



# **MACHAKOS UNIVERSITY**

**University Examinations for 2021/2022 Academic Year**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND CURRICULUM  
STUDIES**

**FIRST YEAR SPECIAL/SUPPLEMENTARY EXAMINATION FOR  
BACHELOR OF SCIENCE (AGRICULTURAL EDUCATION AND EXTENSION)**

**BACHELOR OF EDUCATION (SPECIAL NEEDS)**

**BACHELOR OF EDUCATION (SCIENCE)**

**BACHELOR OF EDUCATION (ARTS)**

**BACHELOR OF EDUCATION**

**EFN 102: SOCIOLOGY OF EDUCATION**

**DATE: 16/3/2022**

**TIME: 2:00 – 4:00 PM**

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## **INSTRUCTIONS:**

- i) Switch off your mobile phone and any other gadgets while the examination is in progress.**
- ii) Do not write anything on the question paper.**
- iii) Answer question ONE in section A and any TWO questions from section B.**

### **SECTION A - COMPULSORY**

1. (a) Discuss the role of the knowledge of History of Education to teacher trainees in Kenya. (10 marks)
- (b) Discuss FIVE contributions of the independent schools' movement in influencing the development of African education in colonial Kenya (10 marks)
- (c) Discuss the effectiveness of any FIVE initiatives being made by the government of Kenya to achieve 100% transition from primary to secondary schools (10 marks)

**SECTION B – ANSWER ANY TWO QUESTIONS**

2. Using relevant examples, discuss the features of African indigenous education with reference to the philosophical tenets, merits and demerits (20 marks)
  
3. (a) With specific examples, discuss FIVE factors that influenced educational policies in Kenya after attaining political independence. (10 marks)  
(b) Discuss FIVE educational contributions of St. Thomas Aquinas that are practiced in Kenya today. (10 marks)
  
4. (a) i) What is a university? (2 marks)  
ii) Discuss FOUR factors that led to the rise of universities in Europe (8 marks)  
(b) Discuss FIVE challenges facing the provision of Free Primary Education (FPE) in Kenya since 2003. (10 marks)
  
5. Discuss TEN contributions of missionaries to educational development in Kenya between 1900 and 1963 (20 marks)



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**University Examinations for 2021/2022 Academic Year**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND CURRICULUM  
STUDIES**

**SECOND YEAR SPECIAL/SUPPLEMENTARY EXAMINATION FOR  
BACHELOR OF SCIENCE (AGRICULTURAL EDUCATION AND EXTENSION)**

**BACHELOR OF EDUCATION (SPECIAL NEEDS)**

**BACHELOR OF EDUCATION (SCIENCE)**

**BACHELOR OF EDUCATION (ARTS)**

**BACHELOR OF EDUCATION**

**EFN 204 SOCIOLOGY OF EDUCATION**

**DATE: 15/3/2022**

**TIME: 8:30 – 10:30 AM**

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## **INSTRUCTIONS:**

- (i) Switch off your mobile phone and any other gadgets while the examination is in progress.**
- (ii) Do not write anything on the question paper.**
- (iii) Answer question ONE in section A and any TWO questions from section B.**

### **SECTION A - COMPULSORY**

1. a) “Teaching is conceptualized as a profession in Kenya” Discuss the justification of this statement (10 marks)
- b) Using appropriate examples define the following concepts (10 marks)
  - (i) Social stratification
  - (ii) Social mobility
  - (iii) Achieved status
  - (iv) Society
  - (v) Social equality

- c) Using relevant examples, differentiate between the active and passive theories of socialization. (10 marks)

**SECTION B – ANSWER ANY TWO QUESTIONS**

2. Citing relevant examples, discuss the extent to which school curriculum is influenced by the culture of the society (20 marks)
3. Discuss TEN features that qualifies Machakos University as a social institution (20 marks)
4. (a) Using relevant examples, discuss the notions that “a deviant is born” and “a deviant is made” (10 marks)
- (b) “Parents with learners in public schools conceptualize private schools as serving the interests of the elites” Discuss this statement with reference to provision of resources in schools in Kenya (10 marks)
5. (a) Discuss the effectiveness of any FIVE initiatives being made by the government of Kenya to achieve equality in the provision of University education. (10 marks)
- (b) Citing relevant examples make a distinction between ‘asocial being’ and ‘social being’ (10 marks)



