
FACULTY PROSPECTUS 2007

FACULTY OF EDUCATION



THE UNIVERSITY OF NAMIBIA

NOTE

This Faculty Prospectus is valid for 2007 only. Regulations and curricula for 2006 may be amended. General regulations and information appear in the **General Prospectus: Information, Regulations and Fees**.

Although the information contained in this Faculty Prospectus has been compiled as accurately as possible, Council and Senate accept no responsibility for any errors and omissions, which may occur. The University retains the right to amend any regulation or condition without prior notice.

The information is correct up to 31 October 2006.

The fact that particulars of a specific Module or field of study have been included in this Faculty Prospectus, does not necessarily mean that such Module or field of study will be offered in 2006 or any consecutive year.

This Faculty Prospectus must be read in conjunction with the **General Prospectus: Information, Regulations and Fees**.

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ROLE AND MISSION OF THE FACULTY OF EDUCATION

The Faculty of Education, while operating within the provisions set out in the Mission Statement of the University of Namibia, sees itself as an important body assisting the realisation of this vision.

Mission:

The mission of the Faculty of Education therefore is to serve the Educational needs and aspirations of the Namibian nation in all aspects.

Objectives:

1. To spearhead the development of the profession of Education in the service of the Nation.
2. To prepare pre- and in-service junior- and senior-secondary teachers.
3. To act as forum of Education for any further educational involvement for those seeking this.
4. To be conscious of and respond to the curriculum development needs and requirements of the country and to respond to these in order to provide a centre for further development.
5. To provide a centre for advanced study of education, the education system, its opportunities and challenges, and the use of educational resources, and to contribute in any other way to the development of education in Namibia.
6. To undertake basic and applied research in Education and other areas.
7. To publish the results of research or other study and to encourage publications.
8. To assist affiliated teacher training institutions in the development and assessment of their programmes.
9. To work with other education establishments and agencies, and to forge links with national and international academic professional institutions in the interest of education.
10. In accordance with UNAM Mission clause no.7: "To serve both urban and rural communities and to provide extension services throughout the country with a view to contributing to the improved functioning of the education system as a whole"

ADVICE, INFORMATION AND GENERAL REGULATIONS

ATTENDANCE OF LECTURES

See Academic General Regulations

PART-TIME STUDIES (CENTRE FOR EXTERNAL STUDIES)

See Faculty Prospectus: **Centre for External Studies.**

GENERAL INFORMATION

ADMISSION TO REGISTRATION

No student may be admitted to a Module of study offered by the Faculty of Education if she/he does not meet all the admission requirements of the Faculty.

Students who wish to seek employment in another country after their studies should confirm whether they would meet the requirements of the relevant authorities before commencing their studies.

ADMISSION REQUIREMENTS FOR MODULES OFFERED IN OTHER FACULTIES

See the Special Regulations of other Faculties for requirements regarding Modules that are offered in the relevant Faculties.

RECOGNITION OF SUBJECT CREDITS FROM OTHER INSTITUTIONS

The recognition of subjects previously completed at tertiary institutions other than the University of Namibia is given in accordance with the Academic General Regulations. Students intending to apply for such recognition must submit an application to the Faculty Board: Education, by the date as specified in the "Deadlines for the academic year". A maximum of 50 % of the Modules in a study programme may be considered for exemption.

INTERNATIONAL QUALIFICATIONS

Students having obtained qualifications or parts thereof at tertiary institutions outside Namibia may only be admitted to study in the Faculty of Education of the University if they apply for admission to the Faculty Board: Education before or on September 30 of an academic year and if such application is accompanied by an official evaluation of the obtained qualification(s) or parts thereof issued by an approved body responsible for evaluation of qualifications.

REGISTRATION: NON-DEGREE AND NON-DIPLOMA PURPOSES

A student who does not wish to register for a degree, diploma or certificate, but only for (a) specific Module(s) may register for non-degree purposes (NDP) if he/she meets the relevant admission requirements. Modules, half-Modules, modules or papers followed for NDP are subject to the same prerequisites and stipulations as those applicable to students who offer these for degree, diploma or certificate purposes.

NUMBER OF MODULES FOR WHICH STUDENTS MAY REGISTER

A student may not register without the permission of the Dean for more or fewer Modules than prescribed by the stipulations of the programme of study. Deviations from the prescribed requirements will be allowed only in highly exceptional cases.

TRANSFERENCE OF SUBJECT CREDITS

Students who amend their Module of study cannot necessarily transfer priorly obtained subject credits in all cases from one Module of study to another. Transference and recognition of such subject credits for the purposes of another Module of study other than for the Module for which the student initially registered, may only take place subject to general regulations and the approval of the Faculty Board: Education. Application for transfer and / or recognition must (if applicable) be handed in to the Faculty Officer by the date as specified in the "Deadlines for the academic year" and must be accompanied by a letter of authority from the bursary donor approving such amendments.

INTERRUPTED STUDIES

Students who interrupt their studies between the prescribed numbers of study years, shall be re-admitted subject to complying with existing curricula and syllabi. Credits already obtained shall be recognised towards the completion of the qualification in compliance with existing exemption / recognition regulations.

REGULATIONS

Refer to the Academic General Regulations.

INFORMATION ON MODULE CODES

As a general guide, the **first three** letters of the Module code represent UNAM core Modules, and Faculty, Departmental and/or Module Titles. For example, Modules offered in the Faculty of Education carry the following codes:

- ▶ **EIS** Issues in Education (Faculty of Education Core Module)
- ▶ **ESP & EEP** Modules offered by the Department of Educational Psychology and Special Education
- ▶ **EAD & EAF** Modules offered by the Department of Adult Education and Non-formal Education.
- ▶ **EDG & EDS** Modules offered under the Specialised Diploma in and Development Studies housed in the Faculty of Education.
- ▶ **EMP** All Modules offered by the Department of Educational Foundations and Management begin with the letters **EM**, while the 3rd letter is the first letter of the Module. For example, the code **EMP** represents the Module, Philosophy of Education.
- ▶ **CAC** All Modules offered by the Department of Curriculum, Instruction and Assessment begin with the letters **CA**, while in most cases the 3rd letter is the first letter of the Module. For example, the code **CAC** represents the Module, Curriculum Theory, Design & Practice.
- ▶ **EST, ESH, ESS** represent most of the Modules offered by the Department of Mathematics, Science and Sport Education.

In terms of the numerical digits, the **first digit** of the Module represents the programme as follows:

1. Certificate Module
2. Diploma Module
3. First degree Module
4. Advanced Postgraduate Diploma Module
5. Honours Degree Module
6. Master's Module
7. Doctoral Module

The **second digit** represents the year in which the Module is offered:

1. First Year
2. Second Year
3. Third Year, etc.

The **third digit** represents the length of the Module:

0, 2, 4, 6 & 8 are reserved for **half semester Modules** that run for 14 or 28 weeks at 2 hours per week, while **1, 3, 5, 7 & 9** are reserved for **full semester Modules or year Modules**, which run for 14 or 28 weeks at 4 hours per week. The **third digit** for a year Module at 2 hours per week is the same as the half semester pattern, i.e. **0, 2, 4, 6 & 8**.

The **fourth and last digit** represents the duration of the Module:

0. Year Module
1. First Semester Module
2. Second Semester Module
9. Those Modules not linked to a specific semester

An example of a Module code can be explained as follows:

ESP3302 : Educational Social Psychology belongs to the B.ED Programme and is offered in the third year. The Module is a half semester one and is offered in the second semester.

* All other faculties follow a similar code pattern.

Please Note

In this Yearbook, the terms 'Module(s)' and 'module(s)' are used interchangeably

ACADEMIC YEAR - 2007

FIRST SEMESTER

08 January	University opens
29 January –09 February	Registration (Last day for Late Registration: 16 February)
12 February	Lectures commence for FIRST SEMESTER
02 April	EASTER BREAK starts
10 April	Lectures resume after Easter Break
01 June	Lectures end for FIRST SEMESTER
05 June	First Opportunity Examinations (Sem 1 Modules) commence
22 June	First Opportunity Examinations (Semester 1 Modules) end
10 July	Second Opportunity Examinations (Sem 1 Modules) commence
27 July	Second Opportunity Examinations (Semester 1 Modules) end

SECOND SEMESTER

30 July	Lectures commence for SECOND SEMESTER
17 September	SPRING BREAK starts
24 September	Lectures resume after Spring Break
09 November	Lectures end for SECOND SEMESTER
13 November	First Opportunity Examinations (Sem 2 & Year Modules) commence
30 November	First Opportunity Examinations (Sem 2 & Year Modules) end
14 December	Academic Year ends
14 December	University closes for recess (until 08 January 2008)
08 January 2008	University opens (2008 Academic Year)
09 January 2008	Second Opportunity Examinations (Sem 2 & Year Modules) commence
26 January 2008	Second Opportunity Examinations (Sem 2 & Year Modules) end

DEADLINES FOR THE 2007 ACADEMIC YEAR

GENERAL

➤ Last day for Late Registration (Late fee payable).....	16 February
➤ Last day for approval of exemption(s)	16 February
➤ Last day for approval of retention of continuous assessment mark.....	16 February
➤ Last day for approval of module(s) & qualification changes.....	16 February
➤ Last day to submit outstanding documentation.....	31 May
➤ Last day to apply for enrolment cancellation.....	19 October

CANCELLATIONS

Semester I modules

➤ Last day to cancel Semester I modules.....	11 May
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Semester II modules

➤ Last day to cancel Semester II modules.....	19 October
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Double modules (Double module extends over one academic year)

➤ Last day to cancel Double modules.....	19 October
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FINANCE

Semester 1 Modules

➤ Last day to cancel with 100 % credit.....	28 February
➤ Last day to cancel with 50 % credit.....	30 March

Semester 2 Modules

➤ Last day to cancel with 100 % credit.....	10 August
➤ Last day to cancel with 50 % credit.....	14 September

Double Modules

➤ (A double module normally extends over one academic year)	
➤ Last day to cancel with 100 % credit.....	28 February
➤ Last day to cancel with 50 % credit.....	01 June

FACULTY OF EDUCATION PERSONNEL

OFFICIALS AND ADMINISTRATIVE PERSONNEL

Dean	Dr. M.L. Mostert
Deputy Dean.....	Ms M.C. Keyter
Faculty Officer.....	Mr E.L. van Wyk
Heads of Departments.....	see "Academic Personnel"
Teaching Practice/In-Service Co-ordinator.....	Ms A. Scott
Specialised Diploma in Gender & Development Studies: Co-ordinator	Ms I. Mogotsi
Secretary	Ms M. van Rooi
Typist.....	Ms M Eises

Advice to students:

General enquiries regarding the Faculty of Education and qualifications offered by the Faculty, must be directed to:

The Faculty Officer
Faculty of Education
University of Namibia
Private Bag 13301
WINDHOEK

Tel : (061) 206-3978
Fax : (061) 206-3980
E-mail: evanwyk@unam.na

Matters regarding specific subjects or departments must be cleared with the relevant Head of Department.

ACADEMIC PERSONNEL

DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION

Head of Department : *Ms E. Brown*: BA (UNISA), M.A. Adult Education (Manchester)

Associate Professor : *Vacant*

Senior Lecturers

Lecturers : *Dr R.K. Shalyefu-Shimopileni*: B.Ped, B.Ed (UNISA), M.Ed (UMASS) Ph.D(Pennstate)
Mr W. Kahivere: BA(UNISA), HED(UNAM), M.Ed(Massachusetts)
Ms E. Brown: BA (UNISA), M.A. Adult Education (Manchester)
Ms L. Shaketange: Dip.Ed, B.Phil, M.A Adult Education (Hull)

DEPARTMENT OF CURRICULUM STUDIES, INSTRUCTION AND ASSESSMENT

Head of Department : *Prof. F.A. Phiri*: BA(Ed) (Zambia), MEd (McGill),PhD (London)

Professor : *Vacant*

Senior Lecturers : *Mr F.D.J. Engelbrecht*: BEd (RAU), BEd.MEd (UNISA)
Dr C.B. Villet: BA, HED (UWC), BEd (UNAM), MEd, PhD (Athens, Ohio)
Vacant

Lecturers : *Dr C.N.Shimwooshili.Shaimemanya*: B.A.Ed (NUL), MEd(Howard), Cert.Dist.Ed (UNISA);
Ph.D.Science Ed(Florida Tech)

Mr.E.A. Zealand: Teachers Dipl.Commerce (PenTech) Further Diploma in Education (Commerce) (UCT), B.Comm(UNAM), B.Ed(UNAM), Diploma in Economic Principles (London), Post-Graduate Diploma in Foreign Trade (Maastricht), MSc Financial Economics (London)
Dr F. S. Nyathi: BA, PGDE, MEd (UNAM), PhD (University of Southern Illinois at Carbondale)
Mr C. Kazondovi: BA (Wartburg College, Iowa), MA (Cedar falls, Iowa).
Ms. P. Shilamba: Cert. Language Edu. -Russian as Foreign Language (Moscow-USSR); Cert.-Population Dynamics and Development (Sir David Owen Population Center)(Cardiff, Wales, UK); Cert.-Teacher Education(Umea, Sweden); Teaching Dipl.(Ivanova, USSR); Master and Bachelor of Arts Combined Degree (Moscow, USSR)
Vacant

Education Technologist: Vacant
Senior Media Lab Technician: *Mr R. Kamerika*
Media Lab Technologist : *Mr R van der Colf*
Assistant Media Lab Technician:*Ms E.B. //Gases*

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

Head of Department: *Dr J.J. Katzao:* BASTD (UWC), MEd, PhD (Wales)
Professor: *Prof. R.K. Auala:* BA (Univ. of theNorth), PTC (OTC), MEd, PhD (Miami)
Senior Lecturers: *Dr J.J. Katzao:* BASTD (UWC), MEd, PhD (Wales)
Lecturers: *Mr J.M. Lilemba:* B.A. HED (Univ. of the North), MEd. (Manchester)
Mr C. Brunette: BA.Ed (Woodwork & Metalwork) (UPE) BA.Hons(UPE) , BEd (UNAM) , MEd (UOVS)
Dr T.C.K. Iijambo: Dipl. In Teach. Studies(West Sussex Institute of Higher Edu.), B.Ed, M.Ed (Bristol), Ph.D (Michigan state University).
Mr J. Mushaandja: HED(Sec),BEd, MEd (UNAM)
Mr G. Likando: B.A., PGDE (UNAM) Med (Manchester)

DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORTS EDUCATION

Head of Department: *Prof. C.D. Kasanda*
Associate Professor: *Prof. C.D. Kasanda:* BScEd (UNZA), MSc, PhD, (Wisconsin)
Senior Lecturer: *Ms M.C. Keyter:* BscEd (Home Economics), BScHons, MSc(UStell)
Lecturers: *Ms H.U. Kandjeo- Marenga:* BSc, HEDPG, BEd (UNAM), MEd (Ohio)
Mr N. Igaoseb: BSc, HEDPG (UNAM), MEd(Ohio)
Ms H.M. Kapenda: BSc, (FortHare), PGDE (UNAM), MEd (Ohio)
Ms P. Stergiadis: BA HED, BAHons (UP), M.Ed (UNAM)
Mr V. Van Wyk: BA (HMS), HED (UNAM), B.ED(hons) (UNAM), M.Ed (UNAM)
Dr D. Zealand: HDE (Dower), B.ED, MEd (UNAM), Ph.D(Stell)

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

Head of Department: *Mr J.U.Hengari*
Professor: *Prof. R.F. Zimba:* BA (with Education) (UNZA), MSc; PhD (Purdue)
Senior Lecturer: *Dr M.L. Mostert:* BA, HED (UOFS), BEd(UNISA), MEd (Bristol), Ph.D (Bristol)
Lecturers: *Mr J.U.Hengari:* HED(KCE), BEdHon(UNAM)Dipl.In Clinical Child Neuropsychology (Univ.ofyvesky, Finland); MPhil(Csb)

Ms C. Haihambo: HEDSec, BEd, (UNAM), MPhil (Oslo)
Dr A.D. Mõves: BA; BAHons; PGDE; MEd (UNAM), Dip.in Clinical Child
Neuropsychology (University of Jyvaskyla, Finland), PhD (UStell)
Ms L.P.K. Nuugwedha: B.A., HED (Exemption); Bed-Postgraduate (Fort Hare),
B.A. Hons, Deal, B.Juris(UNAM);MEd (UNAM)
Ms P.J. February: PTD (Hewat), HED (UNISA), BEd (UNAM), ~~Dip. In Clinical Child
Neuropsychology (University of Jyvaskyla, Finland); MEd (Oslo)~~

PROGRAMMES

A. DIPLOMAS

The following diplomas may be conferred by the Faculty:

Undergraduate Diploma:

Diploma in Adult Education & Community Development..... 10DAED

Postgraduate Diplomas:

Post Graduate Diploma in Education..... 10PGDE

Specialised Postgraduate Diploma in Special Education..... 10DSPE

Specialised Diploma in Gender & Development Studies..... 10PGDS

Specialised Diploma in Educational Management and Leadership 10DEML

B. UNDERGRADUATE DEGREES

The following degrees may be conferred by the Faculty:

Bachelor of Education 10BEDC

Bachelor of Education (Adult Education) 10BAED

C. POSTGRADUATE DEGREES

Masters Programmes

Master of Education 10MEDU

Master of Education (Adult Education) 10MAED

Doctorate of Philosophy Programmes

PhD in Curriculum Studies, Instruction and Assessment 10DEDC

PhD in Educational Foundation and Administration..... 10DEDC

PhD in Adult Education 10DEDA

A. DIPLOMAS

UNDERGRADUATE DIPLOMA

A.1. DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT (10DAED)

A.1.1 RATIONALE AND PROGRAMME DESCRIPTION

This is a 2-year Module programme which will provide training for people who already have some smattering of training in adult education and are working in the field, for example, as extension officers, training officers in industry, literacy officers, community development practitioners and health educators. Typically, these are middle level personnel from a variety of settings such as departments of extension, community development, and training centres in non-governmental organizations and the private sector.

The programme will prepare them for several roles, including teaching, organizing and managing programmes, conducting research, mobilizing communities for development, and evaluating adult education programmes.

The Diploma may serve as a basic qualification for professional development of the adult education practitioners and/or as a qualification that may qualify holders to gain admission or entry into approved Bachelors degree programmes of the University of Namibia or other Universities of comparable status.

AIMS

Broadly, the Diploma shall seek to train and produce middle level manpower for relevant government departments, ministries, the private sector and non-governmental organizations (NGOs). It is particularly intended to help in the professional development of para-professional development workers and trainers in the identified areas.

The Diploma will seek to:

Train and produce middle level manpower, for trainers and development workers in government, industry and non-governmental organizations, through community-oriented training in adult education and community development in Namibia.

Orient middle level practitioners towards appreciating the theoretical and practical admissions of adult education and community development practices in Namibia;

Provide relevant skills and attitudes to middle level development workers for a more efficient and effective delivery and handling of programmes and projects in Namibia; and

Provide middle level personnel the opportunity for professional development and for social mobility at workplaces and in society.

A.1.2 ADMISSION REQUIREMENTS

To be eligible for admission into the Diploma in Adult Education and Community Development, an applicant shall satisfy any of the following minimum requirements:

either

i. A Higher/International General Certificate of Secondary Education (H/IGCSE) or equivalent, obtained in not more than three examination sittings with a minimum of 22 points in five subjects. One of the five subjects should be English.

or

ii. At least a credit in the Certificate in Adult Education or related field such as Education and Community Development;

or

A pass in the Certificate in Adult Education or related field with at least three years post certificate professional experience;

or

Pass the Mature Age Entry examination;

and

Applicants who do not hold the Certificate in Adult Education shall normally be required to attend and pass a selection interview and/or test conducted by the Department.

A.1.3 CURRICULUM FRAMEWORK

a)

Duration and Mode of Delivery

The duration of the Diploma programme shall be two (2) years full-time and three (3) years part-time.

b)

Module Offerings

The following full year Modules shall be offered in the years and semesters indicated:

YEAR 1

SEMESTER 1 AND 2

MODULE	MODULE CODE
English for General Communication.....	UCG2110
Foundations of Adult Education and Community Development	EAD2100
Teaching Methods and Techniques	EAD2120
Introduction to Research and Evaluation in Adult Education	EAD2140
Psychology of Adult Education	EAD2160
Basic Elements of Organisation & Administration of Adult and Community Development.....	EAD2180
Practical Work Attachment and Report.....	EAE2100

YEAR 2

SEMESTER 1 AND 2

MODULE	MODULE CODE
Introduction to Community Development	EAD2200
Introduction to Programme Planning and Evaluation in Adult Education.....	EAD2220
Literacy and Primer Design.....	EAD2240
Needs Assessment in Adult Education and Community Development.....	EAD2260
Gender Issues and Adult Education.....	EAD2280
Elective Modules (Students required to select ONE Module):	
Media in Adult Education.....	EAF2200
Adult Literacy Studies.....	EAF2220

A.1.4. MODULE DESCRIPTIONS (SEE P.36)

POSTGRADUATE DIPLOMAS AND SPECIAlISED DIPLOMAS

A.2 POSTGRADUATE DIPLOMA IN EDUCATION (10PGDE)

A.2.1 RATIONALE & PROGRAMME DESCRIPTION

Candidates with a first degree with appropriate school subjects who wish to become teachers are given an opportunity to do so by studying this diploma. This programme concentrates on offering professional (educational) Modules similar to those provided in the B.Ed degree. The teaching skills the students acquire in this programme together with the subject knowledge they had acquired in their undergraduate studies equip them with sufficient knowledge and skills necessary for becoming competent teachers for the (H)IGCSE curriculum.

The programme is offered on full-time, part-time and by distant mode. For 2007 the programme is offered only on a distant mode. The distant mode is intended to provide a greater access to candidates located in various parts of the country. The distant mode is offered through the Centre of External Studies (CES). Please refer to their yearbook for more information.

NOTE: The offering of this program is subjected to the number of students enrolled in the program. If the number of students enrolled is not sustainable, this program will be offered on the distance mode in any given year.

A.2.2 ADMISSION REQUIREMENTS

To register as a candidate for the PGDE at UNAM, a student must meet the following requirements:

- i. hold a recognized degree, with the school subjects on a level as required by the National Qualifications Authority (NQA);
must have completed all the outstanding Modules in their first degree;

must pass a written English Proficiency Test prior to registration. These Proficiency Tests may be taken at the UNAM Centres, preferably at least a month before registration. Candidates who may not perform to the required standards will have to take a supportive Module that will have to be passed by the time they complete their studies.

A.2.3 CURRICULUM FRAMEWORK

Duration and Delivery Mode

One year full-time or two years part-time at *face-to-face mode* and two years on *distance mode*.

Note that full-time students means taking the complete PGDE Programme in one year. Full time students are not allowed to occupy jobs while undertaking their studies.

FIRST SEMESTER

MODULE	CODE	HRS/WK
1. Teaching Practice: PHASE I	EIP4109	(3 WKS)
2. Philosophy of Education	EMP4101	2
3. General teaching Methodology	CAG4101	2
4. Educational Psychology	EEP4120	2
5. Assessment and Evaluation of Instruction	CAE4101	2
6. Education Communication and Technology	CAR4101	2
7. Educational Management	EMM4101	2
8. Teaching Method: School Subject 1*		2 + 2P
9. Teaching Method: School Subject 2*		2 + 2P

SECOND SEMESTER

MODULE	CODE	HRS/WK
1. Teaching Practice: PHASE II	EIP4129	(4 WKS)
2. Introduction to Inclusive Education and Specific Learning Difficulties	ESP4122	2
3. Educational Psychology	EEP4120	2
4. History of Education	EMH4102	2
5. Curriculum and Instructional Studies	CAC4102	2
6. Sociology of Education	EMS4102	2
7. Teaching Method: School Subject 1*		2 + 2P
8. Teaching Method: School Subject 2*		2 + 2P
9. Elective: One Module from the following: Computer Application in Education Comparative Education Introduction to Guidance and Counselling Introduction to Sports & Coaching Curriculum Theory, Design and Practice Educational Research and Statistical Methods	EST4102 EMC4102 ESP4102 ESS4102 CAC4109 CAR4102	2 + 1P 2 2 2 + 1P 2 2

PGDE TEACHING METHODS MODULES OFFERED IN THE DEPARTMENT OF CURRICULUM, INSTRUCTION & ASSESSMENT STUDIES (CIAS)

	TEACHING METHODS MODULE	CODE
1	Teaching Methods of Geography	CAM4100
2	Teaching Methods of History	CAM4120
3	Teaching Methods of Development Studies	CAM4140
4	Teaching Methods of Accounting	CAM4160
5	Teaching Methods of Business Studies	CAM4180
6	Teaching Methods of Economics	CAN4100
7	Teaching Methods of English	CAN4120
8	Teaching Methods of Oshindonga	CAN4140
9	Teaching Methods of KhoeKhoegowab	CAN4160
10	Teaching Methods of Rukwangali	CAN4180
11	Teaching Methods of Otjiherero	CAO4100
12	Teaching Methods of Oshikwanyama	CAO4120
13	Teaching Methods of German	CAO4140
14	Teaching Methods of French	CAO4160
15	Teaching Methods of Afrikaans	CAO4180
16	Teaching Methods of Portuguese	CAQ4100
17	Teaching Methods of Integrated Performing Arts	CAQ4120

18	Teaching Methods of Arts in Culture	CAQ4140
19	Teaching Methods of Visual Arts	CAQ4160
20	Teaching Methods of Music	CAQ4180
21	Teaching Methods of Drama	CAS4100
22	Teaching Methods of Silozi	CAS4120
23	Teaching Methods of Religious Studies	CAS4140

PGDE TEACHING METHODS MODULES OFFERED IN THE DEPARTMENT OF MATHEMATICS, SCIENCE & SCIENCE EDUCATION (MSSE)

	TEACHING METHODS MODULE	CODE
1	Teaching Methods of Biology	EST4100
2	Teaching Methods of Agriculture	EST4120
3	Teaching Methods of Physical Science	EST4140
4	Teaching Methods of Technology and Computer Studies	EST4160
5	Teaching Methods of Mathematics	EST4180

A.2.4 MODULE DESCRIPTION (SEE PAGE 40)

A.3 SPECIALISED POSTGRADUATE DIPLOMA IN SPECIAL EDUCATION (10DSPÉ)

A.3.1 RATIONALE AND PROGRAMME DESCRIPTION

In any educational system, some learners and students may have special learning difficulties. This programme provides the candidate with a wide range of knowledge and skills associated with special needs. These learning difficulties include visual -, hearing -, intellectual impairment and specific learning difficulties. Emotional and behavioural difficulties are also addressed.

Thus, the programme is ideal for practising teachers and other educationists who wish to acquire basic and in-depth knowledge and skills associated with a broad range of special needs, which some of the learners may be experiencing. Alternative approaches to dealing with special educational needs are therefore provided in this programme.

NOTE: The offerings of this program or modules in the program are subjected to the number of students enrolled in the program.

A.3.2 ADMISSION REQUIREMENTS

- i. B.Ed. or other relevant Bachelor's degree with Educational Psychology, Psychology or Special Education; **or**
- ii. At least 3 years of teaching or relevant experience;
- iii. Applicants without teaching experience but with a Bachelor of Education degree will be admitted to the programme **after** approval from the Head of Department and the Dean of the Faculty of Education.

A.3.3 CURRICULUM FRAMEWORK

In the first year of the programme, students will be required to do the compulsory Module and four of the optional Modules.

In the second year of the programme, students will be required to do the compulsory Module and to specialise in one of the optional Modules. Each of the five subject areas will be offered as a year-long specialisation with practical projects and school teaching practice in special education.

Note!

The selection of optional Modules are subject to:

- the availability of staff;
- the number of students opting for a specific Module;
- ii) second year students have a compulsory vacation school of 4 days that is offered at the Windhoek Campus. Students are responsible for their **own** transport and accommodation during this time.

YEAR ONE	YEAR TWO
Core Module (first 7 weeks)	Core Module (first 7 weeks)
General Special Needs Education (ESP4111)	Research Methodology in Special Needs Education (ESP4211)
Optional Modules: Each student offers 4 of the 5 possible Modules listed below (each 2 hours per week + Practical)	Optional Module Each student offers 1of the 5 possible Modules as specialisation listed below (each 4 hours per week + 4 Practical/Tutorial)

Visual Impairment 1 (ESP4100) Hearing Impairment 1 (ESP4120) Intellectual Impairment 1(ESP4140) Specific Learning Difficulties 1(ESP4160) Emotional and Behavioural Difficulties 1 ESP4180)	Visual Impairment 2 (ESP4210) Hearing Impairment 2(ESP4230) Intellectual Impairment 2 (ESP4250) Specific Learning Difficulties 2 (ESP4270) Emotional and Behavioural Difficulties 2 (ESP4290)
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A.3.4 MODULE DESCRIPTION (SEE PAGE 51)

A.4 SPECIALISED DIPLOMA IN GENDER AND DEVELOPMENT STUDIES (10PGDG)

A.4.1 RATIONALE AND PROGRAMME DESCRIPTION

This programme aims to acquaint candidates with the basic knowledge and skills associated with gender and socio-economic development issues. Thus, practitioners from various fields, both private and public, will find this Module rewarding, since it equips them with theoretical and practical knowledge and skills related to gender concepts in the context of socio-economic development in Namibia and elsewhere. The programme covers a wide range of themes such as gender research methodology, training of trainers from a gender perspective and, policy formation and programme planning and management.

NOTE: The offerings of this program or modules in the program are subjected to the number of students enrolled in the program.

This programme only runs on a full time basis.

This programme can only be offered if 5 or more students registered for it.

A.4.2 ADMISSION REQUIREMENTS

- (i) Possession of a first Degree in any field of study from a recognized Institution of Higher learning.
- (ii) Serving practitioners with Three years Diploma who are already acting in various capacities in gender related issues, for example, gender focal points of various ministries and NGOs. **(This group shall not normally have direct access to Masters Programs at UNAM because one of the entry requirement to UNAM Masters programs is possession of a Bachelors degree)**

A.4.3 CURRICULUM FRAMEWORK

DURATION AND MODE OF DELIVERY

This programme is normally a one-year programme with a minimum period of one year full time registration and two years for part-time registration.

COMPULSORY MODULES

Core Modules (Compulsory)

(Unless otherwise stated, all Compulsory Modules shall be scheduled in the First Semester.)

MODULE TITLE	MODULE CODE
SEMESTER 1	
Introduction to Gender issues	EDG4111
Sociology of Gender	EDG4131
Introduction to Gender Research Methodology	EDG4151
SEMESTER 2	
Project in Gender Studies in Areas of Specialization	EDG4172
Training of Trainer (ToT) with a gender perspective	EDG4192
YEAR MODULES	
Gender and Policy Formation, Programme Planning and Management.....	EDS4110

Note: EDG 4172 and EDG 4192 will be offered during the second semester, while the rest of the compulsory Modules will be offered in the first semester. EDS 4110 will be offered in both semesters.

OPTIONAL MODULES

Pre-requisite: Introduction to Gender Issues (EDG 4111) is a pre-requisite to all Options. All option Modules shall be scheduled in the Second Semester. Additional options will be developed as the need arises.

Options: (Choose *only one*)

NOTE: *The selection of optional Modules are subject to the number of students opting for a specific Module;*

MODULE TITLE	MODULE CODE
Gender Poverty and Rural Development	EDS4132
Gender in Education	EDS4152
Gender and Reproductive Health	EDS4172
Gender, Media and Communication	EDS4192

A.4.4 MODULE DESCRIPTIONS (SEE P. 53)

A.5. SPECIALISED DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP10DEML)

A.5.1 RATIONALE AND PROGRAMME DESCRIPTION

This programme aims to acquaint candidates with the basic knowledge and skills associated with the development and management of educational institutions. The programme covers a wide range of themes needed to run an institution effectively. The programme focuses on the theoretical and practical aspects needed for effective management of Educational Institutions.

NOTE: The offerings of this program or modules in the program are subjected to the number of students enrolled in the program.

GOALS

The Specialised Diploma in Educational Management and Leadership is designed to train and produce effective educational managers in government ministries, parastatal organizations, private sectors and non-governmental organizations. The Module is concerned with the development of critical inquiry and the understanding of the theoretical and practical aspects of educational management and leadership. Principals and other educational leaders are in daily contact with stakeholders and need to apply Ministerial policies. Another aim is therefore to develop human resource for sustainable implementation of national policies of the Ministries of Education. This Module will provide opportunities for further studies and professional development in the area of educational management and leadership.

AIMS

- To provide relevant skills and knowledge that may lead to a change of attitude and practices among educational leaders for a more efficient and effective management of educational institutions at different levels.
- To equip candidates with relevant principles, theory and practice of educational management.
- To train candidates in the aspects of effective leadership in schools.
- To develop skills in the governance of schools.
- To acquire skills on financial management and budgeting in schools.
- To orient candidates towards human resource management skills.

A.5.2 ADMISSION REQUIREMENTS

Principals, deputy principals, managers in education, serving Heads of Departments (HODs) and teachers in possession of a Basic Education Teachers Diploma (BETD) qualification or equivalent who have at least three years teaching experience.

The Programme

The Specialised Diploma in Educational Management and Leadership at the University of Namibia offers eight Modules. The theory will be applied in practice by means of project work. The student in consultation with the programme coordinator makes the choice of the project.

A.5.3 CURRICULUM FRAMEWORK (FULL TIME STUDY)

Semester One

MODULE TITLE	MODULE CODE
Principles, theory and practice of Educational Management	EMM4111
Effective leadership in schools	EMM 4131
Governance of schools.....	EMM 4151
Financial management and budgeting.....	EMM 4171

Semester Two

MODULE TITLE	MODULE CODE
Human Resource Management.....	EMM 4112
Educational Policy Studies and the Education System	EMM 4132
Monitoring school effectiveness	EMM 4152
Managing change.....	EMM 4172

Year Modules

Project work	EMP 4110
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Project work

Students identify a project of their choice. The project activities will be based on the work the participants have covered in the Modules they are about to complete. For example, a Module on Financial Management could be followed by an activity on preparing a school budget. A Module on Conflict Resolution could be followed by a case study on handling a strike at school. A Module on Social Health Management could be followed by an activity on how to prevent the HIV/AIDS epidemic in schools among learners. A Module on Managing the Curriculum could be followed by an activity on preparing a school timetable.

A.5.4 DELIVERY MODE AND THE DURATION OF THE MODULE

The Specialised Diploma in Educational Management and Leadership is normally a one-year programme with the minimum period of one-year for Full time registration and two years for **Part time** registration.

Each Module will last for one semester.

Four Modules will be offered in the first semester and the other four Modules will be offered in the second semester. The Project will be done concurrently with the Modules.

Part time students may also enroll with a minimum period of two years registration at a **distance-teaching mode**.

A.5.5 MODULE DESCRIPTION [SEE PAGE 57]

B. UNDERGRADUATE DEGREES

B.1 BACHELOR OF EDUCATION DEGREE (10BEDC)

B.1.1 RATIONALE AND PROGRAMME DESCRIPTION

Following Namibian Independence in 1990, the new Ministry responsible for Education and Culture articulated the general goals of Namibian Education, i.e. access, equity, quality and democracy. In response to these goals and new socio-economic order of Namibia, the Faculty of Education introduced a four-year Bachelor of Education programme. This programme is geared towards the preparation of secondary school teachers who are interested in the intellectual, social, moral and the psychological development (holistic development) of the individual learner. This programme is designed to prepare teachers who would competently handle the (H)GCSE paradigm. In this regard, candidates are provided with sufficient subject content as well as professional (educational Modules), which assists them in acquiring a wide range of necessary knowledge and skills.

OBJECTIVES OF THE FOUR-YEAR B.ED DEGREE INCLUDE THE FOLLOWING:

- a) to extend the capacity for independent thinking, creativity and further study;
- b) to strengthen the foundations in educational theory, practice, instructional strategies and assessment;
- c) develop the student-teacher's mastery of school teaching subjects;
- d) provide opportunities for practical school-based experiences;
- e) prepare teachers for positive involvement and/or development at school, community and national levels; and
- f) to increase awareness of the need and opportunities for life-long personal and professional growth.

The programme is offered on full-time, part-time and by distant mode. The distant mode is intended to provide a greater access to candidates located in various parts of the country. The distant mode is offered through the Centre of External Studies (CES). Please refer to their yearbook for more information.

B.1.2 ADMISSION REQUIREMENTS

The normal entrance qualifications for the 4-year Bachelor of Education Degree shall be in accordance with the 4-year degree admission requirements of UNAM as shown in the Academic General Regulations.

GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES

- a) Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be an International General Certificate of Secondary Education (IGCSE), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 25 points (to be reviewed annually) on the UNAM Evaluation Scale. The following will be taken into consideration when computing the point scores:
 - the score will be calculated by adding together the points of the best five subjects only;
 - one of the five subjects must be English
 - should a specific subject be a prerequisite for entry to a faculty, that subject must also be one of the five subjects counted.
- b) English is a compulsory subject and should normally be obtained at IGCSE (English as a Second Language) grade C or better, or at IGCSE (English as a First Language) grade D or better.
- c) Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation G.9 (1).
- d) Places will be awarded on the basis of merit. Therefore the possession of an IGCSE with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculties.
- e) Faculty admission requirements are prescribed by each Faculty. Prospective students must acquaint themselves with the faculty admission requirements as may include an admission test.
- f) The University of Namibia reserves the right to interview candidates before admission.

B.1.3 DEPARTMENTAL REGULATIONS

In addition to normal entry requirements pointed out above Departmental regulations may be required as stipulated in appropriate sections.

PROGRESSION FROM YEAR TO YEAR & ACADEMIC AND ADVANCEMENT RULES

A student wishing to pursue his/her studies leading to the B.Ed Degree (General) will not be permitted to re-register with the Faculty of Education if he/she has not passed a minimum of modules/Module equivalents as indicated below:

- a) **BEGINNING OF THE FIRST YEAR**

Normally, candidates intending to register for the two school subjects at the degree level must have obtained a "C" or better in the similar subjects at the IGCSE level or equivalent.
- b) **END OF FIRST YEAR**

Pass $\frac{3}{4}$ of Modules offered in the first year, in order to proceed to 2nd year.
- c) **END OF SECOND YEAR**

Pass in the remaining first year Modules plus $\frac{3}{4}$ full semester Modules (or equivalent) in order to proceed to third year. Phase 1 Teaching Practice should also be passed.

d) END OF THIRD YEAR

Pass in the remaining second year Modules plus at least ¾ full semester Modules (or equivalent) in order to proceed to fourth year. Phase 2 Teaching Practice should also be passed. Candidates who have failed in any of the teaching methods Modules and content school subject Modules at the third year level will not be allowed to register for the Phase 3 Teaching Practice in the fourth year.

e) END OF FOURTH YEAR

Pass in all outstanding modules/Module equivalents in order to be awarded a degree. If at the end of the fourth year a student has not yet completed the required Modules for the B.Ed degree, he/she must do so within the next two years of study.

AWARD OF THE DEGREE

Pass in all prescribed modules/Module equivalents in order to be awarded a degree.

DURATION AND MODE OF STUDY

The Faculty of Education offers a 4-year (full-time) Bachelor of Education Degree in a variety of areas of specialization, with a minimum of 4 years of study and a maximum of 6 years of study. The programme is also offered by distance mode through the Centre for External Studies (CES).

ASSESSMENT

For Modules taught by the Faculty of Education, the ratio of continuous assessment to the examination mark shall be **50:50**

B.1.4 BASIC CURRICULUM FRAMEWORK

The Basic Curriculum Framework of the B.Ed Degree (excluding the B.Ed., Adult Education) shows that two school subjects should normally be taken. For each school subject, students are expected to study an average of 9 full semester Modules (or equivalent) during the four years of study while a number of professional (educational) Modules are also offered as shown in appropriate semesters and years of study. All professional Modules shown in Table 1 are compulsory. In addition to the above, compulsory UNAM core Modules are offered in the 1st year of study. Notwithstanding the above, there are slight variations in the B.Ed Module offerings.

These variations are reflected in:

OPTION A: LANGUAGES, COMMERCIAL AND SOCIAL SCIENCES EDUCATION;

OPTION B: MATHEMATICS AND SCIENCE EDUCATION;

OPTION C: HOME ECONOMICS; AND FASHION AND FABRICS

OPTION D: SPORT EDUCATION.

