in Industrial Relations
  - vii) ILO conference office
  - viii) Trade union
  - ix) ILO conventions
  - x) Labour commissioner

**Section B.** Answer only two questions in this section (60 marks)

2. Distinguish the capitalist from the socialist perspectives of workers education and discuss the merits of the one you would prefer to have.
3. Show how Trade unionism and Workers education can be said to have nexus with the industrial revolution.
4. Discuss the assertion that workers education is a villain and a saint to both workers and employers.
5. Use clear examples to explain the validity of exempting some units of government from the Industrial Relations Act 269 of the laws of Zambia.

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**AED 4615 WORKERS EDUCATION**

**TIME: THREE HOURS**

**MARKS: 100**

**INSTRUCTIONS: ANSWER THREE QUESTIONS IN THIS PAPER. QUESTION ONE IS COMPULSORY**

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**SECTION: A. (40marks).** This question is compulsory.

- i) What is a recognition agreement in industrial relations? Explain why the Industrial Relations Act cap 269 section 2 of the laws of Zambia exempts the following, the Zambia Defiance force; Zambia Police service; Zambia Prison Service; Zambia Security Intelligence Service; and Judges, registrars of court, magistrates and local court justices.
- ii) What is ILO? Identify its three principle organs How do they contribute to keeping acceptable labour standards.

**SECTION: B (60 marks)** Answer any two questions from this section

2. Briefly discuss tripartism in industrial relations. Show how tripartism is used to maintain good labour standards in Zambia.
3. Discuss the advantages of socialist approach to workers education over the capitalist one.
4. Show how industrial revolution dictated the genesis of workers education.
5. Drawing from the Experiences of Zambia, show how political ideologies can influence the industrial relations of a country.

**END OF THE EXAMINATION**

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

**DISTANCE DEFERRED EXAMINATION**

**AED 4715     INTRODUCTION TO GERONTOLOGY**

**Instructions**

1. Answer three question only
  2. Time: 3 Hours
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**Questions**

1. Ageing has been associated with both social and economic challenges. Explain.
2. Ageing is a process which occurs in a context. How would you justify this position?
3. Gerontology is said to be a science. Discuss
4. Explain the effects of modernization on old people's destitution in Zambia?
5. Discuss the notion that Zambia has been the old favouring society.

**END OF EXAM**

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

**2014/15 ACADEMIC YEAR**  
**DEFERRED EXAMINATION**

**AED4815: GENDER ISSUES IN ADULT EDUCATION**

**TIME: THREE (3) HOURS**

**INSTRUCTIONS: ANSWER FOUR (4) QUESTIONS ONLY**

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1. Explain how sex-roles stereotypes perpetuate gender inequality in Zambia. What steps should be taken to reduce the inequality?
2. What do you think has contributed to the rising cases of gender based violence (GBV) in Zambia and what should be done to reduce the vice? Give practical examples in your discussion.
3. What factors have contributed to the low participation of women in politics in Zambia and what strategies should be adopted to encourage more women to participate in politics at a higher level?
4. Giving clear examples discuss the benefits of educating girls and women in our country. What challenges do girls and women face in the education sector in Zambia?
5. Make an assessment of how girls and women have fared in science and technology in Zambia. Give relevant examples in your assessment.
6. Giving relevant examples compare and contrast the strategies of the Women in Development (WID) and Gender and Development (GAD) in the promotion of gender equality in Zambia.

**END OF EXAMINATION**

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

2014 ACADEMIC YEAR  
DISTANCE FINAL EXAMINATION

AED 4915           NON-GOVERMENTAL ORGANIZATION

Instructions

1. There are five questions in this paper. Answer three questions only
2. Time 3 hours
3. All questions carry equal marks

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Questions

1. NGOs are referred to as third sector development agencies. Discuss
2. Using David Korten's generation of NGOs, discuss the role and methodology of the second and third generation of NGOs.
3. NGOs have been cited as tools for the intrusion of African traditional values. Discuss.
4. Why should NGOs continue supplementing central government efforts in National development in Zambia.
5. Identify an NGO in Zambia operating at Third generation level and show how it is contributing to Zambia's National development.

