Curriculum review report on a framework for the harmonization of lower secondary teacher education curriculum with the revised lower secondary school curriculum, assessment and examination reform in Uganda

BY
UGANDA TECHNOLOGY AND MANAGEMENT UNIVERSITY
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BTVET</td>
<td>Business Technical Vocational Educational Training</td>
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<tr>
<td>CURASSE</td>
<td>Curriculum, Assessment and Examination</td>
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<td>DES</td>
<td>Diploma in Education Secondary</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>KLOs</td>
<td>Key Course Learning Outcomes</td>
</tr>
<tr>
<td>LAs</td>
<td>Learning Areas</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MoESTS</td>
<td>Ministry of Education, Science, Technology and Sports</td>
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<td>NCDC</td>
<td>National Curriculum Development Centre</td>
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<td>NCHE</td>
<td>National Council for Higher Education</td>
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<td>NTCs</td>
<td>National Teachers’ Colleges</td>
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<tr>
<td>SDGs</td>
<td>Sustainable Development Goals</td>
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<tr>
<td>TIET</td>
<td>Teacher Instructor Education and Training department</td>
</tr>
<tr>
<td>UACE</td>
<td>Uganda Advanced Certificate of Education</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
</tbody>
</table>
LIST OF TABLES

Table 1: Comparison of Old and New curriculum ............................................................... 24
Table 2: Teacher Competence framework ........................................................................... 29
Table 3: Admission Minimum Requirements ...................................................................... 38
Table 4: Programme Structure Summary for Professional Studies ................................. 44
Table 5: Programme Structure Summary for Creative Arts .............................................. 63
Table 6: Programme Structure Summary for Languages .................................................. 79
Table 7: Programme Structure Summary for Life Education ........................................... 88
Table 8: Programme Structure Summary for Mathematics ............................................ 109
Table 9: Programme Structure Summary for Social Studies .......................................... 124
Table 10: Programme Structure Summary for Science .................................................... 143
Table 11: Programme Structure Summary for Religious Education .............................. 156
Table 12: Programme Structure Summary for Technology and Enterprise .................... 177

LIST OF FIGURES

Figure 1: Teacher Educational Reform Philosophical Model ........................................... 28
Figure 2: Uganda Teacher Education Harmonization Competence Framework Report (2014) 31
Figure 3: Summary of the competence framework ....................................................... 32
Figure 4: 3 National Teacher Training Framework based on CURASSE ......................... 35
Course outline or syllabus

A course outline is a document that benefits students and instructors. It is an essential piece when designing any course. A course outline works as a reference for colleagues, administrators, and accreditation agencies. It allows others to see what you are doing in your course, and what is expected of your students. In some cases, others may refer to your course outline to determine what skills students should have after completing your course. Related courses that utilize your course as a prerequisite or co-requisite will likely build on the outcomes mapped out in your current course outline.

Learning objectives/outcomes

The outcomes are statements that are verb oriented and directed at the students. They use verbs like identify, which is a lower level thinking skill or analyze which is a higher order thinking skill. A distinction is also at times made between course learning objectives and course Course Learning Outcomes or competences.

Course assessment

The assessment overview is a grading guide that allows students to see what weightings can apply to the different assessment elements of a course. The process through which the progress and achievements of a learner or learners is measured or judged in compliance with specific quality criteria.

Competence-based curriculum

A curriculum that emphasizes the complex outcomes of a learning process (i.e. knowledge, skills and attitudes to be applied by learners) rather than mainly focusing on what learners are expected to learn about in terms of traditionally-defined subject content. In principle such a curriculum is learner-centred and adaptive to the changing needs of students, teachers and society. It implies that learning activities and environments are chosen so that learners can acquire and apply the knowledge, skills and attitudes to situations they encounter in everyday life. Competency-based curricula are usually designed around a set of key competences/competencies that can be cross-curricular and/or subject-bound (UNESCO, 2013).

Core Curriculum

The body of knowledge, skills and attitudes expected to be learned by all students, generally related to a set of subjects and learning areas that are common to all students, such as languages, mathematics, arts, physical education, science and social studies(UNESCO, 2013).

Curriculum (plural-curricula)

In the simplest terms, ‘curriculum’ is a description of what, why, how and how well students should learn in a systematic and intentional way. The curriculum is not an end in itself but rather a means to fostering quality learning (UNESCO IBE 2011).
Curriculum Framework

An overarching document that fulfills some or all of the following: places national statements of vision, economic development and education policy in a curriculum context; sets out broad aims and objectives of the curriculum at the various stages of schooling; explains the educational philosophy underlying the curriculum and approaches to teaching, learning and assessment that are fundamental to that philosophy; outlines the curriculum structure, its subjects or learning areas and the rationale for the inclusion of each in the curriculum; allocates time to various subjects and/or learning areas in each grade or stage; provides guidelines to subject curricula developers, teacher trainers and textbook writers; prescribes requirements for curriculum implementation, monitoring and evaluation (UNESCO IBE 2011).

Curriculum harmonization

Initiatives developed by sub-regional and regional organizations intended to harmonize curricular contents, standards, and assessment in some subject areas such as mathematics and science education, as a way to foster integration and facilitate the mobility of students and teachers across countries. Harmonization is seen as a means of achieving an increasingly networked and interrelated group of curriculum and examination systems and improving education against common agreed benchmarks of excellence. Curriculum harmonization is also an important issue within decentralized and federal education systems (UNESCO, 2013).
EXECUTIVE SUMMARY

The recently launched State of education in Africa Report (2015:11) observes that while universal access to schooling yields some economic benefits, significant improvements in the quality of learning will achieve a greater impact for advancing development progress and economic growth in countries. A secondary education is thus essential in preparing students for higher education and important life skills. Additionally, a secondary education provides the skills and tools to help meet a country’s growing demands for highly skilled and educated workers in a globalized world. There is thus a growing need to invest in and expand access to secondary education.

The area of curriculum reform is a controversial subject in almost all countries of both developed and developing world due to a variety of interests championed by a multitude of stakeholders. The controversies surround the need for reform, the strategies and approaches to be used, the financing modalities and general implementation of reform initiatives. Secondary education reform initiatives in developing countries remain low especially compared to other levels like primary, vocational and higher education sectors.

There is a growing demand for competence-based education that concentrates efforts in the transfer of skills and competences to the young people who graduate from secondary schools. Uganda has recently undertaken its initial steps at reforming the secondary education sector. Three categories of outputs should be the target of any secondary reform initiative. First are students who complete secondary education and wish to continue to higher levels of education. Second are students who complete the secondary education and wish to join the vocational sector. Third are students who complete secondary education and immediately join the world of work. A teacher of a secondary school and a tutor in a teacher training institution charged with production of these three outputs requires appropriate knowledge, competences and skills to produce secondary school graduates.

Uganda’s secondary education sector has been accused of many evils—being overloaded, lacking key characteristics of the 21st century skills, lacking the needed flexibility to absorb new knowledge, failure to address the social and economic needs of the country, failure to meet the needs of majority of learners who enter the secondary education, declining and poor quality, being too theoretical, and use of teaching methodologies which do not allow active learning and acquisition of skills that can be applied to solve contemporary problems. Some critiques have argued that the secondary education system in the country is too colonial and out of touch with the national development aspirations of the country as contained in the flagship policy document of government—Vision 2040. The country’s National Development plan and the Education Sector strategic investment plan both recognize the urgent need for reforming the secondary education sector. The revision of the lower secondary education curriculum has increased more pressure on the government to reform the secondary and postsecondary education systems.

As part of the agenda to reform the secondary education curriculum, the Ministry of Education, Science, Technology and Sports (MoESTS) of the Government of Uganda took a decision to undertake a thorough reform of the Lower Secondary Education curriculum. This work was undertaken by the Curriculum, Assessment and Examination (CURASSE) project. CURASSE has changed the current overloaded menu of 43 subjects and exclusive model of secondary education to a broader and more inclusive curriculum that when implemented successfully will satisfy the needs of learners of different abilities. The new Lower Secondary School Curriculum has been designed for Senior 1 – Senior 4. This competency based curriculum will allow
learners to acquire the knowledge and skills needed for success in the modern society and lay a firm foundation for being effective citizens, the world of work, self-employment and further education.

The new Lower Secondary School Curriculum has eight (8) Learning Areas- Creative Arts, Languages, Life Education, Mathematics, Religious Education, Science, Social Studies and Technology and Enterprise. At the centre of the curriculum are generic (soft/transferable) or 21st Century skills and desired society values. The CURRASE curriculum focused on a more broad and inclusive model in line with the global trend since 2000 that considered inclusive education as an important component. Moreover, the Uganda Education Sector investment plan (2004-2018) envisages a curriculum that can address the emerging problems of young people in the country.

The Report of Harmonization of Teacher Education Programs in Uganda (2014:8) states that ‘No country can have a better quality of education than the quality of its teachers as teachers are molders of tomorrow’s generation that should be prepared to live in a complex global world’. Teachers can have life-transforming effects on learners that are difficult to assess and value. Teachers can enrich a young generation of children so that the future is a safe, secure and great place to live in for every person in society. In addition, for any society to stay competitive there must be extensive technological innovation. The backbone of technological innovation is education, so it is extremely important that learners receive quality education to foster technological innovation which will in turn foster a better quality of life for all members of the society. With the reform of the lower secondary level education, Teacher training institutions need to be brought on board through a review and harmonization of what is taught in such institutions.

Government of Uganda through MoESTS, under the coordination of the Teacher Instructor Education and Training department (TIET), procured the services of experts to help in the formulation of the roadmap (strategy and methodology) and identification of the human & financial resources needed to revise the Secondary Teacher Education curriculum offered at NTCs and other training institutions in line with the CURASSE Lower Secondary Curriculum. The major product of this process is a framework for a harmonized Secondary Teacher Education curriculum that can be adapted by all institutions offering Secondary Teacher Education courses. This document will go a long way in ensuring some level of uniformity in the training that the teachers who are produced by these various teacher-training institutions receive. The assignment aimed at attaining the following specific objectives:-

i. Study existing documents relevant to the development of the framework for harmonized curricula.
ii. Provide recommendations on strategies, mechanisms, steps and timelines to be applied for harmonizing the two curricula.
iii. Develop a curriculum outline for the harmonized secondary Education curriculum.
iv. Validate the harmonized Secondary Teacher Education curriculum framework and curriculum outlines.

In undertaking the assignment, the consultants reviewed a number of existing documents about secondary education policies and reform initiatives in Uganda, and those at Africa and the global level that have driven reform agenda. At a global level, the Millennium Development Goals (MDGs) plan with successor Sustainable Development Goals (SDGs) as well as the Education for All (EFA) initiative have engineered curriculum reform debate. A comparative
review of the existing curriculum in teacher training institutions and the CURRASE curriculum under the 8 learning areas was undertaken through a mapping analysis exercise. We also reviewed the objectives of the Education Sector Investment Plan (2004-2018) and the National Development plan among other documents to synthesize the current situation and identify the gaps that formed a basis for a harmonized curriculum. The quality assurance framework for curriculum development by National Council for Higher Education (NCHE) was reviewed since the Diploma in Secondary Education is a university program that needs accreditation by NCHE. The teacher competence framework guidelines for Uganda were also analyzed with special focus on the demands of the professional teacher and competences expected of a teacher and teacher trainee.

The gaps in the old curriculum by Teacher Training institutions alongside the changing trends of secondary education in Uganda and the existing legal and institutional frameworks for secondary education in Uganda enabled consultants develop a harmonized curriculum that will be able to produce a teacher trainee to teach on the CURRASE learning area. While the current teacher training curriculum was term-based, the proposed harmonized curriculum are based on a semester system to tally with the current university system. There is a need for a clear governance arrangement for the harmonized curriculum. A number of policy changes are also proposed in this report.

As a primary output of this assignment, we have developed a harmonized curriculum outline. The curriculum outlines for Diploma in secondary education for each of the learning areas has been developed based on the NCHE guidelines and framework for curriculum development. The outlines for each of the learning areas covers a brief course description, the course objectives, the Course Learning Outcomes, the content, the Course delivery methods. The delivery approach for this course will be based on the Active Teaching and Learning (ATL). Some of the ATL techniques that can be used during the learning process include: classroom lectures, guided self-paced reading, group-based brainstorming, discovery, explanation, group discussion, brainstorming, demonstration, role play, research, think-pair-share, Learning situations, storytelling, presentation, peer teaching, project based learning, recitation, contract learning, debates and simulation, and Course assessment. The content has been aligned to the desire to produce a teacher trainee with a combination of 21st century competences to effectively produce a secondary school graduate that meets the requirements of government.

This curriculum review report is organized around six chapters. Chapter 1 describes the context of secondary education. Chapter 2 describes the approaches and methodology used in this assignment while chapter 3 describes the situational analysis of Uganda’s secondary education through a synthesis of some key documents. Chapter 4 describes the teacher competence framework and augments the need for a harmonized curriculum. Chapter 5 presents the governance architecture needed to implement the reform changes while chapter 6 describes the curriculum outlines for each of the learning areas. Finally, chapter 6 concludes and makes some important recommendations.
CHAPTER ONE:  
THE CONTEXT AND BACKGROUND

1.1 Introduction

Governments throughout the world are charged with delivery of public goods and services to their citizens. Education is a vehicle through which governments deliver their promises. An educated populace is an important tool for poverty reduction and societal transformation generally. Increasingly, Governments are recognizing the importance of investing in secondary education although the sector has largely remained the most unreformed as compare to tertiary and primary education levels. The challenge for African governments is not just to expand secondary education, but to enhance the quality of education. Between 1999-2012 worldwide, there were 552 million youth enrolled in secondary schools and of these, some 49 million secondary students resided in Africa (State of Education in Africa Report, 2015:8).

According to the State of Education in Africa Report (2015:8), Africa is the world’s most youthful continent. Today, nearly 50 percent of Africans are under age 15. Africa’s young people are our future leaders and will be the driving force behind sustainable growth across the continent. Investment in education and training is thus essential in building an educated and skilled workforce. A secondary education is essential in preparing students for higher education and important life skills. Additionally, a secondary education provides the skills and tools to help meet a country’s growing demands for highly skilled and educated workers in a globalized world. There is thus a growing recognition among African governments on the need to invest in and expand access to secondary education.

Secondary education holds opportunities to the young individual students as well as in the economic and social development of nations (World Bank, 2002). It is not contestable that good quality secondary education is a prerequisite both for successful integration of young people into the modern economy and for the ability of countries to benefit from the ICT and knowledge revolution and to compete successfully in the new globalized, knowledge-based economy. Secondary education provides countries with critical higher-level skills and knowledge for advanced learning and training of technicians, scientists, and entrepreneurs. No matter what good intentions a country has for its people, without requisite education to guide the development of young people, not only would these same young people be ill prepared for tertiary education, or for the workplace, but they would also be susceptible to a myriad of problems, including drug abuse, early marriages, prostitution, terrorist and so on. These problems make the young people generate a high social cost. In this regard, the challenge to solving secondary education issue remains an enormous and an unfinished agenda that all countries will face up to as they develop.

The Government of Uganda in line with Education for All (EFA) goals and in an effort to fulfil the Ministry of Education, Science, Technology and Sports (MoESTS) mission statement and the objectives contained in the Education sector Strategic Plan objectives (2004-2018) received a grant from the Kingdom of Belgium through the Belgo-Ugandan Study and Consultancy Fund to finance the first phase of the harmonization of the Lower Secondary Teacher Education curriculum with the newly revised Lower Secondary Schools curriculum. The changes in the Lower Secondary Teacher Education curriculum are necessitated by the review of Lower Secondary School Curriculum that started in November 2011 and spearheaded by
the National Curriculum Development Centre in conjunction with MoESTS and supported by World Bank.

The revised CURASSE curriculum has eight compulsory learning areas i.e. Creative Arts, Languages, Life Education, Mathematics, Religious Education, Science, Social Studies, Technology and Enterprise. The learning associated with each Learning Area is part of a broad, general education and lays a foundation for a productive life and also for specialization. In order to implement this curriculum, it is necessary to re-align the curriculum currently in use in Lower Secondary Teacher Education and other institutions that offer Secondary Teacher training, with the revised lower secondary school curriculum. There is a need for teacher training institutions and Universities to harmonize their curricula with that of the Lower Secondary Curriculum in light of the above changes. This will lead the country to prepare new teachers who can handle the Reformed Lower secondary curriculum effectively. While there are already existing teachers in secondary education, the reformed curriculum will require re-tooling of the existing teachers and a mass production of new sets of teachers with adequate pedagogical capacities to produce new trainees with capacity and competences to educate learners in the new curriculum.

The new Lower Secondary School Curriculum has eight (8) Learning Areas- Creative Arts, Languages, Life Education, Mathematics, Religious Education, Science, Social Studies and Technology and Enterprise. At the centre of the curriculum are generic (soft/transferable) or 21st Century skills and desired society values. These are as a result of rationalizing, integrating and merging (rim) of content of the existing subjects. All Learning Areas will be compulsory at Senior1-Senior 4. The CURRASE curriculum focuses on a more broad and inclusive model. This is because from the year 2000 every new curriculum worldwide has considered Inclusive Education as an important component. To make sure that the new lower secondary curriculum is able to cater for all learners and reward any achievement however little it may be; then an inclusive approach should be taken.

1.2 Education, Society and Development

The relationship between education, society and national development of a country remains an intensely discussed area of policy. Moreover, the level of education that contributes most to societal transformation equally remains an unfinished business. What has become clear though is that secondary education is becoming a central policy concern of developing countries, particularly among those that have made rapid progress in universalizing primary education, and those in which demographic transition has shifted towards adolescents (Holsinger and Cowell, 2000:11). Uganda is not an exception to this fact.

Pârgaru, Gherghina and Duca (2009:645) reminds us in a quite educative way of the significant role education (including secondary) plays in any society. Education is an essential activity in the development of society which has seen major transformations, from which the new methods and models of the modern educational system have resulted. In this context, education represents the basis of a society and ought to be oriented towards the future where knowledge becomes the main component of the economic and social growth, and the economic crisis becomes an impediment in the development of the knowledge-based society. Developing countries generally and Africa in particular have had different experiences, challenges and desires regarding education generally and more specifically the secondary education sector. Within East, countries are at different levels of reforming their secondary education systems.

