

THE UNIVERSITY OF ZAMBIA
UNIVERSITY EXAMINATIONS - 1999
FIRST SEMESTER EXAMINATIONS
SCHOOL OF ADULT EDUCATION

1. AE 111 - Foundations of Adult Education
2. AE 121 - Adult Education's
3. AE 141 - Programme planning in Adult Education
4. AE 161 - Communication
5. AE 211 - Administering in Adult Education (Distance Education)
6. AE 211 - Administration in Adult Education
7. AE 231 - Community Development
8. AE 231 - Community Development (Distance Education)
9. AE 232 - Dynamics of planned change (Distance Education)
10. AE 241 - Popular Education

**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

AE 111

FOUNDATIONS OF ADULT EDUCATION

TIME: **THREE (3) HOURS**

ANSWER TWO QUESTIONS FROM EACH SECTION.

SECTION A

1. Why is there a need for a working philosophy in Adult Education.
2. "Theory without practice leads to an empty idealism, and action without philosophical reflection leads to a mindless activism." Comment with special reference to the argument that all people possess a philosophy of life.
3. What is Adult Education? Why is philosophy considered very important to Adult Education?

SECTION B

4. Discuss the origin and principles of progressive education.
5. Provide a critical analysis of factors which accounted for the genesis of liberal education in Western Europe.
6. Using Freirian principles of education, critique any educational institution which you know.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

AE 121

ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

**ANSWER FOUR (4) QUESTIONS, TWO FROM SECTION A AND
TWO FROM SECTION B.**

SECTION A

1. Discuss MacLusky's theory in relation to learning.
2. What is the difference between Pavlov's and Skinner's theories of conditioning.
3. With examples show how the ego states Parent, Child and Adult complement and conflict with each other.

SECTION B

4. "Life begins at 40" under what conditions would this be realised.

5. Discuss with examples from any illustrious person you have studied the concept of developmental task.

6. What are the characteristic features of the following personality states:

- (a) Id
- (b) Ego
- (c) Superego

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

AE 141

PROGRAMME PLANNING IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS.

1. Although the terms curriculum and programme are related and often used interchangeably, they are different. Describe the differences between curriculum and programme.
2. You have been appointed to lead a Committee that should identify training needs in your organisation. Describe the steps you would follow to identify training needs in the organisation.
3. Write on two of the following:-
 - (a) the classical model of programme planning;
 - (b) Sources of information for formulating objectives; and
 - (c) Reasons why learners should be involved in identifying their needs.
4. Why should needs be prioritised? What criteria can be used to prioritise needs?
5. Write on two of the following:-
 - (a) Approaches to pricing programmes
 - (b) Significance of programme planning

(c) Basis for sequencing the content of your programme.

6. Define marketing and describe the steps you would use to market your adult education programme.

7. With examples define the following:-

- (a) Need
- (b) Educational need
- (c) Needs assessment
- (d) Publicity
- (e) Programmes.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

AE 161

COMMUNICATION

TIME: THREE (3) HOURS

INSTRUCTIONS:

**ANSWER FOUR (4) QUESTIONS, TWO FROM SECTION A AND
TWO FROM SECTION B.**

SECTION A

1. Discuss the theory of social communication.
2. What is the meaning of noise? Give examples.
3. Discuss the following concepts:
 - (i) value
 - (ii) culture

SECTION B

4. Analyse different elements of non-verbal communication.
5. Discuss the concept belief and its different manifestations.
6. Analyse aspects of Zambian cultures that could make cross cultural communication a possibility.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

AE 211

ADMINISTRATION IN ADULT EDUCATION

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS - TWO QUESTIONS FROM SECTION A AND TWO QUESTIONS FROM SECTION B.

SECTION A

1. Describe and critique Henri Fayols contributions to administration.
2. Although the classical theory made some important contributions to administration, it has received criticisms from several writers. Discuss the criticisms.
3. What were the Hawthorne studies and what were their conclusions?
4. Write on two of the following theories and show their contributions to administrative theory:-
 - (a) Mary Parker Fallet
 - (b) Chris Argyris
 - (c) Renis Likert

SECTION B

5. Write briefly on each of the three concepts and show how they can be applied to your organisation:-
- (a) Formal organisation
 - (b) Informal organisation
 - (c) Social organisation.
6. In your own understanding what are organisational goals and how do you go about setting them?
7. Differentiate between goal displacement, goal succession and goal multiplication/expansion. Why do these things take place in your organisation?
8. Bureaucracy is said to bring development or hinder development. Which view among the two do you support and why?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1997

AE 211

ADMINISTERING IN ADULT EDUCATION

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS

What did Henri Fayol contribute to the administrative theory?