END OF EXAM

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

**DISTANCE DEFERRED EXAMINATION**

**AED 4915    NON GOVERNMENTAL ORGANIZATION**

**Instructions**

1. Answer four (4) questions only
  2. Time: 3 Hours
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**Questions**

1. Distinguish an NGO from a Civil Society.
2. Provided a detailed account of the development of NGOs in Zambia.
3. Discuss leadership in NGOs in the context of internally identified and externally imposed leader's.
4. State the two fundamental roles of NGOs and use them to explain the governance system in Zambia.
5. Using the Zambian environment, explain how you would go about setting up an NGO focusing on adult literacy?

**END OF EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**AED 9115 ORGANISING SEMINARS, WORKSHOPS AND CONFERENCES**  
**FINAL EXAMINATIONS 2014/15**

**TIME: THREE HOURS**

**INSTRUCTIONS:** Answer three questions only in this paper. Question ONE is compulsory. Your answers should be free from common errors. Use of chemical erasers is not allowed.

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**Section A.** This question is compulsory (40 marks)

1. You have been asked to organize a workshop for an identified group of people. As coordinator of the workshop you are required to write the following documents:
  - i) An invitation letter for participants
  - ii) Workshop programme
  - iii) Invitation letter for guest of honour to officiate at the workshop
  - iv) A draft speech by the guest of honour during the opening ceremony of a seminar or workshop.
  - v) A vote of thanks by a participant

**Section B.** Answer only two questions from this section (40 marks)

2. Explain why a successful workshop should always be preceded by a comprehensive needs appraisal.
3. Explain what a workshop organizer has to look for in finding a venue for a workshop
4. Describe a marketing mix. How does it help in the marketing of a product or service?
5. What is market segmentation? Show how it helps the marketer to achieve his goals.

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**AED 9115 DESIGNING AND MANAGING WORKSHOPS, SEMINARS AND SHORT**  
**COURSES**

**TIME: THREE HOURS**

**MARKS: 100**

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**INSTRUCTIONS:** Answer any three questions. Answer questions one and any other two from section B. Carefully number your answers.

**Section A.** (40 Marks)

Question ONE is compulsory

1. What is a marketing plan? Explain its importance in the marketing practices.

**Section B.** Answer any two questions from this section

2. Explain in detail the role of planning in the design and management of short courses. Use clear examples to support your answer.
3. Use clear examples to explain the importance and purpose of making a pre- visit to a venue of a workshop by the organizers.
4. What factors do you need to take into account when segmenting a market? Discuss how this can influence your marketing activities.
5. As a student in the University show how you can go about identifying the training needs of a group of first year students. Explain how you can finally arrive at the needs to address in the orientation period of their stay.

**END OF THE EXAMINATION**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

AED 9315

COMPARATIVE ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE THREE (3) SECTIONS IN THIS PAPER.  
BEFORE ANSWERING THE QUESTIONS, READ CAREFULLY THE  
INSTRUCTIONS FOR EACH SECTION.

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SECTION A

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

1. Using the contrast between Holmes and Bereday, provide a critical analysis of Bereday's method of comparative education.

SECTION C

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

2. What are the roots of comparative adult education? Some scholars believe that conferences are the taproot of comparative adult education. Give reasons to support and disprove this contention.
3. Briefly describe Noah and Eckstein's scientific method of comparative education. What the strengths and weaknesses of this method?
4. Educational borrowing has influenced the development of various adult education institutions, strategies, movements and innovations. Show how borrowing of adult education ideas from one country influenced the development of adult education in another country. Illustrate your answer.
5. The case study on Frontier College illustrates how Canada's oldest adult education institution provides an illustration of adult education philosophy practice. Briefly describe another case study and explain its contribution to the philosophy and practice of adult education.

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**DHM 2032 STUDY AND COMMUNICATION SKILLS**  
**FINAL EXAMINATIONS 2014/15**

**TIME: THREE HOURS**

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**INSTRUCTIONS:** Answer three questions in this paper. Question ONE is compulsory.

**SECTION A.** Answer question ONE.

1. Use clear examples to show how you would use the following documents to communicate messages in your work.
  - a) Formal letter
  - b) Memorandum
  - c) Notice
  - d) Formal report
  - e) Written speech

**SECTION B.** Answer any two questions in this section (60 marks)

2. Discuss the assertion that communication is two ways.
3. Distinguish the essay writing process from its structure and explain how good writing contributes to efficiency in your work.
4. Distinguish linear from non linear communication and show how the two are an integral part of development work.
5. Explain with clear examples each of the following terms;
  - a) Information beliefs
  - b) Inferential beliefs
  - c) Experiential beliefs

And show how they can affect communication in a community.

**END OF THE EXAMINATION**