Uganda’s secondary education sector has been accused of many evils-being overloaded,
lacking key characteristics of the 21st skills, lacking the needed flexibility to absorb new knowledge, failure to address the social and economic needs of the country, failure to meet the needs of majority of learners who enter the secondary education, declining and poor quality, being too theoretical, and the teaching methodologies which do not allow active learning and acquisition of skills that can be applied to solved contemporary problems. Some have argued the system is too colonial and out of touch with the national development aspirations of the country as contained in the flagship document-Vision 2040. This system has thus become ripe for change. A number of other changes and forces have increased pressure for governments to reform secondary education.

1.3 The changing context of secondary Education in Uganda

The secondary sector in Uganda has not changed fundamentally until policy or operational initiatives under the CURRASSE initiative. Even with these initiatives, there still remain pockets of resistance yet substantial time and resources have been spent. The context in which secondary education is offered is changing. With changes in secondary education, the training institutions that produce teachers of secondary education need to change the approaches, curriculum and methodologies of teaching and assessments.

Critics always argue that quality of secondary education has declined; that standards have fallen, curricula are trivial, teachers are underpaid, and faculties of education are irrelevant, and so on. Yet, the focus on the quality of the teachers being trained and the curriculum used and the environment of training the teachers evades intense policy debates and the practical realities of change in the Uganda, regional and global societies. Robertson and Barlow (1994) argue that problems with schooling are not due to a decline in education, but to changes in the world around the schools - changes that are not well understood even though they pose fundamental challenges to schooling. These changes are particularly important to secondary schools. The different actors in secondary education sector in Uganda need to come to reality with some of the following changes that ought to guide the context in which secondary education reform initiatives and their implementation is to be offered in:-

1. The nature of students is changing in many ways
   - Young people are an increasing portion of the population, so more attention needs to be given to their issues.
   - More females who have long been marginalized are now in urgent need of education than was the case before most of whom are graduates from the universal primary education. The ‘girl-child’ debate has created new forces and realities that policy makers need to understand and consider.
   - Families are changing. Divorce rates are up, as are remarriages and most families now have working parents or guardians which has created parenting difficulties.
   - Poverty is increasing and income gaps remain very large especially between the urban and the rural areas. Access to secondary education for some young people remains a distant dream due to lack of school fees.
   - Relationships between young people and adults are changing. Adults no longer have the unquestioned authority they used to have in the past. The youth who go to secondary education now see themselves as more independent and autonomous. Such youth have no respect for authority (teachers and administrators). The policy of government on corporal punishment has added its own problems to the equation hence the high levels of indiscipline and the number of strikes even on matters that could arguably be solved without violent means. This is not to suggest that some teachers and school administrators have done their roles to avert such strikes.
The demographic composition of the country is changing. The youth mostly unemployed, ‘angry and hungry’, represent a growing portion of the population. Moral issues and values are changing. The advent of AIDS and explosion of STDs have changed sexual relations as feminism has changed gender relations. Democracy and human rights. Ideas of human rights have developed in important ways with same sex debate also becoming a thorny issue of policy debate.

2. The technology of education has changed

- Education now takes place in a networked world where the user of Internet, computer and other electronic devises is a common feature. It is more than ever before a reality that learning is being affected by developments such as television, video, computers, and the Internet.
- More knowledge is becoming available, more widely and more interactively.
- Changing technology could allow much greater individualization but only if the basic approach to providing educational opportunities changes.

3. Changing outputs of secondary education

- It has long been recognized that secondary schools were dominated by preparation for post-secondary education, and especially for university. Yet the nature and role of post-secondary and continuing education are changing, although the post-secondary institutions are only beginning to realize this.
- Post-secondary education is now a route to employment opportunities for most young people who complete this level of education.
- Boundaries between universities, colleges, tertiary institutions, and adult education are being differentiated.

4. The changing labor force

- Employers now require outputs that have competences as opposed to mere knowledge
- Employers now require employees with right attitudes to work and good communication skills
- A good education no longer guarantees a good job, but lack of education makes desirable work quite unlikely.

5. The Universalization of secondary education

- To allow access to the majority of youth, government policy has shifted to universalization of education.
- The number of graduates of primary level education are increasingly high and in need of secondary education opportunities. Some of these graduates of primary education are ill-prepared and of poor quality.
- The trends of public-private partnership initiatives between government and the private sector is on the increasing

6. The shortage of teachers and Course Teaching materials

- As the number of secondary education students is on the increase and the government increases access through universalization efforts, the number of teachers
are not commensurate to this number

- There is dire shortage of Course Teaching materials with several students sharing textbooks or computers. Yet opportunities of using electronic free open Course Teaching materials has not been considered
- Science equipment are not adequate and the number of science teachers does not match the demands
- There is a clear urban-rural divide regarding the quality of infrastructure and equipment available for adequate learning

7. The liberalization of the secondary education sector

- The secondary education sector has been liberalized with the private sector schools taking a leading role
- The fees in private schools are determined by the market while those in government schools are set by restrictive government policies
- There is a variation in teacher’s pay in public and private secondary schools.

Educational change, and reforms at any level proposes two main strategies as reported by Fullan (1991) that include (1) intensification, and (2) professionalization. Intensification describes the package of reforms such as examinations and assessment, robust teaching methods, tougher curricular requirements, or external review quality assurance as well as accreditation of program curriculum. The argument is that changing the conditions around schooling will improve results. Professionalization, on the other hand, takes the view that school improvement depends on giving more authority and autonomy to teachers; the assumption is that by changing the conditions of teaching education improves. Uganda needs to adopt a mixture of these two strategies in a complimentary manner if the problems affecting secondary education are to be comprehensively addressed. These two approaches need appropriate technical, political and management support by various actors.
The general objective for this assignment was to identify and formulate the strategy, methodology and resources needed to align the Diploma in Education Secondary (DES) curriculum with the reformed Lower Secondary CURASSE curriculum. The assignment aimed at attaining the following specific objectives:

i. Study existing documents relevant to the development of the framework for harmonized curricula.
ii. Provide recommendations on strategies, mechanisms, steps and timelines to be applied for harmonizing the two curricula.
iii. Develop a curriculum outline for the harmonized secondary Education curriculum.
iv. Validate the harmonized Secondary Teacher Education curriculum framework and curriculum outlines.

2.2 Scope and deliverables

The scope of the assignment was the development of a curriculum outline for the secondary teacher education training institutions in harmony with the revised CURRASE curriculum. The following were the deliverables for the assignment:

i. An inception report.
ii. A curriculum review report.
iii. ToRs for the writing panels which shall write the curriculum outline.
iv. Outlines of the proposed curriculum and materials to be developed for each learning area.
v. An approved and costed implementation plan.
vi. Workshops’ reports on preparation of curriculum outlines and sensitization events.

2.3 Approach

There are many approaches to curriculum development. Some curriculum developers focus on students and their learning goals whereas others focus on the effect of the teacher’s action upon learning. Yet others only focus on the context of learning and the degree to which individuals are viewed autonomously or as the objects upon which the work of curriculum is acted. In this assignment, the curriculum outline design considered three interconnected aspects:

1. The context in which the teaching and learning takes place.
2. The consideration of the teachers or lecturers who will train educators in the CURRASE Areas.
3. The needs and expectations of the learners and the community where they work within the context of an ever changing environment.

The synthesis of the modules to be offered under each learning area also considered the requirements of a professional teacher and the 21st century skills required for imparting
knowledge to others. The outlines that considered generic professional training areas alongside the content areas specific to each learning area.

### 2.4 Procedures and Methodology

The following table summarizes the step-by-step activities undertaken by consultants to conduct the curriculum review and develop the curriculum outlines. The activities followed an iterative process and modifications where necessary were allowed as more engagement with various stakeholders yielded additional information.

1. **Entry meeting.** An entry meeting was held with the TIET department of the Ministry of Education, Science, Technology and Sports. An additional meeting was held with the BTC technical officials in charge of National Teacher Education institutions in Uganda.

2. **Review of documents.** A number of policy documents were reviewed to have an in-depth understanding of the assignment. The CURRASE reform project documents were key in this effort alongside the Government of Uganda secondary education policy documents.

3. **Inception Phase:** The consultants went through all the technical processes of the inception stage. The inception report was prepared and defended before the various organs of the client including the M and E committee of the Ministry of Education, Science, Technology and Sports.

4. **Review of Existing Curriculum:** There had been a view from some inception meetings that the country did not have NTC curriculum. The consultants undertook an exercise of locating this curriculum as it was the basis for mapping CURRASE curriculum. The existing curriculum documents were eventually located in Kyambogo University.

5. **Review of the CURRASE curriculum.** A review of the content for each of the 8 learning areas was conducted by the subject specialists with a view of developing a harmonized curriculum for teacher education training institutions. A common mapping framework was agreed to be used by all the learning specialists.

6. **Situational Analysis:** The situation analysis of the secondary education sector and the teacher education institutional context was conducted. This was mainly done through a synthesis of key policy documents of government. The country’s Vision 2040 and the National Development plan objectives were synthesized alongside the Education Sector Investment plan priorities. These were compared with the regional plans like the Africa Vision 2063 and the Sustainable Development Goals as well as the Education for All requirements. This synthesis crystalized the urgent need for reform.

7. **Reform philosophy and competence framework.** The key pillars underlying the harmonized reform philosophy were synthesized based on the situational analysis. The competence framework for teachers was also agreed upon from the Education Sector Competence Framework report of Uganda (2014). A model that would guide the reform efforts was generated through intense discussion of key specialists.

8. **Governance architecture.** The required governance apparatus for the harmonized curriculum was discussed and agreed upon. This involved a synthesis of the governance requirements at a national level, teacher education training institution level as well as the school level. The important stakeholders for this exercise were also synthesized.

9. **Curriculum outline Framework.** The appropriate framework for developing the curriculum outline framework for each of the learning areas was discussed and
adopted. The primary guiding document was the National Council for Higher Education Quality Assurance Framework for curriculum development. It was agreed that each learning area curriculum outline will involve a curriculum matrix for the two years of Diploma secondary Education, a brief course description, course objectives, Course Learning Outcomes, course content (with hourly distribution), methods of delivery and assessment.

10. **Curriculum Outline Development workshop.** There was a curriculum review and outline development residential workshop. Each of the learning areas had a minimum of two specialists. Each learning area team was availed the old existing curriculum with the CURRASE curriculum to map out a harmonized curriculum for NTC and other Teacher training institutions. Intense discussions were allowed in each learning area before a plenary session on each day to generate consensus and learning experiences.

11. **Development of a summarized curriculum framework.** The harmonized curriculum development framework was synthesized, developed and circulated to the clients for comments and technical input. This outline was developed based on international best practices and formats of similar frameworks. This summarized version was to be a basis for developing and concluding a detailed curriculum outline for each of the learning areas.

12. **Curriculum outline Validation workshop.** The summarized outline framework was presented to a broader audience of stakeholders in a one-day workshop. The best practice rules demands that stakeholders agree on the course names/outlines and the credit units allocated before a detailed curriculum outline is developed. During the workshop, the names of the general teaching methods was revised to be professional teaching learning area. It was also agreed that basic computer applications be included as a generic course for all learners.

13. **Curriculum Outline Finalization.** After the above validation workshop, the experts developed the detailed curriculum outlines based on the agreed framework as detailed in chapter five of this report.

14. **Curriculum Review Report.** The curriculum review report with detailed curriculum outlines for each of the learning areas was developed. In addition, a costed implementation plan was developed as appended to this report alongside other assignment deliverables.

15. **Stakeholder Final Validation.** There will be a final stakeholder validation workshop to discuss the curriculum review report and outlines.

16. **Final report.** The consultants will then incorporate the changes suggested from the last stakeholder validation workshop.
CHAPTER THREE: 
SITUATIONAL ANALYSIS

3.1 Current state of secondary education

The United Nations Sustainable Development Goals to be attained by 2030 include the need to ‘provide equitable and inclusive quality education and life-long learning opportunities for all’ as the 4th Goal. The Sustainable Development Goals offer a vision of a fairer, more prosperous, peaceful and sustainable world in which no one is left behind. Education is almost a pre-requisite for attaining each of the other 16 sustainable development goals.

According to the Education for all global agenda post 2015 envisaged an education that is a public good and a basic right. Education is also viewed as an essential catalyst for the achievement of all other global development goals and the nourishing of human potential and dignity. The Quality of education is an integral part of access and must include quality with respect to: (1) the education process (including quality curricula and reasonable class sizes); (2) adequate and safe infrastructure and learning and teaching resources; and (3) interventions that mitigate non-school factors impacting teaching and learning.

The recently released State of Education in Africa Report (2015:11) reports how commendably more students than ever before in history have been enrolled in schools throughout Africa although the pipeline of trained teachers, instructional materials, and infrastructure development has not kept pace with the heavy demand. Rising enrollment rates have thus drastically outpaced an increase in education funding, resulting in shortages of instructional materials and supplies, poorly stocked libraries and overuse of school facilities. Indeed, while more students are in school classrooms, the report adds; there is a deeper learning crisis at play: many students are not gaining basic skills while attending school. In fact, some students in school are not much better off than those who missed school. Consequently, the quality of education in Africa is in a perilous state; the report concludes. Private institutions are increasingly stepping in to educate children who lack access to an education or to fill the gaps in a country’s public education system through a public-private scheme in some countries like Uganda.

At a global level, recognition of the Education for All (EFA) initiative first launched in Jomtien, Thailand in 1990 to bring benefits of education to “every citizen in every society” is a key factor that has undoubtedly shaped Teacher education. The national development goals of Uganda have historically shaped the nature of education and the teacher education systems. Since the introduction of the Universal Primary Education (UPE) and Universal Post Primary Education and Training (popularly referred to as Universal Secondary Education), by the NRM government, there has been a resurgence of teacher, tutor and instructor demand in the country. Uganda’s Education Sector Strategic Investment Plan (2004-2018 is a key policy document that provides a broad framework for understanding Teacher education in Uganda. Investment in education has got educational, social, political and economic returns, which reach the majority of the population. More schooling is associated with reduction in gender disparities as well as externalities like improved family health, nutrition, and lower fertility among others (ESIP, 2008:7). Education participation is viewed as a part of the solution to poverty, as well as a vector in its reduction and increase in quality of life. Increased access to education should be poverty alleviating and income equalizing among different sections of Ugandans. The outputs of the education must be with appropriate skills and competences if they are to contribute to this poverty reduction agenda.
The Education Sector Strategic Plan 2007 -2015 was a revision of the ESSP 2004-2015 which itself was based on the 1992 Government’s White Paper on Education, its long-term commitments to the international community, and on the medium-term goals, plans, and current undertakings of the Ministry of Education and Sports. The provision of quality basic education is well embedded in the constitution of Uganda and it is clearly spelt out that all children in Uganda are entitled to quality education. Regarding teacher education in Uganda, the colonial policy of training African teachers in the early 1920s, the exodus of European and Asian teachers in the 1970s, the conflicts in the country up to mid-1980s are some of the local factors that have influenced teacher education in the country.

Analysis of the existing documents generally points to the fact that secondary education sector in Uganda has been the least reformed area of Uganda’s education system. Visible efforts at reforming this area in a comprehensive manner became evident only through The Uganda Secondary Education & Training Curriculum, Assessment & Examination (CURASSE) reform initiative whose 2008 report listed a number of problems that necessitated the need to review secondary education curriculum:

- The teaching methodologies inbuilt in the existing syllabuses did not promote effective learning and acquisition of skills.
- The existing curriculum, for historical reasons, was greatly overloaded.
- The existing curriculum did not address the needs of the majority of students entering secondary education.
- The existing secondary curriculum did not adequately address the social and economic needs of the country.
- The existing curriculum was not sufficiently flexible to address emerging fields of knowledge.
- Key characteristics required of the 21st century curriculum were missing.

The report recommended a major move from ‘knowing that’ to ‘knowing how’; a move from absorbing factual knowledge to developing knowledge competencies. Specifically, it was recommended that a reform of the curriculum that targeted imparting competences among learners was needed. In particular learners were to be given abilities to;

- Learn how to learn and learn how to think and be self-directed learner and
- Be an innovator and problem solver;
- Access and critically evaluate knowledge, selecting information that is useful from the mass of information that increasing floods 21st century society;
- Work constructively in teams;
- Develop active and productive citizenship skills and be globally aware;
- Apply knowledge and skills effectively to novel or difficult situations;
- Create, change and transfer knowledge;
- Communicate knowledge effectively using a variety of media.

The above reforms had significant implications on the competences of the teacher. In 2014, the Ministry of Education, Science, Technology and Sports with the support of UNESCO the Teacher Competence Education report which points outs a number of historical, local and global forces that have always shaped teacher education in Uganda including secondary education. Quoting the original Education Sector Strategic Plan (ESSP) 2004-2015 of Uganda’s Ministry of Education and Sports formulated in 2004 and which succeeded the Education Strategic Investment Plan (ESIP) of 1998-2003, a critical problem facing Uganda is that the country does not have enough people with the competencies needed to achieve its development goals.
The TISSA report indicates that Uganda faces challenges with both the quantity and quality of its teachers/instructors/tutors. The proliferation of training institutions and the lack of an agreed basic training standards based on expected teacher/tutor/instructor competence profiles is a hindrance to improvements in the quality of teachers/tutors/instructors. The situation is exacerbated by the lack of competence profile for the Teacher educator. It therefore becomes difficult to harmonize teacher education in the country. Moreover, the profile needs to capture emerging issues in education such as ICT, internationalization, liberalization and corporatization of education. Despite the desire to have “quality of education”, little effort has been placed on the need to “professionalize” Teacher education. The concerns and issues related to teachers are addressed mainly from the governance perspective of supply, wages and terms and conditions of service, rather than from the functional perspective of the professional development of the teacher. Insufficient attention is currently being paid towards improving the quality of teacher education programs, the quality of teaching, and to the quality of the teacher educators.

Teacher Education in Uganda has suffered from the failure to recognize and acknowledge that the quality chain in education begins and ends with the teacher educators. The quality of the teacher educators impacts on the quality of the teachers, which in turn impacts on the quality of the learners who graduate from the schools. Poor quality Teacher Education is one of the most critical factors influencing quality in/of the educational process. The requirements for eligibility to join the teaching profession, whether at the Teacher’ College or at the University, is not sufficiently rigid to attract only those with a calling to the teaching profession. There are also issues of recruitment, incentives and professional progression, which have hitherto received little attention.