The Faculty B.ED Core Modules are **Issues in Education** and **Teaching Practice Phases I –III.**

**TABLE 1:
THE FOUR YEAR B.ED. BASIC CURRICULUM FRAMEWORK**

YEAR 1	MODULE	CODE
Semester One		
UNAM Core:		
	Computer Literacy	UCC3109
	Contemporary Social Issues	UCI3109
	English Communication and Study Skills	UCE3119
	Issues in Education	EIS3111
	School Subject 1	
	School Subject 2	
Semester Two		
UNAM Core:		
	English for Academic Purposes	UCA3119
	Human Development & Education	ESP3102
	General Teaching Methodology	CAG3102
	Sociology of Education	EMS3102
	History of Education	EMH3102

School Subject 1
School Subject 2

YEAR 2	MODULE	CODE
Semester One	Teaching Practice Phase I	EIP3209
	School Subject 1	
	School Subject 1	
	School Subject 2	
	School Subject 2	
Semester Two	Human Learning	ESP3202
	Philosophy of Education	EMP3202
	Curriculum & Instructional Studies	CAC3202
	Educational Management	EMM3202
	School Subject 1	
School Subject 2		

YEAR 3	MODULE	CODE
Semester One	Teaching Practice Phase II	EIP3309
	School Subject 1	
	School Subject 2	
	Teaching Methods School subject I	
	Teaching Methods School Subject II	
	Educ. Communication & Technology	CAE3301
Educ. Research & Statistical Methods	CAR3301	
Semester Two	School Subject 1	
	School Subject 2	
	Teaching Methods School subject I	
	Teaching Methods School Subject II	
	Educational Social Psychology	ESP3302
	Assessm. & Evaluation of Instruction	CAA3302
	Project in TM School Subject 1	
Project in TM School Subject 2		

YEAR 4	MODULE	CODE
Semester One	Teaching Practice Phase III	EIP3409
	Comparative Education	EMC3401
	Introduction to Guidance and Counselling	ESP3401
	Curriculum Theory & Design	CAC3409
Semester Two	School Subject 1	
	School Subject 1	
	School Subject 2	
	School Subject 2	
	Project in TM School Subject 1	
Project in TM School Subject 2		
Year Modules	Introduction to Inclusive Education	ESP3400 1,2

NB: *Details on Teaching Methods (TM) of School Subject I & II as well as School Subject I & II from other faculties are elsewhere in this Faculty Year Book.*

B.1.5 OPTION A : B.ED (COMMERCIAL, LANGUAGES & SOCIAL SCIENCES) BASIC CURRICULUM

1. For the school subjects 1 & 2 a total of 9 full semester (i.e. 4 contact hours/week) Modules or equivalent, in each school subject, are expected to be taken by candidates during the four years of study. Two half semester Modules (i.e. 2 hours / week) constitute a half semester Module.
2. Curriculum Theory and Design is offered in the 2nd Semester unless otherwise advertised Refer to the Department.
3. Normally, OPTION A (ii) will be applicable to candidates taking school subject 1 & 2 from the Faculty of Humanities and Social Sciences (FHSS) in which:
 - i. Because in the 4th year FHSS offers year long Modules (papers), Faculty of Education (FOE) students will have lost at least six weeks of study due to Teaching Practice exercise. Since the FHSS recognizes the fact that it is responsible for the provision of school subjects content Modules indicated in the relevant sections of the FOE curriculum framework, special arrangements (as per regulation below) have been put in place so that the affected students are not disadvantaged in any way due to loss of time.
 - ii. Regulation has been provided as stipulated below, as well as in the FHSS Yearbook.

Regulation

All students intending to take one or two school subjects content in the FHSS at the Fourth year level must contact their respective Departments in the FHSS before the end of their 3rd year in order to receive information and self study materials to be used in the absence of lectures during the Teaching Practice exercise which commences at the beginning of their fourth year.

4. In certain years and semesters, students may be required to take more Modules than indicated on the B.Ed framework. However, such extra load is compensated by less than normal load in other years or semesters of study. Please see the relevant Module descriptions from the FHSS and FEMS are stipulated in this yearbook.

OPTION B, C & D

- i) *The B.ED Basic Curriculum Framework (See Tables 1 & 2) and OPTION A (i) & (ii) statement (see paragraph above) also apply.*
- ii) Year 4 Curriculum Theory, Design & Practice (CAC 3409) must be taken in 1st semester.
For additional special departmental regulations, please see relevant sections (i.e. OPTION B, C & D)

B.ED TEACHING METHODS MODULES FOR OPTION A:

	TEACHING METHODS MODULE OFFERED	CODE
1	Teaching Methods of Geography	CAM3300
2	Teaching Methods of History	CAM3320
3	Teaching Methods of Development Studies	CAM3340
4	Teaching Methods of Accounting	CAM3360
5	Teaching Methods of Business Studies	CAM3380
6	Teaching Methods of Economics	CAN3300
7	Teaching Methods of English	CAN3320
8	Teaching Methods of Oshindonga	CAN3340
9	Teaching Methods of KhoeKhoegowab	CAN3360
10	Teaching Methods of Rukwangali	CAN3380
11	Teaching Methods of Otjiherero	CAQ3300
12	Teaching Methods of Oshikwanyama	CAQ3320
13	Teaching Methods of German	CAQ3340
14	Teaching Methods of French	CAQ3360
15	Teaching Methods of Afrikaans	CAQ3380
16	Teaching Methods of Portuguese	CAQ3300
17	Teaching Methods of Integrated Performing Arts	CAQ3320
18	Teaching Methods of Arts in Culture	CAQ3340
19	Teaching Methods of Visual Arts	CAQ3360
20	Teaching Methods of Music	CAQ3380
21	Teaching Methods of Drama	CAS3300
22	Teaching Methods of Silozi	CAS3320
23	Teaching Methods of Religious Studies	CAS3340

TEACHING METHODS MODULES OFFERED FOR OPTIONS B, C AND D.

	TEACHING METHODS MODULE	CODE
1	Teaching Methods of Biology	EST3300
2	Teaching Methods of Agriculture	EST3320
3	Teaching Methods of Physical Science	EST3340
4	Teaching Methods of Technology and Computer Studies	EST3360
5	Teaching Methods of Mathematics	EST3380
6	Teaching Methods of Home Economics	ESH3310
7	Teaching Methods of Fashion and Fabrics	ESH3330
8	Teaching Methods of Physical Education	ESS3310

Every student is required to take two(2) Projects in Phase I in their respective school subjects..

	PROJECT IN SCHOOL SUBJECT PHASE 1 YEAR THREE (OFFERED FOR OPTION A)	CODE
1	Project in School Subject Geography Phase 1	CAM3309
2	Project in School Subject History Phase 1	CAM3329
3	Project in School Subject Development Studies Phase 1	CAM3349
4	Project in School Subject Accounting Phase 1	CAM3369
5	Project in School Subject Business Studies Phase 1	CAM3389
6	Project in School Subject Economics Phase 1	CAN3309
7	Project in School Subject English Phase 1	CAN3329
8	Project in School Subject Oshindonga Phase 1	CAN3349
9	Project in School Subject KhoeKheogowab Phase 1	CAN3369
10	Project in School Subject Rukwangali Phase 1	CAN3389
11	Project in School Subject Otjiherero Phase 1	CAO3309
12	Project in School Subject Oshikwanyama Phase 1	CAO3329
13	Project in School Subject German Phase 1	CAO3349
14	Project in School Subject French Phase 1	CAO3369
15	Project in School Subject Afrikaans Phase 1	CAO3389
16	Project in School Subject Portuguese Phase 1	CAQ3309
17	Project in School Subject Integrated Performing Arts Phase 1	CAQ3329
18	Project in School Subject Arts in Culture Phase 1	CAQ3349
19	Project in School Subject Visual Arts Phase 1	CAQ3369
20	Project in School Subject Music Phase 1	CAQ3389
21	Project in School Subject Drama Phase 1	CAS3309
22	Project in School Subject Silozi Phase 1	CAS3329
23	Project in School Subject Religious Studies Phase 1	CAS3349
	PROJECT IN SCHOOL SUBJECT PHASE 1 YEAR THREE (OFFERED FOR OPTION B, C AND D)	CODE
1	Project in School Subject Biology Phase 1	EST3309
2	Project in School Subject Agriculture Phase 1	EST3329
3	Project in School Subject Physical Science Phase 1	EST3349
4	Project in School Subject Technology and Computer Studies Phase I	EST3369
5	Project in School Subject Mathematics Phase 1	EST3389
6	Project in School Subject Home Economics Phase 1	ESH3319
7	Project in School Subject Fashion and Fabrics Phase 1	ESH3339
8	Project in School Subject Physical Education Phase 1	ESS3319

Every student is required to take two(2) Projects in Phase II in their respective school subjects..

	PROJECT IN SCHOOL SUBJECT PHASE II YEAR FOUR (OFFERED FOR OPTION A)	CODE
1	Project in School Subject Geography Phase II	CAM3409
2	Project in School Subject History Phase II	CAM3429
3	Project in School Subject Development Studies Phase II	CAM3449
4	Project in School Subject Accounting Phase II	CAM3469
5	Project in School Subject Business Studies Phase II	CAM3489
6	Project in School Subject Economics Phase II	CAN3409
7	Project in School Subject English Phase II	CAN3429
8	Project in School Subject Oshindonga Phase II	CAN3449
9	Project in School Subject KhoeKheogowab Phase II	CAN3469
10	Project in School Subject Rukwangali Phase II	CAN3489
11	Project in School Subject Otjiherero Phase II	CAO3409
12	Project in School Subject Oshikwanyama Phase II	CAO3429
13	Project in School Subject German Phase II	CAO3449
14	Project in School Subject French Phase II	CAO3469

15	Project in School Subject Afrikaans Phase II	CAQ3489
16	Project in School Subject Portuguese Phase II	CAQ3409
17	Project in School Subject Integrated Performing Arts Phase II	CAQ3429
18	Project in School Subject Arts in Culture Phase II	CAQ3449
19	Project in School Subject Visual Arts Phase II	CAQ3469
20	Project in School Subject Music Phase II	CAQ3489
21	Project in School Subject Drama Phase II	CAS3409
22	Project in School Subject Silozi Phase II	CAS3429
23	Project in School Subject Religious Studies Phase II	CAS3449

TEACHING METHODS MODULES OFFERED FOR OPTIONS B, C AND D.

	PROJECT IN TEACHING METHODS MODULE	CODE
1	Project in School Subject Biology Phase II	EST3409
2	Project in School Subject Agriculture Phase II	EST3429
3	Project in School Subject Physical Science Phase II	EST3449
4	Project in School Subject Technology and Computer Studies Phase II	EST3469
5	Project in School Subject Mathematics Phase II	EST3489
6	Project in School Subject Home Economics Phase II	ESH3419
7	Project in School Subject Fashion and Fabrics Phase II	ESH3439
8	Project in School Subject Physical Education Phase II	ESS3419

TABLE 4: OPTION A - LIST OF SCHOOL SUBJECT CONTENT MODULES: COMMERCIAL

NOTE: If you take the following combinations ACCOUNTING & BUSINESS STUDIES, ECONOMICS & BUSINESS STUDIES or ACCOUNTING & ECONOMICS, you only need to register for Business Mathematics I and Business Mathematics II once.

ACCOUNTING

YEAR 1	COURS	CODE	SEMESTER
	Business Mathematics I	BCM3111	1
	Fundamentals of Accounting	AFE3112	2
	Business Mathematics I	BCM3112	2
YEAR 2	MODULE	CODE	SEMESTER
	Financial Accounting I	AFE3231	1
	Financial Accounting I	AFE3232	2
	Management Accounting 1	AAM3232	2
YEAR 3	MODULE	CODE	SEMESTER
	Financial Accounting II	AFE3351	1
	Management Accounting II	AAM3351	1
	Financial Accounting II	AFE3352	2
YEAR 4	MODULE	CODE	SEMESTER
<i>OR</i>	Financial Management	AMF3472	2
	Management Accounting III	AAM3472	2

ECONOMICS

YEAR 1	MODULE	CODE	SEMESTER
	Business Mathematics I	BCM3111	1
	Introduction to Economics	EIE3112	2
	Business Mathematics I	BCM3112	2

YEAR 2	MODULE	CODE	SEMESTER
	Macro Economics	EAM3231	1
	Micro Economics	EIM3231	1
	Micro Economics	EIM3232	2
	Macro Economics	EAM3232	2

YEAR 3	MODULE	CODE	SEMESTER
	International Trade	EIF3351	1
	Develop. Economics	EDE3352	2

YEAR 4	MODULE	CODE	SEMESTER
	Namibian Economics	ENE3472	2

BUSINESS STUDIES

YEAR 1	MODULE	CODE	SEMESTER
	Business Mathematics I	BCM3111	1
	Principles of Management	MPP3111	1
	Business Mathematics I	BCM3112	2

YEAR 2	MODULE	CODE	SEMESTER
	Organisational Behaviour	MBO3231	1
	Entrepreneurship I (3 rd year module)	MRE3351	1
	Organisational Behaviour	MBO3232	2

YEAR 3	MODULE	CODE	SEMESTER
	Human Resource Management I	MHM3351	1
	Strategic Mark I	MSM3351	1
	Human Resource Management II	MHM3352	2
	Strategic Mark II	MSM3352	2

YEAR 4	MODULE	CODE	SEMESTER
	Entrepreneurship II	MRE3352(3 rd year module)	2

NB Subject to consultations; Any Module listed above (i.e. Accounting, Economics and Business Studies) may be replaced with another Module from the appropriate field of study should problems in the Module combinations, etc. arise.

TABLE 5: OPTION A - LIST OF SCHOOL SUBJECT CONTENT MODULES: LANGUAGES

ENGLISH

YEAR 1	MODULE	CODE	SEMESTER
	Foundations of English Language	ENL3111	1
	Found. of the Study of Literature in Eng.	ENL3132	2

YEAR 2	MODULE	CODE	SEMESTER
	Lexis & Basic Grammar	ENL3211	1
	Practical Criticism and Poetry	ENL3231	1
	Language in Society	ENL3252	2

YEAR 3	MODULE	CODE	SEMESTER
	The Sound System of English	ENL3311	1
	Psycholinguistics	ENL3352	2

YEAR 4	MODULE	CODE	SEMESTER
	Acts of Style & English	ENL3410	1, 2
	Aspects of Syntax	ENL3430	1, 2

GERMAN

YEAR 1	MODULE	CODE	SEMESTER
	Language Study in German	GGR3111	1
	Literature Study in German	GGR3132	2

YEAR 2	MODULE	CODE	SEMESTER
	Basic German Patterns	GGR3211	1
	Contemp. German Society & Literature	GGR3232	2
	Complex German Patterns	GGR3252	2

YEAR 3	MODULE	CODE	SEMESTER
	Theory & Practical Grammar In German	GGR3111	1
	German-African Relationship	GGR3331	1

YEAR 4	MODULE	CODE	SEMESTER
	Modern German Literature & Culture	GGR3430	1, 2
	Applied Linguistics in German	GGR3470	1, 2

FRENCH

YEAR 1	MODULE	CODE	SEMESTER
	Language Study in French	GFE3111	1
	French Language Usage and Literature	GFE3152	2

YEAR 2	MODULE	CODE	SEMESTER
	Basic French Patterns	GFE3211	1
	Foundations of Linguistics in French	GFE3272	2
	Complex French Patterns	GFE3252	2

YEAR 3	MODULE	CODE	SEMESTER
	Theory & Practical Grammar in French	GFE3311	1
	Composition, Speaking and Presentation Skills	GFE3372	2

YEAR 4	MODULE	CODE	SEMESTER
	Socio-cultural aspects	GFE3450	1, 2
	Applied Linguistics in French	GFE3470	1, 2

PORTUGUESE

YEAR 1	MODULE	CODE	SEMESTER
	Language Study in Portuguese	GPR3111	1
	Literature Study in Portuguese	GPR3132	2

YEAR 2	MODULE	CODE	SEMESTER
	Basic Portuguese Patterns	GPR3211	1
	Contemp. Portuguese Society & Culture	GPR3232	2
	Complex Portuguese Patterns	GPR3252	2

YEAR 3	MODULE	CODE	SEMESTER
	Theory & Practical Grammar in Portuguese	GPR3311	1
	Portuguese Cultural History	GPR3352	2

YEAR 4	MODULE	CODE	SEMESTER
	Modern Portuguese Literature & Culture	GPR3420	1, 2
	Applied Linguistics in Portuguese	GPT3440	1, 2

AFRIKAANS

YEAR 1	MODULE	CODE	SEMESTER
	Afrikaans Language & Style	GAA3111	1
	Afrikaans Language Usage & Literature	GAA3132	2

YEAR 2	MODULE	CODE	SEMESTER
	Afrikaans in Context	GAA3211	1
	Afrikaans Narratives	GAA3231	1
	Afrikaans Drama & Media Studies	GAA3252	2

YEAR 3	MODULE	CODE	SEMESTER
	Afrikaans Linguistics	GAA3311	1
	Afrikaans Poetry	GAA3352	2

YEAR 4	MODULE	CODE	SEMESTER
	Advanced Afrikaans Linguistics	GAC3450	1,2
	Namibian Afrikaans Literature	GAA3410	1,2

AFRICAN LANGUAGES

YEAR 1	MODULE	CODE	SEMESTER
	Language & Culture	ALC3111	1
	Oral Lit. of AL.**	A_*03112	2

YEAR 2	MODULE	CODE	SEMESTER
	General Phonetics & Phonology	LIN3211	1
	Early South African History	HIS3232	2
	Phonology & Morphology of AL**	A_*M3212	2

YEAR 3	MODULE	CODE	SEMESTER
	Elements of the Syntax of AL.**	A_*S3311	1
	(Code for Oshindonga:	ASN3311	1
	(Code for Rukwangali:	ASR3311	1
	Written Literature of AL**	A_*L3312	2

YEAR 4	MODULE	CODE	SEMESTER
<i>Select TWO from the following:</i>			
	Orature in Africa	ALR3410	1, 2
	Hist. Linguistics	ALH3410	1, 2
	Universals & Typology [Khoekhoegowab students only]	ALG3410	1, 2
	Universals & Typology [Bantu Languages students only]	ALG3430	1, 2
	* GAPS should be substituted by the relevant letter = H = Otjiherero, K = Khoekhoegowab, N = Oshindonga, R = Rukwangali, S = Silozi & Y = Oshikwanyama		
	** <i>AL should be substituted by the relevant language: e.g. Silozi</i>		

TABLE 6: OPTION A - LIST OF SCHOOL SUBJECT CONTENT MODULES: SOCIAL SCIENCES

GEOGRAPHY

YEAR 1	MODULE	CODE	SEMESTER
	Fundamentals of Geography	GES3111	1
	Basic Skills in Geography	GES3132	2
YEAR 2	MODULE	CODE	SEMESTER
	Physical Geography I	GES3211	1
	Human Geography I	GES3231	1
	Physical Geography II (½ module)	GES3202	2
	Human Geography II (½ module)	GES3222	2
	Practical 1		
YEAR 3	MODULE	CODE	SEMESTER
	Regional Geography	GES3352	2
	Excursion	GES3399	2
	Practical 2		
	General Methods and Techniques	GES3331	1
YEAR 4	MODULE	CODE	SEMESTER
<i>Select TWO from the following:</i>			
	Geography of Tourism	GES3410	1, 2
	Political Geography	GES3430	1, 2
	Themes in Adv. Geography	GES3450	1, 2

HISTORY

YEAR 1	MODULE	CODE	SEMESTER
	African Civilisations	HIS3111	1
	History: Images, Tools & Concepts	HIS3132	2
YEAR 2	MODULE	CODE	SEMESTER
	The Making of the Atlantic World	HIS3211	1
	Capitalism, Colonialism & Globalisation	HIS3252	2
	Early Southern African History	HIS3232	2

YEAR 3	MODULE	CODE	SEMESTER
	Early Namibian History	HIS3311	1
	Colonial & Post-Colonial Southern Africa	HIS3352	2

YEAR 4	MODULE	CODE	SEMESTER
	Public History	HIS3410	1,2
	Research Thesis	HIS3450	1,2

RELIGIOUS STUDIES

(No new intakes in 2007)

YEAR 1	MODULE	CODE	SEMESTER
	Moral & Religious Foundations of Society	RRS3111	1
	The World's Religious Traditions	RRS3132	2

YEAR 2	MODULE	CODE	SEMESTER
	Religious & Moral Education in Namibia	RRS3211	1
	African Religion & History	RRS3251	1
	Issues in Social Ethics	RRS3232	2

YEAR 3	MODULE	CODE	SEMESTER
	Comparative Religious Studies	RRS3352	2
	Religion & Society in Namibia	RRS3311	1

YEAR 4	MODULE	CODE	SEMESTER
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Select ONE from the following:

In-depth Study of a Particular Religious Tradition	RRS3410	1, 2
Aspects of Afrikaans Theology	RRS3420	1, 2

VISUAL ART, DRAMA & MUSIC

B.ED students intending to take Visual Arts, Drama & Music as a school subject should consult the relevant departments in the FHSS for the selection of Module combinations. However, the guideline in terms of the number of modules is as follows:

Two full semester modules or equivalent in Year 1, **three** in Year 2, **two** in Year 3 and **two** in Year 4, thus bringing it to a total of **NINE full semester Modules** or equivalent during the duration of the study.

B.1.6 B.ED MODULE DESCRIPTIONS (SEE PAGE 59)

OPTION B: BACHELOR OF EDUCATION (MATHEMATICS AND SCIENCE EDUCATION) (10BEDS)

B.1.7 OPTION B (MATHEMATICS & SCIENCE EDUCATION) B.ED BASIC CURRICULUM FRAMEWORK AND A LIST OF SCHOOL SUBJECT CONTENT MODULES

The basic Curriculum Framework for Option B, C & D is essentially similar to the B.ED Curriculum Framework shown in Table 1. However, there are some variations, which arise due to Module offerings by the Faculty of Science. (See pages 13 and 14)

DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORT EDUCATION

Departmental regulations

1. In addition to the normal entry requirements of the Faculty of Education students opting for Option B should also meet the following admission requirements of the Faculty of Science:
 - * Admission to the B.ED Science Module of study requires at least a C symbol on Mathematics IGCSE level or equivalent.
 - * Students can also gain admission to degree programmes through Mature Age entry as per UNAM's Mature Age Entry regulations contained in the "General Information and Regulation Prospectus".
 - Meeting the minimum admission requirements does not necessarily ensure admission, this depends on places available.
2. All students opting for Biology and Physical Science should complete a First Aid (ESH 3229) Module offered through this department.

Only subject combinations allowed for Mathematics and Science

Only the following subject combinations will be allowed:

- Biology and Mathematics
- Biology and Agriculture [not offered in 2007]
- Biology and Geography
- Biology and Economics
- Mathematics and Physical Science
- Mathematics and Geography
- Mathematics and Computer Studies
- Mathematics and Economics
- Computer Studies and Economics

**TABLE 6: B.ED SCHOOL SUBJECT CONTENT FOR OPTION B
(MATHEMATICS AND SCIENCE SECTION)**

MATHEMATICS

YEAR 1	MODULE	CODE	SEMESTER
	Mathematics 1A	MTS3101	1
	Statistics 1A	STS3101	1
	Foundations Mathematics	MTS3132	2

YEAR 2	MODULE	CODE	SEMESTER
	Calculus I	MTS3211	1
	Analytic Geometry and Complex Numbers	MTS3121	1
	Elementary Linear Algebra	MTS3222	2
	Calculus II	MTS3232	2

YEAR 3	MODULE	CODE	SEMESTER
	Linear Algebra I	MTS3321	1
	Real Analysis I	MTS3311	1
	Real Analysis II	MTS3322	2

YEAR 4	MODULE	CODE	SEMESTER
	Linear Algebra II	MTS3312	2
	Statistics for Educators	STS3452	2

BIOLOGY

YEAR 1	MODULE	CODE	SEMESTER
	Mathematics 1A	MTS3101	1
	Statistics 1A	STS101	1
	Biology 1A	BLG3101	1
	Mathematics 1B	MTS3112	2
	Biology 1B	BLG3112	2
	Chemistry for life Science	CHM3192	2

YEAR 2	MODULE	CODE	SEMESTER
	Plant Biology	BLG3211	1
	Introduction to Ecology	EBL3231	1
	Animal Biology	BLG3212	2

YEAR 3	MODULE	CODE	SEMESTER
	Introduction to Microbiology	MBL3231	1
	Human Biology	BLG3231	1
	Cell and molecular Biology	BLG3202	2

YEAR 4	MODULE	CODE	SEMESTER
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Any TWO of the following:

Plant Growth and Development	MBL3332	2
Comparative Animal Physiology	MBL3312	2
Ecosystem Ecology	EBL3312	2
*Conservation Biology & Biodiversity	EBL3332	2

* Not allowed for Biology and Geography combination

PHYSICAL SCIENCE

YEAR 1	MODULE	CODE	SEMESTER
	Mathematics 1A	MTS3101	1
	Statistics 1A	STS3101	1
	Physics 1A	PHC3101	1
	Foundation Mathematics	MTS3132	2
	Physics 1B	PHC3112	2
	Lab 1	PHC3192	2

YEAR 2	MODULE	CODE	SEMESTER
	Chemistry 1A	CHM3101	1
	Mechanics	PHC3211	1
	Lab2S1	PHC3291	1
	Chemistry 1B	CHM3112	2
	Electromagnetics: Optics	PHC3212	2

YEAR 3	MODULE	CODE	SEMESTER
	Inorganic Chemistry 1	CHM3211	1
	Physical Chemistry 1	CHM3261	1
	Organic Chemistry	CHM3232	2

YEAR 4	MODULE	CODE	SEMESTER
	Physical Chemistry	CHM3332	2
	Modern Physics	PHC3202	2
	Lab2S2	PHC3292	2

COMPUTER STUDIES

YEAR 1	MODULE	CODE	SEMESTER
	Mathematics 1A	MTS3101	1
	Statistics 1A	STS3101	1
	Computing 1A	CMP3101	1
	Computing 1B	CMP3112	2
	Foundation Mathematics	MTS3132	2

YEAR 2	MODULE	CODE	SEMESTER
	Advanced Object Oriented Programming	CMP3220	1, 2
	Data Management and Database Principles	CMP3231	1
	Computer Theory	CMP3212	2

YEAR 3	MODULE	CODE	SEMESTER
	Software Engineering 1	CMP3311	1
	Software Engineering Modern S/E	CMP3312	2

YEAR 4	MODULE	CODE	SEMESTER
	Operating Systems	CMP3332	2
	Managem. of IT Systems & Bus. Computing	CMP3442	2

B.1.8 B.ED MODULE DESCRIPTIONS FOR OPTION B PROFESSIONAL (SEE PAGE 86)

NOTE: *Home Economics may be offered in combination with Science subjects if the timetable allows this combination. Subjects may not be offered if student numbers are not enough.*

B.1.9 OPTION C: B.ED BASIC CURRICULUM FRAMEWORK AND A LIST OF SCHOOL SUBJECT CONTENT MODULES (HOME ECONOMICS AND FASHION AND FABRICS)

NOTE: *No FIRST YEAR INTAKES IN 2006 (Modules also available on Distance Education)*

DEPARTMENT OF MATHEMATICS, SCIENCE EDUCATION & SPORT SCIENCE

ADMISSION REQUIREMENTS

In addition to the normal entry requirements of the Faculty of Education students opting for option C should also meet the following admission requirements:

- * A pass with a C in Biology or Home Economics as one of their (H)IGCSE subjects.

AIM OF THE PROGRAM

The values derive from this program can be seen through what they stand to provide.

- * Academic: Training qualified Home Economics specialists to teach in the formal education system, as well as serve in extension and other non-formal education programs. Students that have completed this Module will be able to teach either IGCSE Home Economics or Fashion and Fabrics.
- * Community service: Organisation of non-formal community programs such as day-care centres, home-based care workers for people living with HIV/AIDS, nutrition units, and small trading and cottage production business at club, association, district (for example COSDEC centers) and national level.
- * Consultants: Training Home Economics professionals to do research in Home Economics Education related areas, and provide advisory services to agencies and organisations in the health and community services, business, industry and other extension services.

Departmental requirements

All students opting for Home Economics should complete a First Aid (ESH 3229) Module offered through this department.

TABLE 7: B.ED OPTION C: SCHOOL SUBJECT CONTENT (HOME ECONOMICS) CURRICULUM FRAMEWORK

HOME ECONOMICS

YEAR 1	MODULE	CODE	SEMESTER
	Applied Science for Home Economics	ESH 3101	1
	Introduction To Home Economics & Household Resource Management	ESH 3112	2

YEAR 2	MODULE	CODE	SEMESTER
	The Household As Consumer	ESH 3211	1
	Introduction To Human Nutrition	ESH 3231	1
	Principles Of Food Preparation	ESH 3212	2
YEAR 3	MODULE	CODE	SEMESTER
	Applied Nutrition	ESH 3311	1
	Principles of Food Preparation & Meal Management	ESH3312	2
YEAR 4	MODULE	CODE	SEMESTER
	Housing And Residential Technology	ESH 3412	2
	Entrepreneurship In Home Economics	ESH 3432	2

B.1.10 B.ED MODULE DESCRIPTIONS FOR OPTION C (HOME ECONOMICS SECTION) (SEE PAGE 99)

TABLE 8: B.ED SCHOOL SUBJECT CONTENT (FASHION AND FABRICS) CURRICULUM FRAMEWORK

FASHION AND FABRICS

YEAR 1	MODULE	CODE	SEMESTER
	Principles of Design	VBA3111	1
	Textiles and Fashion Basics	VTF3210	1 & 2
YEAR 2	MODULE	CODE	SEMESTER
	The Household As A Consumer	ESH3211	1
	Textiles (Painted and Printed Textiles)	VTA3211	1
	Textiles (Constructed Textiles)	VTA3232	2
YEAR 3	MODULE	CODE	SEMESTER
	Fashion	VFA3211	1
	Fashion	VFA3232	2
YEAR 4	MODULE	CODE	SEMESTER
	Craftwork For Income Generation & Socio-physiological Aspects of Clothing	ESH3452	2
	Entrepreneurship In Home Economics	ESH3432	2

MODULE DESCRIPTIONS FOR FASHION AND FABRICS (see page 101)

B.1.11 B.ED OPTION D: SCHOOL SUBJECT (SPORT SCIENCE EDUCATION) B.ED CURRICULUM FRAMEWORK AND A LIST OF SCHOOL SUBJECT CONTENT MODULES

DEPARTMENT OF MATHEMATICS, SCIENCE & SPORT EDUCATION

Option D: B.ED (Sport Education Studies)

NOTE: Sport Education Studies may be offered in combination with Science subjects if the timetable allows this combination. Subjects may not be offered if student numbers are not enough.

Departmental Requirements

1. All students opting for Sport Education should make available a medical certificate before they will be allowed to take the Module.
2. All students opting for Sport Education should complete a First Aid (ESS 3329) Module offered through this department.
3. All students opting for Sport Education should further complete two coaching certificates accredited by relevant sport controlling bodies.

Subject combinations

Only the following subject combinations will be allowed:

Biology and Sport Education

Sport Education and any other school subject from option A.

TABLE 9: B.ED OPTION D: SCHOOL SUBJECT (SPORT SCIENCE EDUCATION) B.ED. CURRICULUM FRAMEWORK AND A LIST OF SCHOOL SUBJECT CONTENT MODULES

SPORT SCIENCE

YEAR 1	MODULE	CODE	SEMESTER
	Introduction to Principle of Coaching	ESS 3101	1
	Sport and Recreational Entrepreneurship	ESS 3112	2
YEAR 2	MODULE	CODE	SEMESTER
	Basic Sport Science	ESS 3231	1
	Techniques of Teaching and Coaching	ESS 3251	1
	Track and Field, Netball and Soccer		
	Foundations of Physical Education and Sport	ESS 3212	2
YEAR 3	MODULE	CODE	SEMESTER
	Techniques of Teaching and Coaching	ESS 3371	1
	Swimming, Gymnastics and Rugby		
	Applied Sport Science	ESS 3392	2
YEAR 4	MODULE	CODE	SEMESTER
	Biomechanics in Phys. Education & Sport	ESS 3402	2
	Motor Learning and Motor Development	ESS 3422	2
	Techniques in Teaching and Coaching	ESS 3432	2
	Basketball, Volleyball and Tennis		

NOTE: *All students opting for Sport Education should further complete two coaching certificates accredited by relevant sport controlling bodies.*

Coaching Modules in Sport Education

Module Title	Module Code	Module Description
Volley Ball Coaching	ESS3429	Certificate by relevant sport controlling body. Students need to hand in the certificate to confirm the certification and accreditation by the relevant sport controlling body.
Tennis Coaching	ESS3409	
Track and Field Coaching	ESS3209	
Basket ball Coaching	ESS3469	
Netball Coaching	ESS3249	
Soccer Coaching	ESS3229	
Rugby Coaching	ESS3309	

B.1.12 MODULE DESCRIPTIONS FOR OPTION D (SPORT SCIENCE EDUCATION) (see on p. 103)

B.2. BACHELOR OF EDUCATION (ADULT EDUCATION) DEGREE (10BADE)

B.2.1 RATIONALE AND PROGRAMME DESCRIPTION

The B.Ed (Adult Education) is a four year programme which will provide training for Adult Educators and trainers who should occupy professional positions of responsibility in planning, organization, management and monitoring of adult education programmes and projects, which are provided by government or non-governmental bodies, agencies or organizations. Its primary target audience is people who already hold positions in different areas of adult education and related fields. It will prepare adult educators for management positions in different areas of adult education and related areas.

AIMS

The aim of the B.Ed (Adult Education) is the production of personnel in adult education who will be able to occupy positions of responsibility relating to the planning, organization, management and monitoring of adult education programmes and projects.

B.2.2 ADMISSION REQUIREMENTS

To be eligible for admission into the B.Ed (Adult Education), candidates should hold any of the following;

either

An international General Certificate of Secondary Education (IGCSE) or equivalent, in not more than three examination sittings with a minimum of 25 points agreeable to the University of Namibia Evaluation scale.

One of the five passes should be in English.

or

A minimum of a credit in the Diploma in Adult Education or related field;

A pass in the Diploma in Adult Education or related field with at least three years of post Diploma professional experience;

or

Be able to satisfy the requirements and stipulations of the University of Namibia's General Regulations on Mature Age Entry.

DEPARTMENTAL REGULATIONS

Subject to the Academic General Regulations of the University of Namibia, the following Departmental Regulations shall apply:

DURATION

The B.Ed (Adult Education) shall be offered as a four-year programme with entrance at Year Two for those holding a Diploma in Adult Education or related field.

MODE OF DELIVERY

The programme will be operated on a full-time basis initially, and on part-time and distance mode when resources are sufficient for the purpose.

B.2.3 BASIC CURRICULUM FRAMEWORK

ADULT EDUCATION

YEAR 1	MODULE	CODE
<i>Semester One</i>		
UNAM Core:		
	Communication & Study Skills in English	UCE3119
	Computer Literacy	UCC3109
	Contemporary Issues	UCI3109
	Issues in Education	EIS3111
	Historical Foundations of Adult Education	EAD 3111
<i>Semester Two</i>		
	English for Academic Purposes	UCA3119
	Philosophical Foundations of Adult Education	EAD 3112
	Elements of Adult and Non-Formal Education	EAD 3132
	Principles of Instructional Design & Development	EAD 3152
	Sociological Foundations of Adult Education	EAD 3172

YEAR 2	MODULE	CODE
<i>Semester One</i>		
	Organisation & Management in Adult Education	EAD 3211
	Adult Education in Developing Societies	EAD 3231
	Studies in Workers Education	EAD 3251
	Teaching Methods and Techniques	EAD 3271
<i>Semester Two</i>		
	Programme Planning & Evaluation in Adult Education	EAD 3212
	Comparative Studies in Adult Education	EAD 3232
	Studies in Community Development	EAD 3252
	Adult Education & Social Change	EAF 3212
YEAR 3	MODULE	CODE
<i>Semester One</i>		
	Adult Education & National Development	EAD 3311
	Trends & Issues in Adult Education	EAF 3311
	Marginalized People's Education DisModule	EAF 3351
<i>Semester Two</i>		
	Curriculum Innovation in Adult Education	EAD 3312
	Research Methods in Adult Education	EAD 3332
	Lifelong Learning	EAD 3352
	Policy Studies in Adult Education	EAF 3312
<i>Year Modules</i>		
	Practical Work Attachment & Report	EAE 3300
YEAR 4	MODULE	CODE
<i>Semester One</i>		
	Gender & Adult Education	EAD 3411
	Advanced Literacy Studies	EAD 3431
	Distance Education	EAD 3451
<i>Semester Two</i>		
	Social Issues in Non-formal Education	EAD 3412
	Economics of Adult Education	EAD 3432
	Educational Reform: Theory & Practice	EAD 3452
<i>Year Modules</i>		
	Research Project	EAE 3400

ASSESSMENT

The assessment of students' overall academic performance in the B.Ed (Adult Education) programme shall be based on continuous assessment and final examination as follows:

CONTINUOUS ASSESSMENT

Continuous assessment shall consist of: tests, assignments, and such other activities as may be determined by the lecturer (subject to the approval of the Department, where an activity is not the type that is normally given). The continuous assessment mark will constitute a weighting of 50% of the Final Mark, except in Modules EAE3300 and EAE3400.

EXAMINATIONS

A written final examination in each Module shall apply to all Modules except EAE3300 and EAE3400. Such examination shall have a weighing of 50% of the Final Mark.

FINAL MARK IN MODULES

The total of the Final Mark for each examinable Module shall be the total -except in Modules EAE3300 and EAE3400. In Module EAE3300, the final mark shall be determined by the total marks scored in the field-work and the successful completion of a Written Report. In Module EAE3400, the final mark shall be determined by the total marks earned from the Research Report. In all cases, a student must obtain a final mark of at least 50%, with a mandatory sub-minimum of 40% scored in the examination in all taught Module units.

SUPPLEMENTARY EXAMINATIONS

A Supplementary Examination may be allowed to a student who satisfied the provisions of the Academic General Regulations of the University of Namibia.

B.2.4 MODULE DESCRIPTIONS FOR BACHELOR OF EDUCATION (ADULT EDUCATION) (SEE PAGE 106)

C. POSTGRADUATE DEGREES

C.1 MASTER OF EDUCATION DEGREE

C.1.1 RATIONALE AND PROGRAMME DESCRIPTION

Education is faced with complex challenges for which undergraduate education may not provide adequate solutions. The M.Ed aims at bridging that gap. This programme is designed to cater for postgraduate students intending to pursue a second degree in education and thereby more and in-depth knowledge and skills in their respective areas of educational specialisations.

The programme can be done either by thesis only or by Modulework and dissertation. It is expected of students to take four full year or equivalent Modules whose breakdown is as follows:

Advanced Educational Research (compulsory); and

Three Modules chosen from an area of specialisation, namely: Educational Psychology and Special Education; Educational Foundations and Management, Sport Science Education; Mathematics and Science Education; and Curriculum Instruction and Assessment Studies. Specialisation in Adult Education is stipulated separately in this Prospectus.

However, under special arrangement, students may be allowed to opt for one Module from another area of specialisation instead of

taking

all three Modules form one group.

SPECIAL REGULATIONS FOR THE M.Ed DEGREE

Subject to the provisions of the Regulations for Postgraduate Modules of study of the University of Namibia, the following Special Regulations of the Faculty of Education shall apply:

C.1.2 ADMISSION REQUIREMENTS

The normal admission requirements for admission to the M.Ed programme shall be:

- (i)
 - (a) A B.Ed degree from this or any recognised university or equivalent institution with at least a 2 (ii) classification or its equivalent **or**
 - (b) A Bachelor's degree in the first or second class division with a concurrent Diploma in Education or a Postgraduate Diploma in Education or an equivalent approved by Senate.
- (ii) At least three years of appropriate post bachelor's professional experience in education which may be acquired concurrently with part-time studies.
- (iii) At least two satisfactory professional references.
Where appropriate, evidence of potential to perform successfully in graduate level programme.

DURATION OF STUDY

The Master's degree shall be in two forms:

- (i) **M.Ed by thesis only.**
Candidates may register for the degree by thesis alone provided they have satisfied the Department/Faculty, and Senate of their ability to conduct research, by submitting to the Department/Faculty a comprehensive research proposal in the approved form. An honours degree or at least a second class first division 12(1) in the first degree shall normally be an additional requirement. Senate may require the candidate to audit certain Modules, under this arrangement.
- (ii) **M.Ed by Modulework, examination and dissertation:** under this arrangement each student shall successfully complete a minimum of four full Modules, sit and pass examinations in at least three of them, before starting formal work on the dissertation.
- (iii) The duration of the programme shall be two (2) years on full-time basis. In special cases, the programme will be offered on part-time basis for a minimum of three (3) years.

ASSESSMENT

The assessment of students' academic achievement shall involve the following basic segments:

CONTINUOUS ASSESSMENT:

Students will be assessed through continuous assessment work in forms of assignments, tests, homework and such exercises, as may be in conformity with the general norm in this University.

Continuous assessment shall have a weighting of 50% of the Final Mark in a Module. A Continuous Assessment mark of 50% will be required for each Module in order to sit for the examination.

EXAMINATION:

Students' performance in all taught Modules will also be assessed through written examinations.