Why were the Hawthorne experiments undertaken? What contributions did they make to administrative theory.

Write on two of the following:

- (a) Weber's typology of authority
- (b) goal displacement
- (c) goal succession

Discuss the informal organisation in the formal organisation you are working in. If you were to become the Head of your organisation how would you use the informal organisation in the administration of the formal organisation?

Discuss the classification of organisations according to prime beneficiaries using the headings: beneficiary, type of organisation, examples and problems encountered.

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

AE 231

COMMUNITY DEVELOPMENT

TIME: THREE (3) HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

PART 1

Answer: Two questions from this section.

1. Define and discuss each of the concepts below:
 - (a) Creating a self-renewal capacity.
 - (b) Structural integration into the system.
 - (c) Ground rules of the innovation.
 - (d) Diffusion of the innovation.
 - (e) Shifting gears of the project.

2. The change agent introduced an innovation to the client system. Discuss the following roles and give examples:
 - (a) Managing initial encounters.
 - (b) The ideal relationship
 - (c) Danger signals.
 - (d) Acquiring relevant resources.

3. Distinguish between change agency and the client system, give examples.

PART II

Answer one question from this section.

1. Discuss each of the types of adopter categories in the innovation.
2. It is often difficult for individuals to distinguish between the source of the message and the channel which carries the message. Discuss and give examples.
3. Three types of innovation decisions and organisational change.
 - (a) optional decisions
 - (b) collective decisions
 - (c) authority decisions

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEFERRED/SUPPLEMENTARY UNIVERSITY EXAMINATIONS - 1999

AE 231

COMMUNITY DEVELOPMENT
(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS

1. Discuss in details and give examples , what danger signals mean.
2. Compare and contrast between diagnosis and acquisition.
3. Discuss in details each one of the following:
 - (a) The resisters
 - (b) Leaders
 - (c) The innovators
4. Adaptation of the innovation has four (4) categories.
 - (a) Shifting gears
 - (b) Shifting up
 - (c) Shifting down
 - (d) Reversing gears

Discuss in details.
5. Discuss six (6) adoption processes listed below.
 - (a) Awareness
 - (b) Interest
 - (c) Evaluation
 - (d) Trial
 - (e) Adoption
 - (f) Integration

6. Discuss the two (2) types of change agents:

- (a) Inside change agent
- (b) Outside change agent.

What are their advantages and disadvantages?

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

DEFERRED SUPPLEMENTARY UNIVERSITY EXAMINATIONS - 1999

AE 232

DYNAMICS OF PLANNED CHANGE
(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ANY THREE

1. All individuals in a social system do not adopt an innovation at the same time. Discuss.
 2. It is often difficult for individuals to distinguish between the source of the message and the channel which carries messages. Discuss and give examples.
 3. Discuss and contrast change agency versus client system.
 4. Define and discuss each one of the concepts below:-
 - a) Poverty
 - b) Rural
 - c) Development
 - d) Urban
 - e) Community
 5. One of the most important and difficult roles for change agent is diagnosing client needs. Discuss
 6. Discuss and give examples
 - a) Knowledge
 - b) Awareness
 - c) Decision
 - d) Attitude formation
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

UNIVERSITY FIRST SEMESTER EXAMINATIONS - MAY, 1999

AE 241

POPULAR EDUCATION

TIME: **THREE (3) HOURS**

INSTRUCTIONS:

**ANSWER FOUR (4) QUESTIONS, TWO FROM SECTION A AND
TWO FROM SECTION B.**

SECTION A

1. What is the meaning of Popular Education and what does it aim to achieve?
2. If you are to design a community based activity what steps would you follow?
3. Discuss with examples the concept organic intellectual.

SECTION B

4. "Participatory research has its origins from the their world." Discuss the efficacy of this statement.
5. What Freirian ideas are central to the practice of Popular Education?

6. Discuss any one exemplary situation in which Popular Education was implemented by highlighting successes and failures

END OF EXAMINATION