The Ministry of Education and Sports has made some strides to improve the quality of education by upgrading the status of the teaching profession and improving the terms and conditions of service of teachers. It is however important to link “quality of education” to the need to “professionalize” teachers/Teacher education. As stated earlier, the concerns and issues related to teachers are mainly being addressed from the governance perspective of supply, wages and terms and conditions of service, rather than from the functional perspective of the professional development of the teacher. More attention needs to be paid towards improving the quality of teacher education programs, the quality of teaching, and the quality of the teacher educators.

The shift to teacher development from a functional perspective requires:

(1) A better understanding of the purposes of Teacher education
(2) A re-examination of the philosophical focus of Teacher education in this country
(3) A re-examination of the Teacher education curricula and the particular approaches that should be inbuilt within the various programs. The curricula should be informed by competence profiles and other requirements such as changes in primary and secondary school curricula
(4) Reforming or putting in place the necessary framework (policy and practice) to guide Teacher education and teacher practices in the next 20-30 years.

In almost all policy documents reviewed, Education is regarded as a key sector and a public good that gives returns to both the economy and the people. The documents however point to a number of problems that face the sector. There are qualitative and quantitative problems affecting the sector. While the education sector budget has been on the increase over the years, there remains a myriad of managerial, policy and operational challenges this sector continues to grapple with.
3.2 The existing Secondary Teacher Education curriculum

Uganda’s Secondary teacher training education curriculum exists in Kyambogo and NTCs. There is a syllabus that has been followed although it has not been updated for long. This existing curriculum needs to be harmonized with the lower secondary education curriculum reform that reduced the subjects to be taught from the original 42 to eight learning areas that are Languages, Science, Mathematics, Social Studies, Life Education, Religious Education, Creative Arts and Technology and Enterprise. To deliver this curriculum, there is a need for well-trained and competent teachers.

The burden of implementation lies on the shoulders of the teachers. The old curriculum for teachers cannot be used to train teachers for the new curriculum. This is because the content and philosophy are different. There is, therefore, a need for a revised teacher-training curriculum well aligned with the revised curriculum to enable its smooth implementation.

<table>
<thead>
<tr>
<th>Table 1: Comparison of Old and New curriculum</th>
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<tbody>
<tr>
<td><strong>Old Curriculum</strong></td>
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<tr>
<td>There is absence of an overarching central guiding curriculum document.</td>
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<tr>
<td>The current curriculum is based on a term system</td>
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<td>The existing curriculum is theory-based and emphasizes transfer of knowledge</td>
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<tr>
<td>There is no adoption of computer and modern technology in the delivery of the curriculum</td>
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<tr>
<td>Prevailing assessment methodologies are inadequate for an expanded entry,</td>
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<tr>
<td>The SE curriculum fails adequately to address contemporary needs</td>
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<tr>
<td>Many subjects in the existing curriculum are expensive to teach effectively</td>
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<tr>
<td>There is no focus on cross-cutting curriculum elements</td>
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<td>There is an acute shortage of good learning materials</td>
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<tr>
<td>There is poor Capacity to develop sound teaching schemes by individual schools is limited</td>
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<tr>
<td>Textbooks are oriented towards the kind of rote learning and mechanical exam question answering that conspire to ensure good marks but minimal understanding of the subject.</td>
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<tr>
<td>The teaching styles promoted by the overloaded content-heavy curriculum are do not generate the skills needed by a 21st century workforce</td>
</tr>
<tr>
<td>The SE curriculum is overloaded and anachronistic.</td>
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The teacher for the new curriculum has to be able to match the aspirations of the new curriculum. This is both in content and other aspects like pedagogy. In this vein, the content of the teacher has to be different from that of the old teacher. The way the new teacher is taught and assessed has to be different from the way the old teacher was taught and assessed. This curriculum framework therefore highlights the outline of the curriculum for the new teacher trainee. It forms a basis of development of the detailed curriculum to be implemented at teacher training institutions. The depth of the framework is in such a way that the focus of the curriculum is clearly mapped out.

To be admitted as a teacher trainee, the candidate must satisfy the general requirements for diploma programs. The candidate should have a minimum of one principal pass and two subsidiary passes in the same sitting of the Uganda Advanced Certificate of Education (UACE) or its equivalent. However, the different Learning Areas may have additional requirements on top of the minimum requirements. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently.

### 3.3 Proposed structural and policy changes

The following policy changes will need to be undertaken and supported by all stakeholders if the harmonized curriculum is to be a success:

1. There is a need for a policy shift from the term-based current arrangement in National Teacher Training Institutions to a semester-based system.
2. The teaching methods and general pedagogy needs to shift from a teacher-centered approach to a learner-based competence approach.
3. The Course assessment needs to change from the current terminal mode to continuous Course assessment. Each learning area has its additional unique modes of assessments that will need consideration and implementation.
4. There is need for school-institutional collaboration to enable student trainees have opportunities for practicing what they are taught. The policy of demonstration schools attached to teacher training colleges need to be considered. The number of schools under such a partnership should be increased and should cover public and private schools within a radius of 10Kms.
5. The use of ICT should be encouraged in all teacher training institutions but this will need a deliberate effort by government to invest in appropriate infrastructure to facilitate this delivery mode.

### 3.4 Harmonization of Curricula

There are Key Course Learning Outcomes (KLOs) which describe what learners in all Learning Areas (LAs) should know, understand, value and be able to do as a result of learning. These include the learner:

1. Is a self-assured individual
2. Is a responsible and patriotic citizen
3. Has a passion for lifelong learning
4. Has a positive contribution to national development
CURASSE program also emphasizes Generic Skills including:

1. Communication,
2. Social and interpersonal skills,
3. Creativity and innovation,
4. Critical thinking and problem solving,
5. Learning to learn,
6. Workplace behavior, and
7. Information and technology.

These are skills that will help individuals and groups to live and work successfully in the 21st century and beyond. These reforms will need attendant reforms in Teacher Education institutions on how to handle the new curriculum. Furthermore, it will be essential to profile the learner in terms of competences and their indicators for the different grades or levels.
4.1 Introduction

The revised CURASSE curriculum has eight compulsory learning areas i.e. Creative Arts, Languages, Life Education, Mathematics, Religious Education, Science, Social Studies, Technology and Enterprise. The learning associated with each Learning Area is part of a broad, general education and lays a foundation for a productive life and also for specialization. In order to implement this curriculum, it is necessary to re-align the curriculum currently in use in National Teachers’ Colleges (NTCs) and other institutions that offer Secondary Teacher training, with the revised lower secondary school curriculum. There is a need for teacher training institutions and Universities to harmonize their curricula with that of the Lower Secondary Curriculum in light of the above changes. This will lead us in preparing new teachers who can handle the Reformed Lower secondary curriculum effectively.

4.2 Teacher Education Reform Philosophy

As secondary sector environment demonstrates a growing number of changing trends, teacher training institutions need to focus on producing a secondary school trainee that has competences to teach in a secondary school that is changing. This requires some reform and any such reform effort needs to be supported by a known philosophical foundation. In the curriculum outline and framework developed in this report, it is proposed that the reform should be anchored on five key interlaced philosophical areas that include:-

4.2.1 Active Learning

The curriculum should encourage active learning as opposed to theoretical based learning that has characterized the education curriculum in Uganda. A philosophy of active learning sees learners as people with skills and interests to be encouraged and developed. Active learning is inconsistent with schools oriented to obedience and externally dictated behavior. It is also inconsistent with schools in which students have little or no role in making important decisions about what will be learned and how.

Many ways exist to do so, including through more independent work by students, more collaborative and group activities, longer-term assignments, public exhibitions of work, portfolios, out-of-school learning activities, community service projects, and others. But we cannot have self-motivated, independent learners if the work to be done and the way in which it is to be done is largely dictated by others.
3.2 The existing Secondary Teacher Education curriculum

4.2.2 Partnership and working with in the community

Partnerships with secondary institutions to offer avenues for practicing what teacher trainees learn in high schools offer much potential. Some of these opportunities will be offered in the communities that surround the teacher training institutions. Learning can and does take place in many settings, only one of which is a classroom. Providing learning opportunities in homes, workplaces, and other community settings is essential if teacher training institutions and schools are to be connected to their community. Using people in the community to work with students is another form of learning that need to be encouraged.

4.2.3 Adoption of information technology

Information technology offers enormous possibilities for individualizing learning and for giving students more responsibility and autonomy. Although all teacher institutions and schools have made investments in information technology in recent years, it continues to be peripheral to most of what institutions and schools value and has not yet resulted in significant changes in the operation of secondary schools. Government needs also to invest heavily in required infrastructure that can facilitated this adoption. All actors need to embark on the discussion of how technology can and should change teaching and learning during the secondary education reform efforts.

4.2.4 Teacher renewal

Secondary schools and their counterpart in teacher training institutions have a very high proportion of teachers/tutors with many years of teaching experience, usually in the same subject and often at the same school. Many advocates of change see this veteran staff as a major obstacle to change. Actors need to recognize that people in the middle or end of their careers may have different needs, interests and patterns of motivation than they did two decades earlier, and work with them accordingly. Many teachers have ideas but see no way of having them recognized; others have withdrawn much of their commitment to teaching, and need support in rekindling it. Taking full advantage of the skills of teachers will require changes in the way school boards and school administrator’s structure and exercise authority.
4.2.5 **Inspection, monitoring and evaluation**

The systems of inspection, monitoring and evaluation must be imbedded on all activities of the reform initiatives. All actors must be held accountable at different levels and strong penalty systems for non-compliance need to be imbedded in all design of the curriculum reform strategies.

4.3 **The Teacher Competence Framework**

The curriculum outlines for each of the learning areas were designed to produce a secondary school teacher with professional Practice and adequate knowledge for each of the learning area. In 2014, the Ministry of Education and Sports developed a harmonized Teacher Education framework for various Programs in Uganda under the support of United Nations Educational, Scientific and Cultural Organization (UNESCO) under the CapEFA Project. In this framework, competences of teachers were developed.

The six competence areas of teacher activities that describe the major professional responsibilities and actions secondary school teachers carry out in their professional lives were thus emphasized during the harmonization of secondary and teacher training institution curriculum exercise. The competence areas interact with each other and collectively contribute to teacher effectiveness. Professional excellence requires teacher involvement in all of them, as outlined below:

<table>
<thead>
<tr>
<th>S/No</th>
<th>Competence Area</th>
<th>Ability to produce secondary school teachers with ability to:</th>
</tr>
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</table>
| 1    | Planning Instruction and Designing Learning Experiences for all | a) Draw on learners’ background, interests and developmental learning needs  
b) Develop and articulate goals for teaching  
c) Develop and sequencing instructional activities and materials for learning  
d) Design short – term and long – term plans to foster learning.  
e) Modify instructional plans to adjust to learners’ needs |
| 2    | Understanding and Organizing Learning area for Learning | a) Demonstrate knowledge of learning area a content and learner development in the CURRASE learning areas.  
b) Organizing curriculum of the CURRASE learning areas to support learner’s understanding of subject matter.  
c) Interrelate ideas and information within and across the learning arrears  
d) Promote understanding through instructional strategies that are appropriate to the subject matter.  
e) Use materials, resources and technologies to make learning area interesting and accessible |
| 3    | Engaging and Supporting All Learners in the Learning Process | a) Link learners’ prior knowledge, life experience and interests with learning goals.  
b) Use a variety of instructional strategies and resources to respond to learners diverse needs  
c) Facilitate learning experiences that promote autonomy interaction and choice.  
d) Engaging students in problem solving critical thinking and other activities that make learning area meaningful.  
e) Promoting self – directed reflective learning for all learners. |
### Creating and Maintaining an Effective Environment for Learning

- a) Create an environment that engages learners and promotes fairness and respect.
- b) Promote social skills including group responsibility.
- c) Establish and maintain standards for learner behaviour.
- d) Plan and implement classroom procedures and routines that support learning.
- e) Use instructional time effectively.

### Assessing Teaching and Learning

- a) Develop and communicate learning goals to learners.
- b) Collect and use multiple sources of information to assess learning.
- c) Involve and guide all learners in assessing their own learning.
- d) Evaluate and guide instruction/teaching process using a variety of assessment strategies.
- e) Communicate with learners, parents, and other stakeholders about learners.

### Becoming a professional teacher/pursuing Continuous Professional Development

- a) Reflect on teaching practice and planning professional development.
- b) Establish professional goals and pursuing opportunities to grow professionally.
- c) Work with stakeholders to improve professional practice.
- d) Work with teachers colleagues to improve professional practice.
- e) Establish or joining professional associations.

The outlines were developed to produce three categories of competences in a teacher:

**A.**

The first way of classifying these competences is to look at the competences in terms of performance, and these include professional practice, leadership and personal/professional development as indicated below:

![Venn Diagram]

- **Professional Practice**
- **Leadership and Management**
- **Personal and Professional Development**
<table>
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<tr>
<th>Performance Dimensions</th>
<th>Core Competencies</th>
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</table>
| Professional Practice  | 1. Mastery of body of knowledge of a specialization  
|                        | 2. Understands how to integrate inter-disciplinary knowledge into the discipline  
|                        | 3. Apply knowledge to everyday situations; domesticate it for learners  
|                        | 4. Is a continuous life learner – striving to improve oneself  
|                        | 5. Is able to choose the most suitable & motivating methods for teaching  
|                        | 6. Mastery of pedagogical strategies that are active, learner-centered and based on learning theories e.g. constructivism (PCK)  
|                        | 7. Integrate use of ICTs in supporting learning  
|                        | 8. Is able to transform methodology of knowledge of a given discipline to learners’ ways of thinking  
|                        | 9. Good knowledge of Teachers professional code of conduct |
| Leadership and Management | 1. Familiar with educational goals, policies and framework including functioning of the school system  
|                        | 2. Has basic knowledge of administration and management/leadership and how to work with other stakeholders, partnering with parents/community and working in Teams.  
|                        | 3. Winning Hearts and Minds: Understanding the environment and developing and supporting others |
| Engaging and Supporting All Learners in the Learning Process | a) Link learners’ prior knowledge, life experience and interests with learning goals.  
|                        | b) Use a variety of instructional strategies and resources to respond to learners diverse needs  
|                        | c) Facilitate learning experiences that promote autonomy interaction and choice.  
|                        | d) Engaging students in problem solving critical thinking and other activities that make learning area meaningful.  
|                        | e) Promoting self – directed reflective learning for all learners. |
| Personal Effectiveness | 1. Clarity of roles and responsibilities  
|                        | 2. How well does the teacher get things done (efficiency)?  
|                        | 3. What are the personal goals of the teachers? --the danger of being goal-less and uncreative  
|                        | 4. Does the teacher possess social and other 21st century skills? |

A. The second way is to emphasize professional values, knowledge and practice as indicated below:

![Figure 2: Uganda Teacher Education Harmonization Competence Framework Report (2014)](image-url)
Figure 3: Summary of the competence framework
4.4 The institutional structure

The existing institutional arrangements will coordinate the implementation of harmonized curriculum. At the Apex is still the Ministry of Education, Science, Technology and Sports. Its technical work will be done by TIET and this will work with Teacher Education training institutions (both public and Private). There is a need to have a central examination body for this level owing to the fact that Kyambogo University that currently performs this role will also need to be inspected, monitored and assessed for compliance. The National Teacher Training Examinations Board or any other body that is selected by the Ministry will perform this role.

Teacher training institutions have their governance systems, which will need to be effectively coordinated with those of the central government level. The teacher training institutions and the institutional management teams will be core governance apparatus for the implementation of the harmonized curriculum. A governance manual that describes the roles and responsibilities of different actors will need to be developed. Such a manual should effectively address the roles and responsibilities of school management systems. Special committees tasked for specialized functions and use of consultancy teams will be a key governance architecture for the reform strategy.

4.5 The legal framework

Teacher training under the Ministry of Education and Sports is bound by a number of legal frameworks summarized below:

1. Constitution of the Republic of Uganda (1995)- Stresses Education as a constitutional right and the State is entrusted with the role of providing free and compulsory basic education for all citizens, take appropriate measures to afford every citizen with equal opportunity to attain the highest level of education.


3. BTVET Act (2008)- BTVET Act has the objective of providing relevant knowledge, values and skills for purposes of academic progression and employment in the labor market, improve quality of BTVET, enhance productivity of individuals from employment and facilitate a sound and sustainable financing and funding mechanisms for business technical vocational education training.

4. Universities and Other Tertiary Institutions Act (2001)- This provides for the establishment of the National Council for Higher Education and its functions. It has the objectives of establishing and developing a system governing institutions of higher education in order to equate qualifications of different institutions of higher learning with respect to autonomy and academic freedom of the institutions.
5. **Education Service Commission Act (2002)**-Among the functions of the Education Service Commission Act is, to appoint persons in the Education Service, to review terms and conditions of service, training and qualifications, report to parliament on performance, research and formulate national standards for the Education service.

6. **Education Act (2008)**-The Education Act stipulates the schooling structure for primary, secondary and tertiary education in Uganda. It further stipulates the minimum entry requirements and other quality assurance issues.

### 4.6 The Actors

In general terms, the actors are the stakeholders who include individuals, groups or entities who stand to gain or lose from the success or failure of the secondary education reform initiatives in Uganda. Stakeholder theory suggests that reform initiatives of this nature need to pay attention to stakeholders. This will require stakeholder mapping exercises to be undertaken to generate a framework within which implementers can identify, evaluate, and then incorporate the interests of various stakeholders into their decision-making processes. Well-structured consideration of expanded interests leads to better planning, new and creative initiatives and improved resource allocation--all of which promote success and curb failure.

Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers unions, parent-teacher organizations, and associations representing principals, school boards, or teachers in specific academic. In a word, stakeholders have a “stake” in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern.

Teacher Educational institutions (both Public and Private) that produce secondary school teachers are key stakeholders and they also need to consider, among others, their alumni, the parent body, the community where they are located, and the entities--both public and private--that will be employing their graduating students. Ideally, educators would also consider the ultimate consumer of the employer’s products.

Parents and guardians increasingly have a great interest in the educational institution their children is attending much as they may have little influence over the institutions themselves. Similarly, the local community has considerable interest in but little influence on the institutions. These placements signal the importance of educational institutions increasing their communication with these constituencies and perhaps considering ways to involve them more fully within the on-campus life of the institution.

In a perfectly synergistic environment, prospective employers would have both high interest in and influence on educational institutions. This is how they will ensure the graduates they hire will be well-prepared for the workplace, and employers will not be required to provide additional and expensive retraining. Correspondingly, academic institutions will recognize and value employers who both hire and are happy with their graduates and immediately include them in institutional thinking.

