



# THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

**A. M. E. C. E. A**

**MAIN EXAMINATION**

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**AUGUST - DECEMBER 2018 TRIMESTER**

**FACULTY OF EDUCATION**

**DEPARTMENT OF UNDERGRADUATE STUDIES IN EDUCATION**

**REGULAR PROGRAMME**

**ED 402: SOCIOLOGY OF EDUCATION**

**Date: DECEMBER 2018**

**Duration: 3 Hours**

**INSTRUCTIONS: Answer Question ONE and any other THREE Questions**

- Q1. a) Explain the following concepts briefly:
- i) Sociology of Education (2 marks)
  - ii) Educational Equality and Equity (2 marks)
  - iii) Collective Conscience (2 marks)
  - iv) Material and non-material culture (2 marks)
  - v) Inclusive schools (2marks)
- b) Explain Karl Marx's and John Dewey's contributions to the development of Sociology and Sociology of Education respectively (5 marks)
- c) Show why Emile Durkheim is honored as the father of sociology of Education (5 marks)
- d) Differentiate between the **formal** and **the hidden curriculum** and explain briefly why both are important in the teaching and learning process (3 marks)
- e) Identify any **two** socialization roles of the peer group (2 marks)
- Q2. a) In light of an African country of your choice, critically examine ways in which schools perpetuate social stratification in the society (12 marks)
- b) Explain the concept "Social Capital" in relation to social mobility. (3 marks)

- Q3. a) Examine the application of the principles of labeling and symbolic Interaction theories to education **(8 marks)**  
b) Explain how classroom teachers can ensure that teaching and learning is a democratic practice **(7 marks)**
- Q4. Analyze the critical role played by the family and the schools in inculcating values among learners **(15 marks)**
- Q5. a) With reference to technology and curriculum implementation, examine two social issues of concern to schools in Africa **(8 marks)**  
b) Explain the concept “**self-fulfilling prophesy**” and show how teachers can address this problem during the teaching/learning process **(7 marks)**
- Q6. a) In light of related literature such as Lombe and Ochumbo (2008), explain the importance of investing in the education of vulnerable youth in African countries **(8 Marks)**  
b) Using examples, suggest ways in which African countries can improve the teaching profession. **(7Marks)**

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