

CHUKA



UNIVERSITY

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## UNIVERSITY EXAMINATIONS

### EXAMINATION FOR THE AWARD OF DEGREE OF BACHELOR OF SCIENCE IN AGRICULTURAL EDUCATION AND EXTENSION

**AGED 111: FUNDAMENTAL OF AGRICULTURAL EDUCATION AND EXTENSION**

**STREAMS:**

**TIME: 2 HOURS**

**DAY/DATE: THURSDAY 13/12/2018**

**11.30 A.M – 1.30 P.M**

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#### INSTRUCTIONS

- **Answer question one (compulsory) and any other three questions**

- (a) Explain any four differences between agricultural education and agricultural extension. [8 marks]
  - (b) Explain why Africans were opposed to their children being taught agriculture during the colonial era. [4 marks]
  - (c) Explain four roles of extension in working with the clients. [8 marks]
  - (d) Explain “dualism” in agriculture in relation to development of agricultural extension in Kenya. [5 marks]
- (a) Explain six objectives of the phelpstokes commission of 1924 that could have been used to formulate policies on school agriculture before 1955. [6 marks]
  - (b) Discuss the implications of the phelp-stokes commission report. [5 marks]
  - (c) Outline the 1933 recommendations of the conference of the East African directors of education in relation to school agriculture. [4 marks]
- (a) Discuss realism philosophical theory and its implications in the teaching of agriculture. [10 marks]
  - (b) Describe five types of clientele for extension. [5 marks]
- (a) Discuss the recommendations of the swynnerton plan of 1954 in relation to agriculture in native areas. [8 marks]

- (b) (i) Explain the role of schools in rural development. [4 marks]
- (ii) Highlight the role of the local community in developing schools. [3 marks]
5. (a) Explain five roles of information communication technology (ICT) in education development. [10 marks]
- (b) Identify five categories of extension clientele in a developing country. [5 marks]
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