Government and its machinery is an important stakeholder in the secondary education reform initiatives. They have interests that need to be protected as contained in the national planning documents as well as election manifesto campaign promises. The planning and implementation of the reform initiatives needs this consideration.

The National Curriculum Development Centre (NCDC) is a critical player and stakeholders for the success of the secondary education reform project. It is important that their views and experiences be tapped into as the design and implementation of NTC and other training curriculum is fully designed and rolled out.
The review of how teacher education is undertaken both internationally and locally indicates that an effective process of teacher training requires a variety of players/stakeholders who are well coordinated. This understanding generates a need to have a rigorous process and framework that demonstrates how these curricula can effectively be rolled out with a common philosophy while taking the interests of various stakeholders and developments elsewhere into account. The National Teacher Training Framework based on the CURASSE has been developed based on the philosophical understanding of what has happened in the past, what is happening now and what is likely to happen in future to have a 21st century teacher.

Figure 4: National Teacher Training Framework based on CURASSE

The model fully describes what needs to be in place and done to achieve the required paradigm shift from a teacher centered teacher training to a 21st century learner centered teacher training.

5.1.1 Developments

In order to have an effective teacher training process, there is need to take into consideration the developments happening at different levels. This can be at Personal, East African, African and Global levels. The personal developments may refer to changes in skills and knowledge levels of the teacher trainee. This personal development will always depend on the efforts that have been put in by the trainee during the time of the training. Within the east African regional level, there are changes that could have implications on the teacher training procedures and processes. Uganda being part of the East African community, they have to succumb to regional procedures and processes to guide them while implementing the teacher training that will
benefit the entire East African region. Other developments can be at the continental level and the global perspective.

### 5.1.2 Support Systems

The support systems described in the model include Government, Administration & Financing, central & local assessment; tracking & monitoring and curriculum are meant to make sure there is effective teacher training. All the support systems are meant to work in harmony so that there is a teacher training environment that is conducive for training a 21st century teacher.

a. The government support systems may include bodies such as the Ministry of Education, Science, Technology and Sports (MoESTS), National Curriculum Development Center, National Council for Higher Education etc. These bodies on behalf of the government formulate policies, guidelines and structures that support teacher training in the country.

b. Administrative and Financing support systems are ones that provide effective management, direction, control, leadership and resource mobilization for the teacher training institutions. Such administrative structures will make sure there is effective operation of all stakeholders and financial resources to steer the teacher training institutions. This form of support could be both local and foreign. The local support includes the centralized appointments of leadership amongst the teacher training institutions. The foreign support includes all capacity building projects funded by donors such as UNICEF, UNESCO etc.

c. Central and local assessment system refers to a form of support that is provided to the assessment processes carried out within the teacher training institutions. The central assessment system requires all assessment for all learning areas to be managed and administered from the mandated government body rather than the institution where the training is being undertaken. This means that all end of semester exams will be set, administrated, marked and managed by the mandated body from government. However, the teacher training institutions are allowed to undertake locally based assessment regularly to ascertain knowledge acquisition. Local assessments do not at any time substitute the central assessment. For any teacher to be recognized as a fully qualified teacher to teach on the revised curriculum, they will need to have passed the centralized assessment.

d. Tracking and monitoring system refers to the mechanisms that need to be put in place to make sure that everything or activity that concerns teacher training in East Africa, Africa and the Global world are followed up or trailed and information about them safely stored. There is so much activity involved in teacher training including infrastructure establishment, community engagement, study tours (local and foreign), trainer of trainers etc. Different bodies usually finance these activities at different times and with different aims. Therefore trailing and following up on all these centrally is needed for effective role out of teacher training that suits the 21st century teacher.

e. Curriculum systems refer to the procedures that are laid out to contribute to the continuous management, update and implementation of the teacher training curricula within the teacher training institutions. A system that supports regular checks of adherence to teaching the accredited curricula, the quality of what is taught, completion of the curricula within the mandated period and teaching using the learner centered approach. With such a system, proper checks can be undertaken and hence contribute to the effective development of the 21st century teacher.

All the support system work together to contribute to the effective teacher training and cannot easily work independently without the help of the other. Therefore it is important not to neglect any of the support systems because they have to work in harmony.
5.1.3 Environment

This refers to the surroundings through which teacher training is undertaken. The surrounding includes the structures, community, leadership and library as key aspects that are required for the effective teacher training. With the availability of good structures such as lecture rooms, laboratories, training land etc. teacher trainees are able to learn more effectively. The community is very important for teacher training because it includes all the schools where the teacher trainees undertake teaching practice plus other stakeholders that can contribute to their training. Without the schools, there would not be any practicing ground where teacher trainees can test their learnt skills. The leadership refers to all appointed authorities that are meant to steer the effective running of the teacher training institution. This authority can be at the institution, MoESTS, district level etc. This leadership contributes to the strategic vision and mission of the institution. The library is an essential asset for a 21st century teacher who is being trained using the learner-centered approach. This means that there will be a lot of personal learning involved and hence a good library to access learning resources is required. Therefore for any 21st century teacher training institution a library asset is a must have.

5.1.4 Learning Area and School Practice

These refer to the reformed curricula outline for teacher training that is based on CURASSE. In the framework all the learning areas are on the same level and this means that teachers will train within given areas as per their choice. These learning areas for the teachers are as a result for the curriculum reforms that have taken place and will continue to take place as supported by the government. The reforms are definitely based on the government and national priorities that are deemed to be of great importance for teacher training. The reforms advocate for a paradigm shift in teacher training from what was teacher centered to learner-centered approach. This new philosophical teaching approach requires that the focus of the teacher is onto the teacher trainee and hence the environment has to ready for this paradigm shift. The learning areas that will be considered during the teacher training are fully described in the curriculum outline.

5.1.5 Systems for implementation of the Reformed curriculum

For the effective implementation of the reform curriculum, the following critical success factors need to be considered.

(a) Adequate Preparation of teacher educators. There is a need for capacity building initiatives that should target in-service teachers, and those to be produced under a harmonized curriculum. Continuous Professional Development and Support for in-service Teacher Educators

(b) Effective Coordination and supervision of teacher educators and institutions. This will require strong monitoring and evaluation systems.

(c) Integration of ICT in teacher education delivery will be an integral part of the implementation. Heavy investment in infrastructure will be a prerequisite.

(d) Advocacy and leadership support and commitment will be important variables. This commitment should be at all levels of the governance architecture described above.

(e) Partnership and synergy development. There will be need for government to partner with the private sector and CSOs as well as other bodies like the church to ensure effective implementation.

(f) Structural and operational re-organization of Teacher educational institutions. Addressing systemic concerns of teacher training institutions will be a key factor. The association of NTC principles is an important avenue for generating useful feedback for the governance decision making bodies at a national level.
CHAPTER SIX:
CURRICULUM OUTLINES FOR LEARNING AREAS

6.1 Regulations

6.1.1 Minimum Requirements for Admission to the Learning Area

To be enrolled onto the teacher training programme for any of the learning area, there are some minimum admission requirements that will need to be satisfied. The table below describes the minimum requirements for each learning area.

Table 3: Admission Minimum Requirements

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts</td>
<td>One Principal pass and One subsidiary in one sitting of A level or its equivalent. The candidate must have passed with a credit at O level in at least Music or Fine Art</td>
</tr>
<tr>
<td>Languages</td>
<td>One Principal pass and one subsidiary pass in the same sitting of A level or its equivalent. The candidate should have passed English Literature or any language with a principal pass at A level</td>
</tr>
<tr>
<td>Life Education</td>
<td>One principal pass and one subsidiary pass at A level. The candidate must have scored at least a credit in either CRE or IRE at O level</td>
</tr>
<tr>
<td>Mathematics</td>
<td>One Principal pass and one subsidiary pass in the same sitting of A level. The candidate must have scored a principal pass in Mathematics at A level</td>
</tr>
<tr>
<td>Science</td>
<td>One Principal Pass and one subsidiary pass in the same sitting of A level. The Candidate must have at least subsidiary passes in any two of the following subjects at A level – Physics, Chemistry, Biology</td>
</tr>
<tr>
<td>Social Studies</td>
<td>One Principal pass and one subsidiary pass in the same sitting of A level. The candidate must have at least subsidiary passes in any two of the following subjects Geography, History, Economics</td>
</tr>
<tr>
<td>Religious Education</td>
<td>One principal pass and one subsidiary pass at the same sitting of A level. The candidate must have scored at least a credit in either CRE or IRE at O level</td>
</tr>
<tr>
<td>Technology and Enterprise</td>
<td>One principal pass and one subsidiary pass at the same sitting of A level. The candidate should have a principal pass in Economics in A level or passed with credit in any of the subjects Accounts, Commerce, Office Practice or Agriculture.</td>
</tr>
</tbody>
</table>

6.1.2 Program Duration

The program shall last two years with two semesters of each year and school practice in each year. A semester shall last 15 weeks while a recess term shall last 10 weeks.

6.1.3 Program Organization

Courses
The smallest unit of the program content is a course. A course consists of a continuous array of lecture, tutorial, practical, demonstrations and/or self study designed to achieve specific
learning objectives. Courses are grouped together in a semester to constitute a semester load and are also grouped in knowledge areas to constitute a certain career path. Some knowledge areas (like Soft skills) are to support all career

**Credit Unit (CU)**

A credit unit is a measure of the content in a certain course. One credit unit is equal to 15 contact hours in a certain course. One contact hour is equal to

- One Lecture Hour (LH) or
- Two Practical Hours (PH) or
- Two Tutorial Hours (TH)

A course can have a minimum of 2CUs and a maximum of 5CUs.

**Work Load**

The Course Work Load is computed for a full time student who shall be attending a 5 work day week. Each day shall have 8 working hours.

From Semester 2 Year 1 till the end of the programme, the student is expected to be on school attachment for 1 working day a week. This is to enable students get exposed to school practice.

The work load is therefore distributed within 480 working hours for Year 1 Semester 1 and 384 hours in other semesters.

The professional work load is to contribute 55% of the time while academic work load contributes 45% of the time.

### 6.1.4 Course Assessment and Award Classification

#### Course Assessment

Different courses will be assessed differently as per their assessment criteria. The overall mark will be out of 100. Depending on the overall mark obtained by the candidate, a Grade Point, which will be a representative of grouped performance, will be awarded. The Grade Points are to be awarded as in the table below.

<table>
<thead>
<tr>
<th>Marks</th>
<th>Letter Grade</th>
<th>Grade Point (GP)</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>5</td>
<td>Exceptional</td>
</tr>
<tr>
<td>80-89</td>
<td>A</td>
<td>5</td>
<td>Excellent</td>
</tr>
<tr>
<td>75-79</td>
<td>B+</td>
<td>4.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>70-74</td>
<td>B</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>65-69</td>
<td>C+</td>
<td>3.5</td>
<td>Fairly Good</td>
</tr>
<tr>
<td>60-64</td>
<td>C</td>
<td>3</td>
<td>Fair</td>
</tr>
<tr>
<td>55-59</td>
<td>D+</td>
<td>2.5</td>
<td>Pass</td>
</tr>
<tr>
<td>50-54</td>
<td>D</td>
<td>2</td>
<td>Marginal Pass</td>
</tr>
<tr>
<td>45-49</td>
<td>E</td>
<td>1.5</td>
<td>Marginal Fail</td>
</tr>
<tr>
<td>40-44</td>
<td>E-</td>
<td>1</td>
<td>Clear Fail</td>
</tr>
<tr>
<td>Below 40</td>
<td>F</td>
<td>0</td>
<td>Bad Fail</td>
</tr>
</tbody>
</table>
The pass mark for each course shall be D (GP = 2). Each course will be assessed on the basis of 100% with a weighted Course Work of 40% and 60% for the final examination. A minimum of two course assignments / tests shall be required per course.

A candidate is either on normal progress or probationary progress.

**Normal Progress**
A candidate is on normal progress if he/she has scored at least a grade point of 2 in all the courses and has taken full filled all the cumulative semester load as well as the semester loads for the preceding semesters.

**Probationary Progress**
A candidate is on Probationary Progress if he/she has not satisfied the semester load of the semester or any of the preceding semesters or he/she has at least one course with a grade point less than 2.0

**Award Classification**
An award shall be given to candidate who has passed all the core courses of the program and attained the minimum graduation load. The class of the award will be determined by the cumulative grade point average of the grades attained by the candidate. The Cumulative Grade Point average shall be computed as

\[ CGPA = \frac{\sum_{i=1}^{n} CP_i \times CU_i}{\sum_{i=1}^{n} CU_i} \]

Where GP\(_i\) is the Grade Point attained from course Ci and CU\(_i\) are the credit units of course Ci. The class of the award is to be classified in accordance to the table below.

<table>
<thead>
<tr>
<th>Class</th>
<th>CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class (with Honours)</td>
<td>4.40-5.00</td>
</tr>
<tr>
<td>Second class-Upper Division (with Honours)</td>
<td>3.60-4.39</td>
</tr>
<tr>
<td>Second class-Lower Division (with Honours)</td>
<td>2.80-3.59</td>
</tr>
<tr>
<td>Pass</td>
<td>2.00-2.79</td>
</tr>
</tbody>
</table>

**Discontinuation**
A candidate shall be discontinued from the program on academic grounds if:
- He/ She has a CGPA of less than 2 for three consecutive semesters;
- Fails a paper for three sittings or
- Over stays on the program by more than one year
The curriculum is designed in such a way that the students have to not only master the facts but also fully comprehend them, apply them and participate in finding them. “Traditional” approaches are such a way that the teacher assumes he/she has the knowledge to be served to the learners who should receive the knowledge. This approach is passive on the students side, is boring, does not explore the learners creativity and tends to change less in the attitudes and understanding of the learner. The traditional approach has largely been used in the existing curriculum. This curriculum is intended to change this state of affairs.

Active Teaching and Learning (ATL) is to be used in the delivery of this curriculum. Lectures are used but to a far lesser extent. Often referred to as overview lectures, the teacher uses lectures to brief students of what is expected of them, the scope of the work, the relevance/rationale of the learning activity and how it relates to the global universe of knowledge and practice.

Students are then guided to actively participate in the knowledge acquisition process where the teacher acts as a guide/reference person rather than the central person. Approaches in ATL include:

(a) Group discussions
(b) Guided personalized reading
(c) Class level discussion/brainstorming
(d) Discovery
(e) Experimentation
(f) Demonstration
(g) Role play
(h) Think-pair-share
(i) Simulation
(j) Storytelling
(k) Peer teaching
(l) Project based learning
(m) Recitation
(n) Debating
(o) Electronic Forum
(p) Webinars
(q) Online Chats
(r) Modeling
(s) etc

All ATL approaches may not apply to all content. Some approaches may apply to some topics unlike others. Therefore, for each course, the appropriate ATL methods shall be chosen to supplement overview lectures. The approaches recommended are also, to a certain extent, indicative. The teacher may as well be more active as far as choosing the methodology is concerned. He/she may come up with methods or combination of methods that can be used in specific topics and he/she may deem fit.
6.1.6 Time Distribution

The number of hours a trainee stays in direct engagement with the instructor (lectures, tutorials, practicals, field work) is limited by the duration of the semester and the duration of the work day.

In this curriculum framework:
• We take a semester to be of 15 study weeks and two examination weeks.
• A working day has 8 working hours.
• For Year 1 semester 1, trainees study for 5 days. In other semesters trainees study for 4 days and the 5th day is reserved for exposure sessions.
• 80% of the total working hours (excluding exposure days) are for direct engagement with the instructors.
• 55% of all the engagement hours are for professional studies while 45% of the engagement hours are for technical / subject content.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Year 1 Semester 1</th>
<th>Other Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of hours in a semester</td>
<td>600</td>
<td>480</td>
</tr>
<tr>
<td>Hours for direct engagement (80%)</td>
<td>480</td>
<td>384</td>
</tr>
<tr>
<td>Hours for professional content (55%)</td>
<td>264</td>
<td>211</td>
</tr>
<tr>
<td>Hours for technical content</td>
<td>216</td>
<td>173</td>
</tr>
</tbody>
</table>

For Life Education and Religious Education, the hours for technical content is shared equally.
6.2 Curriculum Outline for Professional Studies Learning Area

The Education part of teacher training is about how to teach. This section is about the content of the Education professional studies component of teacher training in this curriculum. It shows the courses that will be taught in the education part of the program. It addresses the theoretical and practical aspects of teaching and learning. Teachers are trained to:

a) Deliver the content of the subject matter appropriately to the learners so that the learners achieve knowledge
b) Create and manage a conducive environment for learning
c) Monitor and evaluate learning
d) Be knowledgeable about the foundations and trends of education

In this learning area, Information Communication Technology (ICT) will be integrated wholly to facilitate the teaching and learning process. All teachers will be required as a must to use ICT in undertaking all their teaching and learning activities.