The general rubric of the examination shall conform to the Academic General Regulations of the University of Namibia. The Examination shall count for 50% of the Final Mark in a Module. **A subminimum of 50% is required for each paper.**

FINAL MARK:

The final mark in each Module shall consist of the total Continuous Assessment and Examination scores on a 50/50 basis. However a student needs to have an average of 60% for each Module in order to pass that Module.

SUPPLEMENTARY EXAMINATIONS:

There shall be allowance for supplementary examinations for students who fail to pass the requirements in a Module or Modules. The eligibility and other issues for supplementary examinations shall be determined by the provisions of the Academic General Regulations of the University of Namibia.

PROGRESSION

Students' progression from one level of the M. Ed to the next shall be determined by the conditions specified in the Faculty Regulations and those of general application in the University. However, for clarity, it should be noted that no student shall be allowed to commence the writing of the Research Dissertation/Thesis, until the Module work is successfully completed.

AWARD OF THE MASTERS IN EDUCATION

To qualify for the award of the Masters in Education (with specialization in Adult Education) a student must:

- have registered and passed the four (4) taught Modules (two core and two electives);
- have completed as well as passed an oral examination of the M. Ed Dissertation/Thesis, which must comply with the specifications of the Regulations for postgraduate Modules of study of the University of Namibia, and
- fulfil all other requirements which the Department, the Faculty and the University may specify.

Note!

The selection of optional Modules are subject to:

- availability of staff;*
- number of students opting for a specific Module*

C.1.3 CURRICULUM FRAMEWORK

One **COMPULSORY** Faculty of Education **core** Module, namely:

ESP6110 Advanced Educational Research Methodology and three additional year Modules selected from the following five groups. The three full year Modules or equivalent (i.e. 2 one semester Modules = one full year Module) must be from the same group. However students may be allowed to take one Module from any other group, meaning that two Modules remain in the same group and one from the other. Such an arrangement must be approved by the relevant Head of Department.

<i>Group 1:</i>	<i>Department of Curriculum, Instruction and Assessment Studies</i>	
	Principles of Curriculum Theory & Design (Compulsory)	CAC6110
	Contemporary Issues in Curriculum Instruction and Assessment	CAC 6131
	Measurement, Testing & Evaluation in Education	CAC 6151
	Curriculum in a Specified Subject Area	CAC 6172
	Conducting Educational Evaluation	CAC 6192
	Principles of Teaching and Learning	CAC6109

<i>Group 2:</i>	<i>Department of Educational Foundations and Management</i>	
	Philosophy of Education	EMP6110
	History of Education	EMH6130
	Sociology of Education	EMS6150
	Educational Management and Administration	EMM6170
	Comparative Education	EMC6190

<i>Group 3:</i>	<i>Department of Mathematics, Science and Sport Education</i>	
	Pedagogy of Sports & Physical Education (core)	ESS6110
	(Only applicable for M Ed Physical Ed students)	
	Psychology of Physical Education and Sport	ESS6130
	Sociology of Physical Education and Sport	ESS6150
	Exercise Physiology	ESS6170
	Biomechanics of Sport	ESS6190
	Sport Medicine	ESM6110

Adapted Physical Education and Sport	ESM6130
Sport Management and Administration Theory	ESM6150
History of Physical Education and Sports	ESM6170
Philosophy of Physical Education and Sport	ESM6190
Nutrition and Sport	ESH6110
Physical Activity, Fitness and Health	ESH6130
Sport Science	ESH6150

Note: Group 3 option will not be offered in 2006

<i>Group 4:</i>	<i>Department of Mathematics, Science and Sport Education</i>	
	Advanced Methods of Teaching Science & Maths	SME6111
	Computers in Science/Mathematics Education	SME6121
	Science/Mathematics and technology in society	SME6112
	Principles of Curriculum Theory and Design in Science/Mathematics Education	SME6122
	Survey of Women in Science/Mathematics	SEM6112
	Independent Study in Mathematics/Science Educ.	SEM6130
<i>Group 5:</i>	<i>Department of Educational Psychology and Special Education</i>	
	Advanced Special Education	ESP6130
	Guidance and Counselling	ESP6150
	Advanced Educational Social Psychology	ESP6170
	Early Childhood Education	ESP6190

M.ED DISSERTATION

EDM 6100

C.1.4 MODULE DESCRIPTIONS (SEE PAGE 112)

C.2. MASTER OF EDUCATION (ADULT EDUCATION) DEGREE

C.2.1 RATIONALE AND PROGRAMME DESCRIPTION

The M. Ed (Adult Education) is a higher degree which normally lasts for 2 calendar years and caters for the professional needs of applicants who may have been in or aspire to occupy higher positions of responsibilities in Adult Education, Training, Community Development, Social Welfare, Youth, Health and related development work areas. The programme is based on a pool of taught Modules and the completion of a dissertation.

AIM

The programme is intended to provide advanced knowledge, skills and competence for adult educators, trainers and related practitioners, in order to meet the high level manpower requirements of relevant institutions and departments of government, the private sector and non-governmental organizations engaged in a variety of development work for the promotion of Namibia's national interests and expectations.

DEPARTMENTAL REGULATIONS

Subject to the provisions of the Regulations for Postgraduate Modules of study of the University of Namibia, the following Departmental Regulations shall apply:

C.2.2 ADMISSION REQUIREMENTS

To qualify for entry into the M.Ed (Adult Education) programme, applicants should hold:

either

A B. Ed (Adult Education) degree of the University of Namibia or any recognized institution of Higher Learning as may be acceptable to the Postgraduate Studies Committee, with a minimum of second-class division or equivalent;

or

A Bachelor's degree in related disciplines with a minimum of a second division. The related disciplines shall include Education, Community Development, Social Welfare, Mass Communication, Social Sciences and Humanities;

and

All candidates should have valid professional work experience in Adult Education, Training and related development work, for at least three (3) years;

All applicants should also submit at least two (2) satisfactory professional references; and Applicants may also be required to provide evidence of potential to perform successfully in a postgraduate level programme.

DURATION

The duration of the programme shall be two (2) years on a full-time basis. In special cases, the programme will be offered on a part-time basis for duration of a minimum of three (3) years.

C.2.3 CURRICULUM FRAMEWORK

The M. Ed (Adult Education) will have two basic components of taught Module work and the conduct of research and submission of a Dissertation.

MODULE OFFERINGS

The following full year Modules shall be offered for the taught Module work component and students will be expected to take two (2) core Modules and two (2) elective Modules as follows;

Core Module (compulsory)

Advanced Educational Research (Faculty Core)	ESP6110
Foundations of Adult Education	EAD6110

Elective Modules (Students required to select TWO Modules)

Adult Education Planning and Policy in Namibia	EAF6110
Management Techniques in Adult Education	EAF6130
Curriculum Studies in Adult Education	EAF6150
Twentieth Century Thinkers in Adult Education	EAF6170
Advanced Community Education Studies	EAF6190
Mass Communication in Adult Education	EA06110

C.2.4 MODULE DESCRIPTIONS FOR THE M.ED (ADULT EDUCATION) (SEE PAGE 122)

C.3 DOCTOR OF PHILOSOPHY (PH.D.) PROGRAMME OFFERED BY THE DEPARTMENT OF CURRICULUM, INSTRUCTIONAL & ASSESSMENT STUDIES

C.3.1 RATIONALE AND PROGRAMME DESCRIPTION

The Department shall offer a Doctoral Programme that shall basically be governed by the General Regulations for Doctoral Modules as documented in the relevant sections of UNAM's general regulations.

The Department will offer a programme leading to the attainment of **Doctor of Philosophy: Educational Studies [Ph.D (Education Studies)]**.

The Ph.D in Curriculum Instruction and Assessment Studies seeks to provide specialised advanced training for employees of the two Ministries of Education, leaders in various Public sector, Private sector and Non-Governmental organisations dealing with the Development and Management of Curriculum Instruction, and education as a whole. Such persons could be from Namibia and outside Namibia.

Great need has been expressed by those who have completed the M.Ed. programme at UNAM and from other Institutions wanting to advance themselves in the area of Curriculum Instruction and Assessment Studies.

C.3.2 ADMISSION REQUIREMENTS

1. Candidates for admission into the CIAS Doctoral Programme should be in possession of an appropriate Master of Education (M.Ed) degree or its equivalent form a recognized University of Institution of Higher learning.
2. Candidates who do not yet have a Masters Degree, that is, with only a Bachelor of Education (B.Ed.) degree, or a Bachelor's degree (BA) and a Post Graduate Diploma in Education (PGDE), or the Specialised Post-Graduate Diploma in Special Education, must initially be enrolled first for the Master of Education (M.Ed) degree. Such a candidate must complete the Module-work requirement as spelt out in the M.Ed programme by Module work before seeking transfer to the Doctoral Programme during the second year of research. If during the second year of research such candidates demonstrate exceptional abilities, and having scored an average of 75 % and above in the Modulework in the first year, they may be considered for advancement into the Doctoral Programme.

Prospective candidates must also satisfy specific requirements of the Faculty of Education, for example, must have the necessary teaching experience.

Notwithstanding the above admission criteria, the Department shall limit the number of admissions per academic year on the basis of available qualified staff for supervision of Ph.D. Theses.

Submission of Application

- a A candidate who intends to study for Doctor of Philosophy with the Department of CIAS must first discuss the intended programme with the Department to establish whether the intended topic of study is viable, and whether there will be a person available for supervision.

- b Application for admission must be in line with current General Regulations. The applicant must also submit a Working Title and an acceptable outline of the proposed research project using the approved UNAM guidelines.
- c Applications may be submitted any time in the normal academic year of the UNAM.
- d Acceptance to proceed with the study shall be granted by SENATE only after receiving recommendations from the Department through the Postgraduate Studies Committee.
- e Candidates shall be notified by the Registrar's Office of the outcome of their applications. Only successful candidates shall be allowed to proceed with their studies.

Registration

- a) A candidate becomes a student of UNAM upon formal registration after approval of intended topic of study and acceptance of candidature by SENATE.

Accepted candidate must comply with registration formalities of UNAM including payment of required fees. Candidates should not proceed with their studies until registration formalities are compelled. Supervisors have a right to demand proof of formal registration.

THESIS

EDT8100

C.3.3 CURRICULUM FRAMEWORK

A. Module work and Thesis Mode

- * This mode is specifically meant for the candidates who intend to enroll while having either B.Ed or B.A./B.Sc./B.Agric. + Postgraduate Diploma in Education, and the Specialized Post-Graduate Diploma in Special Education.
- * Candidates for this mode must take and pass all the first year Module for the Faculty of Education M.Ed., and in particular Module EPS 6190 (Advanced Educational Research) with an average of 75 % and above.

B. Thesis only Mode

- * This mode is meant for candidates who possess M.Ed or its equivalent from a recognized institution.
- * Candidates opting for this option have to ascertain the Department that they have taken and passed a research methodology Module in their previous programmes.
- * Candidates who have not taken and passed a research methodology Module shall be required to enrol in Module ESP6110 (Advanced Educational Research) concurrently.: ESP6110 is a M.Ed module.
- * Candidates who have M.Ed degrees or equivalents in areas other than Curriculum Instruction and Assessment Studies shall be required to enroll in Module CAC6110 (Principles of Curriculum Theory and Design) concurrently.: CAC6110 is an M.Ed module
- * In addition one module may be recommended in the area of specialization which the candidate intends to pursue.
(See page 111-113: M.Ed modules)

Supervision

- a **A Ph.D. candidate registered with the Department of CIAS shall be required to pursue studies under the direction of a main Supervisor who shall be a member of the academic staff of the Department of CIAS.**
- b The CIAS Departmental Board shall nominate the main Supervisor after consultation with the Senior Staff in the department. Such as Supervisor shall be approved by the Postgraduate Studies Committee and appointed by SENATE.
- c A Co-Supervisor shall also be appointed from within the Faculty of Education or UNAM.
A Co-Supervisor can also be appointed from outside UNAM as need may arise. When appointed from outside UNAM, the CV of such a person shall be presented to Postgraduate Studies Committee for approval.

It shall be the duty of the main Supervisor to monitor the progress of the candidate.
The Main Supervisor shall be required to submit reports to the Higher Degrees Committee.

Progress reports shall be submitted on half-year basis for full-time students and yearly for part-time students.
- f Change of Supervisors may only occur upon recommendation by the Department of CIAS.

Submission of Thesis

- a) The candidate shall be required to submit the Final Title and Abstract of the Thesis Six months before the submission of the complete Thesis. After the Title has been approved, the Candidate or the Supervisor may not change this approved Title without the permission of the Postgraduate Studies Committee. However, the abstract may be modified to match the final piece of work.
- b) The **Final Thesis** shall be submitted in English

- c) The maximum length for the Ph.D. Thesis shall be 100,000 words excluding the reference list.
- d) Originality shall be a key factor in recognizing the Final Thesis.

The Final Thesis shall be Typed or Printed 'double-spacing', International A4 paper size (210mm x297 mm).
- f) The Candidate shall be required to submit three loose bound copies for examination

Examination of Thesis

The Candidate must register, in writing, with the Department and the Registrar's Office the intention for the Thesis to be examined.

Accompanying such intention shall be signed statement from the main Supervisor that the Thesis is indeed ready for examination.

- c. Notwithstanding (b), the candidate shall not be refused from submitting the Thesis in the absence of a signed statement from the Supervisor provided that all other procedures have been adhered to.
- d. One External Examiner and One internal Examiner shall examine the CIAS Ph.D. Thesis appointed by SENATE on recommendations of the CIAS Departmental Board through the Postgraduate Studies Committee.

The reports from both the External and Internal Examiners shall be presented to a Board of Examiners before onward transmission to SENATE for final approval through the Postgraduate Committee.
- f. The Board of Examiners shall be:
 - * The Chairperson of the Postgraduate Studies Committee.
 - * Professors/Academic Staff from CIAS with at least a Ph.D
 - * Head of CIAS
 - * The Main Supervisor (in attendance)
 - * Internal Examiner (outside the Faculty of Education)
 - * External Examiner
- g. Candidates shall only be informed of their results by the office of the Registrar.

Candidates have a right of appeal to SENATE on decisions taken under these CIAS departmental regulations. Such an appeal should be lodged first with the Office of the Registrar.

Duration

Under normal circumstances candidates will be required to complete their studies within a minimum of 3 years and a maximum of 5 years. The candidate should remain registered for the entire period of study. If the candidate does not register he/she shall be answered to have dropped out of the programme.

Conferment of Degree

Conferment of The Ph.D shall be in accordance with general regulation 9.4.10 of UNAM which stipulate:

Candidates who have satisfied all the regulations and passed their examinations to the required standards of performance shall be awarded the Doctoral Degree, in accordance with the Statutes of UNAM, on recommendation by the Committee for the Postgraduate Studies, and approved by SENATE.

C.3.4 MODULE DESCRIPTION (SEE PAGE 122)

C.4 DOCTOR OF PHILOSOPHY (EDUCATIONAL FOUNDATIONS AND MANAGEMENT) OFFERED BY THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT.

C.4.1 RATIONALE AND PROGRAMME DESCRIPTION

There is a great need to provide training and education at this level for the great majority of human resources in Namibia, holding Honnours and Masters degrees in the public and private sectors who may wish to pursue advanced studies.

Some of the candidates who enroll for Ph.D. studies at UNAM may eventually take up employment with the institution on completion, if already not employed by the institution, and so enhance local capacity building. In addition, the graduates should also be able to occupy leadership positions in teaching, research and development institutions and agencies in and outside UNAM. Furthermore, institutions like the Polytechnic of Namibia, the Institute of Higher Learning, Teachers' Colleges, the Vocational Training Institutions and other training institutions may benefit from the programme which

in turn will increase the pool of people with the necessary skills capable of conducting research in fields that are badly needed at this stage of development of the nation. Finally, the programme would ensure extra financial income for UNAM. Vision 2030 requires no development of human research development.

C.4.2 ADMISSION REQUIREMENTS

As per UNAM and Faculty of Education General requirements.

C.4.3 CURRICULUM FRAMEWORK

- (a) The Doctor of Philosophy (Ph. D) Degree Programme shall be in the following areas of specialization:

Educational Management and Administration;
Comparative and International Education;
Philosophy of Education;
Sociology of Education;
History of Education.
Philosophical Research Methods.

- (b) (i) The Doctor of Philosophy(Ph. D) Degree Programme will normally be undertaken through research and writing of a dissertation;
(ii) Module-work and Dissertation Mode.
As per UNAM and Faculty of Education General requirements.

- (c) **Dissertation Mode only**

As per UNAM and Faculty of Education General requirements.

- (d) **Modulework and Dissertation Mode**

As per UNAM and Faculty of Education General requirements.

In addition to UNAM and the Faculty of Education General requirements, the number of Modules to be taken by the candidate will be four Modules as identified below:

Candidates should take the following Modules:

- i) One compulsory Module: Advanced Educational Research
ii) Two other Modules from the area of specialisation
iii) One other Module selected from either in the Department of Educational Foundations and Management or other Modules offered in other Departments at UNAM.

There will be a 3 hour examination paper at the end of each Module.

- (e) **Duration**

As per UNAM and Faculty of Education General requirements.

- (f) **Mode of study**

As per UNAM and Faculty of Education General requirements.

- (g) **Submission of Application**

As per UNAM and Faculty of Education General requirements.

- (h) **Registration**

As per UNAM and Faculty of Education General requirements.

- (i) **Supervision**

As per UNAM and Faculty of Education General requirements.

- (j) **Submission of Dissertation**

As per UNAM and Faculty of Education General requirements.

(l) **Examination of the Dissertation**

As per UNAM and Faculty of Education General requirements.

(m) **Conferment of the Degree**

As per UNAM and Faculty of Education General requirements.

C.4.4 MODULE DESCRIPTION (SEE PAGE 124)

C.5 DOCTOR OF PHILOSOPHY (ADULT EDUCATION) OFFERED BY THE DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION

C.5.1 RATIONALE AND PROGRAMME DESCRIPTION

The Doctorate degree is an advanced programme that is designed to prepare higher-level manpower for a variety of adult education professionals working in government, the private sector and non-governmental organizations. The programme is oriented towards the refinement of the service and intellectual skills and competencies of potential or actual professional leaders through intense scholarly study and research in the discipline of adult education, community development, communication arts and related areas and fields. The programme is similar in status to Ph.D.'s in this University as well as comparable to those in other Universities.

AIM

The Ph.D. in Adult Education seeks to provide advanced training for and production of leaders in the public sector, the private sector and non-governmental organizations. Holders of this qualification should also be able to occupy leadership positions in teaching, research and development institutions and agencies in Namibia and in other countries.

Subject to the Provisions of the Regulations for Postgraduate Modules of study of the University of Namibia, the following Departmental Regulations shall apply:

C.5.2 ADMISSION REQUIREMENTS

To be eligible for admission into the Ph.D. programme, candidates must satisfy any of the following requirements:

either

Hold a Masters degree in Adult Education or a related field of the University of Namibia or from a recognized institution of higher learning. The related fields in this context shall include: Education; Community Development; Social Welfare; and Mass Communications

or

Hold a Bachelor's degree in the First or Second class Upper Divisions or equivalent in the relevant field.

Such candidates may initially enrol for a Masters degree by research and would normally be considered for upgrading into the Doctoral programme, where they demonstrate exceptional abilities. When such upgrading is done, the years that the candidate spent on the lower programme shall be taken into account in determining the duration of the Ph.D. study.

DURATION

The duration of the programme shall be a minimum of three (3) years on a full-time or five (5) years on part-time basis.

C.5.3 CURRICULUM FRAMEWORK

The Ph.D. programme will be by research and submission of a Thesis. However, this does not preclude the possibility of conducting the programme through the combined modes of providing taught Module-work and submission of a Thesis in the future. A candidate admitted into the Ph.D. programme without having a previous degree in Adult Education, will be required to take specialized M. Ed. Modules.

The Ph. D. programme by research will have three specialization areas, and for the purpose of clarity, the students' doctoral research work must be in one of the specialization areas. The three specialization areas in which the Department has the relevant expertise are Adult Education, Community Development, and Communication in Adult Education and Community Development.

C.5.4 MODULE DESCRIPTION (SEE PAGE 126)

MODULE DESCRIPTIONS (SYLLABI)

A.1.4 DIPLOMA IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT (10DAED)

YEAR 1

FOUNDATIONS OF ADULT AND COMMUNITY DEVELOPMENT

EAD2100

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50%
	Examination - 50%

Module Description:

To introduce students to the philosophical, sociological and cultural issues that inform the programmes in Adult and Non-formal Education
Analysis of concepts: adult, education, non-formal, formal, philosophy, sociology and the link between these concepts and Adult Education.

TEACHING METHODS AND TECHNIQUES

EAD2120

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50%
Examination - 50 %	

Module Description

To familiarise students with the basic concepts and issues in the delivery methods and techniques in the art of teaching adults. Methods and techniques in adult teaching and learning; strategies and approaches; presentation techniques including letter dialogue, panel, demonstration, programmed instruction and multi-media package: audience-participation skills including-question and answer approaches, listening team, audience role-playing, etc; discussion techniques; simulation techniques and skills-practice exercise.

INTRODUCTION TO RESEARCH AND EVALUATION IN ADULT EDUCATION

EAD2140

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50%
Examination - 50 %	

Module Description

The Module introduces students to elements of Research and Evaluation in Education including Adult Education. Concept of Research, Types of Research; Organizing and Conducting Research in Adult Education; Ethical Concerns of Research; Concepts of Evaluation; Types of Evaluation; Design and Conduct of Evaluation; relationship between Research and Evaluation.

PSYCHOLOGY OF ADULT LEARNING

EAD2160

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50%
Examination - 50 %	

Module Description

The Module aims at introducing students to the basic rudiments of psychology and the link these elements have with adult learning. Basic definition and components of psychology, characteristics of the adult learner, psychological implications of these characteristics on teaching and learning in Adult Education.

BASIC ELEMENTS OF ORGANIZATION AND ADMINISTRATION OF ADULT AND COMMUNITY DEVELOPMENT EDUCATION

EAD2180

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment 50%
Examination - 50 %	

Module Description

To introduce students to elements of organizational and administrative concepts and issues as they apply to adult education and community development. Concepts of organization, administration, application of concepts to organizational and administrative practice in Namibian Adult and Community Development Education, models of project organization and administration, financing, staffing and performance issues, co-ordination between public and non-governmental bodies.

PRACTICAL WORK, ATTACHMENT AND REPORT

EAE2100

Prerequisite: None
Duration: 2 semester
Contact hours: 2 hours per week
Assessment: Field work assessment - 40%
Attachment report - 60%

Module Description

To give students an opportunity for field practice of lessons and theories learnt in the classroom. Students will be posted for work experience in relevant agencies or institutions within Namibia for a minimum period of four weeks. The students will be expected to be fully involved in the activities of the agency of attachment for the period of the exercise. An academic staff supervisor shall oversee both the fieldwork and the write-up of an attachment report, which shall not normally exceed 30 pages of A4 size paper.

YEAR 2

INTRODUCTION TO COMMUNITY DEVELOPMENT

EAD2200

Prerequisite: None
Duration: 2 semesters
Contact hours: 2 hours per week
Assessment: Continuous assessment - 50%
Examination - 50 %

Module Description:

Concepts of community, development, types of community, models in the organization and administration of community development in Namibia, the role of government and non-governmental organizations in Adult Education and Community Development activities in Namibia and SADC states.

INTRODUCTION TO PROGRAMME PLANNING AND EVALUATION IN EDUCATION

EAD2220

Prerequisite: None
Duration: 2 semesters
Contact hours: 2 hours per week
Assessment: Continuous assessment 50%
Examination - 50 %

Module Description

The Module seeks to introduce students to the basic concepts or processes of programme planning and evaluation, as well as relevant issues and concepts. What is programme planning?; What are its theoretical concerns?; What are the processes?; Principles of programme planning; case studies of plans in education and adult education; problems of education planning and programme implementation in Namibia.

LITERACY AND PRIMER DESIGN

EAD2240

Prerequisite: None
Duration: 2 semesters
Contact hours: 2 hours per week
Assessment: Continuous assessment 50%
Examination - 50 %

Module Description

To familiarise learners with key concepts and issues in literacy studies and primer design, especially for adult basic education with particular reference to the Namibian context. Examine the effect of literacy/illiteracy on the process of development, the meaning, types, forms and principles of primer design and construction. Uses of literacy for national development in Namibia. Language use in primer, gradation, psychological considerations, processing a primer, production and use in literacy.

NEEDS ASSESSMENT SURVEY IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT EAD2260

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment 50% Examination - 50 %

Module Description

To introduce students to concepts, processes and forms of Needs Assessment in Adult Education and Community Development. Concept of Needs Assessment; Processes of Needs Assessment; Types of Needs Assessment: Survey Data Analysis and Report writing; Ethics and Standards in Needs Assessment; Issues in Ethics in Needs Assessment-Funding, Access to clients, Generation of Data, Implications and Effects of Findings for programme sponsors, implementers and beneficiaries.

GENDER ISSUES AND ADULT EDUCATIONEAD2280

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment 50% Examination - 50 %

Module Description

The Module will attempt to introduce students to basic concepts, practices and issues involved in Gender and Adult Education. Concept of gender; factors inhibiting females from active participation in Adult Education programmes; Literacy's role in women development; mechanisms for promoting women's involvement in Literacy and Adult Education programmes and projects; Evaluation of Women's Literacy programmes; current issues in Gender and Adult Education in Namibia.

MEDIA IN ADULT EDUCATIONEAF2200

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment 50% Examination - 50 %

Module Description

This Module seeks to introduce students to key issues in the adoption and utilization of the media in the effective facilitation of content delivery in adult education programmes. Concepts of media, mass media; media use, means and methods; types of media—print, electronic, etc.; utilization of radio and television in programme delivery; general principles of application of media education.

ADULT LITERACY STUDIESEAF2220

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment 50% Examination - 50 %

Module Description

The Module focuses on the introductory aspects of the different literacy methods. Examines the different approaches to literacy teaching and application of these methods and techniques to teaching adults. Such concepts as traditional, mass literacy etc. will be examined.

UNAM CORE AS INDICATED IN TABLE 1

COMMUNICATION & STUDY SKILLS IN ENGLISHUCE3119

Module Equivalent:	None
Prerequisite:	C in IGCSE English
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Language functions (language use in various contexts); Basic reading, skimming and scanning; Writing sentences and coherent paragraphs; Listening to lectures and taking guided short notes; Giving oral presentations on general topics; Library information skills (LISC); Basic concepts of language usage; Dictionary skills; Vocabulary development.

ENGLISH COMMUNICATION & STUDY SKILLS

UCE3119 4L/WEEK

Module Equivalent:	None
Prerequisite:	C in IGCSE English
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Reading: the role of the reader; the purpose / aim of the reading; different reading strategies: skimming and scanning; reading for pleasure; reading for content; text mapping; finding unknown words using contextual clues; identifying main and supporting sentences in a text; the role of audience; differentiating different register in reading; introducing high order reading skills; reading and writing as combined skills. **Writing:** the role and purpose of writing; identifying different kinds of writing; writing different sentence types: simple, complex, interrogatives; using cohesion devices: conjunctions and linking words; referencing: anaphoric and cataphoric; writing clear and coherent sentences and paragraphs; word-building strategies; the role of register; paragraph structure; writing of topic and supporting sentences; main aspects of grammar in context: tenses, articles, pronouns, active and passive voice, adjectives and adverbs. **Speaking:** conversation, presentation and general speaking skills; small group discussions. **Listening:** the role and purpose of listening; listening to general information; listening and note-taking during a lecture; identifying main points; deducing meaning from context. **Study Skills:** dictionary skills; library science information skills (OPAC).

ENGLISH FOR ACADEMIC PURPOSES

UCA3119

Module Equivalent:	None
Prerequisite:	UCE3119
Duration:	1 Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Reading: structure of paragraphs; using cohesive devices to write coherent paragraphs; expressing opinion in paragraphs; writing different types of paragraphs: argumentative, discursive, explanatory; analysing and explaining graphic; paraphrasing; summarising; the process approach; academic writing (essay); analysing of essay titles and instruction words; note-taking for essays; planning essays; referencing and plagiarism; academic register; writing introduction and conclusions; selecting information, organising ideas, drafting, revising and editing essays. **Writing:** differentiating between facts and opinions in text; understanding and reacting to the writer's view in text; reading methods: overview, close reading, critical reading; critical reading skills; reading strategies for different genres; identifying main and supporting arguments in text; synthesizing information; reading for comprehension; inferring meaning from text. **Listening:** note-taking techniques during lectures. **Speaking:** academic speaking; effective presentation skills; preparing for speaking.

COMPUTER LITERACY

UCC3109

Module Equivalent:	None
Prerequisite:	None
Duration:	1 Semester
Contact hours:	1 hour per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The practical use of computers – Windows, Word processing, Spreadsheets, Databases and other common software.

CONTEMPORARY SOCIAL ISSUES

UCI3119

Module Equivalent:	None
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 100%

Module Description

The Module will cover three topics of equal length, namely Orientation in Ethics, Introduction to Gender Issues and HIV/AIDS.

Orientation in Ethics: Values, standards and attributes; roots of values, standards and attitudes; importance to agree on core values; "golden rule" (every human must be treated humanely); towards a culture of non-violence and respect for life; towards a culture of solidarity and just economic order; towards a culture of tolerance and life in truthfulness; towards a culture of equal rights and partnership; Plagiarism and academic honesty.

Introduction to Gender Issues: Social perspectives and concepts relating to gender studies; basic theories of gender relations; historical/colonial aspects of gender relations; gender relations in contemporary Namibian society; negative aspects of gender relations; examining approaches to gender equality.

HIV/AIDS

Background status of HIV/AIDS – national and international; physiological approach of HIV/AIDS, stages, modes of transmission, cause and symptoms of HIV/AIDS including psycho-social causes for the spread of HIV/AIDS; HIV testing and pre- and post-counselling – diagnosing HIV infection, HIV antibody test.

HIV infection, counselling; Primary prevention of HIV/AIDS and opportunistic infections – promoting safe sex protocols, reduce risk behaviours, promoting a healthy life style; primary care for symptomatic and asymptomatic HIV disease and AIDS – principle of management, anti-retroviral therapy, treatment of opportunistic infections, including nutritional care; Namibian HIV/AIDS Charter of Rights; HIV/AIDS support systems on campus and within the community.

A.2.4 POSTGRADUATE DIPLOMA IN EDUCATION (10PGDE)

FACULTY CORE

TEACHING PRACTICE

TEACHING PRACTICE PHASE I: SCHOOL OBSERVATION

EIP4109

Module Equivalent:	None
Prerequisite:	None
Duration:	3 weeks

Module Description

The Teaching Practice I (School Observation) takes place before PGDE students register for their year of study. TP I provides opportunities for the students to meet the learners in a classroom situation and try out various teaching methods and techniques at senior secondary schools. It further helps the students to interact with future colleagues and learn from their experiences and to apply theoretical knowledge in practical situation and to experience the tasks of teachers with regard to assessment, class and time managements, lesson preparation, etc. It is a vehicle for the student teacher to participate in extra-curricular activities and gain an insight into organisation and administration of senior secondary schools.

TEACHING PRACTICE PHASE II

EIP4129

Module Equivalent:	None
Prerequisite:	None
Duration:	4 weeks

Module Description

The Teaching Practice II takes place during the first semester of their fourth year. It provides opportunities for the PGDE students to meet the learners in a classroom situation and use and try out various teaching methods and techniques at senior secondary schools. It further helps the students to interact with future colleagues and learn from their experiences and to apply theoretical knowledge in practical situation and to experience the tasks of teacher with regard to assessment, class and time managements, lesson preparation, etc. It is a vehicle for the student-teacher to participate in extra-curricular activities and gain an insight into organization and administration of senior secondary schools.

DEPARTMENT OF CURRICULUM, INSTRUCTION AND ASSESSMENT STUDIES

GENERAL TEACHING METHODOLOGY

CAG4101

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% EXAMINATION – 50%

Module Description

This Module introduces the student teacher to the basic teaching issues that underline the teaching of any school subject in Namibia and focus on topics like: The national curriculum, learner-centred paradigm, aims of secondary education, creating conducive learning environments, lesson planning, general methods and games, generic features of methods, questioning and explanation techniques, classroom management and maintaining discipline, using questionnaires to monitor the teaching process.

EDUCATIONAL COMMUNICATION AND TECHNOLOGY**CAR4101**

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Quality teacher education cannot be full achieved without studying educational communication and technology. This Module aims at preparing students to enter the exciting field of educational communication and technology. Apart from becoming classroom instructors, there are many career opportunities for those who become proficient in the operation, programming, support or application of latest technological option in education. This is so because educational communication and technology offers the candidates an opportunity to study various technological and production techniques, which are complimentary to teaching approaches and resource production for the classroom use. This Module further aims at promoting learning activities and bringing reality into the classroom by challenging learner's creativity through the principles of visualization and perception.

ASSESSMENT AND EVALUATION OF INSTRUCTION**CAE4102**

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

This Module introduces students to concepts and procedures central to the management of assessment and evaluation of instructional outcomes in senior secondary in Namibia and elsewhere. The need to understand basic terminology essential for the management of assessment and evaluation of instruction shall be central to this Module. The different uses of different forms of assessment for evaluating instructional outcomes shall be covered. Central to instructional assessment shall be the management and understanding the demands of (H)GCSE curriculum and its assessment procedures. Thus coverage of Modulework assessment and the role of teachers and learners in preparing for taking public tests and examinations shall be dealt with in considerable detail. The need to carry out classroom evaluation, including qualities of well constructed tests, and presentation and analysis of information arising for different forms of assessment shall also be dealt with briefly.

CURRICULUM AND INSTRUCTIONAL STUDIES**CAC4102**

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

This Module aims at helping student teachers develop a more holistic understanding of the process of teaching and learning. They will thus be introduced to the concepts of curriculum and instruction, and gain a deeper understanding of the issues in both fields of study that impact upon education practices in Namibian schools. The issues will pertain to definitions of both curriculum and learning, how we conceptualize both concepts in Namibia, the application of such concepts to current schooling practices, as well as the ways in which we go about the process of planning and developing curriculum.

EDUCATIONAL RESEARCH AND STATISTICAL METHODS**CAR4102**

Prerequisite:	None
Duration:	Two Semesters
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examinations – 50%

Module Description

This Module aims at helping student teachers develop critical thinking capacity about research problems in education. Students will thus acquire a basic understanding of the key principles of educational research. They will develop basic skills in research proposal writing, collecting both qualitative and quantitative research data, as well as in the analysis of both kinds of data. Students will also learn the basics of research report writing.

CURRICULUM THEORY, DESIGN AND PRACTICE**CAC4109**

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

This Module builds on the Curriculum and Instruction Module and covers the aims of secondary schooling in the SADC region, a curriculum that prepare learners for the future, different approaches/orientations to curriculum design, issues in curriculum implementation like how to design an integrated curriculum for developing thinking skill in school, and how to evaluate a curriculum.

Note on Teaching Methods Modules which follow:

For all Teaching Methods Modules, which follow, contact hours per week is two hours. However, two additional hours per week are reserved for practicals (i.e. Micro-teaching).

TEACHING METHODS OF GEOGRAPHY

CAM4100

Module Equivalent:	CIT3330/CIT4100
Prerequisite:	General Teaching Methodology & Pass in Year I & II Geography Related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to a variety of teaching/learning techniques in Geography as a school subject. Lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of Geography as a school subject, the (H) IGCSE paradigm as well as the structure of the (H) IGCSE syllabus are explored in depth. Special emphasis is also placed on the assessment procedure, the structure of the (H) IGCSE Geography examination papers as well as practical activities that are mainly conducted through micro-teaching in preparation for teaching practice in schools.

TEACHING METHODS OF HISTORY

CAM4120

Module Equivalent:	CIT3320/CIT4120
Prerequisite:	General Teaching Methodology & Pass in Year I & II History related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to a variety of teaching/learning techniques in History as a school subject. Lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of History as a school subject, the (H) IGCSE paradigm as well as the structure of the (H) IGCSE syllabus are explored in depth. Special emphasis is also placed on the assessment procedure, the structure of the (H) IGCSE History examination papers as well as practical activities that are mainly conducted through micro-teaching in preparation for teaching practice in schools.

TEACHING METHODS OF DEVELOPMENT STUDIES

CAM4140

Module Equivalent:	CIT3330/CIT4130
Prerequisite:	General Teaching Methodology & Pass in Year I & II Development Studies related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to a variety of teaching/learning techniques in History as a school subject. Lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of Development Studies as a school subject, the (H) IGCSE paradigm as well as the structure of the (H) IGCSE syllabus are explored in depth. Special emphasis is also placed on the assessment procedure, the structure of the (H) IGCSE Development Studies examination papers as well as practical activities that are mainly conducted through micro-teaching in preparation for teaching practice in schools.

TEACHING METHODS OF ACCOUNTING

CAM4160

Module Equivalent:	CIT3350/CIT4150
Prerequisite:	General Teaching Methodology & Pass in Year I & II Accounting related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces students to fundamental principles of teaching Accounting in Namibia with special emphasis on (H) IGCSE Curriculum. The need for a critical analysis of the learning process and complex process of concept formation that will enable the application of teaching methods techniques in Accounting will be central to this Module. Principles of measuring, testing, examining and marking are dealt with.

TEACHING METHODS OF BUSINESS STUDIES

CAM4180

Module Equivalent:	CIT3360/CIT4160
Prerequisite:	General Teaching Methodology & Pass in Year I & II Business Studies related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces students to fundamental principles of teaching Business Studies in Namibia with special emphasis on (H) IGCSE Curriculum. The need for a critical analysis of the learning process and complex process formation that will enable the application of teaching methods techniques in Business Studies will be central to this Module. Principles of measuring, testing, examining and marking are dealt with.

TEACHING METHODS OF ECONOMICS

CAN4100

Module Equivalent:	CIT3370/CIT4161
Prerequisite:	General Teaching Methodology & Pass in Year I & II Economics related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces students to fundamental principles of teaching Economics in Namibia with special emphasis on (H) IGCSE Curriculum. The need for a critical analysis of the learning process and complex process formation that will enable the application of teaching methods techniques in Economics will be central to this Module. Principles of measuring, testing, examining and marking are dealt with.

TEACHING METHODS OF ENGLISH

CAN4120

Module Equivalent:	CIT3310/CIM4111
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in English
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in English as a school subject. The nature and structure of English as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching English in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF OSHINDONGA

CAN4140

Module Equivalent:	CIM3320/CIT4110
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Oshindonga
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Oshindonga as a school subject. The nature and structure of Oshindonga as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Oshindonga in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF KHOEKHOEGOWABCAN4160

Module Equivalent:	CIM3380
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in KhoeKheogowab
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in KhoeKheogowab as a school subject. The nature and structure of KhoeKheogowab as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching KhoeKheogowab in secondary schools, are analysed.

Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF RUKWANGALICAN4180

Module Equivalent:	CIM3350
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Rukwangali
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Rukwangali as a school subject. The nature and structure of Rukwangali as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Rukwangali in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF OTJIHEREROCAO4100

Module Equivalent:	CIM3330/CIM4130
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Otjiherero
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Otjiherero as a school subject. The nature and structure of Otjiherero as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching Otjiherero in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF OSHIKWANYAMACAO4120

Module Equivalent:	CIM3320/CIT4110
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Oshikwanyama
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Oshikwanyama as a school subject. The nature and structure of Oshikwanyama as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching Oshikwanyama in secondary schools, are analysed. Practical activities in a form of micro teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF GERMANCAN4140

Module Equivalent:	CIM3340/CIM4360
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in German
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in German as a school subject. The nature and structure of German as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching German in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF FRENCHCAO4160

Module Equivalent:	CIM3370/CIM4140
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in French
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in French as a school subject. The nature and structure of French as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching French in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF AFRIKAANSCAO4180

Module Equivalent:	CIM33140/CIM4160
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Afrikaans
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Afrikaans as a school subject. The nature and structure of Afrikaans as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Afrikaans in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF PORTUGUESECAQ4100

Module Equivalent:	None
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Portuguese
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Portuguese as a school subject. The nature and structure of Portuguese as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Portuguese in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF INTEGRATED PERFORMING ARTS**CAQ4120**

Module Equivalent:	CIT4170
Prerequisite:	General Teaching Methodology & Pass in Year I & II Integrated Performing Arts related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

To prepare students to be effective and competent teachers of the integrated Performing Arts subjects in grade 8-10, the Module will examine some key links between the Performing Arts (music, dance and drama) and provide students with opportunities to develop strategies for successful transmission of skills, concepts and values to the learners. A particular emphasis in this Module is the study of indigenous performing arts from Namibia as well as performance art forms from around the world.

TEACHING METHODS OF ART-IN-CULTURE**CAQ4140**

Module Equivalent:	CIT4170
Prerequisite:	General Teaching Methodology & Pass in Year I & II Art-in-Culture related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module focuses on combined arts activities in order to facilitate experience and appraisal of human expression in arts production. It will also promote cross-curricular teaching with emphasis on culture as a medium of education to foster understanding of Namibian and other societies.