# MACHAKOS UNIVERSITY

University Examinations for 2021/2022 Academic Year

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND CURRICULUM  
STUDIES

THIRD YEAR SPECIAL/SUPPLEMENTARY EXAMINATION FOR  
BACHELOR OF SCIENCE (AGRICULTURAL EDUCATION AND EXTENSION)

BACHELOR OF EDUCATION (SPECIAL NEEDS)

BACHELOR OF EDUCATION (SCIENCE)

BACHELOR OF EDUCATION (ARTS)

BACHELOR OF EDUCATION

EFN 302: PHILOSOPHY OF EDUCATION

DATE: 18/3/2022

TIME: 8:30 – 10:30 AM

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## INSTRUCTIONS:

- i) Switch off your mobile phone and any other gadgets while the examination is in progress.
- ii) Do not write anything on the question paper.
- iii) Answer question ONE in section A and any other TWO questions from section B.

## SECTION A: COMPULSORY

1. (a) Explain the following concepts.
  - (i) Epistemology (3 Marks)
  - (ii) Ethics (3 Marks)
- (b) Describe the term Philosophy as a Process and a Product citing relevant Examples. (8 Marks)
- (c) Explain three forms of knowledge (6 Marks)
- (d) Explain reasons why philosophy of education is a basic unit in teacher education. (10 Marks)

## SECTION B: ANSWER ANY TWO QUESTIONS

2. (a) Using relevant examples, explain the meaning “education is a process of

- growth” (10 Marks)
- (b) Discuss with examples the assertion that “Education is a multi-Dimensional concept”. (10 marks)
3. (a) Explain the difference between General and Technical Philosophies. (8 marks)
- (b) Discuss the main sources of human knowledge. (12 marks)
4. (a) Describe the philosophical thoughts of Realism and Rationalism. (10 marks)
- (b) Show the educational implications of the above philosophical schools of thoughts with respect to the content and methods of teaching. (10 marks)
5. Explain the relevance of the following phrases in the theory and practice of Education;
- (i) Education is a lifelong activity (10 marks)
- (ii) Education is meaningful through a process of learning by doing (10 marks)



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**University Examinations for 2021/2022 Academic Year**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND CURRICULUM  
STUDIES**

**FOURTH YEAR FIRST SPECIAL/SUPPLEMENTARY EXAMINATION FOR  
BACHELOR OF SCIENCE (AGRICULTURAL EDUCATION AND EXTENSION)**

**BACHELOR OF EDUCATION (SPECIAL NEEDS)**

**BACHELOR OF EDUCATION (SCIENCE)**

**BACHELOR OF EDUCATION (ARTS)**

**BACHELOR OF EDUCATION**

**EFN 402 –COMPARATIVE AND INTERNATIONAL EDUCATION**

**DATE: 17/3/2022**

**TIME: 2:00 – 4:00 PM**

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## **INSTRUCTIONS**

- (i) Switch off your mobile phone and any other gadgets while the examination is in progress.**
- (ii) Do not write anything on the question paper.**
- (iii) Answer question ONE in section A and any TWO questions from section B.**

### **SECTION A - COMPULSORY**

1.
  - a) Discuss the meaning and purpose of comparative education (10 marks)
  - b) Discuss FIVE functions of Comparative Education research in the world today (10 marks)
  - c) Analyze FIVE challenges facing comparative education research. (10 marks)

### **SECTION B – ANSWER ANY TWO QUESTIONS**

2. Examine FIVE challenges facing the provision of higher education through the

- distance learning programme in Kenya and Ethiopia (20 marks)
3. Discuss FIVE lessons that Kenya can learn from USA experience in science education. (20 marks)
  4. Assess the role of NGO's and other international organizations in the universalization of education? (20 marks)
  5. Discuss FIVE reasons as to why education policies that have worked well in one country may not do so in another. (20 marks)