While teachers need to have the technical content to deliver to the learners, they also need to be well equipped with the methodologies, attitude, and understanding of the learners. This curriculum part is crosscutting for all teacher trainees. It has a wide array of skills that are necessary for the proper teaching. The following units will be covered:-

6.2.1 Competence Framework for Professional Studies

<table>
<thead>
<tr>
<th>Competence</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have Indepth knowledge of what constitutes education from a professional perspective</td>
<td>ED 1101, ED 1203, ED 2101, ED 2102</td>
</tr>
<tr>
<td>Be able to understand and cater for personal and psychological needs of learners</td>
<td>ED 1103, ED 1201, ED 2203</td>
</tr>
<tr>
<td>Be able to understand approaches to state of the art teaching generally and in the specific learning areas</td>
<td>ED 1102, Subject teaching methods, ED 1101, ED 2204</td>
</tr>
<tr>
<td>Be able to interprete curricular, its organisation and its outcomes as well as relate it to Uganda scenario</td>
<td>ED 2103, ED 1204</td>
</tr>
<tr>
<td>Be able to practically undertake holistic teaching / assessment tasks in a typical school</td>
<td>ED 1205, ED 1301, ED 2104, ED 2205, ED 2301</td>
</tr>
<tr>
<td>Use Technology and communicate effectively in a school environment</td>
<td>ED 1202, ED 1104</td>
</tr>
<tr>
<td>Understand the policy, management and administrative set up of Education institutions in Uganda</td>
<td>ED 2201</td>
</tr>
</tbody>
</table>
6.2.2 Programme Structure for Professional Studies

Table 4: Programme Structure Summary for Professional Studies

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>Code</th>
<th>Course</th>
<th>LH</th>
<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ED 1101</td>
<td>History of Education</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 1102</td>
<td>General Teaching Methods</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 1103</td>
<td>Introduction to Psychology</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED1104</td>
<td>Computer Applications in Education</td>
<td>45</td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Year 1 Semester 2</td>
<td>Code</td>
<td>Course</td>
<td>LH</td>
<td>PH</td>
<td>TH</td>
<td>CH</td>
<td>CU</td>
</tr>
<tr>
<td></td>
<td>ED 1201</td>
<td>Educational Psychology</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 1202</td>
<td>Communication</td>
<td>15</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ED 1203</td>
<td>Philosophy of Education</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 1204</td>
<td>Contemporary issues in Uganda Education</td>
<td>15</td>
<td>0</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ED 1205</td>
<td>Exposure session I (Audited)</td>
<td>0</td>
<td>60</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
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<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Year 1 Recess</td>
<td>Code</td>
<td>Course</td>
<td>LH</td>
<td>PH</td>
<td>TH</td>
<td>CH</td>
<td>CU</td>
</tr>
<tr>
<td></td>
<td>ED 1301</td>
<td>School Practice I</td>
<td>0</td>
<td>120</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Year 2 Semester 1</td>
<td>Code</td>
<td>Course</td>
<td>LH</td>
<td>PH</td>
<td>TH</td>
<td>CH</td>
<td>CU</td>
</tr>
<tr>
<td></td>
<td>ED 2101</td>
<td>Sociology of Education</td>
<td>30</td>
<td>60</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ED 2102</td>
<td>Comparative Education</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 2103</td>
<td>Curriculum Theory &amp; Development</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 2104</td>
<td>Exposure session II (Audited)</td>
<td>0</td>
<td>60</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Year 2 Semester 2</td>
<td>Code</td>
<td>Course</td>
<td>LH</td>
<td>PH</td>
<td>TH</td>
<td>CH</td>
<td>CU</td>
</tr>
<tr>
<td></td>
<td>ED 2201</td>
<td>Management and Administration in Education</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 2202</td>
<td>Assessment and Evaluation</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 2203</td>
<td>Guidance and Counseling</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ED 2204</td>
<td>Contemporary Pedagogy</td>
<td>15</td>
<td>0</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ED 2205</td>
<td>Exposure session 3 (Audited)</td>
<td>0</td>
<td>60</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Year 2 Recess</td>
<td>Code</td>
<td>Course</td>
<td>LH</td>
<td>PH</td>
<td>TH</td>
<td>CH</td>
<td>CU</td>
</tr>
<tr>
<td></td>
<td>ED 2301</td>
<td>School Practice II</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Sub Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Grand Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>
ED 1101: History of Education (3 CU)

a) Course Description
This course covers the historical aspects of formal education in Uganda. It covers the pre-colonial, the colonial as well as the post-colonial functioning of education. It also covers the major educational reforms that have taken place to date and how they impact to the teacher and the trainee.

b) Course Objectives
The objectives of the course are to:-

i. Introduce to the student the dynamic nature of education and hence prepare him/her to be a pro-active participant in possible future changes

ii. Enable the student understand the changing broad roles of education to the colonial administration, post independent governments and the global

iii. Enable the student understand the foundation of the roles of the major education stakeholders (like religious institutions, government, etc)

c) Course Learning Outcomes
By the end of this course, learners should be able to:-

(i) Describe the dynamic nature of education
(ii) Describe the changing roles of education in society
(iii) Recite the roles of major foundation stakeholders in education

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal pre-colonial Education in Uganda/Africa</td>
<td>10</td>
</tr>
<tr>
<td>The religious foundation of Education</td>
<td>4</td>
</tr>
<tr>
<td>The Interest and role of colonial state in Education</td>
<td>11</td>
</tr>
<tr>
<td>Education Commissions</td>
<td>6</td>
</tr>
<tr>
<td>The emergence of Tertiary education</td>
<td>3</td>
</tr>
<tr>
<td>Post-Colonial Education</td>
<td>5</td>
</tr>
<tr>
<td>Current state of Ugandan Education</td>
<td>6</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
ED 1102: General Teaching Methods (3 CU)

a) Course Description
This course equips the student with approaches to prepare, conduct and evaluate classes. The course also covers the levels of cognition, how they can be achieved by the different approaches as well as how they are evaluated.

b) Course Objectives
This course aims at equipping students with knowledge about:-

i. Levels of cognition The different approaches to teaching and how suitable they are to learning
ii. The ways of evaluation of the learning activities
iii. The hindrances to learning and how they can be addressed

c) Course Learning Outcomes
By the end of the course, learners should be able to:

i. Describe the levels of cognition and map them on typical classroom tasks
ii. Explain the different approaches to teaching and how suitable they are to learning
iii. Explain ways of evaluation of the learning activities
iv. Explain the hindrances to learning and how they can be addressed

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to learning and cognition</td>
<td>10</td>
</tr>
<tr>
<td>Approaches to Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Class Assessment</td>
<td>8</td>
</tr>
<tr>
<td>Rewarding, reinforcement and punishment</td>
<td>7</td>
</tr>
<tr>
<td>ICT based Instruction and Assessment</td>
<td>10</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The course Delivery methods will include lectures, demonstrations, supervised self-paced learning and group discussions

f) Course assessment
Assessment will be by Progressive assessment that shall constitute at least one assignment and one prototype of instruction/assessment (40%) as well as final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
ED 1103: Introduction to Psychology (3 CU)

a) Course Description
This course introduces the concepts of psychology to the candidate. This will help the learner understand the educational environment from a psychological point. It will help a teacher address some of the challenges of learners psychologically and appropriately so as to create a conducive learning environment.

b) Course Objectives
The objectives of the course are to:

i. Equip the learner with principles of operations of human minds
ii. Enable the learner understand individual differences and capabilities of people
iii. Lay a foundation on how the nature of human minds can be used to successfully teach the individual

c) Course Learning Outcomes
By the end of the course, learners should be able to:

i. Describe the principles of operations of human minds
ii. Explain individual differences and capabilities of people
iii. Describe how the nature of human minds can be used to successfully teach

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Approaches to Psychology</td>
<td>8</td>
</tr>
<tr>
<td>Sensation and Perception</td>
<td>6</td>
</tr>
<tr>
<td>Intelligence</td>
<td>8</td>
</tr>
<tr>
<td>Personality</td>
<td>10</td>
</tr>
<tr>
<td>Abnormal psychology</td>
<td>8</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery will be by lectures, group discussions and guided self-paced learning

f) Course assessment
Assessment will be by progressive assessments that shall constitute at least two assignments (40%) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

ED 1104: Computer Applications in Education (4 CU)

a) Course Description
In this course, students are to learn about the basic concepts and applications of computers in a typical school environment. They are to get the theoretical and hands on ICT skills necessary for a typical school environment.

b) Course Objectives
The objectives of the course unit are to:

i. Equip students with knowledge about microcomputer organization
ii. Equip students with skills of using common office applications;
iii. Equip students with skills of how to use the Internet.
c) **Course Learning Outcomes**

By the end of the course, learners should be able to:-

i. Explain knowledge about microcomputer organization

ii. Apply skills of using common office applications;

iii. Apply skills of how to use the Internet.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Computers (hardware &amp; Software)</td>
<td>6</td>
</tr>
<tr>
<td>Computer Networking and Internet</td>
<td>6</td>
</tr>
<tr>
<td>Word processing</td>
<td>10</td>
</tr>
<tr>
<td>Spreadsheets</td>
<td>10</td>
</tr>
<tr>
<td>Presentations</td>
<td>8</td>
</tr>
<tr>
<td>Graphics</td>
<td>10</td>
</tr>
<tr>
<td>ICT and Education</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Delivery will be by lectures and guided self-paced reading. This will be augmented with demonstrations and mini projects.

f) **Course assessment**

Assessment shall be by progressive assessments only. It will constitute one assignment and at least 4 projects on different computer applications (20% each).

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**ED 1201: Educational Psychology (3 CU)**

a) **Course Description**

This course covers the key concepts of psychology from an educational perspective. The course addresses the fundamental psychological phenomena as well as their implications in the educational environments. The course is to train the teacher use existing psychological principles to deliver and manage the teaching and learning process.

b) **Course Objectives**

The objectives of the course are to:

i. Equip the candidate with psychological principles related to teaching and learning;

ii. Equip the candidate with skills of using the teaching and learning principles of psychology;

c) **Course Learning Outcomes**

By the end of the course, students should be able to:-

i. Describe the principles of teaching and learning

ii. Apply the skills of learning and teaching principles in a classroom environment
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psycho-sexual development</td>
<td>10</td>
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<tr>
<td>Learning</td>
<td>7</td>
</tr>
<tr>
<td>Memory</td>
<td>5</td>
</tr>
<tr>
<td>Motivation</td>
<td>6</td>
</tr>
<tr>
<td>Personality</td>
<td>7</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Delivery will be largely by lectures, guided self-paced reading and class/group discussions.

f) **Course assessment**

Assessment will be by progressive assessment that shall constitute at least two assignments (40%) and final examination (60%).

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

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**ED 1202: Communication (2 CU)**

a) **Course Description**

This course covers formal and non-formal communication to teacher trainees so that they can be able communicate to students as well as other stakeholders in the school environment.

b) **Course Objectives**

The objectives of the course are to:

i. Introduce students to effective communication skills
ii. Introduce students to principles of communicating professionally
iii. Introduce good negotiation skills
iv. Introduce students to basic skills of Presentation and facilitation

c) **Course Learning Outcomes**

By end of the course, learners should be able to:

i. Explain basic principles to effective communication
ii. Conduct good negotiations
iii. Make an effective presentation and facilitation

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The communication process</td>
<td>7</td>
</tr>
<tr>
<td>Using Communication tools</td>
<td>5</td>
</tr>
<tr>
<td>Listening skills</td>
<td>5</td>
</tr>
<tr>
<td>Formal workplace communication</td>
<td>5</td>
</tr>
<tr>
<td>Formal Writing</td>
<td>7</td>
</tr>
<tr>
<td>Office Management</td>
<td>6</td>
</tr>
<tr>
<td>Public speaking</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery of this course shall be by lecture, demonstrations and analysis of case studies

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least one assignment and one project (40%) and final year examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**ED 1203: Philosophy of Education (3 CU)**

a) **Course Description**
The Course covers a philosophical survey of the main strands of educational thought since ancient Greek philosophy to the present day, with specific reference to the ethical essence of education. It also includes the African perspective of education is considered, with specific reference to Uganda.

b) **Course Objectives**
The objectives of the course are to:
i. Discern philosophical issues of educational nature, particularly in the African context
ii. Develop a critical perspective of educational issues, particularly in the African context
iii. Appreciate the relationship between Philosophy and Education

c) **Course Learning Outcomes**
By end of the course, learners should be able to:-
i. Describe the philosophical issues of educational nature, particularly in the African context
ii. Develop a critical perspective of educational issues
iii. Relate philosophy and Education

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
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<tbody>
<tr>
<td>Philosophy of Education in the Context of General Philosophy</td>
<td>10</td>
</tr>
<tr>
<td>The Beginning of Philosophy of Education in ancient Greek philosophy</td>
<td>10</td>
</tr>
<tr>
<td>The Theories of John Dewey in the perspective of Education today</td>
<td>10</td>
</tr>
<tr>
<td>Philosophical Issues in Ugandan Education</td>
<td>15</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery will be by lectures, class discussions as well as guided self-paced reading.

f) **Course assessment**
Assessment will be by progressive assessments, which will include at least two assignments (40%) and final examinations (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
ED 1204: Contemporary issues in Uganda Education (2 CU)

a) Course Description
This course enables the candidate to explore the contemporary challenges of Uganda Education. In practice, the CURASSE curriculum is designed to address them and the teacher is central in the endeavour. Trainees are therefore exposed to the issues that necessitate the changes as well as the success factors for the education reform.

b) Course Objectives
The objectives of the course are to:-

i. Appreciate the recent education challenges in Uganda
ii. Understand the ingredients of high quality education and how they may be substituted by financial and other obstacles
iii. Understand the role of education in human resource development and the effect of poor education to the country
iv. Understand the CURASSE reform, its ingredients and success factors.

c) Course Learning Outcomes
By the end of the course, learners should be able to:-

i. Explain the education reforms in Uganda from 1990
ii. Explain the functional characteristics of quality education
ii. Explain the changes in lower secondary curriculum and the justification
ii. Explain the key success factors for the reformed lower secondary education

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
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<tbody>
<tr>
<td>The Kajubi Commission</td>
<td>4</td>
</tr>
<tr>
<td>Education and development</td>
<td>6</td>
</tr>
<tr>
<td>The lower secondary education reforms</td>
<td>10</td>
</tr>
<tr>
<td>Key success factors: lower secondary education reform</td>
<td>10</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery shall be by lectures, group discussions and self-paced learning.

f) Course assessment
Assessment shall be by progressive assessment (tests and assignments) that constitute 40% of the final mark and 60% for final exam.

g) Course Teaching materials
Materials shall include selected text books, situation analysis etc.
ED 1205: Exposure Session I (Audited) (2 CU)

a) **Course Description**
   This course is to give the student the first classroom experience. The student will attend selected class sessions more as an observer and less of a supporter.

b) **Course Objectives**
   The objectives of the course are to:-
   i. Expose the trainee to a typical classroom environment
   ii. Enable the trainee learn classroom organisation, planning and evaluation
   iii. To get insights of classroom management

c) **Course Learning Outcomes**
   By the end of the course, learners should be able to:-
   i. Explain typical classroom focal factors from teacher’s perspective
   ii. Explain broadly the teaching process

d) **Course Outline**
   Trainees are expected to be attached to a senior teacher. He or she should attend the classes with the teacher, participate in the planning and evaluation of the class. The trainee may to a small extent do support activities under the supervision of the senior teacher.

e) **Course delivery methods.**
   Delivery will be experiencial and coaching. The trainee will work under an experienced teacher and a professional mentor in the training institution.

f) **Course assessment**
   Assessment shall be by the senior teacher who shall give his or her view of the trainee’s abilities and readiness to learn or take advice. The senior teacher shall assess the trainee out of 50%. The trainee shall also make a report of the session. This report shall be marked out of 50%. Focus shall be on how the candidate relates the experience with the training undergone in the college.

g) **Course Teaching materials**
   The training materials shall be decided by the senior teacher depending on the strand being taught.
ED 1301: School Practice I (4 CU)

a) Course Description
This course is to give the candidate a first-hand experience of the operations of the school. The candidate shall be posted to a school in session for a period of at least 6 weeks, conducts classes and participates in all available activities, and get evaluated by the school administration and the lecturer.

b) Course Objectives
The objectives of the course are to:-
   i. Equip the student with practical teaching skills
   ii. Enable the student put into practice what he/she studied in class
   iii. Provide the student an opportunity to interact with and learn from other experienced teachers

c) Course Learning Outcomes
By the end of the course, learners should be able to:-
   i. Demonstrate practical teaching skills
   ii. Apply the principles of teaching to practice
   iii. Demonstrate effectiveness in interacting with other experienced teachers

d) Course Outline
This is to be largely determined by the school. However, it has to include at least the following:-
   i. One week of being on duty (responsible for supervising school activities)
   ii. Conducing classes of at least 8 periods a week and participation in a co-curricular activity

e) Course delivery methods.
The candidate will practically participate in the activities under guidance of the school structures (Class teacher, teacher on duty, head of department, etc)

f) Course assessment
Assessment shall be done by the Director of Studies in the school of placement (or a senior teacher assigned by the DoS) as well the field supervisor qualified to teach at a Teacher Training Institution. The trainee shall also write a school practice report that shall be submitted, presented and assessed

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

ED 2101: Sociology of Education (4 CU)

a) Course Description
The course is intended to help students understand the relationship between education and society through examination of sociological theories and concepts as applied in the educational process. The students will understand how society shapes education and how education shapes society.

b) Course Objectives
The objective of the course is to introduce students to:-
   i. The concepts of sociology of education in the practice of teaching
   ii. The social problems
iii. The class dynamics and how they influence learning process.
iv. The theories in sociology of education and their application to teaching
v. Developing a health relationship with the students
vi. The contextual and sociological factors that affect teaching and learning.

c) Course Learning Outcomes
By the end of the course, teacher trainees should be able to:
i. Apply the concepts of sociology of education in the practice of teaching and interacting with the community
ii. Demonstrate the ability to understand students' social problems hence being able to bring change in the student
iii. Explain class dynamics and how they influence learning process.
iv. Apply the theories in sociology of education and their application to teaching
v. Develop a health relationship with the students that encourages teaching and learning
vi. Analyze the contextual and sociological factors that affect teaching and learning.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature and scope of sociology of education</td>
<td>6</td>
</tr>
<tr>
<td>Basic sociological concepts in sociology of education</td>
<td>6</td>
</tr>
<tr>
<td>Sociological functions of education</td>
<td>6</td>
</tr>
<tr>
<td>Social Mobility and Education</td>
<td>6</td>
</tr>
<tr>
<td>Home Environment and Education</td>
<td>6</td>
</tr>
<tr>
<td>School Dropout Problem in Developing countries</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Interaction and Student cultures</td>
<td>6</td>
</tr>
<tr>
<td>School social climate and learning</td>
<td>6</td>
</tr>
<tr>
<td>Schools as social Organizations</td>
<td>6</td>
</tr>
<tr>
<td>Current trends in sociology of education</td>
<td>6</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery will be by lectures, guided self-paced reading and classroom/group discussions.

f) Course assessment
Assessment shall be by progressive assessment that shall include at least two assignments (40%) and final examination (60%).

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

ED 2102: Comparative Education (3 CU)

a) Course Description
This course covers a wide range of past and current issues in education and introduces to the student to the field of Comparative Education. It offers an explanation for differences in education systems and processes and how education contributes to social, political, economic development of nations. It helps students understand the education process and enhances their ability to contribute in
addressing educational problems and challenges within their countries.

b) **Course Objectives**
The course aims at:-

i. Explaining key concepts of Comparative Education.

ii. Tracing the origin of Comparative Education.

iii. Justifying the teaching of Comparative Education in teacher training institutions.

iv. Relating education to national development /explain the contribution of education to national development.

v. Analyzing the issues, and challenges facing education systems.

vi. Comparing and contrasting educational systems and highlight key issues to utilize in an effort to improve education systems (Uganda in comparison to any other education system).

c) **Course Learning Outcomes**
By the end of this course, teacher trainees should be able to:

i. Explain key concepts of Comparative Education.

ii. Trace the origin of Comparative Education.

iii. Justify the teaching of Comparative Education in teacher training institutions.

iv. Relate education to national development /explain the contribution of education to national development.

v. Analyze the issues, and challenges facing education systems.

vi. Compare and contrast educational systems and highlight key issues to utilize in an effort to improve education systems (Uganda in comparison to any other education system).