TEACHING METHODS OF VISUAL ARTS**CAQ4160**

Module Equivalent:	CIM3350
Prerequisite:	General Teaching Methodology & Pass in Year I & II Visual Arts related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module focuses on art production as an individual and universal form of cultural expression. In addition, a variety of teaching approaches applicable to the secondary school curriculum for visual art are explored. Analysis of the secondary school syllabi, lesson planning, schemes and records of work as well as classroom management skills evaluation techniques and micro-teaching are also undertaken.

TEACHING METHODS OF MUSIC**CAQ4180**

Module Equivalent:	None
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Music
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to the philosophy of music education, the nature, structure and objectives of music. In addition, the present status of music in secondary schools, lesson planning, teaching approaches, evaluation techniques, classroom management and the structure of the secondary school music syllabi are analyzed. Micro teaching is an integral part of this Module.

TEACHING METHODS OF DRAMA**CAS4100**

Module Equivalent:	CIM4390
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Drama
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to the principles of teaching approaches to drama as a school subject in secondary schools. The philosophy of drama education, the nature, structure and objectives of drama as well as the present status of drama in secondary schools are explored. In addition, lesson planning, teaching methods, evaluation techniques, classroom management and the structure of the secondary school drama syllabi are analyzed. Micro teaching is also undertaken.

TEACHING METHODS OF SILOZI

CAS4120

Module Equivalent:	None
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Silozi
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Silozi as a school subject. The nature and structure of Silozi as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Silozi in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF RELIGIOUS STUDIES

CAS4140

Module Equivalent:	CIT4140
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Religious Studies
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module focuses on religious and moral education as a school subject. A variety of teaching/learning techniques in religious studies as well as lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of religious studies as a school subject, the structure of the IGCE religious studies syllabi, assessment procedures and micro-teaching are undertaken.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

HISTORY OF EDUCATION

EMH4122

Module Equivalent:	EFH4119
Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The Module is designed to introduce students to the historical development of formal education, with specific emphasis on major landmarks of change. It also introduces students to factors, which have helped to shape the present educational systems of the world, in general and of Namibia in particular. Influences from Greek, Roman and English educational theories and practices are discussed in relation to the present educational systems in the world and in Namibia.

PHILOSOPHY OF EDUCATION

EMP4101

Module Equivalent:	FFP4119
Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

This Module is a deliberate attempt to initiate meaningful learning through the establishment of set of expectations, which would enable students to gain greater clarity and understanding of educational matters through a rigorous analysis of concepts, meanings and problems contextualised within the

educational milieu in which they will be expected to work; think deeply about what they are doing in order to give depth and breadth of meaning, as well as direction, to their professional endeavours; develop a personal philosophy of education through 'responsible eclecticism' an approach that is willing to seek out and evaluate any number of possibilities in a given situation; and acquire the analytical skills and theoretical understanding necessary to decode their particular socio-cultural milieu.

EDUCATIONAL MANAGEMENT

EMM4101

Module Equivalent:	EFM4110
Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The Module is designed for aspiring educational leaders who intend to work as school managers and education officers. The Module intends to develop critical inquiry and professional knowledge and skills, attitudes and values in the field of educational management and leadership.

COMPARATIVE EDUCATION

EMC4102

Module Equivalent:	EFC4119
Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The aim of this Module is to introduce students to educational systems and the forces, which are shaping these systems internationally and nationally. In comparing the education systems, alternatives and solutions to common problems are critically interpreted. Emphasis is placed on the relation between education systems and development of society.

SOCIOLOGY OF EDUCATION

EMS4102

Module Equivalent:	EFS4119
Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The aim of the Module is to introduce students to the interaction between schools and the larger social life, the nature of educational processes, and how to improve the character of the institution we call schools.

In a broad sense, the Module offers the hope and opportunity to look at schools in a broader and complicated way to deepen our understanding of schools in a local and global context. As such, the Module will introduce students to sociological interpretations of education, key concepts/terms and thinkers in sociology of education, and the role of schooling in development of Namibia.

DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORT EDUCATION

TEACHING METHODS OF BIOLOGY

EST4100

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	Two Semesters
Contact Hours:	2 hours per week + 1 Practical
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Learner centred education in Biology. Micro-teaching. Preparation for teaching practice. Management and safety in the school laboratory. Investigations and projects (Modulework). Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Biology: selected topics in school Biology. Design and marking of tests and examinations.

TEACHING METHODS OF AGRICULTURE**EST4120**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	Two Semesters
Contact Hours:	2 hours per week + 1 Practical
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Learner centred education in Agriculture. Micro-teaching. Preparation for teaching practice. Management and safety in the school laboratory. Investigations and projects (Modulework). Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing.
Creativity in teaching Agriculture: selected topics in Agriculture. Design and marking of tests and examinations.

TEACHING METHODS OF PHYSICAL SCIENCE**EST4140**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	Two Semesters
Contact Hours:	2 hours per week + 1 Practical
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Learner centred education in Physical Science. Micro-teaching. Preparation for teaching practice. Management and safety in the school laboratory. Investigations and projects (Modulework). Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing.
Creativity in teaching Physical Science: selected topics in Physical Sciences. Design and marking of tests and examinations.

TEACHING METHODS OF TECHNOLOGY AND COMPUTER STUDIES**EST4160**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	Two Semesters
Contact Hours:	4 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Learner centred education in Technology and Computer Studies. Micro-teaching. Preparation for teaching practice. Investigations and projects (Modulework) and problem solving. Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Management and safety in the laboratory. Evaluation and testing. Creativity in teaching Technology and Computer Studies: selected topics in Technology and Computer Studies. Uses and abuses of computers and technology in society. Design and marking of tests and examinations.

TEACHING METHODS OF MATHEMATICS**EST4180**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	Two Semesters
Contact Hours:	4 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Learner centred education in Computer Studies. Micro-teaching. Preparation for teaching practice. Classroom facilities and organisation. Mathematical investigations/projects and problem solving. Modulework in Mathematics. Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Mathematics. Design and marking of tests and examinations.

COMPUTER APPLICATION IN EDUCATION**EST4102**

Prerequisite:	Major in first degree or equivalent
Co-requisite:	General Teaching Methodology
Duration:	One Semester
Contact Hours:	2 hours per week + 1 Practical
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Basic concepts of information technology: hardware, software, networks, viruses, security. Using a computer and managing files. Using word processing, spreadsheet, and data base programs. Using presentation tools on a personal computer. How to use the Internet: browsers, e-mail, networking in Namibia, web navigation and web searching. Get to know educational software (CAI and CMI) and learn how to use it.

INTRODUCTION TO SPORTS AND COACHING

ESS4102

Prerequisite:	None
Duration:	One Semester
Contact Hours:	2 hours per week + 1 Practical
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

Students will acquire rules, regulations and basic skills in selected school sports and games. Students will also acquire the techniques of teaching and coaching these school sports. Basic skills in track and field, netball, soccer, volleyball and basketball.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

EDUCATIONAL PSYCHOLOGY

EEP4120

Prerequisite:	None
Duration:	Two Semesters
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The aim of the Module is to examine and apply in a teaching-learning context the Educational Psychological Principles emanating from human development, human learning, social psychology of education and educational measurement and evaluation. Students will be expected to understand and apply principles of educational psychology to better understand students and classroom events; understand and apply in a classroom teaching-learning situation the development, learning and motivation in mixed ability teaching.

INTRODUCTION TO GUIDANCE AND COUNSELLING

ESP4102

Prerequisite:	None
Duration:	One semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

The aim of this Module is to sensitise teacher trainees to the Social Psychological and Educational needs of secondary school learners and to introduce them to the basic skills, knowledge and ethics related to guidance and counselling of learners. Students are expected to acquire a broad understanding of what guidance and counselling entails for the classroom teacher; develop a general understanding of potential sources of human concerns, frustrations and problems as well as ways to detect and help people deal realistically with them; become aware of the basic counselling skills and strategies; develop a sense of social responsibility and interest in their learners so that they feel compelled to provide assistance even under difficult circumstances; develop skills for the provision, administration and management of guidance services in schools; and develop skills to help learners grow as individuals and appreciate themselves.

INTRODUCTION TO INCLUSIVE EDUCATION AND SPECIFIC LEARNING DIFFICULTIES

ESP4122

Prerequisite:	None
Duration:	One semester
Contact Hours:	2 hours per week
Assessment:	Continuous Assessment – 50% Examination – 50%

Module Description

One of the most prevalent categories of special needs in Namibian schools is Specific Learning Difficulties.

This Module will aim at providing students with skills and competencies for understanding and helping learners with learning problems in the regular classroom. In addition, the Module is aimed at providing students with competencies to identify and to assess children's special educational needs; acquire problem-solving abilities in the context of inclusive education and equip students with knowledge and various instructional strategies to help learners with learning problems in school and at home.

A.3.4 SPECIALISED POSTGRADUATE DIPLOMA IN SPECIAL EDUCATION (10DSPE)

GENERAL SPECIAL NEEDS EDUCATION

ESP4111

Prerequisite:	None
Duration:	1st semester (Year 1)
Contact hours:	8 hours per week
Assessment:	Continuous assessment - 100%

Module Description

The aim of the Module is to familiarise students with principles and concepts related to Special Needs Education and also to lead them to understand and apply the new thinking in Special Needs Education.

RESEARCH METHODOLOGY IN SPECIAL NEEDS EDUCATION

ESP4211

Prerequisite:	None
Duration:	1st semester (Year 2)
Contact hours:	8 hours per week
Assessment:	Continuous assessment - 100%

Module Description

The aim of the Module is to familiarise students with principles and strategies related to research in Special Needs Education. The Module is practical in nature and will therefore prepare students to embark on their individual research in the field.

VISUAL IMPAIRMENT I

ESP4100

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims at providing students with knowledge pertaining to various theoretical aspects of early childhood stimulation; identification; screening and assessment; Modules of visual impairment; the impact of visual impairment on human development; curriculum access and adaptation; practical aspects pertaining to Braille, mobility and orientation skills and inclusive education.

VISUAL IMPAIRMENT II

ESP4210

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours + 4 hours tutorial/attachment per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims at equipping students with knowledge and skills pertaining to a holistic understanding of visual impairment with special reference to intensive research methodologies accompanied by a field reports, family-coping strategies; curriculum modification; the development and use of educational aids; community based rehabilitation programmes and inclusion of person with visual impairment into regular schools, communities and society. Teaching Practice and Institutional Attachment form an integral part of this Module.

HEARING IMPAIRMENT I

ESP4120

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at providing teachers (and parents) with a wide understanding of the child with hearing impairment. The Module focuses on basic learning and teaching strategies and principles of the child with hearing impairment and his/her relationship with society.

HEARING IMPAIRMENT IIESP4230

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours + 4 hours tutorial/attachment per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module covers in-depth application of Hearing Impairment theories into practice through conducting research and writing an in-depth field report, as well as through Teaching Practice and Institutional Attachment. The Module also provides practitioners with basic sign language skills and total communication.

INTELLECTUAL IMPAIRMENT IESP4140

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims to consider the emergence and definitional aspects of intellectual impairment, to analyse the learning characteristics of intellectually impaired children as well as the causes of intellectual impairment and to equip students with knowledge that will help them to identify, assess and teach children who are intellectually impaired.

INTELLECTUAL IMPAIRMENT IIESP4250

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours + 4 hours tutorial/attachment per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims to acquaint prospective teachers with practical knowledge and skills with regard to intellectual impairment, accessing the curriculum for children with intellectual impairment and monitoring their learning progress. The Module furthermore aims at enhancing students' understanding of research principles in order for them to conduct a small scale research project. This will be accompanied by the attachment of students to an institution in order to gain practical experience in the field of research.

SPECIFIC LEARNING DIFFICULTIES IESP4160

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module is designed to provide a broad view of the field of Special Education and Specific Learning Difficulties for Special Education teachers and resource persons who wish to work with individuals with specific learning difficulties. The Module aims at providing students with knowledge, skills and expertise in the areas of identification, assessment and management of students learning problems, including those with attention, memory, language development, organisation, thinking, reading, arithmetic and writing problems.

SPECIFIC LEARNING DIFFICULTIES IIESP4270

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours + 4 hours tutorial/attachment per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims to provide students with knowledge and skills that will enable them to advise and solve problems in their area of specialization. The Module is designed to enable students to observe, organize special education services and programmes, change and modify the national curriculum to

suit the special needs of the children, and to teach and socialize children with specific learning difficulties in a school situation. Students will be attached to a school or an institution with special needs students to do teaching practice, gain practical experience and to write a critical empirical research report.

EMOTIONAL AND BEHAVIOURAL DIFFICULTIES I

ESP4180

Prerequisite:	None
Duration:	2 semesters
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims at equipping students with theoretical and practical knowledge and skills pertaining to the Identification; types; teaching and learning strategies and classroom management of learners with emotional and behavioural difficulties, as well as, the abused and the neglected child. It also ventures into aspects of parental and community involvement. Inclusive education is also a major theme in this Module.

EMOTIONAL AND BEHAVIOURAL DIFFICULTIES II

ESP4290

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours + 4 hours tutorial/attachment per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module aims at equipping students with theoretical knowledge and skills with regard to intensive Research Methodology, accompanied by a fieldwork report; learning and socialisation skills of learners with Emotional and Behavioural Difficulties; and guidance and counselling for learners with Emotional and Behavioural Difficulties and their parents. The inclusion and placement of learners with Emotional and Behavioural Difficulties in regular classrooms, schools and societies is an important ingredient of this Module, as is Teaching Practice and Institutional Attachment.

A.4.4 SPECIALISED DIPLOMA IN GENDER AND DEVELOPMENT STUDIES (10PGDG)

INTRODUCTION TO GENDER ISSUES

EDG4111

Prerequisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims to enable students to equip students with a basic understanding of concepts used in gender analysis; become acquainted with androcentric / eurocentric assumptions in the social sciences and the application of gender analysis in different disciplinary fields; acquire a historical understanding of the emergence of feminist theory; and develop a gender aware and gender sensitive approach to analyze social issues. The Module is divided into three sections.

The first section addresses the question "What is Gender?" by introducing the basic concepts of gender analysis. The distinction between 'sex' and 'gender' is discussed through an assessment of the ways in which women/gender have been conceptualized in social science disciplines such as sociology, anthropology, history and economics. The Module analyses the theoretical and practical aspects of sex and gender differences, asking how such differences shape social roles within daily lives, how they interact with issues of race, and class, and how they function socially, culturally and politically. The Module provides an opportunity to explore the process of socialization/of becoming gendered highlighting differences of culture/ethnicity/race and class.

The second section of the Module addresses the question "What is Feminist theory and Feminism" by tracing the historical development of the feminist movement, particularly in Southern Africa. The Module will introduce the different stands of feminist thought and debates on Western feminism vs. Third World feminism. The Module provides an opportunity for critical reflection on what is feminism (s) and its relevance to the Namibian context.

The third section introduces the relationship between gender and development. Changes in policy perspectives from Women In Development (WID) to Women And Development (WAD) to Gender And Development (GAD) are discussed in relation to development processes in Southern Africa.

SOCIOLOGY OF GENDER

EDG4131

Prerequisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module focuses on the working of gender in areas of immediate concerns to students, such as: family, work, law, property rights, sexuality and popular culture. It provides a more advanced theoretical understanding of the ways in which gender is embedded in different social institutions. Recent feminist theories are introduced and related to the gendered realities of women and men in Southern Africa, particularly Namibia.

The Module is divided into three sections.

The first section addresses the gender division of labour in the household/ family. Theories of the household and intra-household relations, and gender and power are introduced. Issues related to gender and law, land rights, family law, laws on rape, sexual violence and prostitution will be discussed.

The second section addresses the issue of gender discrimination in the labour market and the workplace.

Theories of labour market discrimination such as dual labour markets, human capital, marxist and feminist approaches are discussed. Recent trends in women's employment and gender segregation are discussed through the use of case studies.

The third section addresses the issue of politics, citizenship and women's empowerment. It discusses current actions and debates as reflected in the Beijing Platform of Action, the SADC Gender Declaration, the Namibian Gender Policy and Plan of Action.

INTRODUCTION TO GENDER RESEARCH METHODOLOGY

EDG4151

Prerequisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The aim of this Module is to enable students to become acquainted with key questions of epistemology and methodology in the analysis of gender relations; acquire a critical understanding of the global/gendered politics of knowledge production; and to apply gender sensitive field research methods and data analysis. The Module provides students with critical and new premises of knowledge production, which can inform social and policy practices towards gender equality and human development in Namibia. The Module is divided into two sections.

The first section focuses on feminist epistemology and addresses questions such as "who can be a knower", "what counts as legitimate knowledge". These are related to the issues of ethics, validity, and objectivity vs. subjectivity, location and 'positionality'. It highlights the differences between feminist research, research on women and gender-focussed research.

The second section addresses a variety of research methods such as participatory action research, participatory appraisals, focus groups, oral history, use of new information and communication technologies (ICT) and provides the skills to undertake gender sensitive qualitative and quantitative research.

PROJECT IN GENDER STUDIES IN AREAS OF SPECIALISATION

EDG4172

Prerequisite:	Introduction to Gender Research Methodology (EDG4132)
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 100%

Module Description

This Module enables students to apply research techniques learnt in the Introduction to Gender Research Methodology Module by way of conducting a research and writing a research report, from a gender perspective, from their areas of specialisation.

TRAINING OF TRAINERS (TOT) IN MANAGEMENT OF PROGRAMS WITH A GENDER PERSPECTIVE EDG4192

Prerequisite:	Introduction to Gender Studies (EDG4121)
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
Examination – 50%	

Module Description

This Module is based on the belief that people learn more effectively when own capacities and knowledge are valued and when they are able to share and analyse their experience in a safe collective environment. It also acknowledges that people learn more effectively when they are active participants in the process. The Module aims to indicate how gender training can transform people's perceptions of their selves and their community. Rather than promoting a mechanical implementation of gender equitable development, gender training aims to develop thought and action in a transformational manner, enable participants to explore issues, understand the dynamics of their society and apply the concept of gender analysis to everyday development practices. Gender training seeks to stimulate recognition and respect for women's own knowledge, leading to increased awareness and ability to address gender equality.

The Module will provide a wide range of skills and tools used in gender training. Three major gender analytical frameworks will be critically reviewed: The Harvard framework, the Moser Method and the Women's Empowerment Framework. The applicability of these tools for gender training in the Namibian context will be assessed.

GENDER PLANNING, POLICIES AND PROGRAMME MANAGEMENTEDS4110

Prerequisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

Gender Planning in policy and program management is today recognized as essential to address gender inequality in the development process. Development institutions at various levels have integrated gender analysis in the process of planning, monitoring, evaluating and management. This module deals with the history of various planning rationales and the conceptualization of gender in these rationales. It reviews various methodologies developed to integrate gender into policies and projects. It provides skills and tools to undertake project planning, implementation & evaluation from a gender perspective.

The Module is divided into three sections:

The first section introduces students to the theories and practices of gender planning from historical perspective, highlighting the contributions from program planning and management paradigms, tracing their potential and limitations from a gender perspective.

The second section focuses on institutional dynamics and provides a comparative analysis of the differences in policy frames and processes in program management and sustainability.

The third section explores ways to integrate gender perspectives into Logical Framework and Project Cycle

Management and trains the students in methods to establish a Gender Management System developed by the Commonwealth Secretariat.

OPTION 1: GENDER, POVERTY AND DEVELOPMENTEDS4132

Prerequisite:	Introduction to Gender Studies (EDG4121)
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

The module provides students with the skills of understanding the importance of poverty reduction as a goal of development policy and the relationship between poverty and gender disadvantages. The module will critically review approaches to poverty reduction highlighting those, which are gender blind or reductionist in subserving gender with poverty concerns. The Module will draw on case studies to illustrate the gendered impact of economic and political policies such as industrialization, agricultural transformation, democratization and structural adjustment programs. The concept and process of the "feminization of poverty" will be critically assessed. Dynamics relating to gender equity: access to resources, empowerment, gender specific needs and interests will be addressed.

The module is divided into **four** sections.

The **first** part of the Module aims to explore the current trends and issues in the field of poverty, relevant agents and institutions and their roles in poverty reduction.

The **second** part of the Module focuses on employment and economic empowerment which aims to address capacity building and training, control and access to resources, credit scenes, land, education.

The **third** session will look at population and environment, which will tackle housing poverty, strategies of land provisions and settlement improvement.

The Module **concludes** with discussions on gender and food security.

OPTION 2: GENDER IN EDUCATIONEDS4152

Prerequisite:	Introduction to Gender Studies (EDG4121)
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
Examination – 50%	

Module Description

This Module looks at how various ideologies contribute or hinder women's education, and shape the understanding and experience of gender in education. The role-played by education/instruction in achieving gender equality and equity and social and economic development, with particularly attention to the girl child is discussed. Gendered experiences in education are shaped by a combination of state policies, social institutions, cultural and traditional socio-economic systems. In Namibia the legacy of colonialism and apartheid has had a deep impact on the education system. The issue of persistent gender and racial inequalities in the education sector are addressed in this module. These inequalities are found, for instance in management personnel in decision-making roles, curriculum content and reform, gender in classroom instruction, in the school curriculum, and in community education. The module examines both formal and non-formal education. The unifying theme of gender in education is the significance of social contexts and gender relations for women's development/empowerment. The module focuses on important educational issues for women in Sub-Saharan African, particularly in Namibia today.

The Module is divided into four blocks.

Education, Sexuality and the Girl-child: This section offers an opportunity to examine the relationship between gender and education in the social construction of femininity and masculinity. Cultural barriers and structural constraints faced by the girl child, for instance school drop out rates due to teenage pregnancies are highlighted.

Gender issues in classroom instruction and Management: The section is based on the idea of reflective practice. It aims to develop knowledge and understanding, and to improve professional capability in analyzing the established views about gender in classroom instruction. It will be specially relevant for those who are directly working in schools.

The school curriculum: The third block is primarily designed for students who want to specialize in the way the school curriculum are constructed. It will contribute to the professional development in the field of the school curriculum. This section will provide the necessary knowledge and strategies to analyze the Namibia National curriculum in education, and to reflect critically on and extend current issues on gender at the national level.

Community Education for Gender Empowerment: Non-formal education is an important tool for the empowerment of girls and women. This section explores experiments in community education, particularly in Southern Africa. It identifies areas that can make women aware of their subordination in family, community and state institutions, and to challenge this subordination. Policies that can support these initiatives are also discussed.

OPTION 3: GENDER AND REPRODUCTIVE HEALTH

EDS4172

Prerequisite:	Introduction to Gender Studies (EDG4121)
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This is an interdisciplinary model, which examines the gendered dynamics of reproductive decision-making, childbearing and fertility regulation from a demographic, economic and gender perspective. Reproductive choices and rights, duties and responsibilities are placed within a broader framework of individual, family and community survival strategies. In the first section population control policies are analysed in a historical perspective. Gender issues in primary health care and Family Planning in Namibia are examined in depth.

The second section addresses the issue of nutrition and gender examining social regulations on the distribution of food. These issues are linked in the third section to gender and household management. The fourth section focuses on HIV/AIDS and related issues in the SADC region and examines the epidemiological, political and economic issues around the epidemic. The module provides guidelines for policies in the area of public health.

OPTION 4: GENDER, MEDIA AND COMMUNICATION

EDS4192

Prerequisite:	Introduction to Gender Studies (EDG4121)
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module considers gender, media and communication from a range of disciplinary perspectives and enables students to develop a critical appreciation of feminist theories of media and communication. The module explores the significance of socio-economic, cultural, regulatory and other factors in shaping media systems and the markets. The Module will address the ways in which gendered representations in the media reinforce or subvert social roles and ideologies. It will discuss the way the gender division of labor impacts on working environments in the different media and influences content. It will look at the different relations women and men have to the media and the gendered expectations producers have of their audiences. The role of different media in globalization and social transformation, and the impact of these processes on gendered representations and gender relations will be analyzed. It will explore the possibilities for alternative media representations. The module uses examples mainly from Sub-Saharan Africa with emphasis on Namibia and South Africa to examine key issues of the role of gender and media in development and the various strategies that are produced and reproduced in portraying gendered images.

The Module is divided into **four** sections.

Gender and Communication: This section covers theories of contemporary media and communications studies and addresses key feminist concepts and debates. Topics normally include tradition, concepts and debates in communication, theories of communication and society, meanings and representations, communication and cultural process, communication and social problems, communication regulation. The mass media and social structure of communication from the perspective of their relation to democratic citizenship and gender will concentrate upon Namibia, but also use examples from several Sub-Saharan African and political systems. Topics include: communicating citizenship, public relations, and theory of public opinion.

Public relations from a gender perspective: The Module will consider feminist theories in relation to public relations policy and to the concepts relevant to their understanding, notably: public service broadcasting and public sphere. The block will also examine gendered differences in the practices of corporate communication and public relations, corporate identity, corporate symbols and the relationship of corporate communication to corporate culture, organizations and the public channels of communication.

Marketing with a gender perspective: The third block will be based on analysis of the radio – television, drama producers and audience nexus. It will examine the reception of radio - television program. In addition, comprehension and interpretation of popular texts (songs, legends, proverbs, oral history etc) relating to the issues of gender, class and culture in audience interpretation will be discussed. The market and competition in relation to gender relations are one of the important discussions of this block. Other issues examined through a gender lens are: the relationships of commercial and other organizations to the mass media; managed use of interpersonal communication; new communications technologies and convergence communication.

Gender Networking and Research: This section will examine the experiences of women's communication networks. It will discuss communication within and by networking organizations. This Module provides an opportunity for media practitioners to become aware of the ways in which networking organizations can facilitate careers in media related professions.

A.5.5 SPECIALISED DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (10 DEML)

PRINCIPLES, THEORY AND PRACTICE OF EDUCATIONAL MANAGEMENT

EMM 4111

Prerequisite:	None
Duration:	1 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module looks at the different school management principles and how it could be applied in reality to ensure effective management of schools. The management principles and theories which are needed for effective school management will be studied in detail. The main functions of a principal in order to create a suitable working environment for teachers, learners, non-teaching staff and parents will be spelled out. Aspects of decision-making and problem solving will be covered extensively.

Participants will also be encouraged to reflect on own performance and consider ways which could lead to improved management practices. Methods and tools which could streamline school management will be investigated and applied, such as the use of Information Communication Technology (ICT) programmes concerning statistics, networking, records and timetabling.

EFFECTIVE LEADERSHIP IN SCHOOLS

EMM 4131

Prerequisite:	None
Duration:	1 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module will introduce leadership holistically as well as focus on enhancing effective leadership in Namibian educational institutions. The balance between power, influence and leadership will be reflected in order to ensure that democracy is achieved. The different leadership styles will be studied and how these styles could be utilized to the benefit of school communities, depending on specific needs and localities. As effective leadership without proper communication is not possible, participants will study communication skills.

GOVERNANCE OF SCHOOLS

EMM 4151

Prerequisite:	None
Duration:	1 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The purpose of this Module is to enable principals of schools and educational leaders to develop an understanding and insight into the nature and dimensions of school governance. They would be able to work effectively and productively with the various stakeholders and bodies which are part of the governance and management of schools. Through this Module, educators can acquire an understanding of all the forces and factors which contribute towards good governance of schools.

FINANCIAL MANAGEMENT AND BUDGETING IN EDUCATION

EMM 4171

Prerequisite:	None
Duration:	1 semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module provides students with an understanding of handling financial matters at schools.

The principal as a financial administrator who is accountable for all financial matters will be taught.

Principles of good financial management especially with regard to financial school management, planning and control in schools will be an important part of this Module. This includes budgeting procedures and the acquirement of school stock. Principals also need to be creative business people and this Module intends to teach the necessary business skills to generate funds.

HUMAN RESOURCE MANAGEMENT IN EDUCATION

EMM 4112

Prerequisite:	None
Duration:	2 semester

Contact hours: 2 hours per week
 Assessment: Continuous assessment - 50%
 Examination – 50%

Module Description

Schools as dynamic educational institutions need a motivated and dedicated staff component as well as motivated learners who feel secure and challenged in order to excel. As schools become increasingly self-managing organizations, educational leaders therefore need to develop new skills and expertise in human resource management. This Module therefore is about creating good interpersonal relationships among stakeholders who are direct or indirect involved in education, which is conducive to productive and effective teaching and learning. It is also essential for participants to develop a human rights perspective on management and training. The teacher's organisational behaviour and group dynamics will form important parts of this Module.

EDUCATIONAL POLICY STUDIES EMM 4132

Prerequisite: None
 Duration: 2 semester
 Contact hours: 2 hours per week
 Assessment: Continuous assessment - 50%
 Examination – 50%

Module Description

The characteristics and the structure of Namibia's education system which will be taught to participants. Without this background knowledge, participants will find it difficult to link the educational realities with current policies and educational practices. Students will be made familiar to the ministerial policies with regard to the provision of education and the management of educational institutions in Namibia.

MONITORING SCHOOL EFFECTIVENESS EMM 4152

Prerequisite: None
 Duration: 2 semester
 Contact hours: 2 hours per week
 Assessment: Continuous assessment - 50%
 Examination – 50%

Module Description

This Module is about improving and monitoring the effectiveness of schools. Participants will be made aware of the factors which necessitate a school to be effective. They will look at the school ethos and the qualities of a good principal as a leader. The professionalism and productivity of teachers will form an important part. The principal's role in the process of establishing and monitoring school effectiveness will be emphasized. Ensuring that quality education takes place also implies a motivated staff and necessary materials and equipment. The principal's role in establishing a suitable environment will therefore form an essential part of the Module.

MANAGING CHANGE IN EDUCATION EMM 4172

Prerequisite: None
 Duration: 2 semester
 Contact hours: 2 hours per week
 Assessment: Continuous assessment - 50%
 Examination – 50%

Module Description

Educators are seen as agents of change so that communities and societies can become better at different levels. Change is inevitable in a dynamic society and schools have to keep up with change at different levels. This Module is about making principals aware of the changes that need to be initiated and managed in order to stay relevant to the needs of the society. In order to change for the better, participants must have a vision and a mission, which will be investigated. The Vision 2030 of the different governmental ministries will be studied and changes which need to be made to achieve the Vision will be discussed. The pressures for change and the sorts of change, such as changes in admission, curriculum, language policies, structural reforms and methodology, will be discussed. The evaluation of the change process will be studied.

PROJECT WORK EMP 4110

Prerequisite: None
 Duration: 1st and 2nd semester
 Contact hours: 2 hours per week
 Assessment: Continuous assessment - 50%
 Examination – 50%

Module Description

This Module intends to provide the knowledge and skills to students to do project work. Participants will be introduced to project management. Each participant will choose a problem area which needs investigation in collaboration with the programme coordinator. In this Module participants will be taught the practical applications of various skills.

1.1.6 B.ED MODULE DESCRIPTIONS OF PROFESSIONAL MODULES AS INDICATED IN TABLE 1

FACULTY CORE MODULE

ISSUES IN EDUCATION

EIS3111

Module Equivalent:	EDI0100
Prerequisite:	None
Duration:	1 Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 100%

Module Description

The Module consists of 5 themes, namely, foundational issues in educational, the teacher and the school curriculum, the learner, relevant issues in teaching and learning, and issues in adult and non-formal education. The first four themes cover educational disciplines of management, curriculum and assessment, psychology and science and maths education. The fifth theme is based on adult education. Each theme contains a few topics with a focus on holistic perspectives rather than detail facts.

TEACHING PRACTICE (FACULTY CORE MODULE)

TEACHING PRACTICE PHASE I

EIP 3209

Module Equivalent:	None
Prerequisite:	None
Duration:	3 weeks

Module Description

Teaching Practice Phase One is designed to expose the B.Ed II students to the realities of Senior Secondary schools in various parts of the educational regions in Namibia. They are expected to observe many different facets of teaching and learning at senior secondary schools. During the school observation students must observe the ecology of the school and answer all the questions related to, the goals and objectives of the school they do their TP I, the learner-centred approach, subject knowledge of the co-operating teachers, lesson preparations, motivation of learners, facilitation of learning, communication skills, class and school management, continuous assessment and evaluation and resources at the school. They are expected to analyse their observation in writing in the workbooks and hand them in for evaluation.

TEACHING PRACTICE PHASE II

EIP 3309

Module Equivalent:	None
Prerequisite:	None
Duration:	3 weeks

Module Description

The Teaching Practice II takes place before B.Ed students register for their third year and must pass teaching practice I. TP II provides opportunities for the students to meet the learners in a classroom situation and try out various teaching methods and techniques at senior secondary schools. It further helps the students to interact with future colleagues and learn from their experiences and to apply theoretical knowledge in practical situation tasks of teacher with regard to assessment, class and time management, lesson preparation etc. It is a vehicle for the student teacher to participate in extra-curricula activities and gain an insight into organization and administration of senior secondary schools.

TEACHING PRACTICE PHASE III

EIP 3409

Module Equivalent:	None
Prerequisite:	EIP3209; EIP3309
Duration:	8 weeks

Module Description

The Teaching Practice III takes place during the first semester of their fourth year. It provides opportunities for the B.Ed IV students to meet the learners in a classroom situation and use and try out various teaching methods and techniques at senior secondary schools. It further helps the students to interact with future colleagues and learn from their experiences and to apply theoretical knowledge in practical situations the tasks of teacher with regard

to assessment, class and time management, lesson preparation etc. It is a vehicle for the student teacher to participate in extra-curriculum activities and gain an insight into organization and administration of senior secondary schools. They must pass all school subjects, micro-teaching, teaching methods and teaching practice phases I and II before they proceed to teaching practice phase III.

DEPARTMENT OF CURRICULUM INSTRUCTION & ASSESSMENT STUDIES

EDUCATIONAL COMMUNICATION AND TECHNOLOGY CAE3301

Module Equivalent:	CIA3109
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Quality teacher education cannot be fully achieved without studying educational communication and technology. This Module aims at preparing students to enter the exciting field of educational communication and technology. Apart from becoming classroom instructors, there are many career opportunities for those who become proficient in the operation, programming, support or application of latest technological option in education. This is so because educational communication and technology offers the candidates an opportunity to study various technological and production techniques, which are complimentary to teaching approaches and resource production for the classroom use. This Module further aims at promoting learning activities and bringing reality into the classroom by challenging learner's creativity through the principles of visualization and perception.

EDUCATIONAL RESEARCH AND STATISTICAL METHODS CAR3301

Module Equivalent:	CIA3419
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at helping student teachers develop critical thinking capacity about research problems in education. Students will thus acquire a basic understanding of the key principles of educational research.

They will develop basic skills in research proposal writing, collecting both qualitative and quantitative research data, as well as in the analysis of both kinds of data. Students will also learn the basics of research report writing.

CURRICULUM THEORY, DESIGN AND PRACTICE CAC3409

Module Equivalent:	CIC3419
Prerequisite:	None
Duration:	1 Semester (in the 1 st or 2 nd Semester: 2 groups)
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module builds on the Curriculum and Instruction Module and covers the aims of secondary schooling in the SADC region, a curriculum that prepares learners for the future, different approaches/orientations to curriculum design, issues in curriculum implementation like how to design an integrated curriculum for developing thinking skill in school, and how to evaluate a curriculum.

GENERAL TEACHING METHODOLOGY CAG3102

Module Equivalent:	CIA3119
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces the student teacher to the basic teaching issues that underline the teaching of any school subject in Namibia and focus on topics like: The national curriculum, learner-centred paradigm, aims of secondary education, creating conducive learning environments, lesson planning,

general methods and games, generic features of methods, questioning and explanation techniques, classroom management and maintaining discipline, using questionnaires to monitor the teaching process.

ASSESSMENT AND EVALUATION OF INSTRUCTION

CAA3302

Module Equivalent:	CIA3109
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces students to concepts and procedures central to the management of assessment and evaluation of instructional outcomes in senior secondary in Namibia and elsewhere. The need to understand basic terminology essential for the management of assessment and evaluation of instruction shall be central to this Module. The different uses of different forms of assessment for evaluating instructional outcomes shall be covered. Central to instructional assessment shall be the management and understanding the demands of (H) IGCSE curriculum and its assessment procedures. Thus coverage of Modulework assessment and the role of teachers and learners in preparing for taking public tests and examinations shall be dealt with in considerable detail. The need to carry out classroom evaluation, including qualities of well constructed tests, and presentation and analysis of information arising for different forms of assessment shall also be dealt with briefly.

CURRICULUM AND INSTRUCTIONAL STUDIES

CAC3202

Module Equivalent:	CIL3129
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at helping student teachers develop a more holistic understanding of the process of teaching and learning. They will thus be introduced to the concepts of curriculum and instruction, and gain a deeper understanding of the issues in both fields of study that impact upon education practices in Namibian schools. The issues will pertain to definitions of both curriculum and learning, how we conceptualize both concepts in Namibia, the application of such concepts to current schooling practices, as well as the ways in which we go about the process of planning and developing curriculum.

PROJECT: TEACHING METHODS OF SCHOOL SUBJECT 1 AND 2 [SEE LIST OF CODES ON PAGE 13]

Prerequisite:	CAR3301
Co requisite:	Teaching Methods in School Subjects
Duration:	Individual consultation with Supervising lecturer
Status:	Compulsory to ALL B.Ed students
Assessment:	Continuous Assessment – 100%

Module Description

This is intended to either equip students with the competencies on how to conduct a Module work assessment programme relevant to the (H)IGCSE paradigm (where applicable), undertaking a research project and or collecting/developing and evaluating learning materials that could be used in the classroom. In addition, reflection on teaching practice and teaching methods is to be explored in this Module. The Module content may therefore vary, depending on the competencies, which are required in the particular school subject. In all cases, the Module content regarding the research component shall include the following: Designing a research proposal; carrying out research; and writing and presenting the final research project report.

Assessment

PHASE I: Proposal Phase
 Third Year
 Semester One

PHASE II: Data collection during Teaching Practice and the finalisation of Projects.
 Fourth Year
 Semester One

The Module shall be assessed by Continuous Assessment mode only.
A re-submission is allowed only one with marks between 45% and 49%

Note on Teaching Methods Modules which follow:

For all Teaching Methods Modules, which follow, contact hours per week is two hours. However, two additional hours per week are reserved for practicals (i.e. Micro-teaching).

TEACHING METHODS OF GEOGRAPHY

CAM3300

Module Equivalent:	CIT3330/CIT4100
Prerequisite:	General Teaching Methodology & Pass in Year I & II Geography Related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to a variety of teaching/learning techniques in Geography as a school subject. Lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of Geography as a school subject, the (H) IGCSE paradigm as well as the structure of the (H) IGCSE syllabus are explored in depth. Special emphasis is also placed on the assessment procedure, the structure of the (H) IGCSE Geography examination papers as well as practical activities that are mainly conducted through micro-teaching in preparation for teaching practice in schools.

TEACHING METHODS OF HISTORY

CAM3320

Module Equivalent:	CIT3320/CIT4120
Prerequisite:	General Teaching Methodology & Pass in Year I & II History related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to a variety of teaching/learning techniques in History as a school subject. Lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of History as a school subject, the (H) IGCSE paradigm as well as the structure of the (H) IGCSE syllabus are explored in depth. Special emphasis is also placed on the assessment procedure, the structure of the (H) IGCSE History examination papers as well as practical activities that are mainly conducted through micro-teaching in preparation for teaching practice in schools.

TEACHING METHODS OF DEVELOPMENT STUDIES

CAM3340

Module Equivalent:	CIT3330/CIT4130
Prerequisite:	General Teaching Methodology & Pass in Year I & II Development Studies related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to a variety of teaching/learning techniques in History as a school subject. Lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of Development Studies as a school subject, the (H) IGCSE paradigm as well as the structure of the (H) IGCSE syllabus are explored in depth. Special emphasis is also placed on the assessment procedure, the structure of the (H) IGCSE Development Studies examination papers as well as practical activities that are mainly conducted through micro-teaching in preparation for teaching practice in schools.

TEACHING METHODS OF ACCOUNTING

CAM3360

Module Equivalent:	CIT3350/CIT4150
Prerequisite:	General Teaching Methodology & Pass in Year I & II Accounting related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces students to fundamental principles of teaching Accounting in Namibia with special emphasis on (H) IGCSE Curriculum. The need for a critical analysis of the learning process and complex process of concept formation that will enable the application of teaching methods techniques in Accounting will be central to this Module. Principles of measuring, testing, examining and marking are dealt with.

TEACHING METHODS OF BUSINESS STUDIES**CAM3380**

Module Equivalent:	CIT3360/CIT4160
Prerequisite:	General Teaching Methodology & Pass in Year I & II Business Studies related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces students to fundamental principles of teaching Business Studies in Namibia with special emphasis on (H) IGCSE Curriculum. The need for a critical analysis of the learning process and complex process formation that will enable the application of teaching methods techniques in Business Studies will be central to this Module. Principles of measuring, testing, examining and marking are dealt with.

TEACHING METHODS OF ECONOMICS**CAN3300**

Module Equivalent:	CIT3370/CIT4161
Prerequisite:	General Teaching Methodology & Pass in Year I & II Economics related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module introduces students to fundamental principles of teaching Economics in Namibia with special emphasis on (H) IGCSE Curriculum. The need for a critical analysis of the learning process and complex process formation that will enable the application of teaching methods techniques in Economics will be central to this Module. Principles of measuring, testing, examining and marking are dealt with.

TEACHING METHODS OF ENGLISH**CAN3320**

Module Equivalent:	CIT3310/CIM4111
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in English
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in English as a school subject. The nature and structure of English as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching English in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF OSHINDONGA**CAN3340**

Module Equivalent:	CIM3320/CIT4110
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Oshindonga
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Oshindonga as a school subject. The nature and structure of Oshindonga as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Oshindonga in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF KHOEKHOEGOWAB**CAN3360**

Module Equivalent:	CIM3380
Prerequisite:	General Teaching Methodology & Ass. in Year I & II Modules in Khoekhoegowab
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in KhoeKhoegowab as a school subject. The nature and structure of KhoeKhoegowab as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching KhoeKhoegowab in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF RUKWANGALI

CAN3380

Module Equivalent:	CIM3350
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Rukwangali
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Rukwangali as a school subject. The nature and structure of Rukwangali as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Rukwangali in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF OTJIHERERO

CAO3300

Module Equivalent:	CIM3330/CIM4130
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Otjiherero
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Otjiherero as a school subject. The nature and structure of Otjiherero as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching Otjiherero in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF OSHIKWANYAMA

CAO3320

Module Equivalent:	CIM3320/CIT4110
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Oshikwanyama
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Oshikwanyama as a school subject. The nature and structure of Oshikwanyama as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching Oshikwanyama in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF GERMAN

CAO3340

Module Equivalent:	CIM3340/CIM4360
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in German
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in German as a school subject. The nature and structure of German as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of

classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching German in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF FRENCH

CAO3360

Module Equivalent:	CIM3370/CIM4140
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in French
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in French as a school subject. The nature and structure of French as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers, as well as other curriculum materials for teaching French in secondary schools, are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF AFRIKAANS

CAO3380

Module Equivalent:	CIM33140/CIM4160
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Afrikaans
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Afrikaans as a school subject. The nature and structure of Afrikaans as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Afrikaans in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF PORTUGUESE

CAQ3300

Module Equivalent:	None
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Portuguese
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Portuguese as a school subject. The nature and structure of Portuguese as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Portuguese in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF INTEGRATED PERFORMING ARTS

CAQ3320

Module Equivalent:	CIT4170
Prerequisite:	General Teaching Methodology & Pass in Year I & II Integrated Performing Arts related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

To prepare students to be effective and competent teachers of the integrated Performing Arts subjects in grade 8-10, the Module will examine some key links between the Performing Arts (music, dance and drama) and provide students with opportunities to develop strategies for successful transmission of skills, concepts and values to the learners. A particular emphasis in this Module is the study of indigenous performing arts from Namibia as well as performance art forms from around the world.

TEACHING METHODS OF ART-IN-CULTURE**CAQ3340**

Module Equivalent:	CIT4170
Prerequisite:	General Teaching Methodology & Pass in Year I & II Art-in-Culture related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module focuses on combined arts activities in order to facilitate experience and appraisal of human expression in arts production. It will also promote cross-curricular teaching with emphasis on culture as a medium of education to foster understanding of Namibian and other societies.

TEACHING METHODS OF VISUAL ARTS**CAQ3360**

Module Equivalent:	CIM3350
Prerequisite:	General Teaching Methodology & Pass in Year I & II Visual Arts related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module focuses on art production as an individual and universal form of cultural expression. In addition, a variety of teaching approaches applicable to the secondary school curriculum for visual art are explored. Analysis of the secondary school syllabi, lesson planning, schemes and records of work as well as classroom management skills evaluation techniques and micro-teaching are also undertaken.

TEACHING METHODS OF MUSIC**CAQ3380**

Module Equivalent:	None
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Music
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to the philosophy of music education, the nature, structure and objectives of music. In addition, the present status of music in secondary schools, lesson planning, teaching approaches, evaluation techniques, classroom management and the structure of the secondary school music syllabi are analyzed. Micro teaching is an integral part of this Module.

TEACHING METHODS OF DRAMA**CAS3300**

Module Equivalent:	CIM4390
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Drama
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module aims at introducing students to the principles of teaching approaches to drama as a school subject in secondary schools. The philosophy of drama education, the nature, structure and objectives of drama as well as the present status of drama in secondary schools are explored. In addition, lesson planning, teaching methods, evaluation techniques, classroom management and the structure of the secondary school drama syllabi are analyzed. Micro teaching is also undertaken.

TEACHING METHODS OF SILOZI**CAS3320**

Module Equivalent:	None
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Silozi
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main focus of this Module is to expose students to a variety of teaching/learning techniques in Silozi as a school subject. The nature and structure of Silozi as a school subject as well as secondary school syllabus are discussed. The Module also aims at introducing students to techniques of classroom management lesson planning, schemes and records of work in language teaching. Structure of examination papers as well as other curriculum materials for teaching Silozi in secondary schools are analysed. Practical activities in a form of micro-teaching are also undertaken in order to prepare them for teaching practice in schools.

TEACHING METHODS OF RELIGIOUS STUDIES

CAS3340

Module Equivalent:	CIT4140
Prerequisite:	General Teaching Methodology & Pass in Year I & II Modules in Religious Studies
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module focuses on religious and moral education as a school subject. A variety of teaching/learning techniques in religious studies as well as lesson planning, schemes and records of work and classroom management skills are discussed. In addition, the nature and structure of religious studies as a school subject, the structure of the IGCE religious studies syllabi, assessment procedures and micro-teaching are undertaken.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT

HISTORY OF EDUCATION

EMH3102

Module Equivalent:	EFH3219
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module is designed to introduce students to the historical development of formal education, with specific emphasis on major landmarks of change. It also introduces students to factors, which have helped to shape the present educational systems of the world, in general and of Namibia in particular. Influences from Greek, Roman and English educational theories and practices are discussed in relation to the present educational systems in the world and in Namibia.

PHILOSOPHY OF EDUCATION

EMP3202

Module Equivalent:	EFP3210
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

This Module is a deliberate attempt to initiate meaningful learning through the establishment of set of expectations which would enable students to i) gain greater clarity and understanding of educational matters through a rigorous analysis of concepts, meanings and problems contextualized within the education within the educational milieu in which they will be expected to work; ii) think deeply about what they are doing in order to give depth and breadth of meaning, as well as direction, to their professional endeavours; iii) develop a personal philosophy of education through 'responsible eclecticism' an approach that is willing to seek out and evaluate any number of possibilities in a given situation, iv) acquire the analytical skills and theoretical understanding necessary to decode their particular socio-cultural milieu.

EDUCATIONAL MANAGEMENT

EMM3202

Module Equivalent:	EFM3409
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The Module is designed for beginning educational administrators who intend to work as school managers and education officers. The Module intends to develop critical inquiry and professional knowledge in the field of educational management and leadership.

COMPARATIVE EDUCATION

EMC3401

Module Equivalent:	EFC3409
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

The aim of this Module is to introduce student to educational systems and the forces, which are shaping these systems internationally and nationally. In comparing the education systems, alternatives and solutions to common problems are critically interpreted. Emphasis is placed on the relation between education systems and development of society.

SOCIOLOGY OF EDUCATION

EMS3102

Module Equivalent:	EFS3409
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

The aim of the Module is to introduce students to the interaction between schools and the larger social life, the nature of educational processes, and how to improve the character of the institution we call schools. In a broad sense, the Module offers the hope and opportunity to look at schools in a broader and complicated way to deepen our understanding of schools in a local and global context. As such, the Module will introduce students to sociological interpretations of education, key concepts/terms and thinkers in sociology of education, and the role of schooling in development of Namibia.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

HUMAN DEVELOPMENT AND EDUCATION

ESP3102

Module Equivalent:	ESP3210
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

The aim of the Module is to introduce the student teacher to basic principles of human growth and development. The emphasis is on the application of these concepts and principles in a teaching and learning context during the secondary school phases. The Module will explore stages of human growth and development in areas of physical, cognitive, personality, moral and language development.

HUMAN LEARNING

ESP3202

Module Equivalent:	EPS3210
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

The aim of the Module is to introduce the student teacher to basic principles and theories of learning. The emphasis will be on the application of these principles and theories in a teaching and learning context in the secondary school phase.

EDUCATIONAL SOCIAL PSYCHOLOGYESP3302

Module Equivalent:	EPS3310
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The main purpose of this Module is to enable students to create and provide Social Psychological teaching and learning environments, which promote learning and the development of social-emotional well-being. Issues pertaining to Education for all, Inclusive Education and Educational Reform and Practice in Namibia will inform the activities of the Module.

INTRODUCTION TO INCLUSIVE EDUCATION AND SPECIFIC LEARNING DIFFICULTIESESP3400

Module Equivalent:	EPS3410
Prerequisite:	None
Duration:	2 Semesters
Contact hours:	2 hours per week + 1 Practical
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

One of the most prevalent categories of special needs in Namibian schools is Specific Learning Difficulties. This Module aims at providing students with skills and competencies for understanding and helping learners with learning problems in the regular classroom. In addition, the Module is aimed at providing students with competencies to identify and to assess children's special educational needs; acquire problem-solving abilities in the context of inclusive education, and equip students with knowledge and various instructional strategies to help learners with learning problems in school and at home.

INTRODUCTION TO GUIDANCE AND COUNSELLINGESP3401

Module Equivalent:	ESP3410
Prerequisite:	None
Duration:	1 Semester
Contact hours:	2 hours per week + 1 Practical
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The aim of this Module is to sensitise teacher trainees to the Social Psychological and Educational needs of secondary school learners and to introduce them to the basic skills, knowledge and ethics related to guidance and counselling of learners.

B.1.6 B.ED COURSE DESCRIPTIONS FOR OPTION A: SCHOOL SUBJECTS I & II (COMMERCIAL, LANGUAGES & SOCIAL SCIENCES SUBJECTS) AS INDICATED IN TABLES 3 & 4

NOTE: This information is as presented in the respective faculty yearbooks

FACULTY OF ECONOMICS AND MANAGEMENT SCIENCES**DEPARTMENT OF ACCOUNTING, AUDITING AND TAXATION****FIRST YEAR MODULE**

FUNDAMENTALS OF ACCOUNTINGAFE3112

Equivalent: APA0101/2/3
4 lecture hours per week for 14 weeks
1 X 2-hour examination paper

Module Description:

This Module introduces the basic accounting principles and procedures. Topics include: the need for accounting in business and its relevance to society, accounting principles, concepts and conventions, recording business transactions in the general journal and in special journals, posting of journal entries

to ledger and extraction of a trial balance, preparation of financial statements with adjustments and worksheets for a sole proprietorship business, rectification of accounting errors, fixed assets and depreciation accounting, valuation of inventory and bank reconciliation statement.

SECOND YEAR MODULES

FINANCIAL ACCOUNTING

FINANCIAL ACCOUNTING I

AFE3231

Equivalent: AFA3201/2

4 Lecture hours per week for 14 weeks

1 X 2-hour examination paper.

Module Description:

This Module introduces the forms of enterprises and specialised topics in Accounting. Topics include: detailed partnership accounts, close corporations, income and expenditure accounts for non-profit making entities, manufacturing accounts, hire purchase transactions, investments and investment accounts, insolvency accounts for individuals and partnerships, constructing financial statements from incomplete records, department accounts, joint ventures, and consignment accounts, and branch accounts.

FINANCIAL ACCOUNTING I

AFE3232

Equivalent: AFA3203

4 Lecture hours per week for 14 weeks

1 X two-hour examination paper

Module Description:

This Module deals with annual financial statements of companies. Topics include: Company accounts - overview of financial reporting for companies AC000 and AC100, Accounting for share transactions including dividends, bonus share issues and share capital reduction and redemptions, accounting for debenture transactions including sinking funds and redemptions, balance sheet format and content AC101 and AC107, income statement: format, content, irregular items AC111 and AC 103, Importance of corporate financial reporting, limitations of balance sheet and income statement, and directors' report content and format.

THIRD YEAR MODULES

FINANCIAL ACCOUNTING II

AFE3351

Equivalent: AFA3301/2

4 Lecture hours a week for 14 weeks

1 X 3 hour examination paper

Module Description:

This Module deals with the Generally Accepted Accounting Principles (GAAP).

Topics include: valuation and presentation of inventories in the context of historical cost accounting AC108, depreciation and depletion accounting AC106 and AC114, fixed assets movement schedule, cash flow information AC118, and earnings per share information AC104 and diluted earnings per share and headlines earning per share, taxation in financial statements AC102 including current and deferred taxation, accounting changes and error corrections AC103, contingencies and post balance sheet events AC107,

Investments in associated companies AC110, theory and background of consolidation, consolidation at the date of liquidation, inter-group financial transactions, consolidation when the subsidiary's capital includes preference shares.

FINANCIAL ACCOUNTING II

AFE3352

Equivalent: AFA3403

4 Lecture hours a week for 14 weeks

1 X 3-hour examination paper

Module Description:

This Module deals with Group Financial Statements and some aspects of statements of GAAP. Topics include: complex groups and minority interests, interim acquisition of equity interests, changes in degree of control, insolvent subsidiaries, consolidated cash flow information, alternative forms of group financial statements, taxation in group accounts, accounting for construction contracts AC109, accounting for leases AC113 and AC105, accounting for effects of changes in foreign exchange rates including branches, and consolidated statements AC112 and ED128, accounting for intangible assets: research and development, goodwill and trade marks ED120, accounting for retirement benefits AC116, and complex aspects of deferred tax liabilities and assets AC102.

FOURTH YEAR MODULES

FINANCIAL MANAGEMENT

AMF3472

Equivalent: AFM3402/3
4 Lecture hours a week for 14 weeks
1 X 3 hour examination paper

Module Description:

The subject matter of financial management, sources of capital, financial institutions, interest rates theory, money and capital markets, the stock exchange market valuations, financial statement analysis, Beaver financial ratio analysis and business failure, capital structure, dividend policy, mergers, acquisitions and reconstructions, leasing, the cost of capital, financial planning and control, financial engineering, foreign exchange market, working capital management, modern portfolio management theory, capital budgeting techniques, and cases in financial management, valuation models, risk management and the role of the stock exchange, raising equity and debt finance, interest determination, term structure and duration; swaps, futures and options; overseas finance and investment and international financial management.

MANAGEMENT ACCOUNTING

SECOND YEAR MODULES

MANAGEMENT ACCOUNTING I

AAM 3232

Equivalent: AMA3201/2
4 Lecture hours per week for 14 weeks
1 X 2-hour examination

Module Description:

This Module is designed to introduce students to the concepts, techniques and application of cost and management accounting. Management, controller, and management accounting information, costs concepts and information system today, forecasting and cost behaviour analysis, cost accumulation and cost systems, cost systems design: job-order costing and process costing, raw materials costs and stock management, labour costing and control, production overheads: budgeted, applied and actual, production overheads and service department cost allocation, direct and absorption costing models, activity-based costing.

THIRD YEAR MODULES

MANAGEMENT ACCOUNTING II

AMM3351

Equivalent: AMA3203 AND AMA3401
4 Lecture hours per week for 14 weeks
1 X 3-hour examination

Module Description

This Module introduces the managerial-cost accounting modules available for planning, controlling and evaluating operations. Budgeting for profit making, cash budgets, identifying and tracking product costs, standard costing: the development and utilization of unit standard costs and variance analysis, input mix, yield and factor productivity, balanced scorecard; cost-volume-profit analysis: marginal and full cost analysis for single and multiple products; management reporting and decision making; relevant/differential cost and internal rate of return rule under uncertainty; joint and by-product costing, spoilage, reworked units and scrap, decentralization and transfer pricing decisions, operational and back-flush costing.

FOURTH YEAR MODULES

MANAGEMENT ACCOUNTING III

AMM3472

Equivalent: AMA3402/3
4 Lecture hours per week for 14 weeks
1 X 3-hour examination

Module Description

This Module deals with the development of analytical skills using management accounting problems and the behavioural implications of using managerial accounting methods in decision-making. Case analysis of both manufacturing and service organizations is used extensively in this Module. Topics include: budgetary processes and related performance evaluation techniques, cost volume to profit relationships, and product costing methods. Constrained optimization: linear programming, integer programming and transportation, network analysis, queuing theory, simulation, decision theory; risk and probabilities, control and organizations, responsibility accounting and its application, cost management: quality, time and theory of constraints, relevant cash flows: costs and revenues, determining prices and product profitability, cost of capital, advanced aspects of capital budgeting, learning curves, performance measurement and contemporary issues in management accounting.

DEPARTMENT OF ECONOMICS

FIRST YEAR MODULES

INTRODUCTION TO ECONOMICS

EIE 3112

Equivalent: EPE0101/2/3

4 Lectures per week

14 weeks

1x2 hour exam paper

Module Description:

Concept of scarcity and wants, market organization of economies, production

Possibility curve, Demand, supply and elasticities.

Theories of costs, production and price determination under various industry structures, concept of efficiency.

Market failure, private and social cost, public goods.

Linkage of various sectors at an aggregate level, national income accounting.

Determination and fluctuations of aggregate economic activity under different supply conditions.

Inflation and Unemployment

Money supply and monetary policy.

MICRO ECONOMICS

EIM3231

Equivalent: EMI3201

4 Lectures

14 weeks

1x2 hour exam paper

Module Description:

Demand and consumer behaviour- utility analysis, law of diminishing marginal utility, indifference curve analysis

Production and cost analysis in the long run- isoquants, isocosts, choice of input combination, short-run and long-run average costs

Market structures and firm behaviour, perfect competition, monopoly behaviour, monopolistic competition, oligopoly

Factor markets-wage determination, economic rent, interest rate

MICRO ECONOMICS

EIM3232

Equivalent: EMI3202/3

4 Lectures

14 weeks

1 x 2 hour exam paper

Module Description:

Application of supply and demand analysis-Commodity tax and market equilibrium, Quantity rationing, Cartels as monopoly. Allocative efficiency and market structure-Pareto efficiency, failure to achieve Pareto efficiency (externalities, public goods, increasing returns to scale, monopoly), public policy to correct market inefficiency, monopoly and monopsony in the labour market, public policy in the labour market.Choice under uncertainty-expected utility, risk preference

MACRO ECONOMICS

EAM3231

Equivalent: EMA3201

4 Lectures

14 weeks

1 x 2 hour exam paper

Module Description:

National income accounting-discussion of three approaches and identities, Price indices, Real vs. nominal variables, annualization of growth rates. Basic consumption, saving and investment functions; government sector-its composition, revenue and expenditure, government's saving, investment, and borrowing; Aggregate demand, Keynesian model of income determination, and various multipliers, equilibrium in the goods market and IS-model, Effects of fiscal policy.Money demand and its determinants; money supply, its creation and determinants (deposit creation, open market operations, money multiplier, government budget constraint); equilibrium in the money market and the LM curve. AD with IS-LM model, effects of various monetary and fiscal policies in closed economy; AD and AS analysis of output and price determination under varying supply conditions in a closed economy (Classical vs. Keynesian). Exchange rate determination in fixed and flexible regimes; Balance of payment accounting- and its relation with exchange rate and reserves; real exchange rate, its determinants, and Big Mac Index.

Effect of trade on goods and money markets, internal and external balance; capital mobility, balance of payment curve (BP) and its determinants; effects of fiscal and monetary policies on alternative assumptions of capital mobility and exchange rate regimes. Business cycles-definition and measurement issues, Sources of various impulses, Keynesian theory of business cycle. Growth accounting, Neo-Classical and Endogenous theories of growth, growth experiences from few economies and policies involved.

MACRO ECONOMICS

EAM3232

Equivalent: EMA3202/3

4 Lectures

14 weeks

1 x 2 hour exam paper

Module Description:

Objectives of macroeconomic policies, and macroeconomic indicators.

Labour market-determination of wage; aggregate supply, wages, prices and employment.

Inflation and unemployment-types, their costs and determinants; natural rate of unemployment, its determinants and policies to reduce it; Inflation indexation; alternative policies to reduce inflation;

Phillips curve and its augmented version.

Money, deficits and inflation-quantity theory and factors effecting its variables; Fisher's equation; deficits, money growth and inflation tax; hyperinflation experiences and policies used.

Budget deficits and the public debt, measurement issues, burden of the debt; Barro-Ricardo problem;

Social-security and budget.

Financial instruments and markets; an overview of global financial market; term structure of interest rates.

Stabilization policies and their effectiveness; rules, discretion and time consistency

In depth data analysis from Namibian National Accounts, SARB-bulletins, IFS, The Economist's economic indicators.

INTERNATIONAL TRADE

EIT3351

Equivalent: EIE3301

4 Lectures per week

14 weeks

1 x 3 hour exam paper

Module Description:

Theories of international trade- Classical, absolute advantage, comparative advantage, Heckscher-Ohlin; Trade patterns and its effect on consumption and production.

Gains and losses from trade- short and long run effects, implications of H-O theory, problems with H-O model.

Alternative theories of trade- Economies of scale, imperfect competition models.

Growth and trade-sources of economic growth and effect of technology on trade, effects of growth on small and large countries' terms of trade and factor accumulation.

Trade policies- Effects of tariff on producers, consumers, revenue and welfare, non-tariff barriers to trade, protectionism, exportism.

Customs Union- nature of trading, basic theory of customs unions, consumption and dynamic effects of union, trade blocks in the recent trend.

Trade policies in developing economies.

Trade and environmental concerns.

UN and World's trade organizations- their history, objectives, achievements and failures.

DEVELOPMENT ECONOMICS

EDE3352

Equivalent: EDP3302/3

4 Lectures per week

14 weeks

1 x 3 hour exam paper

Module Description:

The concept and measurement of development-the nature of development economics, growth and development, the measurement of development, the main features of LDCs

Domestic barriers to development and policies, dualism

Growth, poverty and income distribution

Population and development

Unemployment

Agricultural transformation and rural development

Education and Human capital formation-experiences

Theories of economic growth and development- theories of capital accumulation, classical theory,

Keynesian theory, Harrod-Domar model, Neo-classical model, dual economy models, Lewis theory of development, Rostow's stages of economic growth.

Urbanization and rural urban migration

Financing development-domestic resources means, foreign resources, debt crisis

Development planning- definition, arguments for and against, models of planning, stages of planning, problem of planning in LDCs, project appraisal and cost-benefit analysis, balanced and unbalanced growth.

Industrial development- reasons for, industry vs. agriculture, industrialization and trade strategies, technology and choices available.

NAMIBIAN ECONOMY

ENE3472

4 Lectures per week
14 weeks
1 x 3 hour exam paper

Module Description:

Structure and performance of Namibian economy-National accounts, balance of payments, CPI, Employment, HIES, Population census. Trade and agreements: SACU, SADC, WTO, Lome - in historical perspective, absolute and comparative advantage and alternative theories, effects of tariff. Savings and Investment- private and public, foreign, financial institutions. Land reform- Institutions, economics of property rights, experiences from elsewhere. Monetary aspects- institutions, instruments and limitations, monetary policy and CMA. Fiscal aspects - taxation; revenue, expenditure and borrowing; public debt.

Employment- Human capital, minimum wages and unions, discrimination, unemployment problems and policies. Poverty- state, policies to combat poverty, policies on rural and regional development, agriculture and human capital. Public services- Education and health, public infrastructure.

DEPARTMENT OF MANAGEMENT SCIENCE

FIRST YEAR MODULES

BUSINESS MATHEMATICS

BCM3111

Equivalent: MBM0101
4 Lectures per week
14 weeks
1x 2hour examination paper

Module Description:

Set theory: definition of a set; notation of sets; set operations (complementation, intersection, union, relative difference); the null set; universal set; power sets, laws of set operations (commutative law, distributive law, associative law, De Morgan's law); set cardinality; applications in solving business problems. Relations: one-to-many relations; many-to-one relations; one-to-one relations.

Functions: definition of a function; linear functions; equation of a line, given two points; equation of a line, given slope and one point; applications in supply-demand analyses; exponential functions; polynomial functions; quadratic functions; cubic functions. Financial arithmetic: simple interest; compound interest; continuous compounding. Algebraic expressions: monomials, binomials; trinomials; multinomials; indices and index laws; laws of logarithms; expansion of algebraic expressions; factorisation; solving quadratic equations; solving simultaneous equations (substitution method and elimination method). Limits, continuity and rates of change; the derivative. Stationary points and values; applications of differential calculus in solving business problems.

BUSINESS MATHEMATICS

BCM3112

Equivalent: MBM0102/3
4 lectures per week
14 weeks
1x 2hour examination paper

Module Description:

Partial differentiation: first-order partial derivatives; second order partial derivatives; second-order cross partial derivatives; multivariate optimization; constrained optimization; applications of partial differentiation in solving business problems. Vector algebra: definition of a vector; addition, subtraction and multiplication of vectors. Matrix algebra: definition of a matrix; addition, subtraction and multiplication of matrices; the inverse matrix; applications of matrix algebra in solving systems of simultaneous equations (the inverse matrix method and Cramer's rule). Applications of matrix algebra in solving business problems. Linear programming: graphic exposition; simplex method; simplex algorithm; applications in solving business problems. Integral calculus and applications in solving business problems.

PRINCIPLES OF MANAGEMENT

MPP3111

Equivalent: MPM0101/2/3
4 lectures per week
14 weeks
1x 2hour examination paper

Module Description:

Introduction to the functional areas of management, marketing, human resources management, operations, financial management and related management disciplines. Planning, directing, and controlling scarce organizational resources.

SECOND YEAR MODULES

ORGANIZATIONAL BEHAVIOUR

MBO3231

Equivalent: MOB3201
4 lectures per week
14 weeks
1x 2hour examination paper

Module Description:

A conceptual framework for behavioural sciences as applied to management and organizations. Determinants of individual performance, motivation, leadership, communication, groups and, conflict and negotiation.

ORGANISATIONAL BEHAVIOUR

MBO 3232

Equivalent: MOB3203
4 lectures per week
14 weeks
1x 2hour examination paper

Module Description:

Organizational theory and behaviour: the interaction between the organization, on the one hand, and its environment and members, on the other hand; groups and group conflict in organizational settings; organizational culture and design and organizational processes, *i.e., managing growth and decline, decision-making, change and innovation.*

THIRD YEAR MODULES

STRATEGIC MARKETING I

MSM 3351

Equivalent: MSM3302 and MMC3301
4 lectures per week
14 weeks
1x 3hour examination paper

Module Description:

Overview of marketing: consumer needs and wants; customer relations; ethics and social responsibility; global marketing; marketing in non-profit organizations. Marketing environment: social forces; economic forces; technological forces; competitive forces; regulatory forces. The strategic marketing process: planning-SWOT analysis; development of marketing program. Implementation – obtaining resources; marketing strategies and tactics. Control – comparing results with plans. Consumer behaviour: consumer purchase decision process; psychological influences; socio-cultural influences; organizational buyer behaviour. Marketing research: problem identification; development and implementation of research plan.

HUMAN RESOURCE MANAGEMENT I

MHM 3351

Equivalent: MHR3301
4 lectures per week
14 weeks
1x 3hour examination paper

Module Description:

General Introduction: To provide the student with an overview of the study field of human resource management in order to develop an interest in and understanding of this applied behavioural science.

HUMAN RESOURCE MANAGEMENT II

MHM 3352

Equivalent: MHR3302
4 lectures per week
14 weeks
1x 3hour examination paper

Module Description:

Human Resources Provisioning: To explore the underlying theories and practices in human resources provision. Topics will include: HR planning, recruitment, selection, placement and induction.

THIRD AND FOURTH YEAR MODULES

ENTREPRENEURSHIP I & II

MRE3351, MRE3352

Equivalent: MER3401 for MER3351 and MER3402/2 for MER3352

4 lectures per week

14 weeks

1x 3hour examination paper

Module Description:

The basics of starting and operating a small business. Opportunities, risks and personal characteristics associated with entrepreneurial success. Business plans, acquisition of capital, personnel problems and marketing in a small

FACULTY OF HUMANITIES AND SOCIAL SCIENCES (FHSS)

B.Ed students taking school subject modules from the FHSS are reminded of the regulation stipulated in the B.Ed Curriculum Framework (B.1.3) when registering for their fourth year papers to avoid being disadvantaged.

AFRICAN LANGUAGES

The following Modules for African Languages (AL) are offered to B.ED students. Code letters are as follows:

H – Otjiherero, K – Khoekhoegowab, N – Oshindonga, R – Rukwangali, S – Silozi, Y – Oshikwanyama. In addition, where AL appears, replace with the name of that particular language.

YEAR I

A_B3111 AL FOR BEGINNERS

Introduction to the grammatical structure of AL; acquisition of communication skills in social context; listening and reading comprehension, written expression.

A_B3122 BASIC COMMUNICATION IN AL

Continuation of introduction to the grammatical structure of AL; acquisition of communication skills in social context; listening and reading comprehension, written expression, extension of vocabulary.

ALC3111 LANGUAGE AND CULTURE

Namibian languages in the African and Namibian context: overview of genetic classification. Minority languages as guardians against cultural imperialism: language and identity, the Sapir-Whorf hypothesis; lexical specialisation in specialist cultural domains and value systems (e.g. animal husbandry, skills and crafts; kinship, marriage, naming, inheritance; respect and praise, characterisation; ceremonial/ritual language, verbal taboos). Equality of language: the myth of linguistic superiority; principles of translation.

HIS3232 EARLY SOUTHERN AFRICAN HISTORY

The peopling of Africa, particularly southern Africa; languages, the development of social formations as predicated on the environment, the climate, mineral resources; development of economic foundations. Archaeological and historical linguistics will form the methodological underpinning of this module.

YEAR II

A_O3211 ORAL LITERATURE OF AL

Continued study of the grammatical structure of AL; further acquisition of communication skills in social context; listening and reading comprehension, written expression, extension of vocabulary.

LIN3211 GENERAL PHONETICS & PHONOLOGY

Articulatory phonetics; distinctive features; the phoneme; the syllable; introduction to morphophonology; introduction to tone and stress.

A_M3212 THE PHONOLOGY & MORPHOLOGY OF AL

The sound system of the chosen language; introduction to the tonology; word structure; word categories, word structures and derivational processes; morphophonology of the chosen language; orthography.

YEAR III

A_L3312 WRITTEN LITERATURE OF AL

Introduction to modern prose, drama and poetry of the chosen language; analysis of prescribed texts.

A_S3311 ELEMENTS OF THE SYNTAX OF AL

Sentence types, mood; modification; embedding, complex sentences (adverbial and relative clauses, complementation, nominalisation); tense and aspect; word order and focus assignment, syntactic processes; semantic case.

YEAR IV

ALR3410 ORATURE IN AFRICA

General: Common features of orality in Africa as exemplified in texts; approaches to and research methods in African orature. Specialisation: Comparative orature of (Western) Bantu or Central Khoesaaan.

Select ONE from the following:

ALH3410 HISTORICAL LINGUISTICS AND DIALECTOLOGY

General: Nature of historical linguistics and methods of reconstruction; genetic and typological classification; processes of linguistic change; classification of African and Namibian (Bantu and Khoesaaan) languages; basics of dialectology. Specialisation: Historical reconstruction and dialectology of the chosen language/ group/family (Bantu or Central Khoesaaan).

ALG3410 UNIVERSALS AND THE TYPOLOGY OF BANTU LANGUAGES

[for students of Khoekhoegowab only]

Nature and approaches to universals; grammaticalisation and typology as pertaining to a Central Khoesaaanlanguage (Khoekhoegowab); universals, grammaticalisation and typological features of a Namibian Bantu language.

ALG3420 UNIVERSALS AND THE TYPOLOGY OF KHOEKHOEGOWAB

[For students of Bantu languages only]

Nature and approaches to universals; grammaticalisation and typology as pertaining to Namibian Bantu languages; universals, grammaticalisation and typological features of a Central Khoesaaan language (Khoekhoegowab).

AFRIKAANS STUDIES

YEAR I

GAA3111 AFRIKAANS LANGUAGE AND STYLE

The correct and appropriate use of Afrikaans in written and spoken contexts, including literature. Basic formulation and editing and the rules of Afrikaans usage.

GAA3132 AFRIKAANS LANGUAGE USAGE AND LITERATURE

Academic writing skills; the study of representative literary texts, thematic and comparative approach.

YEAR II

GAA3211 AFRIKAANS IN CONTEXT

The history of Afrikaans; an introduction to Dutch grammar; sociolinguistics; basic dialectology; language contact and language change; language planning.

GAA3231 AFRIKAANS NARRATIVES: MULTICULTURAL PERSPECTIVES

Representative novels and short stories, including texts from other languages (e.g. Dutch); selected authors and themes.

GAA3252 AFRIKAANS DRAMA AND MEDIA STUDIES

Afrikaans drama in comparison with film, video, advertising, etc.; visual literacy; optional inclusion of relevant texts from other languages (e.g. Dutch).

YEAR III

GAA3311 AFRIKAANS LINGUISTICS

Introduction to the basic subdisciplines in Afrikaans theoretical linguistics: phonetics, phonology, morphology, syntax, semantics, pragmatics.

GAA3331 AFRIKAANS APPLIED LANGUAGE STUDIES

Capita selecta from applied Afrikaans language studies, e.g. language acquisition, lexicon, lexicology, language in the media.

YEAR IV

GAC3450 ADVANCED AFRIKAANS LINGUISTICS

Advanced study of selected topics in the theoretical and/or applied Afrikaans linguistics.

GAA3410 NAMIBIAN AFRIKAANS LITERATURE

Namibian authors (including e.g. storytellers); historical approach; texts dealing with the Namibian situation; texts written/told in Namibian Afrikaans.

ENGLISH

YEAR I

ENL3111 FOUNDATIONS OF ENGLISH LANGUAGE STUDIES

What is language? A historical overview of English; the role of language in communication; introduction to linguistics; the role of linguistics in English language studies.

ENL3132 FOUNDATIONS OF THE STUDY OF LITERATURE(S) IN ENGLISH

What is literature? Literature and language; the functions of literature; African literature written in the medium of English; the different genres of literature; literature, comprehension and literary criticism.

YEAR II

ENL3211 LEXIS AND BASIC GRAMMAR

Morphology of English; conceptions of 'word'; modern English word formation; noun phrases and verb phrases.

ENL3231 PRACTICAL CRITICISM AND POETRY

An introduction to the nature and variety of poetry with a focus on themes and techniques; and an overview of practical criticism and how this approach can be applied to poetry.

ENL3252 LANGUAGE IN SOCIETY

General language varieties (dialect, language); superposed varieties and standardisation; regional varieties, language change, code switching; language and gender, language and social class, language and power, language and thought; creoles and pidgins.

YEAR III

ENL3311 THE SOUND SYSTEM OF ENGLISH

The phoneme inventory; an introduction to articulatory phonetics; phonetic transcription; prosody, particularly stress and intonation; an introduction to the orthography of English.

ENL3352 PSYCHOLINGUISTICS

First Language: First language acquisition; feral children; animal communication; sign language; language disorders. Language and the Mind: Intelligence or programming; language and thought. Second language acquisition. Second Languages: Second language acquisition in children and adults, second and foreign language teaching; bilingualism.

YEAR IV

ENL3410 ACTS OF STYLE AND ENGLISH

This paper will investigate disparate modes of expression through English in its various written and spoken realisations. Attention will be given to a range of language styles and mediums of delivery, specifically those associated with advertising, journalism, constitutions, political discourse, academic writing and law; further selections will be discussed and a selection made from alternative categorisations including but not limited to religious/sect proselytisation, song lyrics, various letter styles, self-promotion, annual reports, bureaucratic memoranda and abusiveness. Speech Act Theory and pragmatic conceptual framework will inform investigative processes, and axes of measurement will include syntactic complexity, lexical diversity and etymology, punctuation conventions/prosodic contour and medium of communication.

Students will be required to present class seminars and undertake limited-scope research.

ENL3430 ASPECTS OF SYNTAX

Development of "grammar" from its traditional roots to the present: traditional grammar, phrase structure grammar, case grammar, structural grammar, transformational grammar; extensive applications of theory to contemporary English.

FRENCH STUDIES

YEAR I

GFE3111 LANGUAGE STUDIES IN FRENCH

Upgrading of listening comprehension, written expression and communication skills in social context.
Introduction to formal French grammar.

GFE3152 FRENCH LANGUAGE USAGE AND LITERATURE

Listening comprehension, written expression, the study of simple representative literary texts, enhancement of grammatical understanding.

YEAR II

GFE3211 BASIC FRENCH PATTERNS

Enhancement of communicative skills, written expression, basic knowledge of morphology, phonology, semantics, syntax and pragmatics of the French language.

GFE3272 FOUNDATIONS OF LINGUISTICS IN FRENCH

Formal introduction to French syntax, morphology and phonology as well as textual grammar.

GFE3252 COMPLEX FRENCH PATTERNS

Enhancement of communicative skills, written expression, more complex knowledge of morphology, phonology, semantics, syntax and pragmatics of the French language.

YEAR III

GFE3311 THEORETICAL AND PRACTICAL GRAMMAR IN FRENCH

Enhancement of communicative skills, written expression, advanced knowledge of morphology, phonology, semantics, syntax and pragmatics of the French language.

GFE3372 COMPOSITION, SPEAKING AND PRESENTATION SKILLS

Introduction to French academic writing and research methodology, presentation skills, text analysis and criticism.

YEAR IV

GFE3450 SOCIOCULTURAL ASPECTS THROUGH FRENCH AND FRANCOPHONE LITERATURE

Research in socio-cultural views and community identity in selected texts pertaining to French and Francophone culture.

GFE3470 FRENCH AS AN APPLIED FOREIGN LANGUAGE

Introduction to the different perspectives and theories in French linguistics and didactics.

GERMAN STUDIES

YEAR I

GGR3111 LANGUAGE STUDIES IN GERMAN

Upgrading of listening comprehension, written expression and communication skills in social context; introduction to formal German grammar.

GGR3132 LITERARY STUDIES IN GERMAN

Introduction to German pragmatic texts, short prose, poetry, etc; fostering critical reading comprehension.

YEAR II

GGR3211 BASIC GERMAN PATTERNS

Enhancement of communicative skills, written expression, basic knowledge of morphology, phonology, semantics, syntax and pragmatics of the German language.

GGR3232 CONTEMPORARY GERMAN SOCIETY AND LITERATURE

Selected texts pertaining to this period; the interplay between the text and society.

GGR3252 COMPLEX GERMAN PATTERNS

Enhancement of communicative skills, written expression, basic knowledge of morphology, phonology, semantics, syntax and pragmatics of the German language.

YEAR III

GGR3311 THEORETICAL AND PRACTICAL GRAMMAR IN GERMAN

Enhancement of communicative skills, written expression, basic knowledge of morphology, phonology, semantics, syntax and pragmatics of the German language.

GGR3331 GERMAN-AFRICAN RELATIONS

Selected colonial and post-colonial German literature with special reference to Namibia. Analysis of texts depicting various aspects of the relationship between Germany and Africa/Namibia, past and present.

YEAR IV

GGR3430 MODERN GERMAN LITERATURE & CULTURE

From World War I to contemporary Germany with a study of modern/contemporary texts in conjunction with relative aspects of German society.

GGR3470 APPLIED LINGUISTICS IN GERMAN

Psycho- and socio-linguistic aspects with special reference to the Namibian situation (Süderwesterdeutsch).

PORTUGUESE STUDIES

YEAR I

GPR3111 LANGUAGE STUDIES IN PORTUGUESE

Upgrading of listening comprehension, written expression and communication skills in social context. Introduction to formal Portuguese grammar.

GPR3132 LITERARY STUDIES IN PORTUGUESE

Acquisition of communicative skills in social context. Practising specific acts of speech. Applying general notions and related grammar. Initiating speaking, reading and writing skills. Fostering speaking, reading and writing skills and listening comprehension. Introduction to pragmatic texts in order to master the vocabulary related to specific themes, behaviours and notions.

YEAR II

GPR3211 BASIC PORTUGUESE PATTERNS

Enhancement of communicative skills. Practising specific language reading and written structures. Applying general notions and related grammar. Introduction to pragmatic texts in order to master the vocabulary related to specific themes, behaviours and notions and initiating speaking, reading and writing skills about representative non-literary texts.

GPR3232 CONTEMPORARY PORTUGUESE SOCIETY AND LITERATURE

Selected texts pertaining to this period; the interplay between the text and society.

GPR 3252 COMPLEX PORTUGUESE PATTERNS

Enhancement of communicative skills, written expression, knowledge of morphology, phonology, semantics, syntax and pragmatics of Portuguese language.