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Comparative Education</td>
<td>5</td>
</tr>
<tr>
<td>Development/Origins of Comparative Education</td>
<td>5</td>
</tr>
<tr>
<td>Factors Affecting Education Systems</td>
<td>7</td>
</tr>
<tr>
<td>Problems of Education in East Africa</td>
<td>8</td>
</tr>
<tr>
<td>Educational Reforms in Uganda</td>
<td>10</td>
</tr>
<tr>
<td>Comparison of education Systems</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery will be by lectures, guided self-paced reading and classroom/group discussions.

f) **Course assessment**
Assessment shall be by progressive assessment that shall include at least two assignments (40%) and final examination (60%).

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

ED 2103: Curriculum Theory & Development (3 CU)

a) **Course Description**
This course aims to introduce to the student the underlying principles and practices of curriculum design, development and implementation as a conceptual framework
to shape their practices as teachers.

b) **Course Objectives**
The objectives of the course are to enable a student:

i. Examine the various patterns of curriculum design and their appropriateness in diverse education contexts.

ii. Critically analyze the various models of curriculum design and application in the curriculum development process.

iii. Design a model curriculum to demonstrate their understanding of the stages entailed in the curriculum development process.

iv. Appreciate the role of teachers in curriculum design, development and implementation.

c) **Course Learning Outcomes**
By end of this course, learners should be able to:

i. Describe the various patterns of curriculum design and their appropriateness.

ii. Analyze the various models of curriculum design and apply them in the curriculum development process.

iii. Design a model curriculum to demonstrate their understanding of the stages entailed in the curriculum development process.

iv. Describe the role of teachers in curriculum design, development and implementation.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patterns of curriculum design/organization</td>
<td>5</td>
</tr>
<tr>
<td>Models of curriculum</td>
<td>10</td>
</tr>
<tr>
<td>The Curriculum development process</td>
<td>10</td>
</tr>
<tr>
<td>Developing a curriculum for a persistent life situation (The Saber tooth curriculum as a case study)</td>
<td>5</td>
</tr>
<tr>
<td>Curriculum implementation:</td>
<td>10</td>
</tr>
<tr>
<td>Post primary Curriculum evolution in Uganda</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery will be by lectures, guided self-paced reading and classroom/group discussions.

f) **Course assessment**
Assessment shall be by progressive assessment that shall include at least two assignments (40%) and final examination (60%).

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
ED 2104: Exposure Session II (Audited) (2 CU)

a) Course Description
The course gives the learner further exposure into the learning environment. A trainee shall co-teach with the senior teacher, plan and evaluate activities together and participate in co-curricular activities in the school.

b) Course Objectives
The objectives of the course are to enable a student:
   i. To expand the trainee’s understanding of practical teaching process.
   ii. To enable trainees link the theory and practice of teaching.
   iii. To strengthen the trainee’s ability to manage the learning environment.

c) Course Learning Outcomes
By end of this course, learners should be able to:
   i. Support the learning of students as a co-teacher.
   ii. Interprete classroom situations and devise way forward.
   iii. Relate well with students in and outside classroom.

d) Course Outline
The learner shall be able to co-teach in atleast one strand and atmost one strand with an experienced teacher as well as conduct one co-curricular activity. The content of the strand shall determine the content for the course.

e) Course delivery methods.
Delivery is experiential. The trainee shall, in collaboraton with the senior teacher, deliver functional and non functional aspects of the content.

f) Course assessment
The candidate shall be assessed by the senior teacher out of 50% as well as write a report that shall be examined out of 50%. The report shall be assessed on how the candidate links what has been taught in the training institute into the classroom environment.

g) Course Teaching materials
To be determined by the course teacher

ED 2201: Management & Administration in Education (3 CU)

a) Course Description
The course is intended to equip students with an understanding of the theoretical and practical aspects of educational tasks in Uganda’s Educational System. It caters for the management and administrative structures as well as contemporary challenges in Uganda.

b) Course Objectives
The objectives of the course are to:
   i. Acquaint the students with issues and concepts that is involved in the theory
of educational administration and management, so that they can be able to relate them to Uganda’s educational system.

   ii. Improve the students’ potential by developing their administrative insights in the field of educational administration.

   iii. Enable teacher trainees to competently perform administrative tasks at the level of management in Uganda’s educational system.

c) **Course Learning Outcomes**

By the end of the course, learners should be able to:

   i. Describe issues and concepts in the theory of educational administration and management.

   ii. Explain administrative insights in the field of educational administration.

   iii. Demonstrate skills to competently performing administrative tasks

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
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<tbody>
<tr>
<td>Organisations types and structures</td>
<td>4</td>
</tr>
<tr>
<td>Educational Administration.</td>
<td>4</td>
</tr>
<tr>
<td>Major movements in the development of administrative theory and practice.</td>
<td>5</td>
</tr>
<tr>
<td>Theories of Educational Administration.</td>
<td>4</td>
</tr>
<tr>
<td>Roles of a head teacher.</td>
<td>5</td>
</tr>
<tr>
<td>Leadership and management in educational administration.</td>
<td>5</td>
</tr>
<tr>
<td>Power and authority in educational administration</td>
<td>4</td>
</tr>
<tr>
<td>The System of Education in Uganda.</td>
<td>4</td>
</tr>
<tr>
<td>The Law basis of education policy</td>
<td>5</td>
</tr>
<tr>
<td>The contemporary issues in Educational administration</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Delivery will be by lectures, case studies, guided self-paced reading and classroom/group discussions.

f) **Course assessment**

Assessment shall be by progressive assessment that shall include at least two assignments (40%) and final examination (60%).

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**ED 2202: Assessment and Evaluation (3 CU)**

a) **Course Description**

This course covers the process of assessing learners as well as evaluating the performance at macro level. It enables the student understand how different domains are assessed as well as statistical techniques of interpreting macro data.

b) **Course Objectives**
The objectives of the course are:

i. To equip students with test construction techniques that they are to use in setting examinations
ii. To enable the student analyze students’ scores (performance) for easier interpretation
iii. To enable teacher trainees to evaluate their student forms by assessing

c) **Course Learning Outcomes**

By end of the course, learners should be able to:-

i. Apply test construction techniques in setting examinations
ii. Analyze students’ scores (performance) for easier interpretation
iii. Evaluate their student forms by assessing

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
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<tbody>
<tr>
<td>concepts in Educational Measurement and assessment</td>
<td>10</td>
</tr>
<tr>
<td>Validity and reliability tests</td>
<td>10</td>
</tr>
<tr>
<td>Construction of tests</td>
<td>5</td>
</tr>
<tr>
<td>Summarizing and interpreting measurements</td>
<td>10</td>
</tr>
<tr>
<td>ICTs in Measurements and Assessment (Spreadsheets)</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Delivery will be by lectures, practical demonstrations, guided self-paced reading and classroom/group discussions.

f) **Course assessment**

Assessment shall be by progressive assessment that shall include at least two assignments (40%) and final examination (60%).

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**ED 2203: Guidance and Counseling (3 CU)**

a) **Course Description**

This course is to equip the student with skills to guide children through their academic and social endeavors as well as counseling them in cases of academic or general life challenges. The course also gives the student understanding of underlying potential challenges of the children so that he/she handles them from a more informed point of view.

b) **Course Objectives**

The objectives of the course are:-

i. To equip students with skills to guide and counsel learners
ii. To equip students with knowledge of temperamental differences among the learners
iii. To develop within the learner the concept of empathy that a counselor needs to have for effective counseling

c) **Course Learning Outcomes**

By end of the course, learners should be able to:-
i. Apply skills to guide and counsel learners
ii. Demonstrate knowledge of temperamental differences among the learners
iii. Explain the concept of empathy that a counselor needs to have for effective counseling

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of guidance and counseling</td>
<td>3</td>
</tr>
<tr>
<td>Factors Influencing Guidance and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Qualities of an Effective Counselor</td>
<td>3</td>
</tr>
<tr>
<td>Components of Guidance and Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Counseling Skills</td>
<td>4</td>
</tr>
<tr>
<td>School Discipline</td>
<td>3</td>
</tr>
<tr>
<td>Theories of counseling</td>
<td>4</td>
</tr>
<tr>
<td>Theories of career choice</td>
<td>3</td>
</tr>
<tr>
<td>Basic counseling skills</td>
<td>4</td>
</tr>
<tr>
<td>School discipline</td>
<td>3</td>
</tr>
<tr>
<td>Sex and Sexuality</td>
<td>4</td>
</tr>
<tr>
<td>Theories of Temperament</td>
<td>3</td>
</tr>
<tr>
<td>Counseling of the Adolescents</td>
<td>4</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
   Delivery will be by lectures, demonstrations, case studies, guided self-paced reading and classroom/group discussions.

f) Course assessment
   Assessment shall be by progressive assessment that shall include at least two assignments (40%) and final examination (60%).

g) Course Teaching materials
   Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

ED 2301: School Practice II (4 CU)

a) Course Description
   This course is to give the candidate hands experience of the operations of the school. The candidate shall be posted to a school in session for a period of at least 6 weeks, conducts classes and participates in all available activities, and get evaluated by the school administration and the lecturer.

b) Course Objectives
   The objectives of the course are:-
   i. To equip the student with practical teaching skills
   ii. To enable the student put into practice what he/she studied in class
   iii. To provide the student an opportunity to interact with and learn from other experienced teachers

c) Course Learning Outcomes
   By end of the course, learners should be able to:-
   i. Apply practical teaching skills
   ii. Demonstrate ability to provide the student an opportunity to interact with and
d) **Course Outline**
   The content is to be largely determined by the school. However, it has to include at least the following:
   i. One week of being on duty
   ii. Conducting classes of at least 8 periods a week
   iii. Participation in a co-curricular activity

e) **Course delivery methods.**
   The candidate will practically participate in the activities under guidance of the school structures (Class teacher, teacher on duty, head of department, etc)

f) **Course assessment**
   Assessment shall be done by the Director of Studies in the school of placement (or a senior teacher assigned by the DoS) as well the field supervisor qualified to teach at a Teacher Training Institution.

g) **Course Teaching materials**
   Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**ED 2204: Contemporary Pedagogy (2 CU)**

a) **Course Description**
   Teaching and learning has evolved over centuries and more up to date and integrated student centred approaches have evolved. While they may vary from subject to subject, they apply the same principles. This course is to enable the trainees practice the modern teaching approaches in the relevant subject specialisation.

b) **Course Objectives**
   The objectives of the course are:-
   i. To enable the candidate understand the intrices and contemporary approaches to teaching
   ii. To provide a platform for students to practice contemporary student centred teaching.
   iii. To enable the learner understand how to teach for the future.

c) **Course Learning Outcomes**
   By end of the course, students should be able to:-
   i. Explain the teaching development process
   ii. Develop content using the active learning approaches
   iii. Demonstrate ability to use available materials as aids for learning.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 Structure of teacher development (initial, induction, Inservice)</td>
<td>4</td>
</tr>
<tr>
<td>Active Teaching / Learning approaches</td>
<td>8</td>
</tr>
</tbody>
</table>
Lesson Development 10
Evaluation 8

e) Course delivery methods.
Delivery will be by lecture and demonstration. Demonstrations will vary with areas of specialisation (learning areas) for learners.

f) Course assessment
Assessment shall be by progressive assessment (40%) and final exam (60%). Part of the final exam shall be practical when trainees are graded during developing or preparing a fully fledged course.

g) Course Teaching materials
They are to vary from learning area to learning area.

ED 2205: Exposure Session III (2 CU)

a) Course Description
This course is meant to expose students in aspects of assessment and evaluation. The trainee shall develop an assessment plan with the senior teacher, and assess predetermined competences and make a report.

b) Course Objectives
The objectives of the course are:
   i. To provide the trainee with practical experience in assessment
   ii. To provide practical experience (guided) in assessment of learning

c) Course Learning Outcomes
By end of the course, learners should be able to:
   i. Construct assessment materials
   ii. Prepare assessment guides
   iii. Mark assessment reports

d) Course Outline
The learner will be less of a co-teacher but more of an assessor. The learner, with the senior teacher, shall make the assessment plan that the learner shall implement under guidance of the senior teacher.

e) Delivery Methods
The course will be practical. The candidate shall prepare and subject the assessment materials, mark and make report. This should be in 1 - 3 strands.

f) Course Assessment
The senior teacher shall assess the candidate out of 50% and the candidate makes a report that shall be assessed at the college. The assessment of the report shall be based on appropriateness and correctness of decisions made.

 g) Course Teaching Methods
The materials shall be determined by the strands assessed.
6.3 Curriculum Outline for Creative Arts

Creative arts is a learning area, which embraces four art forms; the visual arts, music, dance and drama. It encourages learners to perceive the importance of enhancing and creating visually pleasing environments. It brings learners closer to their cultural and natural environment as a source of inspiration to creativity. This learning area requires that the teacher trainee is competently equipped with adequate knowledge and skills to enable him or her to nurture and groom the talents and skills of learners in lower secondary. Since the learning area is wide, the teacher trainee is given opportunity to explore all the four art forms in creative arts at the beginning of the programme. The four art forms are Music, Dance, Drama (performing arts) and Visual Arts. The teacher trainee is expected to have talent in one of them. However, he/she is expected to train students even in the areas where he/she is not talented. The teacher therefore has to assist the learners identify and grow their talents. Towards the end of the programme therefore, the learner is expected to major in one area and minor in another.

In this learning area, Information Communication Technology (ICT) will be integrated wholly to facilitate the teaching and learning process. All teachers will be required as a must to use ICT in undertaking all their teaching and learning activities.

6.3.1 Competence Framework for Creative Arts

<table>
<thead>
<tr>
<th>Competence</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to appreciate how art has influenced global civilisation in different cultures</td>
<td>CA 1101, CA 1201, CA 2101, CA 2201</td>
</tr>
<tr>
<td>Be able to understand the constituents of creative arts, how they are organised and appreciated</td>
<td>CA 1103, CA 1203</td>
</tr>
<tr>
<td>Be able to understand and create creative arts themes (instances) that link with the cultural set up of the people</td>
<td>CA 1102, CA 1202, CA 2102, CA 2202</td>
</tr>
<tr>
<td>Be able to appreciate and apply creative arts in contemporary world</td>
<td>CA 2103, CA 2203</td>
</tr>
</tbody>
</table>

6.3.2 The Programme Structure for Creative Arts

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>LH</th>
<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 1101</td>
<td>History of creative arts in the pre-historic and classical period</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>CA 1102</td>
<td>Creative Arts and the Environment I</td>
<td>45</td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>CA 1103</td>
<td>Fundamentals of Creative Arts I</td>
<td>45</td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
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<td></td>
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</tbody>
</table>
# Year 1 Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>LH</th>
<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 1201</td>
<td>History of creative arts in the middle ages and Renaissance</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>CA 1204</td>
<td>Methods of teaching creative arts</td>
<td>45</td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Electives (Choose One)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CA 1202</td>
<td>Creative Arts and the Environment II</td>
<td>45</td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>CA 1203</td>
<td>Fundamentals of Creative Arts II</td>
<td>45</td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Sub Total</td>
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</table>

# Year 2 Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 2101</td>
<td>History of Modern and Contemporary Art</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>CA 2102</td>
<td>Creative Arts and the Environment III</td>
<td>45</td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>CA 2103</td>
<td>Analysis and application of elements of Creative Arts I</td>
<td>45</td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
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<td></td>
<td></td>
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</table>

# Year 2 Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>LH</th>
<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA 2201</td>
<td>History of African Art</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>CA 2202</td>
<td>Creative Arts and the Environment IV</td>
<td>45</td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>CA 2203</td>
<td>Analysis and application of elements of Creative Arts II</td>
<td>45</td>
<td>30</td>
<td>0</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Grand Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>44</td>
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</tbody>
</table>

## CA 1101: History of creative arts in the pre-historic and classical period (3 CU)

### a) Course description

This course introduces learners to the components of the creative arts learning area and their relationship. It also exposes learners to the history of the creative arts by exposing learners to the early beginnings of the four components of the creative arts.

### b) Course Objectives

The course aims at introducing students to:-

i.  The history of creative arts
ii. The nature of creative arts
iii. The components of creative arts
iv.  The changing dynamics in creating arts

### c) Course Learning Outcomes

By the end of this course, the learner should be able to;

i.  Explain the four major components/forms of the creative arts
ii. Discuss the characteristics and the art forms of the pre-historic and classical period in Europe
d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the concepts of Creative arts</td>
<td>6</td>
</tr>
<tr>
<td>Trends in the visual arts in Europe</td>
<td>13</td>
</tr>
<tr>
<td>Trends in music in Europe</td>
<td>13</td>
</tr>
<tr>
<td>Trends in dance and drama in Europe</td>
<td>13</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Content will be delivered through class and group discussions, brainstorming, pair work, guided discovery, and individual research by both field work and electronic means.

f) Course assessment
Learners will be assessed by means of, Written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/ critiquing, Peer assessment/critiquing, Tests, and Performance.

- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

CA 1102: Creative Arts and the Environment I (4 CU)

a) Course description
This course enables learners to investigate and generate ideas of making art works in the four art forms of creative arts. Learners are empowered to appreciate the natural, material and cultural environment as a source of inspiration to the creation of the arts.

b) Course objectives
The course aims at equipping students with knowledge about:-

i. Identifying and sing a variety of traditional folk songs
ii. Creating skits from the cultural environment
iii. Drawing and painting from nature and still life
iv. Creating dances from the cultural environment
c) **Course Learning Outcomes**

By the end of this course, the learner should be able to:

i. Identify and sing a variety of traditional folk songs
ii. Create skits from the cultural environment
iii. Draw and paint from nature and still life
iv. Create dances from the cultural environment

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categories of Traditional folk songs</td>
<td>10</td>
</tr>
<tr>
<td>Skits from Traditional folksongs</td>
<td>10</td>
</tr>
<tr>
<td>Drawing and painting from nature and still life</td>
<td>20</td>
</tr>
<tr>
<td>Creation of dances out of folk songs</td>
<td>20</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Content will be delivered through class and group discussions, brainstorming, rote, improvisation, guided discovery, experimentation and problem solving, demonstration, role play, presentations, individual research by both field work and electronic means.

f) **Course assessment**

Learners will be assessed by means of, Written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/ critiquing, Peer assessment/critiquing, Tests, Projects and Performance.

- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**CA 1103: Fundamentals of Creative Arts I (4 CU)**

a) **Course description**

The course introduces learners to the knowledge, skills and understanding of the elements and principles of creative arts. It enables them to employ the language of creative arts in appreciation of the already existing artworks and influencing the creation of their own works.

b) **Course objectives**

The course aims at equipping students with knowledge of:-

i. The different elements and principles in art works
ii. The appropriate language of creative arts to critique art works
c) **Course Learning Outcomes**

By the end of this course, the learner should be able to:

i. Identify the different elements and principles in art works

ii. Use the appropriate language of creative arts to critique art works

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to elements and principles of creative arts</td>
<td>8</td>
</tr>
<tr>
<td>Visual arts elements</td>
<td>12</td>
</tr>
<tr>
<td>Music elements</td>
<td>14</td>
</tr>
<tr>
<td>Dance elements</td>
<td>13</td>
</tr>
<tr>
<td>Drama elements</td>
<td>13</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Content will be delivered through class and group discussions, brainstorming, rote, improvisation, guided discovery, experimentation and problem solving, demonstration, role play, presentations, individual research by both field work and electronic means.

f) **Course assessment**

Learners will be assessed by means of, Written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/ critiquing, Peer assessment/critiquing, Tests, Projects and Performance.

Learners will be assessed through coursework and examinations.

- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**CA 1201: History of creative arts in the middle ages and Renaissance (3 CU)**

a) **Course description**

This course exposes learners to the history of the creative arts in the middle ages and renaissance. Learners are exposed to the influence of religion and the industrial revolution on the creative the different art forms made during this period. Learners acquire knowledge and inspirations to borrow some features from artists and their works in order to create their own.
b) **Course objectives**  
The course introduces learners to:-  
i. The significant features of the creative arts in middle ages and renaissance  
ii. The personalities in the creative arts of the period  
iii. The methods and techniques used in the period  
iv. Comparison and contrast of middle ages and renaissance art with the classical period

c) **Course Learning Outcomes**  
By the end of this course, the learner should be able to;  
i. Discuss the significant features of the creative arts in middle ages and renaissance  
ii. Describe the personalities in the creative arts of the period  
iii. Critique the methods and techniques used in the period  
iv. Compare and contrast the middle ages and renaissance art with the classical period

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual arts in middle ages and renaissance</td>
<td>10</td>
</tr>
<tr>
<td>Music in middle ages and renaissance</td>
<td>12</td>
</tr>
<tr>
<td>Theatre in the in the medieval period</td>
<td>13</td>
</tr>
<tr>
<td>Significant features of Classical Ballet Dance</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**  
Content will be delivered through class and group discussions, brainstorming, and discovery approach, individual research by both field work and electronic means.

f) **Course assessment**  
Learners will be assessed by means of, written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/critiquing, Peer assessment/critiquing, Tests, Projects and Performance.
Learners will be assessed through coursework and examinations.  
- Coursework will contribute 40% and the final examination 60%.  
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.  
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.

g) **Course Teaching materials**  
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
CA 1202: Creative Arts and the Environment II (4 CU)

a) **Course Description**

This course provides learners more opportunity to explore different ideas in art making creative arts based on their previous experiences. Learners are empowered with more skills to explore and appreciate the natural, material and cultural environment as a source of inspiration to the creation of the arts. In the visual arts learners particularly explore the different methods and techniques of making collage and sculpture. In performing arts, learners advance their creative skills in performing with expressions.

b) **Course Objectives**

The course introduces learners to:-

i. Techniques and theories of singing traditional folk songs with accompaniments and expressions from given themes

ii. Making collage and sculpture articles

iii. Creating and performing dances

iv. Creating and acting skits

c) **Course Learning Outcomes**

By the end of this course, the learner should be able to;

i. Sing traditional folk songs with accompaniments and expressions from given themes

ii. Make collage and sculpture articles

iii. Create and perform dances

iv. Create and act skits

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collage</td>
<td>10</td>
</tr>
<tr>
<td>Sculpture</td>
<td>15</td>
</tr>
<tr>
<td>Traditional folk songs (from at least four themes i.e. hunting, farming, marriage and worship).</td>
<td>20</td>
</tr>
<tr>
<td>Creation of dances from folk songs</td>
<td>15</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Content will be delivered through class and group discussions, brainstorming, rote, improvisation, guided discovery, experimentation and problem solving, demonstration, role play, presentations, individual research by both field work and electronic means.

f) **Course assessment**

Learners will be assessed by means of, written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/critiquing, Peer assessment/critiquing, Tests, Projects and Performance. Learners will be assessed through coursework and examinations.

- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.
g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**CA 1203: Fundamentals of Creative Arts II (4 CU)**

a) **Course Description:**
This course continues to expose learners to the knowledge and develop their skills regarding the use of the elements and principles of creative arts. It equips them with the necessary techniques to critique various art works made with different materials, methods and techniques. Learners are exposed to the different techniques of expressing ideas using the graphic arts. In performing arts, learners create and perform works to an audience.

b) **Course Objectives**
Students will be introduced to knowledge about:-
- i. Critiquing a performed skit
- ii. Reading and writing simple music notations
- iii. Critiquing performed dances
- iv. Creating graphic art works

c) **Course Learning Outcomes**
By the end of this course, the learner should be able to;
- i. Critique a performed skit
- ii. Read and write simple music notations
- iii. Critique performed dances
- iv. Create graphic art works

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama analysis</td>
<td>15</td>
</tr>
<tr>
<td>Western music theory and notation I. (Writing rhythm names and symbols, construction of keys and major scales on staff)</td>
<td>20</td>
</tr>
<tr>
<td>Dance analysis I (levels, formations, style and functions)</td>
<td>15</td>
</tr>
<tr>
<td>Graphic arts</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Content will be delivered through class and group discussions, brainstorming, rote, improvisation, guided discovery, experimentation and problem solving, demonstration, role play, presentations, individual research by both field work and electronic means.

f) **Course assessment**
Learners will be assessed by means of, Written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/ critiquing, Peer assessment/critiquing, Tests, Projects and Performance.
Learners will be assessed through coursework and examinations.
- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.
g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

<table>
<thead>
<tr>
<th><strong>CA 1204: Methods of teaching creative arts (4 CU)</strong></th>
</tr>
</thead>
</table>

a) **Course description**
The course equips learners with skills and approaches of teaching the different components of the creative arts. It further prepares the teacher to nurture and groom the learners’ talents. At the same time it also enables the teacher to integrate the four art forms in the process of teaching as a unit. The course empowers the student teachers to interpret the lower secondary school syllabus.

b) **Course objectives**
The course aims at helping students understand:-

- i. Appropriate methods in teaching music
- ii. Appropriate methods in teaching dance
- iii. Appropriate methods in teaching drama

b) **Course Learning Outcomes**
By the end of this course, the learner should be able to;

- i. Use appropriate methods in teaching music
- ii. Apply appropriate methods in teaching dance
- iii. Use appropriate methods in teaching drama
- iv. Apply appropriate methods in teaching the visual arts
- v. Interpret the Creative arts syllabus
- vi. Design scheme of work and lesson plans

c) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology of teaching and assessing music</td>
<td>10</td>
</tr>
<tr>
<td>Methodology of teaching and assessing dance</td>
<td>10</td>
</tr>
<tr>
<td>Methodology of teaching and assessing drama</td>
<td>10</td>
</tr>
<tr>
<td>Methods of teaching and assessing the visual arts</td>
<td>10</td>
</tr>
<tr>
<td>Interpreting the Creative arts syllabus</td>
<td>10</td>
</tr>
<tr>
<td>Scheme of work and lesson plans</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Content will be delivered through class and group discussions, brainstorming, rote, improvisation, guided discovery, experimentation and problem solving, demonstration, role play, presentations, individual research by both field work and electronic means.

f) **Course assessment**
Learners will be assessed by means of, written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/ critiquing, Peer assessment/critiquing, Tests, Projects and Performance. Learners will be assessed through coursework and examinations.

- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.
g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**CA 2101: History of Modern and Contemporary Art (3 CU)**

a) Course description
This course exposes learners to the history of the creative arts in the modern and contemporary world. Learners are exposed to the influence of religion and the industrial revolution on the creative the different art forms made during this period. Learners acquire knowledge and inspirations to borrow some features from artists and their works in order to create their own.

b) Course objectives
This course aims at equipping students with knowledge about:-

i. The different art movements in the visual arts
ii. The features and perform popular music
iii. The features and perform modern dance
iv. Theater for development

c) Course Learning Outcomes
By the end of this course, the learner should be able to;

i. Discuss the different art movements in the visual arts
ii. Discuss features and perform popular music
iii. Discuss features and perform modern dance
iv. Analyse and perform theater for development

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Art movements in the visual arts</td>
<td>10</td>
</tr>
<tr>
<td>Popular music</td>
<td>10</td>
</tr>
<tr>
<td>Modern dance</td>
<td>10</td>
</tr>
<tr>
<td>Theatre for development</td>
<td>15</td>
</tr>
</tbody>
</table>


e) Course delivery methods.
Content will be delivered through class and group discussions, brainstorming, and discovery approach, individual research by both field work and electronic means.

f) Course assessment
Learners will be assessed by means of, Written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/critiquing, Peer assessment/critiquing, Tests, Projects and Performance.
Learners will be assessed through coursework and examinations.

- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
CA 2102: Creative Arts and the Environment III (4 CU)

a) Course description
This course provides the learner with an opportunity to use materials from the environment to make art works. It provides learners more opportunity to explore different ideas in art making creative arts based on their previous experiences. Learners are empowered with more skills to explore and appreciate the natural, material and cultural environment as a source of inspiration to the creation of the arts. In the visual arts learners particularly explore the different methods and techniques of making textile decorations. In performing arts, learners advance their creative skills in playing African music instruments and write short plays, use costumes and props to act skits and dance.

b) Course objectives
The course aims at equipping students with knowledge about:-

i. Techniques of Playing traditional African musical instruments
ii. Approaches and styles of Writing a short play
iii. Methods of Creating a dance choreography
iv. Techniques of Creating textile decorations

c) Course Learning Outcomes
By the end of this course, the learner should be able to;

i. Play traditional African musical instruments
ii. Write a short play
iii. Create a dance choreography
iv. Create textile decorations

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional African musical instruments</td>
<td>20</td>
</tr>
<tr>
<td>Play writing</td>
<td>15</td>
</tr>
<tr>
<td>Creating a choreography</td>
<td>10</td>
</tr>
<tr>
<td>Textile decorations (Screen printing)</td>
<td>15</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Content will be delivered through class and group discussions, brainstorming, rote, improvisation, guided discovery, experimentation and problem solving, demonstration, role play, presentations, individual research by both field work and electronic means.

f) Course assessment
Learners will be assessed by means of, Written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/ critiquing, Peer assessment/critiquing, Tests, Projects and Performance. Learners will be assessed through coursework and examinations.

- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.
g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

CA 2103: Analysis & Application of elements of Creative Arts I (4CU)

a) Course description
This course continues to expose learners to criticism and skills development regarding the use of the elements and principles of creative arts. In this particular course, learners perform choral music, act written plays and perform various African dances. Learners also create and appreciate computer aided art works.

b) Course objectives
The course aims at introducing students to:-
  i. The techniques of critiquing drama in terms of their genres
  ii. Styles of reading and writing western music
  iii. Critiquing techniques of dances based on their elements
  iv. Creating computer aided designs

c) Course Learning Outcomes
By the end of this course, the learner should be able to;
  i. Critique drama in terms of their genres
  ii. Read and write western music
  iii. Critique dances based on their elements
  iv. Create computer aided designs

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of the genres of drama. (tragedies, comedies and a tragicomedy)</td>
<td>15</td>
</tr>
<tr>
<td>Western music theory and notation. (Writing intervals, listening and composing short melodies on music staff and sight singing)</td>
<td>20</td>
</tr>
<tr>
<td>Dance analysis (dance types, styles, accompaniments, costumes and props)</td>
<td>15</td>
</tr>
<tr>
<td>Design Computing.</td>
<td>10</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Content will be delivered through class and group discussions, brainstorming, rote, improvisation, guided discovery, experimentation and problem solving, demonstration, role play, presentations, individual research by both field work and electronic means.

f) Course assessment
Learners will be assessed by means of, Written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/ critiquing, Peer assessment/critiquing, Tests, Projects and Performance. Learners will be assessed through coursework and examinations;
  • Coursework will contribute 40% and the final examination 60%.
  • Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
  • The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
a) **Course description**

In this course, learners explore the styles, methods and techniques used to create African art works. The course also awakens the need of learners to create more art works with an aim of preserving African heritage. Learners recognize the cultural practices that influence creative arts making in Africa.

b) **Course objectives**

The course shall equip learners with knowledge about:-

i. The features of African visual arts
ii. The features of African music
iii. The features of African dance
iv. The features of African drama

c) **Course Learning Outcomes**

By the end of this course, the learner should be able to;

i. Demonstrate and apply the features in African visual arts
ii. Discuss the features of African music
iii. Describe the features of African dance
iv. Discuss and apply the features of African drama

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Features in African visual arts</td>
<td>9</td>
</tr>
<tr>
<td>Features in African music</td>
<td>8</td>
</tr>
<tr>
<td>Features in African dance</td>
<td>6</td>
</tr>
<tr>
<td>Features in African drama</td>
<td>6</td>
</tr>
<tr>
<td>Folklore of dance and drama</td>
<td>8</td>
</tr>
<tr>
<td>Ethnomusicology</td>
<td>8</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Content will be delivered through class and group discussions, brainstorming, rote, improvisation, guided discovery, experimentation and problem solving, demonstration, role play, presentations, individual research by both field work and electronic means.

f) **Course assessment**

Learners will be assessed by means of, Written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/ critiquing, Peer assessment/ critiquing, Tests, Projects and Performance. Learners will be assessed through coursework and examinations.

- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
a) **Course description**  
This is a project course which provides the learner with an opportunity to use materials from the environment to make art works. It provides learners more opportunity to explore different ideas in art making creative arts based on their previous experiences. Learners are empowered with more skills to explore and appreciate the natural, material and cultural environment as a source of inspiration to the creation of the arts. In the visual arts learners particularly explore the different methods and techniques of making batik and tie and dye. In performing arts, learners advance their creative skills in making and playing African music instruments and write plays, making costumes and writing down choreography.

b) **Course objectives**  
The course aims at equipping students with knowledge and practices about:-

i. Making batik and tie and dye art works  
ii. Classifying music instruments  
iii. Creating an instrumental composition to create music  
iv. Composing skits  
v. Designing costumes and props  
vi. Performing Ugandan traditional folk dances

c) **Course Learning Outcomes**  
By the end of this course, the learner should be able to;

i. Make batik and tie and dye art works  
ii. Classify music instruments  
iii. Create an instrumental composition to create music  
iv. Compose skits  
v. Design costumes and props  
vi. Perform Ugandan traditional folk dances

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batik and tie and dye</td>
<td>12</td>
</tr>
<tr>
<td>Classification of music instruments</td>
<td>10</td>
</tr>
<tr>
<td>Making and playing music instruments. (instrumental composition to create music)</td>
<td>10</td>
</tr>
<tr>
<td>Making and performing skits</td>
<td>8</td>
</tr>
<tr>
<td>Designing props, costumes</td>
<td>10</td>
</tr>
<tr>
<td>Performing Ugandan traditional folk dances</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**  
Content will be delivered through class and group discussions, brainstorming, rote, improvisation, guided discovery, experimentation and problem solving, demonstration, role play, presentations, individual research by both field work and electronic means.

f) **Course assessment**  
Learners will be assessed by means of, Written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/ critiquing, Peer assessment/critiquing, Tests, Projects and Performance.
Learners will be assessed through coursework and examinations.
- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

CA 2203: Analysis and application of elements of Creative Arts II (4 CU)

a) Course description
This course exposes learners to criticism and skills development regarding the use of the elements and principles of creative arts. In this particular course, learners perform choral music, compose simple melodies and sight sing. Learners analyses written plays and act them out. Learners also analyse and perform both creative and African folk dances. Learners also experiment with different methods and techniques in ceramics. Learners can major in either performing arts or visual arts depending on capability.

b) Course objectives
The course aims at equipping students with knowledge about:-

- Making ceramics art works
- Listening and composing two-part harmonies and sight singing
- Writing plays
- Choreographing a dance

c) Course Learning Outcomes
By the end of this course, the learner should be able to;

- Make ceramics art works
- Listen and compose two-part harmonies and sight singing
- Write plays
- Choreograph a dance

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramics</td>
<td>20</td>
</tr>
<tr>
<td>Listening and composing two-part harmonies and sight singing</td>
<td>20</td>
</tr>
<tr>
<td>Play writing</td>
<td>10</td>
</tr>
<tr>
<td>Dance Choreography</td>
<td>10</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Content will be delivered through class and group discussions, brainstorming, project, improvisation, guided discovery, experimentation and problem solving, demonstration, role play, presentations, individual research by both field work and electronic means.
f) **Course assessment**

Learners will be assessed by means of, Written or oral questions, Observation of talent and skill development, Group assessment, Report writing, Self-assessment/critiquing, Peer assessment/critiquing, Tests, Projects and Performance. Learners will be assessed through coursework and examinations.

- Coursework will contribute 40% and the final examination 60%.
- Coursework will be composed of theory 40% and practical 60% which contributes 40% of the final examination mark.
- The final examinations will be composed of theory 40% and practical 60%, totaling 100%. This will contribute 60% of the final work.


g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
6.4 Curriculum Outline for Languages

Languages are the commonest means of communication. It is largely through languages that people interact, communicate, do business, and many other things. Communication goes beyond carrying plain words from one source to another. It is used to interpret emotions, attitudes, and may other things that are important in carrying the information forward. Languages also are strong avenues in which cultures are stored and transferred. As children learn, it is important that they learn languages exhaustively and meaningfully. The Language Education learning area is about the languages to be taught in lower secondary school. This area provides the general over view of the content that is to be taught in all Institutions that prepare teachers for lower secondary school. This syllabus has been prepared in a way that it will provide guidance for teaching all languages including English, Kiswahili, the foreign and local languages.