YEAR III

GPR3311 THEORETICAL AND PRACTICAL GRAMMAR IN PORTUGUESE

Enhancement of skills, written expression, knowledge of morphology, phonology, semantics, syntax and pragmatics of Portuguese language: continued.

GPR3352 PORTUGUESE CULTURAL HISTORY

Selected Portuguese texts from Absolutism to the end of Portuguese Monarchy (1910). A study of texts in conjunction with relevant aspects of changes in Portuguese Society.

YEAR IV

GPR3430 MODERN PORTUGUESE CULTURE AND LITERATURE

From first Republic to contemporary Portugal historical and cultural situation, with a study of modern/contemporary texts in conjunction with relevant aspects of Portuguese society.

GPR3410 APPLIED LINGUISTICS IN PORTUGUESE

Psycho-socio linguistic aspects with special reference to the Africa Portuguese language situation.

GEOGRAPHY AND ENVIRONMENTAL STUDIES

YEAR I

The four-year undergraduate programme provides a wide range of modules in Physical and Human Geography, including Methods and Techniques in Geography, Spatial Planning, Regional Development Studies and Geography of Tourism. The Department launched a research Master's degree programme in cooperation with cognate Geography departments overseas in 1996. Research proposals for doctoral studies will be considered. The Departmental Laboratory for Spatial Analysis, inaugurated in May 2002, facilitates the teaching of GIS-related knowledge and skills to students of the third and fourth year level of study in Geography.

GES3111 FUNDAMENTALS OF GEOGRAPHY

Students acquaint themselves with general foundations and basic concepts of Geography, including the subject's links to auxiliary disciplines (organisational plan). Structures, functions, processes, patterns and phenomena of physical ("natural") and human environments will be introduced with special reference to Namibia, in particular atmosphere, lithosphere, hydrosphere, biosphere; demographic features of population, economic activities and land-use; settlements and infrastructure.

GES3132 BASIC SKILLS IN GEOGRAPHY

This module familiarises students with techniques and tools essential for the study and application of Geography, such as map reading, mapping skills, data compilation/geo-statistics, data processing and presentation.

YEAR II

The foundation level, the second year of study, seeks to build students' knowledge relating to various physical processes and regarding the human's role in rural and urban environments. Mainly viewed from the systems approach, modules focus on Africa, but may include selected areas of other continents.

GES3211 PHYSICAL GEOGRAPHY 1

GES3202 PHYSICAL GEOGRAPHY 2

Two semesters which introduce climatology and hydrology; the climate, weather and water resources of Namibia; basic geology and plate tectonics; fluvial geomorphology, weathering and mass movement; coastal and desert geomorphology; basic pedology; Namibian examples.

GES3231 HUMAN GEOGRAPHY 1

GES3222 HUMAN GEOGRAPHY 2

Two semesters which introduce themes in: Settlement Geography, namely physical structures, chains and hierarchies, migration and urbanisation, social and economic organisation; Economic Geography, namely distribution of renewable and non-renewable resources, economic sectors, models of agricultural location and location of industries, patterns of economic activity, world economy, development and economic reproduction in an era of post-Fordism; Social Geography, namely types of society, structures, indicators defining social and spatial disparities, gender equality, health and socio-economic development.

PRACTICALS

Closely relating to the content taught in the second year of study, exercises aim to develop the reflective skills of students through application of knowledge.

YEAR III

Geography may contribute to problem solving in society or to improving the sustainability of economic growth and development. The modules GES 3321 General Methods and Techniques in Geography and GES 3342 Techniques in Spatial Analysis provide skills required for research, analysis, spatial assessment and evaluation, both in rural and urban environments of change. The remaining modules of this intermediary level of study assist students in perceiving:

- * human interaction with the environment,
- * regional differences and similarities,
- * means to apply knowledge and understanding to paradigms and concepts of development.

GES 3331 GENERAL METHODS AND TECHNIQUES IN GEOGRAPHY

Assessment: Continuous assessment 60%, examination 40% (1 x 3 hour examination)

A semester laying the foundation in scientific method; hypothesis formulation; collection and compilation of data; research design and management; field survey and reconnaissance; summarising of results. An exposure to map production; basic geodesy; map and aerial photography analysis and interpretation complements this skill enhancing module.

GES3352 REGIONAL GEOGRAPHY

The module aims to further students' knowledge on regional structures and functions (politico-economic, socio-cultural) in Africa and other continents. It reflects facts and figures in a regional context, emphasising the interaction of local and external factors, forces and processes over distance and time. The module incorporates aspects of regional development against the background of different approaches to development (social welfare, structuralist, modernisation) and their paradigms. Students are encouraged to synthesise their knowledge and improve their understanding of regions.

PRACTICALS

Closely relating to the content taught in the third year of study, exercises aim to develop the reflective skills of students through application of knowledge.

GES3399 EXCURSION

Excursions seek to familiarise students with methods and techniques required for observing, analysing and assessing environments on site.

YEAR IV

In environments of change through human exploitation, the papers GES 3410, GES 3420 and GES 3430 focus on the analysis, designing, planning and management in rural and urban areas, including their economies and societies. At this advanced level of study, emphasis is laid on capacity building in Applied Geography. The remaining papers address issues in special fields of Geography, encouraging students to synthesise their knowledge obtained during their degree programme.

Select TWO from the following:

GES3440 GEOGRAPHY OF TOURISM

Focusing on aspects such as regional distribution of tourism patterns; mass tourism versus alternative modes of tourism like eco-tourism, cultural tourism and adventure tourism; tourism as alternative economic activity for rural populations and sensitive environments; as mode to broaden the benefits to society; and the social, economic and environmental impacts of tourism; this paper investigates the growing significance of tourism research for Namibia in terms of ethical, environmental and economical responsibility.

GES3430 POLITICAL GEOGRAPHY

This paper focuses on changing patterns of politico-economic and socio-cultural landscapes, including Africa, addressing phenomena relating to the restructuring of the world economy.

GES3450 THEMES IN ADVANCED GEOGRAPHY

This paper focuses on themes in Physical and Human Geography, which may have been researched by staff members or visiting lecturers. Themes require a great deal of Module work and student presentation.

HISTORY

YEAR I

HIS3111 AFRICAN CIVILISATIONS

This module serves to introduce students to African history. Three important African civilizations – Ethiopia, Mali and Zimbabwe – will focus the student's attention on important aspects of general African history: ancient cultures, art, material culture, trade, society, gender, literature, religion and politics in Africa. At the same time this focus will provide for the student's engagement with three geographic regions – eastern, western and southern Africa – ranging from early, archaeological times to present-day African issues. The module will explore the themes through lectures, readings and videos. Module material will have to be purchased.

HIS3132 HISTORY: IMAGES, TOOLS AND CONCEPTS

This module will emphasise the skills historians need to ply their craft. The use of argument and different ways of looking at the past will feature prominently. Public history, orature and the role of different methodological and conceptual tools will be discussed. The module will aim to promote a hands-on and participatory approach to history.

NOTE: *HIS3132 is a pre-requisite to all Year II modules. [See Yearbook of Faculty of Humanities and Social Sciences]*

YEAR II

HIS3232 EARLY SOUTHERN AFRICAN HISTORY

Issues: the peopling of Africa, particularly southern Africa; languages, the development of social formations as predicated on the environment, the climate, mineral resources; development of economic formations. Archaeology and historical linguistics will form the methodological underpinning of this module.

HIS3252 CAPITALISM, COLONIALISM AND WESTERN DOMINATION

The focus will be on the emergence and development of capitalism and the underlying conditions and causes that precipitated European colonialism. The relationship between these phenomena and growing Western economic and cultural domination will also be analysed.

HIS3211 THE MAKING OF THE ATLANTIC WORLD

The emergence of a triangular system of trade contact between Europe, Africa and the Americas; a focus on conditions in early modern European societies: 1400 – 1800; local responses and initiatives to European conquest, commerce, slavery and the impact of disease.

YEAR III

HIS 3311 EARLY NAMIBIAN HISTORY

Focus on early Namibian history: communities, languages, material cultures, arts and crafts, politics, interrelations, migrations, proto-colonial developments, early state formation. Methodologies: oral history, critical reading of available historical sources, writing.

HIS 3322 COLONIAL & POST-COLONIAL SOUTHERN AFRICA

Proto-colonial and colonial developments with an emphasis on the African-European encounter and interaction, state formation and nationalism. Methodologically the module will focus on critical reading and writing.

YEAR IV

HIS 3410 PUBLIC HISTORY

The origins of museums, debates about ethnographic representation and the repatriation of cultural artifacts, practical analysis of museum displays and their meanings. Consideration of tourism and the heritage industry, discussion of the concept of 'the tourist gaze' and forms of representation in the marketing of culture; monuments, commemorations and memorials, debates over what is remembered, dissonant heritage and dark history.

VISUAL ARTS & PERFORMING ARTS (incorporating Drama and Music)

For Module Combinations, please see relevant departments in the FHSS. However, the guidelines for each school subject is that B.Ed students are required to take nine full semester modules distributed as follows:

- 2 modules in Year I,
- 3 modules in Year II,
- 2 modules in Year III, and
- 2 modules in Year IV.

RELIGIOUS STUDIES

[No new intakes in 2007]

YEAR I

RRS3111 MORAL AND RELIGIOUS FOUNDATIONS OF SOCIETY

Critical moral disModule on questions such as: What vision for the good society can we share with one another? How can we build a nation with people of moral and religious integrity? What does a sense of responsibility entail in nation building?

RRS3132 THE WORLD'S RELIGIOUS TRADITIONS AND THEIR SCRIPTURES

A brief survey of the origin, development, main ideas and historical impact of the world's major religious traditions, with a basic introduction to their scriptures.

YEAR II

RRS3211 RELIGIOUS AND MORAL EDUCATION IN NAMIBIA

The new syllabi for Religious and Moral Education and Religious Studies in Namibian schools: rationale, goals, content, method, implementation and problems. Ethics in the school curriculum.

RRS3222 ISSUES IN SOCIAL ETHICS

Selected issues in Social Ethics, such as human rights and freedoms, abortion, euthanasia, war, domestic violence, capital punishment, poverty, economic justice.

RRS3251 AFRICAN RELIGION AND HISTORY

The development of African religion and culture in different regions and phases of African history.

YEAR III

RRS3311 RELIGION AND SOCIETY IN NAMIBIA

Theoretical models concerning religion and society. The role of religion in Namibian society, including e.g. Western missions and their impact, the colonial legacy, indigenisation of the gospel, African Independent Churches in Namibia, the liberation struggle, the role of the Council of Churches in Namibia (before and after independence), moral issues in public debate and the secular state.

RRS3352 COMPARATIVE RELIGIOUS STUDIES

Selected issues regarding major religious traditions, such as origin and development, ideas and doctrines, anthropology and ethics, soteriology and eschatology, modern forms and influence.

YEAR IV

Choose TWO Modules from the following:

RRS 3410 IN-DEPTH STUDY OF A PARTICULAR RELIGIOUS TRADITION/LEADER

In-depth research into the background, literature, ideas, influence, ethos, etc. of a particular religious tradition or leader.

RRS 3420 ASPECTS OF AFRICAN THEOLOGY AND ANTHROPOLOGY

A study of selected aspects of African theology and anthropology, such as being human (Ubuntu), role of the extended family, and the inter-relationship between religion and morality.

RRS 3430 RESEARCH PAPER ON A SELECTED RELIGIOUS STUDIES TOPIC

A research paper (of approximately 10000 words) on a selected Religious Studies topic, according to guidelines provided by the Department.

**B.1.8 OPTION B: B.ED. MODULE DESCRIPTION (MATHEMATICS AND SCIENCE EDUCATION)
(10BEDS)**

TEACHING METHODS OF BIOLOGYEST3300

Module Equivalent:	SMT3320
Prerequisite:	General Teaching Methodology & Pass in all first and second year school subject related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Learner centred education in Biology. Micro-teaching. Preparation for teaching practice. Management and safety in the school laboratory. Investigations and projects (Modulework). Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Biology: selected topics in school Biology. Design and marking of tests and examinations.

TEACHING METHODS OF AGRICULTUREEST3320

Module Equivalent:	SMT3350
Prerequisite:	General Teaching Methodology & Pass in all first and second year school subject related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Learner-centered education in Agriculture. Micro-teaching. Preparation for teaching practice. Management and safety in the school laboratory. Investigations and projects (Modulework). Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Agriculture: selected topics in Agriculture. Design and marking of tests and examinations.

TEACHING METHODS OF PHYSICAL SCIENCEEST3340

Module Equivalent:	SMT3330
Prerequisite:	General Teaching Methodology & Pass in all first and second year school subject related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Learner centered education in Physical Science. Micro-teaching. Preparation for teaching practice. Management and safety in the school laboratory. Investigations and projects (Modulework). Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Physical Science: selected topics in Physical Sciences. Design and marking of tests and examinations.

TEACHING METHODS OF COMPUTER STUDIESEST3360

Module Equivalent:	SMT3360
Prerequisite:	General Teaching Methodology & Pass in all first and second year school subject related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Learner centred education in Computer Studies. Micro-teaching. Preparation for teaching practice. Investigations and projects (Modulework) and problem solving. Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Management and safety in the computer laboratory. Evaluation and testing. Creativity in teaching Computer Studies: selected topics in Computer Studies. Uses and abuses of computers in society. Design and marking of tests and examinations.

TEACHING METHODS OF MATHEMATICSEST3380

Module Equivalent:	SMT3310
Prerequisite:	General Teaching Methodology & Pass in all first and second year school subject related Modules
Duration:	2 Semesters
Contact hours:	2 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Learner centred education in Computer Studies. Micro-teaching. Preparation for teaching practice. Classroom facilities and organization. Mathematical investigations/projects and problem solving. Modulework in Mathematics. Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Mathematics. Design and marking of tests and examinations.

B.ED MODULE DESCRIPTION OF SCHOOL SUBJECTS I & II: OPTION B (MATHEMATICS AND SCIENCE) FROM THE FACULTY OF SCIENCE

MATHEMATICS DEPARTMENT

MTS 3101: MATHEMATICS 1 A(2 L/WEEK)

Contact time:	28 hours
1 hr practical per week:	14 hours
Assessment:	Continuous 50% (tests and assignments)
Examination:	50% (1 x 2 hour paper)
Prerequisite:	IGCSE Mathematics or special remedial Module

This Module is to be taken by all first year science students

Content: Sets: Notations and diagrams to describe sets, subsets, supersets, equality of sets, empty sets, singletons, intersection, union, disjoint sets, difference of two sets, complement. Simplification and expansion of algebraic expressions. The absolute value, triangle inequality, linear equations, linear inequalities, quadratic equations, quadratic inequalities. Points and lines in a plane: the distance formula, parallel and perpendicular lines, circles and tangent lines.

MTS3121: ANALYTIC GEOMETRY AND COMPLEX NUMBERS(2L/WEEK)

Contact time:	28 hours
1 hour practical per week:	14 hours
1 two-hour paper	
Prerequisite:	IGCSE Mathematics

Content: Conic sections: ellipse, parabola, hyperbola. Complex numbers: operations on complex numbers, the complex conjugate, Argand diagram. Vectors in two and three dimensions: addition of vectors, multiplication by a scalar, magnitude, dot product, cross product.

MTS 3112: MATHEMATICS1 B (4L/WEEK)

Contact time: 56 hours
1 hour practical per week: 14 hours
Assessment: Continuous 50% (test and assignments)
Examination: 50% (1 x 3hour paper)
Prerequisite: IGCSE Mathematics or special remedial Module
Co-requisite: MTS 3101

Module for students who do not major in mathematics.

Content: Functions and their graphs, Euler's number and natural logarithm, the exponential and logarithmic function. Sequences and series with application to life sciences. The binomial formula, binomial expansion and application, small systems of linear equations. 2×2 and 3×3 matrices. Trigonometry, differentiation, applications of the derivative: maxima, minima, increasing and decreasing functions.
Integration.

MTS 3132: FOUNDATION MATHEMATICS (4L/WEEK)

Contact time: 56 hours
1 hr practical per week: 14 hours
Assessment: Continuous 50% (tests and assignments)
Examination: 50% (1 x 3 hour paper)
Prerequisite: IGCSE Mathematics
Co-requisite: MTH 3101

Content: Functions: domain, codomain, range, image, preimage, one-to-one functions, onto functions, composite function, inverse of a function, even and odd functions, increasing and decreasing functions.
Euler's number and natural logarithm, polynomials, remainder and factor theorem, partial fractions,
Trigonometry; limit of a function, Newton quotient, derivative of a function, rules of differentiation, antiderivatives, area under a graph, the definite integral.
Introduction to Matrices and Systems of Linear Equations: Matrix algebra, determinants, Inverses, Solutions of systems of linear equations by Cramer's rule and Gauss Elimination.

MTS 3321: LINEAR ALGEBRA I (2 L/WEEK)

Contact time: 28 hours
2 hour practical per week: 28 hours
Assessment: Continuous 50% (tests and assignments)
Examination: 50% (1 x 2 hour paper)
Prerequisite: MTS3222

Content: Elements of set theory: ordered pair, set-theoretical definition of a function, image and preimage of a set, family of sets, equivalence relation, partition, ordered set, equipotent set, countable set, Axiom of choice, Zorn's Lemma. Vector spaces: definition and examples, subspaces, operation on subspaces, complement of a subspace, Dedekind's Law, span of a subset, linearly independent set of vectors, basis.

MTS 3211: CALCULUS I (4 L/WEEK)

Contact time: 56 hours
2 hour practical per week: 28 hours
Assessment: Continuous 50% (tests and assignments)
Examination: 50% (1 x 3 hour paper)
Prerequisites: MTS 3132

Content: Inverse trigonometric functions. Sequences and series of numbers: the limit of a sequence, absolutely convergent series, tests of convergence. Limits and continuity of functions: limit at a point, improper limit, continuity. Exponential and logarithmic function, hyperbolic functions, area functions. Derivatives: definition, rules of differentiation, chain rule, derivative of the inverse function, Rolle's theorem, Mean Value theorem, L' Hospital's rule, applications of the derivative. Partial differentiation, chain rule, directional derivative. Integration: antiderivatives, Riemann sums, fundamental theorem of calculus. Approximations of the definite Riemann integral: the trapezoidal rule, Simpson's rule. Applications of the definite Riemann integral.

MTS3201: SETS AND NUMBERS (2L/WEEK)

Contact time: 28 hours
1 hour practical per week: 14 hours
1 two-hour paper
Prerequisites: MTS3101, MTS3132

Content: Basic logic: implication, negation, contrapositive, conjunction, disjunction, equivalence.
 Sets: de Morgan's laws, power set, Cartesian product, definition of a binary relation, functions as binary relations, preorder. Real numbers: natural numbers, integers, positional number systems, induction.
 Complex numbers: argument, modulus-argument form, de Moivre's formula, fundamental theorem of algebra.

MTS 3232: CALCULUS II **(4 L/WEEK)**

Contact time:	56 hours
2 hour practical per week:	28 hours
Assessment: Continuous	50% (tests and assignments)
Examination:	50% (1 x 3 hour paper)
Prerequisite:	MTS 3132

Content: Integration techniques: integration by substitution, integration by parts, integration of rational functions. Power series: radius of convergence, interval of convergence, Taylor series, binomial theorem.
 Simple types of ordinary differential equations. Line integral, surface and volume integrals, parametric representation of surfaces, vector fields, Green's theorem, Stokes theorem, Divergence theorem.

MTS3222: ELEMENTARY LINEAR ALGEBRA **(2L/WEEK)**

Contact time:	28 hours
1 hour practical per week:	14 hours
1 two-hour paper	
Prerequisites:	MTS3132

Content: Systems of linear equations, Gauss elimination and solutions of a system of linear equations, matrix algebra, determinant, inverse of a matrix, Cramer's rule, symmetric and skew-symmetric matrices, orthogonal matrices. Linear algebra in \mathbb{R}^2 , \mathbb{R}^3 , \mathbb{R}^n : subspace, linear combination, linear independence, linear dependence, basis, dimension. Points, lines, planes and hyperplanes in \mathbb{R}^2 , \mathbb{R}^3 , \mathbb{R}^n , orthogonality, angle.

MTH 3201: SET THEORY AND FUNCTIONS **(2 L/WEEK)**

Contact time:	28 hours
1 hr practical per week:	14 hours
Assessment:	Continuous 50% (tests and assignments)
Examination:	50% (1 x 2 hour paper)
Prerequisites:	MTH 3101, MTH 3132

Contents: Real Numbers: Integers, natural numbers, rational and irrational numbers, representation of numbers and their properties Sets: operations, indexed sets, product sets, family of sets, cardinality, countable and uncountable sets.
 Relations: order relation, partial orders, total orders, equivalence relation and equivalence classes, partition of a set.
 Functions: Functions as relations, one-to-one functions, onto functions, bijective functions.
 Images and preimages of subsets. Binary operations: commutative, associative. Methods of proof.

MTH 3222: NUMBER THEORY **(2 L/WEEK)**

Contact Time:	28 hours
1 hr practical bi weekly:	7 hours
Assessment: Continuous	50% (tests and assignments)
Examination:	50% (1 x 2 hour paper)
Prerequisites:	MTH 3101, MTH 3132

Contents: Properties of the integers; the division algorithm; the greatest integer function; primes; fundamental theorem of arithmetic; Euclidean algorithm; Linear Diophantine equations; the principle of induction, well ordering principle, Modular arithmetic: Congruences: solution of linear and simultaneous congruences, Chinese remainder theorem, magic squares, polynomial congruences, fundamental theorems of modular arithmetic, primitive roots, quadratic congruences.

MTS 3312: LINEAR ALGEBRA II (4 L/WEEK)

Contact time: 56 hours
3 hour practical per week: 42 hours
Assessment: Continuous 50% (tests and assignments)
Examination: 50% (1 x 3 hour paper)
Prerequisite: MTS3222
Co-requisite: MTS3321

Content: dimension of a vector space, dimension formula for subspaces, linear mappings: kernel, image, rank, defect, image and preimage of a subspace, isomorphism, coset, factor space, homomorphism theorem, dimension formula, linear form, dual. Endomorphisms: involution, projection, eigenvalue, eigenvector, eigenspace. Matrix theory: representation of a linear mapping by a matrix, change of basis, similar matrices. Euclidean vector spaces: scalar product, norm of a vector, Cauchy-Schwarz inequality, orthogonal basis, orthonormal basis, orthogonal mappings. Determinantal forms, determinant of an endomorphism, characteristic polynomial.

MTS 3311: REAL ANALYSIS I (4 L/WEEK)

Contact time: 56 hours
3 hour practical per week: 42 hours
Assessment: Continuous 50% (tests and assignments)
Examination: 50% (1 x 3 hour paper)
Prerequisites: MTS3211, MTS3232

Content: The field \mathbb{R} of the real numbers: bounded set, supremum and infimum, completeness property of \mathbb{R} , Archimedean property of \mathbb{R} , intervals. Sequences and series of real numbers: bounded sequence, monotonic sequence, the limit of a sequence, limit rules, subsequence, theorem of Bolzano-Weierstrass, Cauchy sequence, completeness of \mathbb{R} , convergent and absolutely convergent series, convergence tests. The limit of a function at a point, limit rules, continuous functions, intermediate value theorem, maximum-minimum theorem, uniform continuity. Differentiation: definition of differentiability, rules of differentiation, mean value theorem, theorem of Taylor. The Euclidean space \mathbb{R}^n : Euclidean metric, neighborhood, open set, closed set, limit of a sequence, theorem of Bolzano-Weierstrass, completeness of \mathbb{R}^n , limit of a function, limit rules, continuous function.

MTS 3381: ORDINARY DIFFERENTIAL EQUATIONS (2 L/WEEK)

Contact time: 28 hours
1 hour practical per week: 14 hours
Assessment: Continuous 50% (tests and assignments)
Examination: 50% (1 x 2 hour paper)
Prerequisites: MTS3211, MTS3232

Content: Second order linear equations: homogenous equations with constant coefficients, complex roots of the characteristic equation, repeated roots; non-homogenous equations: method of undetermined coefficients, variation of parameters. Series solution of second order linear equations. Bessel's equation. The Laplace transform: solution of initial value problems, inverse Laplace transform. System of first order linear equations, homogeneous linear system with constant coefficient, nonhomogeneous linear system.

MTS 3322: REAL ANALYSIS II (2 L/WEEK)

Contact time: 28 hours
2 hour practical per week: 28 hours
Assessment: Continuous 50% (tests and assignments)
Examination: 50% (1 x 2 hour paper)
Prerequisites: MTS3211, MTS3232

Content: Partial differentiation: gradient, divergence, curl, partial derivatives of higher order. Differentiation: differentiability, rules of differentiation, Jacobi matrix, Mean value inequality, Taylor's theorem, local extrema. Ordinary differential equations: initial value problem, separable, exact, linear, homogeneous equation, Variation of parameter, integrating factor.

STATISTICS DEPARTMENT

STS3101 STATISTICS 1A

2L PER WEEK

14 weeks

1 x 2 hours exam paper

Pre-requisite: At least a credit in IGCSE Mathematics or its equivalent or at least a symbol 3 in HIGCSE Mathematics

Assessment: Continuous-40%,
Examination- 60%

Content: What is Statistics and who is the Statistician? Definition of the word 'data' and 'information': quantitative versus categorical, discrete versus continuous data. Variables: qualitative/ quantitative.

Sources of data: primary versus secondary sources, population versus sample. Sampling techniques: why sample? Probability versus non-probability sampling methods: Simple Random Sampling, Stratified Sampling, Systematic Sampling, Cluster Sampling; use of random numbers tables. Types of measurement: nominal, ordinal, interval and ratio scales. Presentation of data: tabular forms- frequency tables, graphical methods-histograms, pie charts, compound bar chart, stem and leaf plot, box-and-whisker plot, frequency polygon, etc. Measures of Central tendencies: Mean, median and mode; Measures of dispersion- standard deviation and variance, inter-quartile range; skew ness and kurtosis, identifying outliers; sigma notation

STS3452 STATISTICS FOR EDUCATORS

4L PER WEEK

14 weeks

1 x 2 hour exam paper

Pre-requisite: None

Assessment: Continuous-40%,
Examination- 60%

Content: A person who has done this Module will be versed enough to teach (H) IGCSE Statistics. In order to be able to do that, one has to know a bit more than what is in the (H)IGCSE syllabus. This Module intends to strengthen potential teachers in this respect. The Module content include:

Types of Data; Sampling Techniques; Presentation of Data; Descriptive Statistics; Basic Probability Concepts; Simple Linear Regression and Correlation; and Testing Association using Chi-square distribution, t-distribution, etc.

BIOLOGY DEPARTMENT

BLG3101 BIOLOGY 1A

2L+1PS/ WEEK

Contact time: 28 hours Attached time: 42 hours

Assessment: CA 40% theory (not less than 1 test and 1 assignment):

50%; practicals (not less than 10 marked assignments):

50% Exam 60%

1x 2hr theory paper 100%

Pre-requisite: IGCSE Biology

Equivalent: (BLG3101 + BLG3121) = BIO3100 General Biology

Contents: The first part of the Module will look at basic laboratory equipment used in Biology and safety procedures. Basic techniques in Biology such as microscopy, drawing, the scientific process, writing of scientific reports etc. will be covered. The second part of the Module will consist of cell biology: prokaryotic and eukaryotic cells, ultrastructure of plant and animal cells; cell organelles and their functions; cellular transport; cellular reproduction and the cell cycle. The Module will be concluded with an introduction to genetics: basic principles; reproduction as the basis of heredity; principles of inheritance; Mendelian theory; chromosomes and chromosomes variations; structure and mapping; linkage and cross-over.

BLG3112 BIOLOGY 1B

4L+1PS/WEEK

Contact time: 56hours Attached time:42 hours

Assessment: CA 40% theory (not less than 2 tests & 1 assignment)

60%practicals (not less than 10 marked assignments)

40% Exam 60% 1x3hr theory paper 70% 1x1hr practical exam 30%

Pre-requisite: IGCSE Biology

Equivalent : (BLG3101 + BLG3121) = BIO3100 General Biology

Contents: This Module follows the syllabus for HIGCSE Biology. It is organized around five themes, namely diversity and classification of organisms, organisation and maintenance of the organism, physiology, development of the organism and continuity of life, relationships of organisms with one another and their environment. While special emphasis is placed on the Plant and Animal Kingdoms, including the human, aspects of bacteriology and virology are also discussed. Students will be introduced to broad ecological, microbiological, molecular and physiological principles, which will be expanded in later years. Concepts such as phylogeny of living organisms and identification of species relevant to Namibia will be carried through the Module. Each theme will be supplemented with appropriate weekly practical sessions in the laboratory and the field, with both microscope and investigative experimental work being covered.

BLG3211	PLANT BIOLOGY	4L+PS/ WEEK
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Contact time: 56hours Attached time:42 hours
 Assessment: CA 40% theory (not less than 2 tests & 1 assignment)
 60% practicals (not less than 10 marked assignments)
 40% Exam 60% 1x3hr theory paper 70% 1x1hr practical exam 30%

Pre-requisite: BLG3101 Biology 1A and BLG3112 Biology 1B;
 OR HIGSCE Biology 1,2,3

Equivalent : BIO 3211 Functional Plant Biology

Contents: This Module starts with an introduction to systems of classification, including the five kingdom and the three domain systems. It then considers the characteristics and life cycles of the following important algae and plant groups: Chlorophyta, Phaeophyta, Rhodophyta, Chrysophyta, Euglenophyta, Pyrophyta, Cryptophyta, Bryophytes, Mosses (liverworts & hornworts), Lycopodophyta, Equisetophyta, Pteridophyta, Gingkophyta, Cycadophyta, Pinophyta, Gnetophyta, and the angiosperms. The basic anatomy of the angiosperm stem, root and leaves as well as morphological adaptations of these organs are also discussed.

BLG3212	ANIMAL BIOLOGY	4L+1PS/WEEK
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Contact time: 56hours Attached time: 42hours
 Assessment: CA 40 theory (not less than 2 tests & 1 assignment)
 60%practicals (not less than10 marked assignments)
 40% Exam 60% 1x3hr theory paper 70% 1x1hr practical exam 30%

Pre-requisite: BLG3101 Biology 1A and BLG3112 Biology 1B;
 OR HIGSCE Biology 1,2,3

Equivalent: BIO3212 Functional Animal Biology

Contents: Introduction to Animal Biology will deal with the classification of animals. The Module will then concentrate on the trend of the Phylogeny of animal evolution and its structure, diversification and functions. This will reinforce the understanding of Phylogeny. The evolutionary trends of each phylum will be discussed from the primitive to the most advanced animals. In addition to Animal Biology, students will have a brief introduction into the classification and the structures of Bacteria.

BLG3202	CELL AND MOLECULAR BIOLOGY	2L+ ½ PS/WEEK
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Contact time: 28hours Attached time: 21 hours
 Assessment: CA 40% theory (not less than 2 tests & 1 assignment)
 60%practicals (not less than 10 marked assignments)
 40% Exam 60% 1x3hr theory paper 70% 1x1hr practical exam 30%

Pre-requisite: BLG3101 Biology 1A and BLG3112 Biology 1B; OR HIGSCE Biology 1,2,3

Equivalent: BIO 3213 Cell and Molecular Biology

Contents: An introduction to the chemical basis of cellular processes: important elements, compounds and molecules as well as chemical bonds and their importance and roles in biochemical reactions are being looked at. This leads to the study of macromolecules such as proteins, enzymes and nucleic acids and their roles in cellular organization. This unit also examines the organization and control of genetic information in the production of proteins. The organization of the chloroplast and mitochondrion and their principal metabolic pathways are also reviewed.

EBL3231	INTRODUCTION TO ECOLOGY	4L+1PS/WEEK
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Contact time: 56hours Attached time: 42hours
 Assessment: CA 40% theory (not less than 1 tests & 1 assignment) 50% practicals
 (not less than 5 marked assignments) 50%
 Exam: 60% 1x3hr theory paper 100%

Pre-requisite: BLG3101 Biology 1A and BLG3112 Biology 1B; OR HIGSCE Biology 1,2,3

Equivalent: BIO 3231 Introduction to Ecology

Contents: Introducing Ecology: definition, scope, levels, and development of Ecology and Ecological studies Adaptation: meaning, tolerance of biotic organisms to varying abiotic environments, homeostasis. Climate: solar radiation, effects of rotation on climate, regional climates, microclimates, climate and vegetation. Water balance: plant and animal responses to moisture. Thermal balance: temperature and metabolism, plant and animal responses to temperature, temperature and distribution of biotic organisms. Light and biological cycles: plant adaptations to light intensity, photoperiodism seasonality. Soils: soil genesis, soil development, classification and mapping.

MBL3231	INTRODUCTION TO MICROBIOLOGY	4L+1PS/WEEK
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Contact time: 56 hours Attached time: 42hours
 Assessment: CA 40 theory (not less than 1 tests & 1 assignment) 50% practicals
 (not less than 5 marked assignments) 50%
 Exam 60% 1x3hr theory paper 100%

Pre-requisite: BLG3101 Biology 1A and BLG3112 Biology 1B; OR HIGSCE Biology 1,2,3

BLG3232 HUMAN BIOLOGY**4L + 1PS / WEEK**

Contact time: 56 hours Attached time: 42 hours
Assessment: CA 40% theory (not less than 2 tests and 1 assignment) practicals (not less than 10 marked assignments)
Exam 60% 1x 3hr theory paper
Pre-requisite: BLG3101 Biology 1A and BLG3112 Biology 1B; OR HIGSCE Biology 1,2,3
Equivalent: BIO3232 Human Biology

Contents: This Module will cover the following areas: Human evolution, including evidence based on fossils, biochemistry, anatomical and biogeography. Physiology and anatomy of human body systems. Disorders of cardiovascular system (hypertension, atherosclerosis, stroke and aneurysm), Immunological e.g. allergies and autoimmune diseases; respiratory diseases e.g. bronchitis, pneumonia and emphysema; endocrine disorders e.g. diabetes and goiter; vision e.g. myopia, hyperopia and astigmatism. It will also cover integration and coordination as well as some infectious diseases like HIV/AIDS, hepatitis, malaria, schistosomiasis and trypanosomiasis including their vectors and transmission mechanisms. The human genome, the process of aging and cancers will also be taught.

MBL3312 MICROBIOLOGY & MOLECULAR GENETICS**4L+1PS/WEEK**

Contact time: 56hours Attached time: 42hours
Assessment : CA 40% Theory (not less than 2 tests & 1 assignment) 50% Practicals (not less than 10 marked assignments) 50%
Exam 60% 1x3hr theory paper 100%
Pre-requisite: BLG3202 Cell and Molecular Biology and PMB3231 Introduction to Microbiology
Equivalent: MPB3311 Microbiology

Contents: Identification of bacteria: Microscopy, culture characteristics, biochemical tests, rapid methods. Microbial metabolism: Generation of energy: Breakdown of glucose to pyruvate, three pathways. Aerobic and anaerobic respiration. Fermentations. Oxidation of inorganic molecules. Bacterial photosynthesis. Microbial genetics and genetic engineering: Organization and replication of prokaryotic DNA. Mutations: types, isolation, repair. Conjugation, transformation and transduction. Isolation, specific cleavage and synthesis of DNA. Vectors. Transformation. Identifying recombinants. Characterizing genes. Industrial microbiology: Industrial fermentation: media, scale-up, fermentation vessels. Strain selection. Preservation of strains. Products. Bioconversions, biodegradation, bioremediation, bioleaching. Factors that may influence sterility in manufacturing. Design, operation and monitoring of a facility for manufacture of sterile products. Mushroom cultivation: History of cultivation. Mushroom fungus genetics. Obtaining pure cultures. Spawn, Production substrates. Cultivation of Agaricus, Pleurotus, Lentinula, Volvariella. Pests. Potential for mushroom cultivation in Namibia. Virology: Structure of Plant, animal and bacterial viruses. Reproduction.

EBL3312 ECOSYSTEM ECOLOGY**4L+1PS/WEEK**

Contact time: 56hours Attached time: 42hours
Assessment : CA 40% Theory (not less than 2 tests & 1 assignment) 35%field trip 35%
Practicals (not less than 5 marked assignments) 30%
Exam 60% 1x3hr theory paper 100%
Pre-requisite: ENV3231 Introduction to Ecology
Equivalent : ENB3312 Community Ecology & ENB3313 Arid Zone Ecology

Contents: Essential processes of ecological systems; Nature of ecosystem energetics: primary production-environmental factors facilitating and/or limiting primary production; secondary production-environmental factors facilitating and/or limiting secondary production; food chains and food webs-definitions, hypotheses and trophic levels; models of energy flow in ecosystem energetics; biogeochemical cycles: Oxygen cycle, carbon cycle, nitrogen cycle, phosphorous cycle, sulphur cycle; ecosystems and biomes: grassland, tropical savannah, desert, tropical forests; Namibian ecosystems and diversity of life within – desert, nama karoo, karoo, savannah. Arid environments: characteristics- soil, water, wind storms, sand storms, rainfall, temperature, dew; adaptation of living organisms to arid environments- plants, vertebrate and invertebrate animals. Desertification: definition, proximate and ultimate causes, effects, prevention. Deforestation: definition, causes, effects. Communities: definition, classification, physical structure, biological structure; edge communities, Island communities, community population interaction, community patterns in space and time. Disturbance: characteristics, sources, effects on nutrient cycling, animal response to disturbance, disturbance and community stability. Succession: definition, descriptive approach, models, climax, fluctuations, changes in ecosystem attributes, time and direction, succession and animal life, degradative succession.

EBL3332 CONSERVATION BIOLOGY & BIODIVERSITY**4L+1PS/WEEK**

Contact time: 56hours Attached time:42hours
Assessment: CA 40% Theory (not less than 2 tests & 1 assignment) 35% field trip 35%Practicals (not less than 5 marked assignments) 30%
Exam 60% 1x3hr theory paper 100%
Co-requisite: ENV3312 Ecosystem Ecology and ENV3311 Population Ecology
Equivalent: ENB3321 Conservation Biology

Contents: Concept of biodiversity conservation: definitions of biodiversity and conservation; Global patterns of biodiversity; distribution of biodiversity-emphasis on Namibia. Value of Biodiversity: direct value- medicinal value, agricultural value, consumptive value; indirect value- biogeochemical cycles, waste disposal, provision of fresh water, prevention of soil erosion, regulation of climate, ecotourism. Causes of extinction: habitat loss; alien species; pollution-acid deposition, eutrophication, oil pollution, ozone depletion, organic chemicals, radioactive wastes; overexploitation. Conservation of biodiversity: species by species conservation-keystone species, metapopulations; habitat conservation- biodiversity hotspots, wilderness areas, protected ecosystems- national parks/reserves, wetlands, reserve design; landscape dynamics; computer analysis – gap analysis, population viability analysis. Habitat restoration: Restoration Ecology, restoration plan. Captive Breeding: definition, genetic problems with small populations, fostering, reintroduction of captive-bred animals. Biodiversity conservation agreements: national, international, United Nations conventions and agreements on conservation of biodiversity and protected areas

PHYSICS DEPARTMENT

PHC3101: PHYSICS 1A (2L/WEEK)

Equivalent: PHY3119 J
 Contact Time: 28 hours Practical Time:14 sessions (42 hours)
 Assessment: Continuous 50%
 Exam 50% 1 x 3-hour paper
 Pre-requisites: IGCSE Physical Science
 Co-Requisites: MTS 3101 Mathematics 1A, STS3121 Statistics 1A

Contents: Units and unit conversion; Vectors; Motion in one and two dimensions; Newton's laws of motion and applications; Static's; Gravitation; Work, energy and power; Introduction to momentum; (Practical lessons)

PHC3112: PHYSICS 1B (4L/WEEK)

Equivalent: PHY3119 J
 Contact Time: 56 hours Attached Time: 0
 Assessment: Continuous 50%
 Exam 50% 1 x 3-hour paper
 Pre-requisites: IGCSE Physical Science
 Co-Requisites: MTS3132 Mathematics 2B, (rec) / MTS 3112 Mathematics 1B, STS3121 Statistics 1A and PHC3192: LAB1

Contents: electric charge; insulators and conductors; Electric force and coulomb's law
 Electric field and Gauss's law; Electric potential; Capacitance and capacitors; Direct current; Ohm's law and simple circuits; Concept of magnetic field; Alternating current; Transformers; Phenomenological approach to RL and RC circuits; Temperature, gas and thermal expansion; Basic geometrical optics; Radioactivity and its detection.

PHC3192: LAB1 (1S/WEEK)

Contact Time: 0 Practical Time: 14 sessions (42 hours)
 Assessment: Continuous Only 100% minimum: 5 items
 Pre-requisites: MTS3101 Mathematics 1A, STS3121 Statistics 1A, MTS3132 Mathematics 2B/ MTS3112 Mathematics 1B
 Co-Requisites: PHC3112: Physics 1B
 Contents: Experiments related to PHC3112.

PHC3211: MECHANICS (4L/WEEK)

Equivalent: PHY3211/PHY3202
 Contact Time: 56 hours Attached Time: 14 hours
 Assessment: Continuous 50%
 Examination 50% 1 x 3-hour paper
 Pre-requisites: PHC3101 Physics 1A , PHC3112: Physics 1B, MTS3101 Mathematics 1A and MTS3132 Mathematics 2B
 Co-Requisites: PHC3291: LAB2S1 & MTS3211 Calculus 1

Contents: Units, Physical quantities and vectors; Motion along a straight line; Motion in 2 or 3 dimensions; Newton's laws of motion; Applications of Newton's laws; Work and kinetic energy; Potential energy and energy conservation; Momentum, impulse and collisions; Rotation of rigid bodies; Dynamics of rotational motion; Equilibrium and elasticity; Gravitation; Periodic motion; Fluid mechanics

PHC3291: LAB2S1**(1S/WEEK)**

[Module Equivalent: -]

Contact Time: 0 Practical Time: 14 sessions (42 hours)
Assessment: Continuous [50%] minimum: 5 items
Practical Exam [50%] 1 x 3-hour exam
Pre-requisites: PHC3192: LAB1
Co-Requisites: PHC3211: Mechanics / PHC3201: Thermodynamics; Waves

Contents: Experiments on topics related to PHC3211 and PHC3201.

PHC3212: ELECTROMAGNETISM; OPTICS**(4L/WEEK)**

[Module Equivalent: PHY3222 /PHY3202]
Contact Time: 56 hours Attached Time: 14 hours
Assessment: Continuous [50%]
Examination [50%] 1 x 3-hour paper
Pre-requisites: PHC3101Physics 1A , PHC3112: Physics 1B, MTS3101 Mathematics 1A and MTS3132 Mathematics 2B
Co-Requisites: PHC3292: LAB2S2, PHC3211: Mechanics and MTS3232 Calculus II

Contents: Electric charge and electric field; Gauss's Law; Electric potential; Capacitance and dielectrics; Current, resistance and electromotive force; Direct current circuits; Magnetic field and magnetic forces; Sources of magnetic fields; Electromagnetic induction; Inductance; Alternating current; Electromagnetic waves; The nature and propagation of light; Geometric optics; Interference; Diffraction.

PHC3202: MODERN PHYSICS**(2L/WEEK)**

[Module Equivalent: PHY3233/PHY3203]
Contact Time: 28 hours Attached Time: 7 hours
Assessment: Continuous [50%]
Examination [50%] 1 x 2-hour paper
Pre-requisites: PHC3101Physics 1A , PHC3112: Physics 1B, MTS3101 Mathematics 1A and MTS3132 Mathematics 2B
Co-Requisites: PHC3292: LAB2S2, PHC3211: Mechanics, PHC3201: Thermodynamics; Waves PHC3212: Electromagnetism; Optics & MTS3232: Calculus II

Contents: Relativity; Photons, electrons and atoms; The wave nature of particles; Quantum mechanics; Atomic structure; Molecules and condensed matter; Nuclear physics; Particle physics and cosmology

PHC3292: LAB2S2**(1S/WEEK)**

Module Equivalent: -
Contact Time: 0 Practical Time: 14 sessions (42 hours)
Assessment: Continuous [50%] minimum: 5 items
Examination [50%] 1 x 3-hour exam
Pre-requisites: PHC3192: LAB1
Co-Requisites: PHC3212: Electromagnetism; Optics & PHC3202: Modern Physics

Contents: Experiments on topics related to PHC3212 and PHC3202.

CHEMISTRY DEPARTMENT

CHM3101 Chemistry 1A (= ½ semester/module)

Module equivalent: NONE
Pre-requisite: NONE
Contact time: 2L/T + 1PS per week; 28 lectures/tutorials; 14 practical sessions;
1 x 3 hours exam paper
Continuous Assessment: [60%]; minimum 2 tests; laboratory component: minimum 15% of CA.
Final exam: 40%

Contents: An Introduction to Chemistry. Measurements and SI units. Matter: physical state and chemical constitution. Atoms and molecules, naming compounds, chemical equations and reactions, moles, atomic masses, stoichiometry, the periodic table, electronic structure of atoms, chemical bonding. Selected chemical reactions and modelling of structures.

CHM3112 Chemistry 1B (=1 semester/module)

Module equivalent:	CHE3100
Pre-requisite:	NONE
Contact time:	4L/T + 1PS per week 56 lectures/tutorials; 14 practical sessions; 1 x 3 hours exam paper
Continuous assessment:	[60%]; minimum 2 tests; laboratory component: minimum 15% of CA. Final exam: 40%

Contents: The gaseous state and the gas laws; the ideal gas equation; kinetic-molecular theory of gases.

Thermochemistry; energy; enthalpy; heat capacity, standard enthalpy of formation and reaction.

Quantum theory and electronic structure of atoms; atomic orbitals; electron configuration; building-up principle. Periodic relationships among elements; ionization energy, electron affinity; variations in chemical properties. Chemical bonding: ionic and covalent bonding; electronegativity; Lewis structures; molecular geometry; dipole moments; liquids and solids; intermolecular forces in liquids and solids. Rate of reaction. Chemical equilibrium; equilibrium constants; Le Chatelier's principle, Entropy, free energy and spontaneity. Solubility and solubility product constant. Acids and bases; Brønsted and Lewis acidity; acid strength, pH; weak acids and bases; acid-base reactions; buffer solutions. Oxidation and reduction: redox reactions; galvanic cells; standard potentials; Nernst equation; electrolysis; batteries.
Introduction of Organic Chemistry.

CHM3192 CHEMISTRY FOR LIFE SCIENCES (=1 SEMESTER/MODULE)

Module equivalent:	CHE3122/3123
Pre-requisite:	NONE
Contact time:	4L/T + 1PS per week 56 lectures/tutorials 14 practical sessions 1 x 3 hours exam paper
Continuous Assessment:	[60%]; minimum 2 tests; laboratory component: minimum 15% of CA final exam [40%].

Contents: States of matter; physical and chemical properties; mixture and pure substances; elements and compounds. Measurements; reliability of measurements; significant figures; using units in problem solving; metric system; extensive and intensive properties. Atomic structure and the periodic table: the atom and subatomic particles; composition of atoms isotopes; Mendeleev's classification of elements; shells, subshells and orbitals; electron configuration; physical and chemical properties as predicted from groups. Ionic compounds: bonds, structure and properties; types of bonds; formation of cations (oxidation) and anions (reduction); ionic bonds; structure of ionic compounds; names of ions and ionic compounds. Molecular elements and compounds: covalent bonds; Lewis structure; polar covalent bonds coordinate covalent bonds; resonance structures; molecular geometry; polarity of molecules; orbitals and molecular shapes. Chemical equations and reactions: chemical equations; chemical reactions; combination reactions; decomposition reactions; single replacement reactions; double replacement reactions; neutralization reactions; oxidation-reduction reactions. Composition and stoichiometry: molecular and formula weights of compounds; percent composition. Avogadro's number of the mole concept; empirical formula and molecular formula; stoichiometry and the balanced equation; heat of reaction; percent yield; limiting reagent. Solutions: The nature of solutions; types of solvents and solutes; concentration – the amount of solute in solution; percent concentration; molarity; dilution of solutions; electrolytes and non-electrolytes; the formation of a solution; structure and solubility; osmosis and the cell. Acid-base equilibrium: acids and bases; properties of acids and bases; relations of acids and bases self ionisation of water; strengths of acids and bases; the pH scale; hydrolysis of salts; buffers; titration. Introduction to organic chemistry: organic compounds; bonding and molecular shapes; structural formulae and conformations; functional groups; isomers and isomerism, organic reactions and mechanisms; acid-base reactions; oxidation-reduction reactions; Alkanes and cycloalkanes: classes of hydrocarbons; alkanes; nomenclature of alkanes; cycloalkanes; physical properties of saturated hydrocarbons; oxidation of alkanes and cycloalkanes; halogenation of saturated hydrocarbons. Unsaturated hydrocarbons; types of unsaturated hydrocarbons; nomenclature of alkanes and alkynes; oxidation and reduction; addition reactions; stereo-isomerism. Aromatic compounds: aromatic substitution reactions; polycyclic and heterocyclic compounds. Alcohol, phenols, thiols, ethers: organic compounds of oxygen; common alcohols and phenols; nomenclature and classification of alcohols; hydrogen bonding in alcohols; acid-base reactions; substitution reactions; dehydration reactions; oxidation and reduction of carbonyl compounds addition reactions. Carboxylic acids and esters: the carboxyl group; common carboxylic acids and their classification; IUPAC and common names; acidity; salts; hydrolysis and saponification of esters; addition and substitution reactions. Amines and amides: the amino and amide groups; nomenclature; basicity of amines; amino acids; peptides; proteins. Introduction to carbohydrates, lipids and porphyrins.

CHM3211 Inorganic Chemistry I (=1 semester/module)

Module equivalent:	CHE3211
Pre-requisite:	CHM3102
Contact time:	4L/T + 1PS per week 56 lectures/tutorials 14 practical sessions 1 x 3 hours exam paper
Continuous assessment:	[60%]; minimum 2 tests; laboratory component: minimum 15% of CA final exam [40%]

Contents: The atom; atomic parameters: radii, ionization energy, electron affinity and electronegativity.

Chemical bonding; valence bond theory; shapes of molecules and hybridization. Molecular orbital theory: diatomic and polyatomic molecules. Delocalized multiple bonding S and P block elements. Main group organometallic compounds. Nuclear Chemistry; nuclear reactions, stability, radioactivity, transmutation and fission.

CHM3242 ANALYTICAL CHEMISTRY I (= ½ SEMESTER/MODULE)

Module equivalent:	CHE3341
Pre-requisite:	CHM3102
Contact time:	2L/T per week 28 lectures/tutorials 7 practical sessions 1 x 2 hours exam paper
Continuous assessment:	[60%] minimum 2 tests; laboratory component: 15% of CA final exam [40%]

Contents: Review of some fundamental concepts; sampling and sample preparation; expressions of concentration and content; evaluation of analytical data; measures of accuracy and precision; random and systematic errors; confidence intervals; significance tests, Q and t-tests; linear regression; aqueous equilibria; mass and charge balance equations and their use in solving multiple ion and complex ion equilibria; principles of titrimetry; acid-base titrations; titration curves and indicators; polyprotic acid-base equilibria, applications of acid-base titrations; gravimetric methods of analysis; solubility and solubility product; common ion and diverse ion effects; precipitation titrations; indicators used in precipitation titrations.

CHM3232 Organic Chemistry I (=1 semester/module)

Equivalent:	CHE3222
Pre-requisite:	NONE
Contact time:	4L/T + 1PS per week; 56 lectures/tutorials; 14 practical sessions; 1 x 3 hours exam paper
Continuous assessment:	[60%]; minimum 2 tests; laboratory component: minimum 15% of CA. Final exam 40%

Contents: Carbon compounds and chemical bonds. Functional groups. Alkanes and cycloalkanes: nomenclature, physical properties, bond rotation, conformations, ring strain, bicyclic and polycyclic alkanes. Retrosynthetic analysis, disconnections. Stereochemistry: stereoisomers, enantiomers, chirality, diastereomers, racemates, meso compounds, optical activity, resolution. Nucleophilic substitution and elimination: nucleophiles and electrophiles, S_N2 and S_N1 reactions; carbocations and carbanions, E1 and E2 reactions. Alkenes and alkynes: hydrogenation, index of hydrogen deficiency, preparation, acidity of terminal alkynes, acetylides, addition reactions, Markovnikov's rule, hydroboration, carbenes. Radical reactions: free radicals, halogenation of alkanes, chain reactions. Alcohols and ethers: synthesis, reactions, mesylates and tosylates, epoxides, crown ethers, phase transfer catalysis.

Oxidation-reduction reactions, organometallic compounds.

CHM3261 PHYSICAL CHEMISTRY I (= ½ SEMESTER/MODULE)

Module equivalent:	CHE3233
Pre-requisites:	CHM3102 and MTS3112 or MTS3132
Contact time:	2L/T per week 28 lectures/tutorials 7 practical sessions 1 x 2 hours exam paper
Continuous assessment:	[60%]; minimum 2 tests; laboratory component: minimum 15% of CA final exam [40%]

Contents: Kinetic theory of gases: Brief review of gas (Boyle's, Gay-Lussac's (Charles), Dalton's, Graham's laws) laws. Equations of state for ideal gases and non-ideal gases. Liquefaction of gases and the critical phenomena. The principle of corresponding states. Postulates of kinetic theory and mathematical treatment of kinetic theory. Distribution of molecular velocity.

Thermodynamics – Introduction and scope of thermodynamics: System, surrounding and universe. State and state function. Definition of work, heat and internal energy. First law. Enthalpy. Application of first law to an ideal gas, isothermal and adiabatic conditions.

Heat capacities – relation between C_v and C_p. Thermochemistry: standard enthalpy changes, enthalpies of formation. Hess's law. Temperature dependence of reaction enthalpies (Kirchhoff's equation). Second law.

Entropy. The Carnot cycle. Third Law. Zeroth law. Qualitative prediction of equilibrium and direction of reaction. Gibbs-Helmholtz equation. Clapeyron equation, Clausius-Clapeyron equation and van't Hoff isotherm. Free energy and the equilibrium constant. Spontaneous chemical reactions. Phase chemistry:

Phase rule. Phase diagrams and transitions of one-component systems. Thermodynamic description of mixtures. Chemical potential. Partial molar quantities and excess molar functions. Liquid mixtures and colligative properties. Multi-component systems. Vapour pressure and boiling point diagrams, distillation.

Azeotropes.

CHM3332 Physical Chemistry II (= 1 semester/module)

Module equivalent:	CHE3332
Pre-requisite:	CHM3231
Contact time:	L/T + 1PS per week 56 lectures/tutorials 14 practical sessions 1 x 3 hours exam paper
Continuous assessment:	[60%]; minimum 2 tests; laboratory component: minimum 15% of CA final exam [40%]

Contents: Chemical kinetics: Rate and rate law. Order and molecularity. Integrated rate equations and half-life expressions for 0, 1, 2, 3 and nth order reactions. Pseudo-order reactions. Kinetics of radioactive decay and carbon dating. Methods of determining order and rate coefficient. Temperature dependence of rate coefficients (Arrhenius equation). Complex reactions – parallel, opposing, consecutive and chain reactions. Mechanisms. Theories of reaction rates – unimolecular and bimolecular reactions. Activated complex. Effect of catalyst. Experimental methods for studying slow and fast

reactions. Electrochemistry: Definitions and units relating to electricity. Ohm's law. Faraday's laws of electrolysis. Definition and measurement of conductivity and molar conductivity.

Strong/weak electrolytes. Arrhenius theory. van't Hoff measurements. Ostwald dilution law. Kohlrausch's law of independent migration. Ionic mobilities and transport numbers. Applications of conductivity measurements – dissociation constant, solubilities and solubility products of sparingly soluble salts, conductometric titrations. Thermodynamics of electrolyte solutions – ionic strengths, activities and activity coefficients, Debye-Hückel limiting law and solubility. Electrochemical cells and electrode processes. Electrochemical cells. Electrode potentials. Standard reference electrodes – standard hydrogen electrode, silver/silver chloride, calomel, glass electrodes and ion selective electrodes. Fuel cells. Photovoltaics (as renewable energy technology). Overpotential.

Corrosion. Thermodynamics of electrochemical cells. Surface chemistry and colloids: Interfaces.

Colloids. Preparation of colloids. Experimental methods of observing and characterising colloids. Colloid stability – DVLO and effect of adsorbed and non-adsorbed polymers. Chemical, biological and medicinal applications of colloids. Surface tension and interfacial tension. Factors affecting surface tension. Self-assembly molecular systems. Surfactants and micelles. Phospholipids and vesicles. Surfactant adsorption (Gibbs adsorption equation). Capillarity. Wetting of solids: contact angles and their determination, influencing factors and importance in ore flotation. Spreading of one liquid on another. Insoluble monolayer films and their application in water evaporation control. Detergency. Formation and stability of emulsions. Adsorption and adsorption isotherms. Langmuir, Freundlich, BET and Temkin adsorption equations. Chemisorption and heterogeneous catalysis – Langmuir-Hinshelwood and Eley-Rideal mechanisms. Introduction to crystallography: Crystal lattice and unit cells. Identification of lattice planes. X-ray diffraction. Bragg's law. Powder method. Single-crystal X-ray diffraction. Information from X-ray analysis.

COMPUTING DEPARTMENT

CMP 3101 COMPUTING 1A

2L+1PS/WEEK

Examination: 1x 2hrs exam
 Prerequisites: Departmental entry Test
 Assessment: Continuous- 60%,
 Examination- 40%

Contents: understanding computer systems and technology: The problem-solving approach. The structure and components of a modern computer (PC) - processor, memory, hard drives, interfaces.

Principles of information processing (Windows, word-processing, spreadsheets, presentation and databases) The nature and use of software.

CMP 3112 COMPUTING 1B

4L+1PS/WEEK

Examination: 1x 3Hrs
 Assessment: Continuous- 60%,
 Examination- 40%
 Prerequisites: Departmental Entry Test
 Co-requisite: CMP3101 Computing 1A

Contents: **The logical Basis of Computing.** The binary system, boolean logic and number representation. Elementary information theory. Logic gates and fundamental circuits. The von Neumann model of the computer. The nature of algorithms. Computer languages. Procedural programming constructs. Concepts of operating systems and networks. Elements of machine architecture.

CMP 3220 ADVANCED OBJECT ORIENTED PROGRAMMING 2L +1/2 PS FOR 2 SEMESTERS

Examination: 1x 3hrs
 Assessment: Continuous- 60%,
 Examination- 40%
 Pre-requisites: CMP 3112 Computing 1B

(This is a one full semester module but for the sake of continuity and timetabling, it will usually run throughout the entire year)

Contents: Use of C, C++, Visual C++ and/or Java to illustrate classic algorithms. Modular programming, pointers and advanced concepts. Object-oriented constructs - classes and methods. Visual and event-driven programming. Programming project.

CMP3211 DATA MANAGEMENT AND DATABASE PRINCIPLES

Examination: 1 x 3Hrs
 Prerequisites: CMP 3112 Computing 1B

Contents: Overview of a Database System & its components. Data Models. Need for persistent data. Concepts of data storage and retrieval, Query processing. Principles and theory of the relational model.

Use of a practical DBMS e.g. SQL server. Introduction to object-oriented databases.

CMP 3212 COMPUTER THEORY **4L+1PS/WEEK**

Examination: 1 x 3Hrs
 Pre-requisites: CMP 3112 Computing 1B

Contents: Mathematics for computing - discrete mathematics and logic. Zero and first order logic (predicate). Tree and graph theory. Context-free grammars and Finite Automata. The principles of computability, decidability and tractability.

CMP3311 SOFTWARE ENGINEERING 1 - CLASSICAL S/E **4L+1PS/WEEK**

Examination: 1 x 3Hrs
 Assessment: Continuous- 60%,
 Examination- 40%
 Prerequisites: CMP3101 Computing 1A ,CMP 3112 Computing 1 and CMP3211

Contents: The need for software engineering. Systems development models. The software life cycle. Requirements, specification and analysis. Design methods. Graphical techniques, DFDs, ERDs etc..
 Project management concepts. Costing of development projects. Implementation issues. Testing strategies and techniques. Other development options - re-use and outsourcing.

CMP 3332 OPERATING SYSTEMS **4L+1PS/WEEK**

Examination: 1 x 3Hrs
 Prerequisites: CMP 3112 Computing 1

Contents: Study of history and modern single user, multi user and distributed operating systems.
 Particular studies of UNIX, LINUX and Windows NT or 2000.Memory and file management, synchronisation and security.

CMP 3442 MANAGEMENT OF IT SYSTEMS AND BUSINESS COMPUTING **2L+1/2PS/WEEK**

Examination: 1 x 2hrs
 Assessment: Continuous- 60%,
 Examination- 40%
 Pre-requisite: CMP 3312 Software Engineering II

Contents: Problems in managing an IT operation in a rapidly changing environment. Human resources and man management, technical considerations, project management, budgeting, crisis management and outsourcing.

B.1.10 OPTION C: B.ED BASIC CURRICULUM FRAMEWORK AND A LIST OF SCHOOL SUBJECT CONTENT MODULES (HOME ECONOMICS)

B.ED MODULE DESCRIPTIONS FOR OPTION C SCHOOL SUBJECTS I & II MODULES FROM THE FACULTY OF EDUCATION (HOME ECONOMICS SECTION)

APPLIED SCIENCE FOR HOME ECONOMICS **ESH3101**

Module Equivalent: HEE0122
 Prerequisite: Biology (H)|GCSE or Home Economics
 Duration: Half Semester Module
 Contact hours: 2 hours per week
 Assessment: Continuous assessment - 50%
 Examination – 50%

Module Description

To review and apply basic scientific principles as applied to family and household systems.

INTRODUCTION TO HOME ECONOMICS AND HOUSEHOLD RESOURCE MANAGEMENT **ESH3112**

Module Equivalent: HEE0111 and HEE3120
 Prerequisite: None
 Duration: Full One Semester Module
 Contact hours: 4 hours per week
 Assessment: Continuous assessment - 50%
 Examination – 50%

Module Description

The philosophy, mission and paradigms of Home Economics; interaction of the household and its surrounding environment; reconceptualisation of Home Economics; historical aspects of Home Economics; various lifecycles that impact on the household; and resource management skills.

THE HOUSEHOLD AS A CONSUMER

ESH3211

Module Equivalent:	None
Prerequisite:	None
Duration:	Full One Semester Module
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The household as a consumer. Budgeting and financial management in the household. Work simplification.

INTRODUCTION TO HUMAN NUTRITION

ESH3231

Module Equivalent:	Nutrition Sections in HEE3211, HEE3222, HEE3233
Prerequisite:	None
Duration:	Full One Semester Module
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The study of basic Human Nutrition, including all macro and micro nutrients, classifications, characteristics, functions, digestion and intermediate metabolism, food sources, deficiency diseases, prevention of deficiency diseases, vitamin and mineral supplementation, in a Namibian context.

PRINCIPLES OF FOOD PREPARATION

ESH3212

Module Equivalent:	Food Science in HEE3211, HEE3222, HEE3233
Prerequisite:	None
Duration:	Full One Semester Module
Contact hours:	4 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Laboratory techniques. Nutritional composition, chemical structure and physical properties of different foods. Reactions that takes places during food preparation. Changes of food systems that take place during food preparation.

APPLIED NUTRITION

ESH3311

Module Equivalent:	HEE3233: Principles of Food and Human Nutrition
Pre-requisite:	ESH3231: Introduction to Human Nutrition
Duration:	Full One Semester Module
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Nutrition needs over the entire life span. Life style diseases. Nutritional Assessment and Screening. Planning a healthy diet. Food safety and security issues.

PRINCIPLES OF FOOD PREPARATION AND MEAL MANAGEMENT

ESH3312

Module Equivalent:	HEE3233: Principles of Food and Human Nutrition
Pre-requisite:	None
Duration:	Full One Semester Module
Contact hours:	4 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Advance food preparation techniques including food preservation, food safety, flour and flour mixtures. Meal and menu planning for different settings.

HOUSING AND RESIDENTIAL TECHNOLOGY

ESH3412

Module Equivalent:	HEE3311: HEE3322:	Housing and Residential Technology I Housing and Residential Technology II
Pre-requisite:	None	
Duration:	Full One Semester Module	
Contact hours:	4 hours per week (excluding Practicals)	
Assessment:	Continuous assessment - 50% Examination – 50%	

Module Description

Study family housing in relationship to needs, processes and alternatives, policy and economics. Study design of physical environment in relationship with neighbourhoods, communities and constraints affecting housing decisions. Human and environmental considerations for planning, design and use of housing. Exploration of equipment and technological systems in the residential environment. Emphasis on consumption and conservation of natural resources and human considerations in planning kitchens and appliance design. Effective use of appropriate technology. Creative adaptations of old technology.

ENTREPRENEURSHIP IN HOME ECONOMICS

ESH3432

Module Equivalent:	None
Pre-requisite:	None
Duration:	Full One Semester Module
Contact hours:	4 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

An introduction to the running of small enterprises with specific reference to the utilisation of skills acquired over the past three years.

TEACHING METHODS OF HOME ECONOMICS

ESH3310

Module Equivalent:	SMT3340
Pre-requisite:	General Teaching Methodology and a Pass in all first and second year subject related Modules
Duration:	Half Semester (1 full year)
Contact hours:	4 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Learner-centred education in Home Economics. Micro-teaching. Preparation for teaching practice. Classroom facilities and organisation. Home Economics investigations/projects and problem-solving. Modulework in Home Economics. Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Home Economics. Design and marking of tests and examinations.

TABLE 8: B.ED SCHOOL SUBJECT CONTENT (FASHION AND FABRICS) CURRICULUM FRAMEWORK

MODULE DESCRIPTIONS FOR FASHION AND FABRICS

PRINCIPLES OF DESIGN

VBA3111

Prerequisite:	None
Duration:	Full One Semester Module
Contact hours:	1 hour per week (excluding Practicals)
Assessment:	Continuous assessment - 60% Examination – 40% (1 x 3 hour paper)

Module Description

Students will work thematically on projects that focus specifically on the knowledge and understanding necessary for their chosen major subjects in the Department.

TEXTILES AND FASHION BASICS

VTF3210

Duration: 1st & 2nd Semester Module
 Contact hours: 1 hour per week (excluding Practicals)
 Assessment: Continuous assessment - 60%
 Examination – 40%
 (1 x 3 hour paper)

Module Description

Students are introduced to the basic practical skills necessary for the successful completion of their studies in textiles and fashion. The module focuses on the development of practical cutting and machining skills and basic technical understanding.

TEXTILES (PAINTED AND PRINTED TEXTILES)

VTA3211

Duration: Full One Semester Module
 Contact hours: 1 hour per week (excluding Practicals)
 Assessment: Continuous assessment - 60%
 Examination – 40%
 (1 x 3 hour paper)

Module Description

Introduction to painted and printed textiles with particular reference to the history of painted and printed textiles in Africa. Theory will include study of the relationship between textiles and fashion in Namibia. Practical work will be thematically based and will refer to theory.

TEXTILES (CONSTRUCTED TEXTILES)

VTA3232

Duration: Full One Semester Module
 Contact hours: 1 hour per week (excluding Practicals)
 Assessment: Continuous assessment - 60%
 Examination – 40%
 (1 x 3 hour paper)

Module Description

Introduction to constructed textiles with particular reference to the history of constructed textiles in Africa. Theory will include further study of the technology of textile construction and the relationship between textiles and interior design in Namibia. Practical work will be thematically based and will refer to theory.

CRAFTWORK FOR INCOME GENERATION AND SOCIO-PSYCHOLOGICAL ASPECTS OF CLOTHING

ESH3452

Module Equivalent: None
 Prerequisite: None
 Duration: Full One Semester Module
 Contact hours: 4 hours per week (excluding Practicals)
 Assessment: Continuous assessment - 50%
 Examination – 50%

Module Description

An introduction to craftwork and the production of craft articles for sale as well as an introduction to reasons why people wear clothes (socio-psychological aspects of clothing).

TEACHING METHODS OF FASHION AND FABRICS

ESH3330

Module Equivalent: SMT3370
 Prerequisite: General Teaching Methodology and a Pass in all first and second year subject related Modules
 Duration: Half Semester (1 full year)
 Contact hours: 4 hours per week (excluding Practicals)
 Assessment: Continuous assessment - 50%
 Examination – 50%

Module Description

Learner-centred education in Fashion and Fabrics. Micro-teaching. Preparation for teaching practice. Classroom facilities and organisation. Fashion and Fabrics investigations/projects and problem-solving. Modulework in Fashion and Fabrics. Misconceptions or alternative conceptions. Syllabus analysis and selection of textbooks. Evaluation and testing. Creativity in teaching Fashion and Fabrics. Design and marking of tests and examinations.

FASHION

VFA 3211

Duration: Full One Semester Module
Contact hours: 1 hour per week (excluding Practicals)
Assessment: Continuous assessment - 60%
Examination – 40%
(1 x 3 hour paper)

Module Description

Introduction to fashion illustration, pattern and garment construction, resulting in the design and creation of a fashion accessory and a sample garment.

FASHION

VFA 3232

Duration: Full One Semester Module
Contact hours: 1 hour per week (excluding Practicals)
Assessment: Continuous assessment - 60%
Examination – 40%
(1 x 3 hour paper)

Module Description

A continuation of VFA 3211, resulting in the designing and construction of wearable art.

B.1.12 MODULE DESCRIPTION FOR OPTION D: SCHOOL SUBJECTS FROM THE FACULTY OF EDUCATION (SPORT SCIENCE EDUCATION)

DEPARTMENT OF MATHEMATICS, SCIENCE & SPORT EDUCATION

Option D: B.ED (Sport Education Studies)

Coaching Modules in Sport Education

Module Title	Module Code	Module Description
Volley Ball Coaching	ESS 3429	Certificate by relevant sport controlling body. Students need to hand in the certificate to confirm the certification and accreditation by the relevant sport controlling body.
Tennis Coaching	ESS 3409	
Track and Field Coaching	ESS 3209	
Basket ball Coaching	ESS 3469	
Netball Coaching	ESS 3249	
Soccer Coaching	ESS 3229	
Rugby Coaching	ESS 3309	

FIRST AID

ESH 3229

Module Description

Level one certificate by relevant medical controlling body. Students need to hand in the certificate to confirm their accreditation by the relevant medical controlling body.

INTRODUCTION TO PRINCIPLES OF COACHING

ESS 3101

Module Equivalent: PED3232
Pre-requisite: None
Duration: Half Semester Module
Contact hours: 2 hours per week
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

The acquisition of basic knowledge of the different types, competencies, qualities and philosophies of coaches. Principles of planning of training. Planning coaching sessions. Analysis and development of skills. Physical fitness and conditioning as well as psychological preparation towards competition. Stress management, first aid and nutrition.

BASIC SPORT SCIENCE

ESS 3231

Module Equivalent:	PED3211
Pre-requisite:	None
Duration:	Full Semester Module
Contact hours:	4 hours per week (excluding Practicals)
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

Basic anatomy and physiology of body systems. Sports injuries, first aid and safety. Overview of cells, tissues, organs of the body. The structure and function of the following systems of the body: skeletal system, nervous system, muscular system, cardiovascular system, and endocrine system. General principles of sport injuries and there treatment. The biomechanics of sport injuries, preventive method of treatment and rehabilitation.

TECHNIQUES OF TEACHING AND COACHING TRACK AND FIELD, NETBALL AND SOCCER

ESS3251

Module Equivalent:	PED3211 and PED3321
Pre-requisite:	None
Duration:	Full Semester Module
Contact hours:	6 hours per week, 2 hrs for each sport code (excluding Practicals)
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

Acquisition of basic skills and techniques in track and field, soccer, and netball. Knowledge of the rules and regulations. Methodology of teaching and coaching these sports. Knowledge of team play: defence, offence and passing, and individual skills: kicking, shooting, catching, throwing, dribbling, goalkeeping, footwork and handling, as well as skills in running, jumping, throwing and relays.

TECHNIQUES OF TEACHING AND COACHING SWIMMING, GYMNASTICS AND RUGBY

ESS 3371

Module Equivalent:	PED3211 and PED3321
Pre-requisite:	None
Duration:	Full Semester Module
Contact hours:	6 hours per week, 2 hrs for each sport code (excluding Practicals)
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

Acquisition of basic skills and techniques in swimming, gymnastics and Rugby. Knowledge of these rules and regulations. Methodology of teaching and coaching these sports. Learning the fundamental motor skills, basic attitudes and understandings of these sports. The identification of different developmental characteristics. Sport safety. Knowledge about team play and individual skills and strategies.

APPLIED SPORT SCIENCE

ESS 3392

Module Equivalent:	PED3111
Pre-requisite:	None
Duration:	Full Semester Module
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination – 50%

Module Description

Applied sports physiology, factors responsible for sports performance/excellence. Exercise testing and prescription. Exercise and the body systems. The muscular and neurological control of movement. The different energy systems. Physical activity and health, weight control and cardiovascular diseases. Knowledge of different training principles/methods. Environmental influences on performances.

SPORTS AND RECREATIONAL ENTREPRENEURSHIPESS 3112

Module Equivalent:	PED3111
Pre-requisite:	None
Duration:	Full Semester Module
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Organizing, planning, controlling and management of different sports and games. Designing of different systems of competition and tournaments. Recreational/Leisure activities for different age groups according to their characteristics and interests. Program guidelines for instructional, intramural, extramural, informal and club sports. Marketing. The management and financing of different sports organizations.

FOUNDATIONS OF PHYSICAL EDUCATION AND SPORTESS 3212

Module Equivalent:	PED3332 and PED3243
Prerequisite:	None
Duration:	Full Semester Module
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The philosophical, historical, sociological and psychological aspects of sport and Physical Education will be examined. The foundation of the nature and scope of Physical Education and Sport. The role of sport in today's world and the contribution that persons involved in Physical Education and sport can make to society. The different domains/objectives of Physical Education: cognitive, affective, socio-cultural, psychomotor and biological. The role of anxiety, arousal, attention in performance of motor skills.

BIOMECHANICS IN PHYSICAL EDUCATION AND SPORTESS 3402

Module Equivalent:	None
Prerequisite:	Basic Sport Science
Duration:	Half Semester Module
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Application of laws of the physical sciences to sports and games. Biomechanical analyses of skills in selected sports and games. Knowledge on linear kinematics and kinetics (distance, velocity, acceleration, vectors, gravity, equilibrium and levers) and the influence of this to different sports.

MOTOR LEARNING AND MOTOR DEVELOPMENTESS 3422

Module Equivalent:	None
Prerequisite:	Basic Sport Science
Duration:	Half Semester Module
Contact hours:	2 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Age-related changes in motor behavior and skill performance of children and adolescents. Maturation. Geriatrics and sport. Motor behavior at: infant, early childhood, and adolescent, especially walking, running, kicking, throwing, catching, striking, climbing and balance.

TECHNIQUES OF TEACHING AND COACHING BASKETBALL, VOLLEYBALL AND TENNISESS 3432

Module Equivalent:	PED3343 and PED3411
Pre-requisite:	None
Duration:	Full Semester Module
Contact hours:	6 hours per week, 2 hours for each sport code (excluding Practicals)
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Acquisition of basic skills and techniques in basketball, tennis and volleyball. Knowledge of the rules and regulations. Methodology of teaching and coaching these sports.

TEACHING METHODS OF PHYSICAL EDUCATION

ESS 3310

Module Equivalent:	CIT4180
Prerequisite:	Pass School Subject content Modules General Teaching Methodology Full Semester Module
Duration:	4 hours per week
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

The planning and implementing of instructional programs. Different teaching styles, strategies, organizational and management of instructions. Planning and implementing of effective instructional programs in secondary physical education. The Namibian Physical Education Curriculum will be used to plan year, unit and lessons: performance objectives, content analysis, pre-assessment, unit and lesson planning will be introduced.

B.2.4 MODULE DESCRIPTIONS FOR BACHELOR OF EDUCATION (ADULT EDUCATION)

YEAR 1

ISSUES IN EDUCATION (FACULTY CORE)

EIS3111

See Requirements and Module Description, as described in **B.1 Four Year Bachelor of Education Degree**.

HISTORICAL FOUNDATIONS OF ADULT EDUCATION

EAD3111

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Traditional Education and institutions of education; origins and predisposing factors for the demand for Adult Education; Instructional settings for Educating Adults in Europe: Town Meetings, Mechanics Institute, Workers Education Association, Public Libraries, Universities; Modern Adult Education in Namibia; Roles of the Missions, the German Colonial period; the British Intervention; Apartheid period, Independence period, the National Literacy Programme; etc.

PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION

EAD3112

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Concepts of Adult Education; Objectives and philosophical basis of Adult Education; National goals and Adult Education in Namibia; Education for All (EFA) and the pursuit of Adult Basic Education in Namibia; Issues in Adult Education; Who funds and why?; What language and which justification?; Adult Education and Work; Adult Education and Social Responsibilities of Adults in Namibia; Reconciliation and Adult Education in post-apartheid Namibia.

ELEMENTS OF ADULT AND NON-FORMAL EDUCATION

EAD3132

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Adult and Non-formal Education: Concept and meaning; principles, theories, methods and strategies of Non-formal Education; Non-formal education and socio-economic change; Non-formal education in Namibia; Conception, principles, processes, programmes, management and administration; Issues in Non-formal Education: Integration with Formal Education; Poverty Education, Women's empowerment, disadvantage and remedies.

PRINCIPLES OF INSTRUCTIONAL DESIGN AND DEVELOPMENT

EAD3152

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Design of instruction; Instruction delivering modes; methods in Adult Learning; types, forms, development, testing and utilization; Gradation of instructional materials; Issues in instructional design and development; cost efficiency and effectiveness of materials use, language in a multi-lingual learning setting; pluralism and materials development in Namibia.

SOCIOLOGICAL FOUNDATIONS OF ADULT EDUCATION

EAD3172

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

What is Sociology?; What are the sociological methods and approaches applicable to Adult Education?; Sociology of Adult Education; Meaning, Scope and Strategies; Adult Education and Socialization in Society; Social Stratification and Adult Education; Social Mobility for adult educated persons: Adult Education and social reconstruction in Namibia.

YEAR 2

ORGANISATION AND MANAGEMENT IN ADULT EDUCATION

EAD3211

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Defining organization and management in Adult Education, organizing Adult Education in Namibia: purpose, organizational setting, the policy base, building a structure, providing for staff and services; Managing Adult Education in Namibia: Recruitment and training of teachers and programme leaders, managing facilities and procedures, keeping records, enhancing public relations, budgeting and financing, seeking expert support and advice in programme management.

ADULT EDUCATION IN DEVELOPING SOCIETIES

EAD3231

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Adult education Policy planning and implementation in Developing or Less Developed Countries (LDCs); Concept of Development; predisposing factors; socio-economic crises in LDCs and crises in education, the responses of Adult and Non-formal Education; Case Studies: Namibia, Nicaragua, Nigeria, Cuba, Kenya, etc.; University Adult Education: teaching, research and service in Adult Education.

STUDIES IN WORKERS EDUCATION**EAD3251**

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Concepts of work, and Workers Education: Productive Sectors in the Namibian economy: mining, agriculture (especially livestock), industrial and manufacturing, as well as the artisan sub sector; employment and work situations; Educational programmes for workers self and organizational development; union and industrial education models; Workers Educational Association and Workers education promotion.

TEACHING METHODS AND TECHNIQUES**EAD3271**

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Teaching Methods in Adult Education: concept, forms and models; instructional aims and objectives; teaching and communication; teaching techniques for adults: presentation techniques, Audience-participation techniques, Discussion techniques, Simulation techniques, Sensitivity training via T-group, and non-verbal exercise; the importance of audio-visual aids (AV); planning for and utilization of AV materials; individualized instructions; educational Radio and Television and sources of HIV/AIDS in Namibia.

PROGRAMME PLANNING AND EVALUATION IN ADULT EDUCATION**EAD3212**

Pre-requisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment 50% Examinations 50%

Module description

Concepts of Programme planning, principles, approaches, Transformation of Statements and Policies into projects: project conception, design, project profiles and priorities, project goal articulation; social demand for project; cost benefit analysis, organization and management of project: Evaluation: definitions, principles; formative and summative evaluation; baseline surveys; case studies of Adult Education projects in LDCs, and in Namibia; perspective of evaluation in relation to programme design, content, materials, execution mechanisms, impact.

COMPARATIVE STUDIES IN ADULT EDUCATION**EAD3232**

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Concepts of comparison: tools and methods for comparative studies; Comparative studies in the education of Adults; elements in Comparative Adult Educational Studies: Values, Objectives, Methods, problems and approaches; case studies of Britain, USSR, Namibia, Nigeria, Tanzania and Zambia with particular emphasis on contrasts in national priorities.

STUDIES IN COMMUNITY DEVELOPMENT**EAD3252**

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Theories of Community Development; Historical Evaluation; Ideology and Development on Concepts and Practices for Community Development; Community Development; aims and objectives, planning and administration, programming with reference to the Namibian experience, issues in Community Development; concepts, participation, projects and programme decision-making process.

ADULT EDUCATION AND SOCIAL CHANGE

EAF3212

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Concept of social change; processes and effects of social change on society; roles of Adult Education in coping with social change outcomes; approaches and management of change; structuring for fundamental change; organizational constraints and support. Examples and illustrations suitable to the circumstances of Namibia will be utilized in the Module of delivery.

YEAR III

ADULT EDUCATION AND NATIONAL DEVELOPMENT

EAD3311

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

National Development: Concept and perspectives; Adult Education and Poles in Development: Economic, political, social; Legislation for Adult Education especially Adult Basic Education (ABE); Administration of Adult Education: Programming, funding for Adult Education; Issues in Adult Education and National Development: National Question, Reconciliation through provision of alternative adult non-formal education programmes for remedy of previous disadvantage and inequity; roles in rural development in Women's Advancement. These elements will be guided by experiences in Namibia.

PRACTICAL WORK, ATTACHMENT AND REPORT

EAE3300

Pre-requisite:	None
Duration:	Two Semesters
Contact hours:	2 hours per week
Assessment:	Field work assessment - 40% Attachment report – 60%

Module Description

In partial fulfillment of the requirements for the award of the B.Ed (Adult Education) each graduating student will be required to undertake a practical work attachment in a relevant agency or institution for a minimum of four (4) weeks. On completion of the fieldwork, the student will be guided by academic staff supervisors to write up and submit a report of not less than 50 typed pages of A4 size paper in a bound form.

TRENDS AND ISSUES IN ADULT EDUCATION

EAF3311

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Recent and current developments in Adult Education in Namibia, including: the theoretical considerations especially in relation to concept and scope; issues in the areas of practice such as novel methods of delivering and teaching in Adult Education programmes; organizational pattern, status of Adult Education professionals, Donor support and intervention in programme provision; roles of NAMCOL, the University of Namibia's intervention through CES and DANFE; funding for Adult Education; Adult Education and Disadvantages.

MARGINALISED PEOPLE'S EDUCATION DISMODULEEAF3351

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Nomads: Which group in Namibia? Nature, Life Style and Culture, especially the phenomenon of "movement" across land and cultures; Educational needs of Nomads; Educational policy for Nomads:

Need-Meeting educational programmes for Nomads: Nomadic Adult Basic Education for Nomads;

Nomadic (formal) basic primary education; other non-formal education programmes for Nomadic people's empowerment especially in the areas of vocational and Health Education; integration and mainstreaming in national development; problems and prospects of Nomadic Education in developing nations.

CURRICULUM INNOVATION IN ADULT EDUCATIONEAD3312

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Concepts of Curriculum Innovation; Application of Innovation to Adult Education; Historical development of learning content for the education of adults in Namibia; Models of curriculum plans;

Agents of curriculum Change; Implementation of innovations; Implementation strategies: centralized and decentralized systems of control; constraints impeding change; institutionalisation of curriculum change; case studies in innovations within and outside Namibia.

RESEARCH METHODS IN ADULT EDUCATIONEAD3332

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Research in Adult Education; Meaning, scope, methodology; research types; Applications of Statistical Methods: Descriptive statistics, frequency of distribution, measures of central tendency; mean, median, mode; measures of variability; percentiles, standard scores, norms; inferential statistics.

LIFELONG LEARNINGEAD3352

Pre-requisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment 50% Examination 50%

Module Description

Defining lifelong learning; determining its parameters; historical perspectives especially of the great religions—Christianity, Islam, Judaism, Buddhism and their lifelong learning traditions; learner needs and lifelong learning; philosophical and psychological basis of lifelong learning; lifelong learning in Namibia's

Education Reform efforts; integrating formal education and lifelong learning; planning and implementation of lifelong learning towards creating a "learning society".

POLICY STUDIES IN ADULT EDUCATIONEAF3312

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Policy: meaning, principles and elements; decision-making in policy formulation, evaluation; Adult Education policy plans in Namibia; Comparative study of Adult Education policies in the SADC countries and in Africa; Party policy on Adult Education; Constitutional stipulations and legislation; policy impact and constraints, problems and prospects.

YEAR IV

GENDER AND ADULT EDUCATION EAD3411

Pre-requisite: None
Duration: One Semester
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

Theory of gender; Namibia: Adult Education programme provisions across gender interest; participation in programmes especially issues of enrolment, retention and utilization of programme output for women's empowerment; predisposing factors to participation: parents, husbands, and community's attitude, gender talented curriculum development and programme design; roles of non-governmental organizations, especially women's groups and associations; roles of donor bodies; compensatory approaches to women's disadvantages in access to education.

ADVANCED LITERACY STUDIES EAD3431

Pre-requisite: None
Duration: One Semester
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

Literacy for social reconstruction of society: Paulo Freire's Conscientisation Model; Literacy and Development; Traditional and neo-radical literacy methods; Public Management of Adult Literacy for national development; co-ordination of Literacy efforts in Namibia, especially between governmental and non-governmental organizations; costs of literacy on individual, the State and Society; case studies of literacy programmes in industrialized and less developed nations (LDCs): USSR, USA, China, Iran, India, Ethiopia, South Africa.

DISTANCE EDUCATION EAD3451

Pre-requisite: None
Duration: One Semester
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

Concepts of Distance Education; Historical Development; Open Learning, Correspondence Education; Access and Distance Learning Efforts; Modes of Distance Education; Distance Learning Techniques and Strategies; Programme design in practical need areas; Module material writing and production; Administration, Organization and Management of Distance Education. Distance Education efforts in Namibia: the NAMCOL, Polytechnic and CES, UNAM contributions; Funding for Distance Education; Impact, problems and prospects.

SOCIAL ISSUES IN NON-FORMAL EDUCATION EAD3412

Pre-requisite: None
Duration: One Semester
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination – 50%

Module Description

Non-formal Education's concerns and goals; social issues in Society: Racial segregation: Socio-economic inequality; poverty; illiteracy, especially adult illiteracy and consequences on society and the pursuit of equity and even-development; Roles of Non-formal Education; Equality of educational opportunity; Edu-credit, Government subsidy and promotion of Universal access to Education; anti-poverty and poverty alleviation measures; non-formal education for health; for value reorientation, for promotion of welfare and for political participation in Namibia.

ECONOMICS OF ADULT EDUCATIONEAD3432

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Education and economic growth: the classical and human capital schools of thought; indexes of human resource development; the role of adult education in capital formation; categories and components of human resource development in Namibia; cost effectiveness and economy of scale of adult and nonformula education programmes; approaches to adult education planning; manpower requirements, social demand, and rate of return; effects of adult education on issues of equity and efficiency; adult education and employment.

EDUCATIONAL REFORM: THEORY AND PRACTICEEAD3452

Pre-requisite:	None
Duration:	One Semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Theories of Social change and reform modules; Social reform; the roles of education; educational institutions and schooling in question: Distilling movement and concerns for school value and skills functions; Selection issues: assessment and certification, education and relationships to World of Work;

Schooling reforms: Paulo Freire's transformation mode; Ivan Illich's Deschooling Society; Open University (University without walls); the fusion of non-formal and formal education for lifelong learning.

RESEARCH PROJECTEAE3400

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	2 hours per week
Assessment:	Research Report - 100%

Module Description

Students will be required to submit a written Research Project as part of the fulfilment of the requirements for the award of the B.Ed (Adult Education). It must be a project in Adult and Non-formal Education that shall be supervised by a member of the academic staff.

C. POSTGRADUATE DEGREES

C.1.4 MASTER OF EDUCATION DEGREE

FACULTY CORE MODULE

ADVANCED EDUCATIONAL RESEARCH METHODOLOGYESP6110

Pre-requisites:	None
Duration:	2 Semesters
Contact Hours:	4 Hours/week
Assessment:	Continuous Assessment- 50% Examination – 50%

Module Aim

The main purpose of this Module is to enable M.Ed students to learn how to conduct postgraduate quantitative and qualitative research in education. To attain this goal, students will be exposed to varieties of educational knowledge generation and construction and to different alternative ways of packaging research knowledge to serve educational policy and practice ends.

Module Objective

By the end of the Module, students will be able to:

- * assess and apply various educational research theoretical perspectives;
- * locate, identify and formulate viable educational research problems;
- * review literature related to particular research problems;
- * be familiar with and learn how to use various quantitative and qualitative research designs when conducting different types of research projects;; prepare quantitative and qualitative research proposals;
- * collect and analyse quantitative and qualitative research data using appropriate statistical tests and other data analysis procedures
- * prepare research reports and an M.ED theses.

Module Content Outline

Educational theoretical perspectives and their role in research

- ▶ Educational for all
- ▶ Educational Reform
- ▶ Inclusive Education
- ▶ Competency based education
- ▶ Learner-Centred Education
- ▶ Education and development
- ▶ Equity in Education
 - i. gender issues in education
 - ii. regional issues in education
 - iii. school integration
- ▶ Modes of teacher education and development
- ▶ Teacher welfare
 - i. Conditions of service
 - ii. Teacher incentives
 - iii. Capacity building
 - iv. Participation and involvement in curriculum development and the running of the educational system
- ▶ Democracy in education
 - i. Student union activities
 - ii. Teacher union activities
 - iii. Parental participation
- ▶ Quality Education
 - i. school quality
 - ii. teacher quality
 - iii. learner academic achievement, development and growth
- ▶ Education and empowerment
 - i. community empowerment through literacy, health education, parental education, early childhood education, etc.

2. The Research Process

- ▶ Identification of quantitative and qualitative research problems
- ▶ Literature review
- ▶ Quantitative and qualitative research designs
- ▶ Quantitative and qualitative sampling techniques and procedures
- ▶ Quantitative and qualitative data collection procedures and the construction of research measures
- ▶ Quantitative and qualitative data Analysis and tools of data analysis, including data analysis by computer

3. Research Proposal Preparation

- ▶ Guidelines for preparing quantitative and qualitative research proposals
- ▶ Presenting research proposals

4. Research Report Writing

5. Thesis Writing

Instructional Methods

Two hours of lectures/seminars per week

One hour of tutorial work per week

Group and individual practical report presentations

Research Proposal discussions

Constructing Research Methods (Instruments)

1. *Understanding the process of measurement*
 - * Scales of measurement
 - * Internal and external validity
 - * Reliability

2. *Types of research measures*
 - * Standardized and non standardized tests
 - * Rating scales
 - * Checklists
 - * Interview schedules
 - * Questionnaires
 - * Observation procedures
 - * Discussion questions
 - * Stories
 - * Vignettes
 - * Autobiographical sketches
 - * Problem tasks

3. *Identifying appropriate research instruments for one's own research*
 - * Purpose of study/objectives of study
 - * Data required
 - * Resources available
 - * Availability of measures

4. *Assessing and ensuring the quality of research measures*
 - * Validity
 - * Reliability

5. *Selecting or constructing research measures*

GROUP 1 OPTION : DEPARTMENT OF CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES

PRINCIPLES OF CURRICULUM THEORY AND DESIGN

CAC6110

(Compulsory Module)

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The Module will include a detailed analysis of sources that generate the curriculum. It shall review different theories, concepts and principles of curriculum design and development. It will cover different approaches, processes, and models for designing, planning, and evaluating curriculum materials for school subjects and other educational programmes including their applicability at different educational levels.

CONTEMPORARY ISSUES IN CURRICULUM, INSTRUCTION AND ASSESSMENT CAC6131

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

This Module will specifically address contemporary issues in the field of school curriculum, assessment, and supervision of curriculum and Instruction with a special emphasis on provision of quality education in Namibia and elsewhere. It will include analysis of policy documents with respect to curriculum, assessment, and supervision of curriculum at different levels in the Namibian educational system in particular and in the Southern African countries in general and elsewhere.

MEASUREMENT, TESTING AND EVALUATION IN EDUCATIONCAT6151

Pre-requisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination - 50%

Module Description

The Module shall basically address issues surrounding assessment and evaluation of instructional programmes for quality assurance. The Module shall cover principles of educational measurement and testing. Different types of assessment procedures; Quality assessment and evaluation of instructional outcome including different types of item format for use in educational evaluation, their advantages and disadvantages, techniques for setting, administration and marking tests and examination. Also the Module shall cover, other than classroom tests, different types of educational instruments for data collection. The interpretation and application of test outcomes shall be one of the key aspects of the Module.

CURRICULUM IN A SPECIFIED SUBJECT AREACAC6172

Pre-requisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination - 50%

Module Description

The Module focuses on specified school subjects being offered at the Senior Secondary school, and at the Teachers' colleges. Candidates shall review recent developments and activities in their specified subjects, and evaluate such activities with the intention of proposing effective means of improving the teaching, learning, and assessment procedures in the specified subject areas. The Module is practical oriented and shall thus be wholly assessed through an evaluation project in specified subject area.

CONDUCTING EDUCATIONAL EVALUATIONCAC6192

Pre-requisite:	None
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination - 50%

Module Description

This Module aims at examining prominent theoretical and methodological issues in educational evaluation. Students will thus develop critical understanding of the theories that underlie current educational evaluation practices, and develop skills to examine and analyze how these are applied in the Namibian education context. Students will also be required to explore and critique evaluation practices in their own settings, and to propose a small-scale evaluation project to be carried out in a local educational setting.

PRINCIPLES OF TEACHING AND LEARNINGCAC6109

The Module is intended to make an analysis of contemporary theories of teaching and learning with particular reference to their applicability and implications for curriculum planning, and school based instruction, at different levels in Namibia. The Module shall further explore ways in which the theories covered can be applied to specific subject areas.

GROUP 2 OPTION: DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT**PHILOSOPHY OF EDUCATION**EMP6110

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination - 50%

Module Description

This Module aims to initiate the students to the basic philosophical foundations of education both as a process as well as an end. This is done by introducing the students to the basic meanings of philosophy of education – as a framework and also as a discipline of knowledge. Further, the students are exposed to some leading philosophical perspectives in order to determine their influence on the current concept of education. In the last part of the Module, the students will be assisted to analyse how educational philosophies are related to national philosophies.

HISTORY OF EDUCATION**EMH6130**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The aims of History of Education are to introduce educators to the subject History of Education which might help understanding the nature of development of History of Education; understanding the contribution of History of Education to economic and social development in countries; and iii) putting emphasis on application of ideas and concepts to the nature of the History of Education. By the end of the Module, educators should gain knowledge which can enable them to understand how the education systems of different countries have developed over time, including their own; know that History of Education is important as a guide as to the direction and education system should develop in a country.

SOCIOLOGY OF EDUCATION**EMS6150**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The aim of this upper level Module in sociology of education is to equip educators with theoretical perspectives necessary logical and effective teaching; healthy classroom and group interaction, creative and critical pedagogy; and curricula designs informed by socio-cultural, economic, and political variables which impact upon education. Ultimately, the intent of the Module is to create an awareness and deeper understanding of the theoretical issues surrounding sociology and education, which give meaning to empirical facts. The objectives of the Module are to prepare students with relevant sociological theories; encourage students to be able to locate each major theoretical thinker in Sociology of Education into a theoretical perspective or to identify major theorists within each school of thought; situate students to be in a position to show an understanding of these theories; theorists and their concepts and to explain issues in depth; help students to analyse major assumptions of these theories as well as advancing critical, coherent and constructive arguments for or against them; and prepare students to be able to apply or relate these theories to the Namibian context.

EDUCATIONAL MANAGEMENT**EMM6170**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The Module is designed for experienced educational administrators working or who have worked in national, regional and local education departments, Universities, Colleges and Schools. The Module is concerned with the development of critical enquiry and professional knowledge and expertise in Educational Management and Administration. According to the needs assessment, the Ministry of Basic Education and Culture and other stakeholders indicated that an M.Ed. in Educational Management and Administration is needed. The Module intends to prepare individuals with a high level of theoretical knowledge and practical skills in Educational Management who will serve as educational leaders in the Namibian education system as well as lecturers, consultants and tutors in the field of Educational Management and Administration; develop critical and independent thinking as a basis for enhanced professional practice; develop the capacity to act as effective professionals, including acting as a consultant to colleagues in particular areas of leadership, planning and administration; develop the capacity to evaluate perspective educational reform policies and performance at individual, institutional, local and national levels; develop the potential to contribute to contemporary educational debate and reform.

COMPARATIVE EDUCATION**EMC6190**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The aims of Comparative Education are to introduce educators to the nature, the theoretical perspectives and major ideological/legal foundations underlying education provision, which might assist in understanding the theoretical perspectives; understanding the ideological/legal base of education systems; understanding the contribution of education to economic and social development in countries.

The Module aims to encourage educators to be aware of the complexity of education systems and the forces that have an influence, engage educators in both independent and cooperative inquiry, and to foster critical thinking and research about educational issues, in a comparative framework.

**GROUP 3 OPTION : DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORT EDUCATION
(SPORT SCIENCE EDUCATION SECTION)**

PEDAGOGY OF SPORT AND PHYSICAL EDUCATION

ESS6110

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The concept, nature, process, type and principles of learning, learning factors and conditions in physical education, learning and performance, national goals, aims and objectives of learning physical education at different instructional levels. Planning for teaching physical education (syllabi, scheme of work, lesson plans). Methods/styles of teaching physical education. A critical examination of the physical education curriculum, assessment and evaluation techniques. The organization and use of learning facilities and equipment in physical education. Use and maintenance of facilities for physical education and sport. Students will be exposed to principles of learning; aims and objectives of Physical Education; instructional strategies in Physical Education and Sport; Physical Education curriculum; and use, maintenance and improvisation of facilities and equipment.

PSYCHOLOGY OF PHYSICAL EDUCATION AND SPORT

ESS6130

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Application of psychological theories to performance in sport and physical education with emphasis on the athlete: theories on motivation, anxiety, aggression, arousal, personality and stress. Students will be provided with knowledge on psychological theories; and application of psychological theories to physical education and sport.

SOCIOLOGY OF PHYSICAL EDUCATION AND SPORT

ESS6150

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

How each of the following affects sports performance: social groups, social control, group decision-making, and deviance. Gender issues. An in-depth study of physical education and sport and its application within the following sociological contexts: social groups, social control, relations, conformity and norms, deviance, tension management, models of group decision-making, development, achievement, motivation and culture. Gender issues in physical education and sport.

EXERCISE PHYSIOLOGY

ESS6170

Pre-requisite:	None	
Duration:		2 semesters
Contact hours:	4 hours per week	
Assessment:	Continuous assessment - 50%	Examination - 50%

Module Description

Energy supply during exercise. Effects of exercise on body systems. Factors involved in performance. Exercise testing and prescription. Circulatory system and work: oxygen dissociation curve and the factors influencing it, carbon dioxide, heat, nutrients and metabolic product transport. Blood pressure as a function of age. Regulation and blood volume. Respiration and control of breathing. Physical performance capacity. Altitude and pressure. Body temperature and heat balance. Salt and water balance. Measurements of energy metabolism in open and closed systems. Laboratory methods and exercise testing and the interpretation and application of the results Exercise prescription. Evaluation of body composition.

BIOMECHANICS OF PHYSICAL EDUCATION AND SPORT**ESS6190**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination - 50%

Module Description

Application of the laws of the physical science to sport. The kinematics of the body (an athlete) at rest and in motion under varying forces (gravity and friction). Coaching methods and aids. Vector geometry. The force of gravity and methods to determine the center of gravity. Frictional force. Equations of motions. Biomechanical curves. The principle of the optimum path of acceleration. The principle of the initial force. The principle of the chronological co-ordination of individual impulses. The principle of reaction. The principle of conservation of momentum.

SPORT MEDICINE**ESM6110**

Pre-requisite:	None
Duration:	semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination - 50%

Module Description

First aid and safety. Injuries and rehabilitation. Fitness training and performance. Exercise testing and prescription for different populations. Hypo-kinetic disease and exercise. Drugs and sport. Medical management of a sports team. Motor components of performance: co-ordination, flexibility, strength, speed and endurance, in relation to elite sport. Exercise testing, loading and control in normal populations, pulmonary disease, congenital and acquire heart disease, diabetes, hypertension, stroke and other chronic diseases. Medications in exercise and sport.

ADAPTED PHYSICAL EDUCATION AND SPORT**ESM6130**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination - 50%

Module Description

Theories of learning applied to the handicapped/disable and sport. Disabling diseases. Socialization considerations and the disabled. The rehabilitation team, medical and psychological interventions in rehabilitation. Aetiology, signs and symptoms, prognosis, treatment, rehabilitation of disabling diseases and conditions. Aims of physical education and sport for various forms of disabilities. Disability and stress. Social rehabilitation of the disabled. Chronic disease and hospitalization. Methods of combating negative attitudes in society. Adapted physical education as a vehicle of socialization.

SPORT MANAGEMENT AND ADMINISTRATION**ESM6150**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination - 50%

Module Description

Administrative and management theories and sport. Personnel management. Marketing. Management and financing of sport organizations. Knowledge and application of different types of tournaments/competitions. Detailed knowledge of administrative functions of planning, organizing, directing, controlling, supervising personnel management in physical education and sport. Public relations in sport.

HISTORY OF PHYSICAL EDUCATION AND SPORT**ESS6130**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50%
	Examination - 50%

Module Description

Ancient and modern history of physical education and sports. Colonial influences on African physical education and sports. Namibia: pre- and post independence sport and physical education. Students will be knowledgeable on history and development of physical education and sport in USA and Europe; history and development of physical education and sport in Africa, including Namibia; and significance of physical activity to Namibia

PHILOSOPHY OF PHYSICAL EDUCATION AND SPORT

ESM6190

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module description

The nature and scope of western philosophies of idealism, realism, naturalism, pragmatism, progressivism, essentialism, and existentialism. The application of all these philosophies to physical education and sports in curriculum, objectives and goals, methodology, learner, teacher, teaching aids and evaluation. African philosophies applied to physical education and sports.

NUTRITION AND SPORT

ESH6110

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Nutrients and sports performance. Ergogenic aids. Sport education in schools. Muscle activity and energy expenditure. Hormonal control of energy balance. Major food groups, their sources and functions.

Nutritional needs and practice in sports. Calorimetry. Nutrient related deficiency diseases and sport. Mineral and vitamin supplements. Nutritional aspects of team preparation.

PHYSICAL ACTIVITY, FITNESS AND HEALTH

ESH6130

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Lifestyle and exercise in health and disease. Components and principles of fitness. Exercise and the body system. Factors in performance. Degenerative diseases and exercise. Exercise and wellness throughout the lifespan. Drug use and exercise. Students will be provided with instruction on the acquisition of fitness, self-responsibility for health; lifestyle and behaviour modification; and degenerative diseases and exercise.

SPORT MEDICINE

ESH6150

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The physiological and psychological basis of human movement and performance. Assessment of human skills and human performance. Energy systems, foodstuff and energy supply during performance. Environmental influence and performance. Psychological theories and performance (personality, aggression, motivation, anxiety etc.). Ergogenic aids and performance. Laboratory assessment/measurement, protocols and performance.

GROUP 4 OPTION : DEPARTMENT OF MATHEMATICS, SCIENCE AND SPORT EDUCATION (MATHEMATICS AND SCIENCE EDUCATION SECTION)

ADVANCED METHODS OF TEACHING SCIENCE/MATHEMATICS SME6111

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

This Module is designed to assist the student in becoming familiar with the latest strategies and tactics available to the teacher of mathematics and science. It requires extensive reading in the current research literature, class participation involving lectures, discussions and peer teaching demonstrations. The Module will cover several issues such as emerging instructional problems for teachers, advanced concepts of planning and advanced techniques of classroom management.

COMPUTERS IN SCIENCE/MATHEMATICS EDUCATION SME6131

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

With a reformation under way in science and math education, new methods, materials, and instructional delivery systems must be considered. The computer has become a key instrument in this reformation to improve science and mathematics teaching and learning. Computers play a multitude of curricular roles from personal tutor to learning and management tool. In recent years, the power and versatility of the computer has been significantly enhanced with the coming of multimedia systems and telecommunications capabilities. The amount of software available for use by science and math students is growing almost exponentially, and what can be accessed via the internet is virtually limitless.

It is important that science and mathematics teachers learn about the capabilities of computers and other electronic technologies and consider how best to use them to lessen some of the burdensome tasks associated with teaching and to enhance the science and math learning experiences of their students.

The Module will cover several topics such as computers and electronic technology in science and mathematics education.

SCIENCE/MATHEMATICS AND TECHNOLOGY IN SOCIETY SME6152

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The development of technology literacy can result only from learning experiences that go beyond those that center upon traditional science and mathematics Module subject matter. This calls for new instructional approaches that link science, mathematics and technology together, stressing the application of knowledge. Consequently, we must engage learners in a variety of learning activities, including those that involve the design of products and systems. The new instructional approaches must also provide opportunities for learners to analyze the impact of science, math and technology on society and to determine their costs and benefits. This masters degree level Module is designed to prepare teachers and curriculum developers to apply this philosophy within the Namibian context. Topics to be covered include designing technological products and systems and action learning.

PRINCIPLES OF CURRICULUM THEORY AND DESIGN IN SCIENCE/MATHEMATICS EDUCATION SME6192

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

This Module addresses both theory and development concepts needed to successfully design and implement improved or new curriculum in elementary or secondary science/mathematics. The Module requires extensive reading of the current literature in curriculum development, implementation and evaluation. Students will be expected to take part in class discussions based on instructor presentations and reading assignments. A term project will be required and a final examination given at the conclusion of the Module.

SURVEY OF WOMEN IN SCIENCE/MATHEMATICS EDUCATION**SEM6112**

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	1 semester
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

This Module aims at identifying, critically discussing and documenting the contributions of women in the development and advancement of science and/or mathematics. Identification of women in Namibia in the science/mathematics fields will be encouraged in order to identify possible role models for female learners.

INDEPENDENT STUDY IN SCIENCE/MATHEMATICS EDUCATION**SEM6130**

Pre-requisite:	B.Ed (Science & Mathematics Education) or equivalent
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 100%

Module Description

This Module, consisting mainly of periodic seminars and independent study, is focused on helping the masters candidate gain experience in practical work identifying a topic of interest and producing a synthesized and coherent paper on the materials read in science or mathematics education on a topic of interest.

The emphasis of this Module is to guide the student through the process of critical assessment of materials within his/her area of interest analyzing the issues and problems in mathematics and/or science education in Namibia and proposing a workable solution to these.

GROUP 5 OPTION: DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND SPECIAL EDUCATION

ADVANCED SPECIAL EDUCATION**ESP6130**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The purpose of this Module is to enable students in education to critically examine selected topics in the area of learners with special educational needs. The goal of doing this will be to assist students to identify learners with these difficulties, design and implement intervention strategies. This Module has been designed as a response to the Ministry of Education and Culture's request for some expertise in remedial education. It is expected that by the end of the Module, students will be able to critically analyse special needs education from a variety of view points; examine and employ the ecological perspective in teaching learners with special educational needs; identify and assess learners with language, mathematical, emotional and behavioural learning difficulties; design an implement intervention strategies with respect to learners with language, mathematical, emotional and behavioural learning difficulties; work with teachers of learners with special educational needs.

GUIDANCE AND COUNSELLING**ESP6150**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

This Module is aimed at enhancing the understanding of guidance and counselling principles of professionals already working within institutions and providing guidance and counselling services at Headquarters, Regional and or school levels. The Module intends to provide a broad understanding of what guidance and counselling entails; provide a general understanding of potential sources of human concerns, frustrations and problems as well as ways to detect and help people deal realistically with them; equip student with counselling skills and strategies to be able to apply them to their life and working situations and/or assist others who may be in need; equip student with a sense of a social responsibility and interest so that they feel compelled to provide assistance even in the face of resentment and hostility (i.e. enabling them to be patient and persistent); equip students with skills for the provision, administration and management of counselling services; and provide experiences and knowledge that will help students grow as individuals and appreciate themselves.

ADVANCED EDUCATIONAL SOCIAL PSYCHOLOGY**ESP6170**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The main purpose of this Module is to enable advanced students in education to stimulate, create and provide reflective, democratic and problem-solving oriented educational social psychological teaching and learning environments. In creating these environments, special attention will be paid to Namibia's educational goals of access, equity, quality and democracy. Students will be able to understand and apply group processes to motivate students and facilitate academic achievement; promote the creation of school and classroom climates that are conducive to optimal teaching and learning; create cooperative and cohesive school and classroom learning groups; utilize conflict amongst students and teachers to promote social-emotional development and democratic learning; create role-taking opportunities that stimulate perspective taking when confronted with value conflict and diversity of world views; use social and educational adversity to promote learner and teacher resilience and social-emotional development; translate and transform teacher and student expectations into realistic teaching and learning goals; and model listening and communication skills that are conducive to the creation of trusting classroom environments.

EARLY CHILDHOOD EDUCATION**ESP6190**

Pre-requisite:	None
Duration:	2 semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

This Module is designed for practicing teachers who would like to stimulate and promote young children's physical, intellectual and social-emotional development through conceptually, contextually and culturally appropriate early childhood educational programmes. Students are expected to understand and distinguish amongst concepts of child survival, growth, development and care; appraise Early Childhood Development and Education conceptual frameworks; critically discuss and assess factors which influence young children's optimal growth and development; design programmes which stimulate young children's development and lay stable foundations for their education; design and conduct research projects in Early Childhood Development and Education; advise educational and other authorities in the design and implementation of viable Early Childhood Development and Education programmes; relate young children's development and education to their social-cultural, social-political and economic environments; and link young children's development and education to issues of abuse, neglect, protection and rights.

C.2.4 MODULE DESCRIPTIONS FOR THE M.ED (ADULT EDUCATION)**Core Modules**

ADVANCED EDUCATIONAL RESEARCH METHODOLOGY**ESP6110**

(Faculty of Education Core Module)

FOUNDATIONS OF ADULT EDUCATION**EAD6110**

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

- Psychological Foundations of Adult Education: Psychology of personality development and maturation; learning theory; behaviour modification; psychological basis of human interaction; application of psychological principles to the speciality of the individual learner; especially adult learner; the adult learner in Namibia: nature, problems, and strategies of teaching;
- Philosophical Foundations of Adult education: Philosophy of Education and Philosophy of Adult Education; Basic concepts and values in Adult Education; Application of philosophical methods to the study of problems and issues in adult education; liberal and radical traditions; current philosophical and policy concerns on adult education in Namibia, etc.
- Historical Foundations of Adult Education: the origin, growth and development of the adult education movements in Europe, the USA, and in Africa; adult education in the Southern African States and Namibia in particular; and the contributions of groups, including religious groups, the state in pre-colonial, colonial and apartheid periods.

Elective Modules (Students Required to Select TWO Modules):

ADULT EDUCATION PLANNING AND POLICY IN NAMIBIA **EA6110**

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination – 50%

Module Description

Planning: conception and perspectives; policy; elements, principles and philosophical bases: the planning and policy; context; political parties and adult education plan and policy; the roles of government and the responses of non-governmental organisations; Adult Education in the constitution, Adult Education and General Education Reforms; Adult Education in Education for All (EFA) in Namibia; issues and problems in planning and policy in Adult Education.

MANAGEMENT TECHNIQUES IN ADULT EDUCATION **EA6130**

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

This Module essentially seeks to familiarise students with the techniques of applying management methods and strategies in the administration of adult education especially in relation to project, programme conception and implementation. Attention will also focus on the application of the computer for efficient and effective adult education administration in Namibia.

CURRICULUM STUDIES IN ADULT EDUCATION **EA6150**

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Theories and models of curriculum design: Ralph Tyler's Linear; M Sicbeck's cyclical, the adults and disciplines in curriculum design; principles, practice, procedures and problems in the development of curriculum for adult education programmes; the pedagogy versus andragogy debate; proponents, opponents, issues, Adult Education curriculum in Namibia; plans, problems and prospects.

TWENTIETH CENTURY THINKERS IN ADULT EDUCATION **EA6170**

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

The Module will focus on the efforts towards the development of Adult Education as an academic discipline. The contributions of key thinkers of the 20th century will be critically examined. Such thinkers of the 20th century will include: Albert Mansbridge; Basil Yeaxlee; R. H. Tawney; John Dewey; Malcolm S. Knowles; Robby Kidd; Moses Coady; Julius Nyerere; Paulo Freire; Ivan Illich; etc. Emphasis will be placed on application of thoughts to contemporary adult education theory and practice.

ADVANCED COMMUNITY EDUCATION STUDIES **EA6190**

Pre-requisite:	None
Duration:	2 Semesters
Contact hours:	4 hours per week
Assessment:	Continuous assessment - 50% Examination - 50%

Module Description

Community education: Concepts, principles, methods and approaches; states roles and functions; the roles of voluntary educational bodies and organisations; community's concerns and approaches to curricular synchronisation; values in community education; case studies in community education projects in Namibia; issues and problems in community education in Namibia.

MASS COMMUNICATION IN ADULT EDUCATION **EAO6110**

Pre-requisite: None
Duration: 2 Semesters
Contact hours: 4 hours per week
Assessment: Continuous assessment - 50%
Examination - 50%

Module Description

Mass communication: concepts, principles and practices; methods and technologies of mass communication in adult education; mass media and the promotion of adult education programmes with particular reference to Adult Basic Literacy Education Campaigns in developing countries; issues, problems and prospectuses; mass media and Adult Education in selected SADC countries; the case of Namibia.

C.3.4 DOCTOR OF PHILOSOPHY (PH.D.) PROGRAMM OFFERED BY THE DEPARTMENT OF CURRICULUM, INSTRUCTIONAL & ASSESSMENT STUDIES

PHILOSOPHY OF EDUCATION **EMP8610**

Pre-requisite: M.Ed or Masters Degree with PGDE
Duration: One Academic Year
Contact hours: 2 hours per week
(1 hour tutorial)
Assessment: 2 Assignments & 1 test - 50%
Examination (1 x 3 hour paper) – 50%

Module Description

The Module intends to provide the students with philosophical foundations of education both as process as well as an end. The students will be initiated into knowledge and the normative (value) dimensions of education. Further, the influence of the nature of a human being (as we perceive it) to the concept of education will be elucidated.

PHILOSOPHICAL RESEARCH METHODS **EMR8600**

Pre-requisite: M.Ed or Masters Degree with PGDE
Duration: One Academic Year
Contact hours: 2 hours per week
(1 hour tutorial)
Assessment: 2 Assignments & 1 test - 50%
Examination (1 x 3 hour paper) – 50%

Module Description

The Module aims at introducing students into a variety of philosophical research methods currently in use in seeking philosophical knowledge. After being familiar with various philosophical research methods, students are guided into developing a philosophical oriented research proposal in the field of education.

HISTORY OF EDUCATION **EMH8610**

Pre-requisite: M.Ed or Masters Degree with PGDE
Duration: One Academic Year
Contact hours: 2 hours per week
(1 hour tutorial)
Assessment: 2 Assignments - 50%
Examination (1 x 3 hour paper) – 50%

Module Description

The aim with this upper research Module in History of Education is to expose educators/researchers to the nature and development of the subject. Furthermore, it should equip them with the necessary skills and knowledge to conduct research in historical issues, both oral and recorded.

C.4.4 DOCTOR OF PHILOSOPHY (EDUCATIONAL FOUNDATIONS AND MANAGEMENT) OFFERED BY THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND MANAGEMENT.

EDUCATIONAL MANAGEMENT AND ADMINISTRATION **EMM 8670**

Duration: 2 Semesters
Contact Hours: 2 Hours/week
Tutorials: 1 Hour
Examination: 50% Continuous Assessment: 50%
Examination 3 Hour paper

Module Description

The Module is designed for experienced educational managers and leaders in education. The Module provides an opportunity for in-depth study in educational management and administration. The Module facilitates the development of educators who possess a body of Specialist knowledge and competencies and who are capable of providing leadership in their specialist areas. It enhances each student's capacity of providing leadership in his/her specialist area. It enhances each student's capacity to critically analyse relevant professional practices in their major area of study using problem solving approaches and applied research in educational management.

COMPARATIVE AND INTERNATIONAL EDUCATION **EMC 8650**

Duration: 2 Semesters
Contact Hours: 2 Hours/week
Tutorials: 1 Hour
Examination: 50% Continuous Assessment: 50%
Examination 3 Hour paper
STATUS: Required Subject

MODULE DESCRIPTION

The Module is intended to give students and educators the building blocks from which to understand and analyse the meanings and goals of educational systems and practice as they connect to their region and larger world contexts. The Module explores development of theoretical perspectives and approaches, ii) the understanding of ideological and policy frameworks within educational systems, and iii) the understanding of the contribution of education to social and economic development in country and regional contexts.

SOCIOLOGY OF EDUCATION **EMS 8690**

Duration: 2 Semesters
Contact Hours: 2 Hours/week
Tutorials: 1 Hour
Examination: 50% Continuous Assessment: 50%
Examination 3 Hour paper

MODULE DESCRIPTION

The aim of this upper research Module is to introduce educators/researchers to prominent social theoretical thinkers in the discipline of Sociology of Education. Furthermore, educators/researchers should be able to critique and apply these theories in classroom situations. Furthermore, it is aimed at equipping educators/researchers with logical and effective teaching and acquires information on socio-cultural, economic, and political variables which impact upon education.

HISTORY OF EDUCATION **EMH 8610**

Duration: 2 Semesters
Contact Hours: 2 Hours/week
Tutorials: 1 Hour
Examination: 50% Continuous Assessment: 50%
Examination 3 Hour paper

MODULE DESCRIPTION

The aim with this upper research Module in History of Education is to expose educators/researchers to the nature and development of the subject. Furthermore, it should equip them with the necessary skills and knowledge to conduct research in historical issues, both oral and recorded.

PHILOSOPHY OF EDUCATION

EMP 8610

Duration:	2 Semesters
Contact Hours:	2 Hours/week
Tutorials:	1 Hour
Examination: 50%	Continuous Assessment: 50%
Examination	3 Hour paper
Status:	Optional

MODULE DESCRIPTION

The Module intends to provide the students with philosophical foundations of education both as process as well as an end. The students will be initiated into knowledge and the normative (value) dimensions of education. Further, the influence of the nature of a human being (as we perceive it) to the concept of education will be elucidated.

PHILOSOPHICAL RESEARCH METHODS

EMR 8600

Duration:	2 Semesters
Contact Hours:	2 Hours/week
Tutorials:	1 Hour
Examination: 50%	Continuous Assessment: 50%
Examination	3 Hour paper
Status:	Optional

MODULE DESCRIPTION

The Module aims at introducing students into a variety of philosophical research methods currently in use in seeking philosophical knowledge. After being familiar with various philosophical research methods, students are guided into developing a philosophically oriented research proposal in the field of education.

C.5.4 DOCTOR OF PHILOSOPHY (PH.D.) PROGRAMME OFFERED BY THE DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION

C.4.4 AREAS OF SPECIALIZATION

ADULT EDUCATION

EAD8110

Duration:	2 Semesters
Contact Hours:	4 Hours/week

Module Description

This will cover Historical Foundations; Philosophical Foundations; Comparative Studies; Organization and Administration; Psychological Foundations; Principles and Methods and Curriculum Studies.

COMMUNITY DEVELOPMENT

EAD8130

Duration:	2 Semesters
Contact Hours:	4 Hours/week

Module Description

This will comprise of areas such as: Community Development and National Development; Community Development Planning; Contemporary Theories and Practice in Community Development; and Community Organization Studies.

COMMUNICATION IN ADULT EDUCATION AND COMMUNITY DEVELOPMENT

EAD8150

Duration:	2 Semesters
Contact Hours:	4 Hours/week

Module Description

This specialization consists of sub-areas like: The process of human communication; understanding media; selecting, producing and using media in adult education; media and community mobilization; mass communication and social change.

THESIS

EAD 8100

The conduct of the Ph. D. research and the submission of the Thesis shall conform to the provisions of Regulations for Postgraduate Modules of study of the University of Namibia.

Candidates who are registered for the Ph.D. (Adult Education) degree by research must undertake a research in an approved area and topic, as well as complete and submit a Thesis.

The candidates shall be assigned supervisors to guide them in their research programmes, and shall write the Thesis in accordance with guidelines provided by the Postgraduate Studies Committee as approved by Senate. As a standard practice, every Thesis shall be accompanied by a declaration stating that it has not been previously submitted for a similar degree in any other University or Institution of Higher Learning.

The Thesis must contain an abstract of not than 400 words indicating the general findings of the research, and the major conclusions reached. Both the format and the literary presentation (in English) must be satisfactory.

Every Ph.D. Thesis submitted shall be examined by at least three (3) examiners appointed by Senate, one (1) of whom must be external to the University. The supervisor shall be one of the examiners.

The examiners shall be required to submit a detailed assessment of the Thesis and also write definite recommendations on whether the degree should be awarded to the candidate unconditionally, or whether the degree should be awarded subject to specified corrections or revisions being made, or whether the Thesis should be referred back to the candidate for rewriting, or whether the Thesis should be rejected outright.

In cases where the examiners of the Thesis disagree in their recommendations, the Postgraduate Studies Committee shall study the case and recommend to Senate the appointment of an additional independent examiner to serve as referee on the Thesis.

A candidate who disagrees with the results of the examination as approved by Senate, may appeal, giving reasons and evidence to support the appeal. Senate will then have the case examined by an Appeals Committee.

Candidates who are registered for the Ph.D. (Adult Education) degree by Thesis, will normally appear for a viva voce (or oral) examination. The examination will be conducted in accordance with the procedures approved by Senate to pass the requirements in a Module or Modules. The eligibility and other issues for supplementary examinations shall be determined by the provisions of the General Regulations for Postgraduate Modules of study of the University of Namibia.