In this learning area, Information Communication Technology (ICT) will be integrated wholly to facilitate the teaching and learning process. All teachers will be required as a must to use ICT in undertaking all their teaching and learning activities.

6.4.1 Competence Framework for Creative Arts

<table>
<thead>
<tr>
<th>Competence</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to understand the organisational and structural aspects of language</td>
<td>LL 1101, LL 1103, LL 1201</td>
</tr>
<tr>
<td>Be able to understand the structure and elements of literature</td>
<td>LL 1102, LL 1202</td>
</tr>
<tr>
<td>Adequately prepare, execute and assess language and literature subject matter</td>
<td>LL 1104, LL 1203, LL 2205</td>
</tr>
<tr>
<td>Be able to appreciate and apply psychological and sociological aspects of language</td>
<td>LL 2101, LL 2103</td>
</tr>
<tr>
<td>Be able to apply literature in novels, poems and plays</td>
<td>LL 2104, LL 2201, LL 2202</td>
</tr>
</tbody>
</table>

6.4.2 The Programme Structure for Languages

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
</tr>
<tr>
<td>LL 1101</td>
</tr>
<tr>
<td>LL 1102</td>
</tr>
<tr>
<td>LL 1103</td>
</tr>
<tr>
<td>LL 1104</td>
</tr>
<tr>
<td>Sub Total</td>
</tr>
</tbody>
</table>
**LL 1101 Introduction to Languages (3 CU)**

**a) Course Description:**
This course introduces the learner to the meaning and components of language. It also exposes the learner to language as a means of communication, the functions and value of language.

**b) Course Objectives**
The course aims at equipping students with knowledge about:

i. The meaning and functions of language
ii. The characteristics of human language
iii. The communication cycle/process

**c) Course Learning Outcome**
By the end of the course, learners should be able to:

i. Define language
ii. Describe functions of language
iii. List the characteristics of human language
iv. Describe and illustrate the communication cycle/process
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of language</td>
<td>5</td>
</tr>
<tr>
<td>Language as system of communication</td>
<td>9</td>
</tr>
<tr>
<td>Characteristics of human language</td>
<td>9</td>
</tr>
<tr>
<td>Special features of language</td>
<td>9</td>
</tr>
<tr>
<td>Communication cycle</td>
<td>5</td>
</tr>
<tr>
<td>Functions of language</td>
<td>8</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Delivery shall be by discovery, explanation, group discussion and brainstorming.

f) **Course assessment**

Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**LL 1102 Introduction to Literature (3 CU)**

a) **Course description:**

This course will introduce learners to the concept of literature and its various classifications expose them to the functions and values of literature in society and introduce them to literary criticism.

b) **Course objectives**

The course aims at equipping students with knowledge about:-

i. The meaning of ‘literature."
ii. Distinguishing the different genres of literature.
iii. The functions and values of literature in society and education.
iv. The Use of elementary terms used in literary criticism.

b) **Course Learning Outcomes**

By the end of the course, the learners should be able to:

i. Define the concept ‘literature.
ii. Distinguish the different genres of literature.
iii. Discuss the functions and values of literature in society and education.
iv. Use elementary terms used in literary criticism.
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of literature</td>
<td>2</td>
</tr>
<tr>
<td>The literature genres</td>
<td>5</td>
</tr>
<tr>
<td>Functions of literature</td>
<td>8</td>
</tr>
<tr>
<td>Values of literature</td>
<td>10</td>
</tr>
<tr>
<td>Literary criticism</td>
<td>20</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Delivery shall be by whole class discussion, group discussion, brainstorming, think-pair-share and research

e) **Course assessment**

Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**LL 1103 The Structure of spoken Language (4 CU)**

a) **Course description**

This course will introduce learners to the sounds of speech in the target language. The learners will be equipped with knowledge of phonetics, phonology and supra segmental features.

b) **Course objectives**

The course aims at equipping students with knowledge about:

i. The differences between phonetics and phonology.

ii. The speech sounds of a given language.

iii. The speech sounds of the language.

iv. The Use the supra segmental features appropriately.

c) **Course Learning Outcomes**

By the end of the course, the learners should be able to:

v. Differentiate between phonetics and phonology.

vi. Identify the speech sounds of a given language.

vii. Produce and articulate the speech sounds of the language.

viii. Use the supra segmental features appropriately.
d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of phonetics, phonology and supra segmental features</td>
<td>10</td>
</tr>
<tr>
<td>Classification of sounds of speech</td>
<td>10</td>
</tr>
<tr>
<td>Production and articulation of speech sounds</td>
<td>25</td>
</tr>
<tr>
<td>The problematic sounds of speech</td>
<td>10</td>
</tr>
<tr>
<td>The supra segmental features</td>
<td>5</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by Demonstration, Discussion, Role play, Research

f) Course assessment
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

LL 1104 Language and Literature Teaching Methods (3 CU)

a) Course description
This course equips the learner with the knowledge, skills, approaches and methods of teaching language and Literature.

b) Course objectives
The course aims at equipping students with knowledge about:-
   i. Techniques of Teaching language and literature effectively.
   ii. The use modern and critical methods to teach language and literature.
   iii. The methods and approaches of teaching language

c) Course Learning Outcomes
By the end of the course, the learners shall be able to:
   i. Teach language and literature effectively.
   ii. Explain and use modern and critical methods to teach language and literature.
   iii. Discuss and apply a variety of methods

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches to language teaching</td>
<td>6</td>
</tr>
<tr>
<td>Teaching oral lessons</td>
<td>5</td>
</tr>
<tr>
<td>Teaching the reading skill</td>
<td>5</td>
</tr>
<tr>
<td>Teaching the writing skill</td>
<td>5</td>
</tr>
</tbody>
</table>
Teaching vocabulary and grammar  7  
Selection of readers  2  
Activities to teach language and the various genres of literature  10  
Using literature to teach language  5  
e) **Course delivery methods.**  
Delivery shall be by Demonstration, Group discussion, Presentation, Peer teaching, Research and Project based learning  
f) **Course assessment**  
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)  
g) **Course Teaching materials**  
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.  

**LL 1201 Language Structure (Grammar) (3 CU)**

a) **Course description**  
In this course, the learner will explore the in depth content of grammar aspects in language and apply them effectively. The course is intended to equip learners with knowledge and skills of teaching grammar.  
b) **Course objectives**  
The course aims at equipping learners with knowledge about:-  
i. The rationale of teaching and learning grammar  
ii. Methods and techniques of communicating effectively in both the spoken and written forms of the language.  
iii. Approaches to effectively teaching the grammar aspects of the language.  
c) **Course Learning Outcomes**  
By the end of the course, the learner should be able to:  
i. Communicate effectively in both the spoken and written forms of the language.  
ii. Effectively teach the grammar aspects of the language.  
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale of teaching and learning grammar.</td>
<td>2</td>
</tr>
<tr>
<td>Parts of speech</td>
<td>6</td>
</tr>
<tr>
<td>The sentence</td>
<td>10</td>
</tr>
<tr>
<td>Punctuation and capitalization</td>
<td>5</td>
</tr>
<tr>
<td>The passive and active voice</td>
<td>5</td>
</tr>
<tr>
<td>Tenses</td>
<td>10</td>
</tr>
<tr>
<td>The direct and indirect speech</td>
<td>7</td>
</tr>
</tbody>
</table>
e) **Course delivery methods.**
Delivery shall be by Project-based learning, Situational learning, Group discussions, Learning stations, Story telling

f) **Course assessment**
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

### LL 1202 Oral Literature (4 CU)

a) **Course description**
This course will expose the learner to oral literature, its forms, values and functions in communication. The learner will also be equipped with knowledge and skills of teaching oral literature to secondary school learners. The course will enable learners appreciate cultural diversities.

b) **Course objectives**
The course aims at equipping students with knowledge about:-
   i. The meaning and purpose of oral literature.
   ii. The different forms of oral literature.
   iii. The functions and values of oral literature in communication.
   iv. The methods for teaching oral literature in lower secondary school.

c) **Course Learning Outcomes**
By the end of the course, the learner should be able to:
   i. Define oral literature.
   ii. Discuss the forms of oral literature.
   iii. Identify the functions and values of oral literature in communication.
   iv. Teach oral literature in lower secondary school.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of oral literature</td>
<td>5</td>
</tr>
<tr>
<td>Forms, functions and values of oral literature</td>
<td>10</td>
</tr>
<tr>
<td>Sources of oral literature</td>
<td>15</td>
</tr>
<tr>
<td>Teaching oral literature</td>
<td>30</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery shall be by Project Based Learning, Brainstorming, Demonstration, Discussion, Learning situations, Story-telling, Research

f) **Course assessment**
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)
g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**LL 1203 Preparing to Teach Language and Literature (3 CU)**

a) Course description
This course equips learners with the ability to prepare effectively to teach the language. It will also provide the learners with the ability to critique own and others preparation and teaching.

b) Course objectives
The course shall equip learners with knowledge about:-
   i. The role of language in curriculum.
   ii. The Study and use of lower secondary school language and literature syllabus.
   iii. The Use of a conventional format to write a usable scheme of work and lesson plan for teaching the language.
   iv. The techniques of using the prepared scheme of work and lesson plan to teach the language.

c) Course Learning Outcomes
By the end of the course, the learner should be able to:
   i. Discuss the role of language in curriculum.
   ii. Study and use the lower secondary school language and literature syllabus.
   iii. Use a conventional format to write a usable scheme of work and lesson plan for teaching the language.
   iv. Use the prepared scheme of work and lesson plan to teach the language.
   v. Critically evaluate self and peers’ teaching.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The status of language in education.</td>
<td>5</td>
</tr>
<tr>
<td>Interpretation of the lower secondary school language and literature syllabus.</td>
<td>8</td>
</tr>
<tr>
<td>Making a language scheme of work and lesson plan.</td>
<td>12</td>
</tr>
<tr>
<td>Micro-teaching.</td>
<td>20</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by Brainstorming, Group discussion, Demonstration, Role play, Peer teaching, Story telling, Case study.

f) Course assessment
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
LL 2101 Psycholinguistics (3 CU)

a) Course description
This course enables the learner to understand how language is acquired. This will enable the learner to effectively teach language and get solutions to language learning challenges.

b) Course objectives
The course aims at equipping students with knowledge about:
  i. The theories of first language acquisition and second language learning and their pedagogical implications.
  ii. The challenges and solutions to second language learning.

c) Course Learning Outcomes
By the end of the course, the learner should be able to:
  i. Discuss the theories of first language acquisition and second language learning and their pedagogical implications.
  ii. Identify challenges and solutions to second language learning.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories of language acquisition and learning</td>
<td>10</td>
</tr>
<tr>
<td>Implication of language acquisition and learning</td>
<td>15</td>
</tr>
<tr>
<td>Challenges and solutions to 2nd language learning</td>
<td>5</td>
</tr>
<tr>
<td>Contrastive analysis theory</td>
<td>15</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by Case study, Think-pair-share, Research, Demonstration.

f) Course assessment
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

LL 2102 Sociolinguistics (3 CU)

a) Course description
The course introduces the learner to the way language is used in society. The learner will be equipped with knowledge of how language is used for varying purposes. This will enable him/her guide secondary school learners to appropriately use language.

b) Course objectives
The course aims at equipping learners with knowledge about:
  i. The meaning of sociolinguistics.
  ii. The language variations and the status of language nationally and/or internationally.
  iii. The Use of language.
  iv. The approaches to teaching use of language in various domains.

c) Course Learning Outcomes
By the end of the course, the student should be able to:
i. Define sociolinguistics.
ii. Discuss language variations and the status of language nationally and/or internationally.
iii. Use language effectively depending on prevailing situations.
iv. Teach appropriate use of language in various domains.

d) Course Outline

<table>
<thead>
<tr>
<th>Total</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of sociolinguistics</td>
<td>2</td>
</tr>
<tr>
<td>Language variations</td>
<td>13</td>
</tr>
<tr>
<td>Status of languages</td>
<td>15</td>
</tr>
<tr>
<td>The National Language Education policy</td>
<td>5</td>
</tr>
<tr>
<td>Pedagogical implications of sociolinguistics</td>
<td>10</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by Group discussion, Debate, Role play, Research, Presentation, Story telling

f) Course assessment
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

LL 2103 Poetry (4CU)

a) Course Description:
The course increases knowledge of the learner in the field of poetry. The learner will be able to analyze and compose poems as well as effectively teach poetry.

b) Course objectives
The course shall equip learners with knowledge about:-
   i. The distinction between poetry from other literary genres.
   ii. The techniques of reciting, singing, composing and interpreting poems.
   iii. The Use of poetic language appropriately
   iv. Methods of Teaching poetry

c) Course Learning Outcomes
By the end of the course, the learner should be able to:
   i. Distinguish poetry from other literary genres.
   ii. Describe, sing, compose and interpret poems.
   iii. Use poetic language appropriately
   iv. Teach poetry

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Types of poems</td>
<td>5</td>
</tr>
<tr>
<td>Structure of a poem</td>
<td>13</td>
</tr>
<tr>
<td>Language &amp; diction in poetry</td>
<td>5</td>
</tr>
</tbody>
</table>
Composing poem 15
Reciting poems 2
Techniques of teaching poetry 20

**Course delivery methods.**
Delivery shall be by whole class discussion, Group discussion, Brainstorming, Recitation, Project based learning, Contract learning

**Course assessment:**
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)

**Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**LL 2201 Plays (4 CU)**

**a) Course description**
This course is intended to equip learners with the skills of analyzing, writing and producing plays. It will also enable learners to organise, act in and assess drama festivals.

**b) Course objectives**
The course aims at introducing learners to:-
- i. Distinguish a play from other literary genres.
- ii. Effectively teach drama in the lower secondary schools.
- iii. Write and produce plays and play lets for both educational and conventional purposes.
- iv. Organize and adjudicate drama festivals.

**c) Course Learning Outcomes**
By the end of the course, the learner should be able to:
- i. Distinguish a play from other literary genres.
- ii. Effectively teach drama in the lower secondary schools.
- iii. Write and produce plays and play lets for both educational and conventional purposes.
- iv. Organise and adjudicate drama festivals.

**d) Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of drama</td>
<td>1</td>
</tr>
<tr>
<td>Elements of drama</td>
<td>3</td>
</tr>
<tr>
<td>Drama techniques</td>
<td>5</td>
</tr>
<tr>
<td>Comprehensive study of prescribed plays</td>
<td>20</td>
</tr>
<tr>
<td>Script writing and play production</td>
<td>11</td>
</tr>
<tr>
<td>Drama in education vs. conventional drama</td>
<td>5</td>
</tr>
<tr>
<td>Special effects of drama</td>
<td>3</td>
</tr>
<tr>
<td>Performing techniques and practice for drama</td>
<td>12</td>
</tr>
</tbody>
</table>

**e) Course delivery methods.**
Delivery shall be by Learning contract, Group discussion, Simulation, Role play, Think-pair-share, Brainstorming
f) **Course assessment:**
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

LL 2202 Creative Writing (3 CU)

a) **Course description:**
This course is intended to expose learners to the principles and procedures of creative writing. It will enable the learner to engage in creative writing extensively.

b) **Course objectives**
The course aims at equipping learners with knowledge about:-
- i. The meaning of creative writing
- ii. The general problems of writing.
- iii. The fundamental principles and art of writing

c) **Course Learning Outcomes:**
The learner should be able to:
- i. Comprehend the concept of creative writing
- ii. Identify general problems of writing and suggest solutions.
- iii. Explain the principles and art of writing

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to creative writing</td>
<td>5</td>
</tr>
<tr>
<td>General problems of writing</td>
<td>2</td>
</tr>
<tr>
<td>Finding and limiting a subject</td>
<td>8</td>
</tr>
<tr>
<td>Principles and art of writing</td>
<td>7</td>
</tr>
<tr>
<td>Descriptive, narrative and argumentative composition</td>
<td>15</td>
</tr>
<tr>
<td>Editing</td>
<td>5</td>
</tr>
<tr>
<td>Proofreading</td>
<td>3</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery shall be by Discussion, Presentation, Research, Project based learning, Exposition

f) **Course assessment**
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
LL 2203 Assessment in Language and Literature Teaching (3CU)

a) Course description
This course aims at equipping the learners with skills on how to carry out assessment in language and literature. It also guides the learners on different types of assessment and how they can develop assessment tools.

b) Course objectives
The course aims at equipping learners with knowledge and skills of:-

i. The meaning of assessment
ii. The different types of assessment
iii. The tools that can be used to assess learners
iv. Methods of Developing and using assessment tools

c) Course Learning Outcomes
By the end of the course, the learners should be able to:

i. Define key words in assessment
ii. Discuss different types of assessment
iii. Explain the tools that can be used to assess learners
iv. Develop and use assessment tools

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of key terms in language and literature assessment</td>
<td>3</td>
</tr>
<tr>
<td>Types of assessment in language</td>
<td>5</td>
</tr>
<tr>
<td>Qualities of good assessment tools</td>
<td>5</td>
</tr>
<tr>
<td>Developing and using assessment tools in language and literature</td>
<td>15</td>
</tr>
<tr>
<td>Process of assessment</td>
<td>17</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by Group discussion, Brainstorming, Think-pair-share, Research

f) Course assessment:
Assessment shall be by progressive assessment that will constitute at least two assignments (40%) and final examination (60%).

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
6.5 Curriculum Outline for Life Education

The prime aim of any living person is to live well. Other amenities looked for from the basic ones (air, water, shelter, clothing, food) to others like money, career, etc are all in the name of getting a better living. Man lives relative to himself, to neighbors and to environment. Conflicts between man and himself, neighbors and environment make him have a poorer life. It also involves skills to preserve one’s self, the community and the environment for a good and sustainable life. Unfortunately, many students are not taught the rules and intricacies of good living. They learn the skills in parts and in some cases incomplete. Often times they get them late.

In this learning area, Information Communication Technology (ICT) will be integrated wholly to facilitate the teaching and learning process. All teachers will be required as a must to use ICT in undertaking all their teaching and learning activities.

6.5.1 Competence Framework for Life Education

<table>
<thead>
<tr>
<th>Competence</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should be able to understand the rules, regulations and practice of physically demanding games</td>
<td>LE 1102, LE 1202, LE 1203, LE 2202, LE 2102, LE 2203, LE 2103</td>
</tr>
<tr>
<td>Should have and understand skills of living well with him/herself, others and the environment</td>
<td>LE 1101, LE 1102, LE 2101, LE 2201</td>
</tr>
</tbody>
</table>

6.5.2 The Programme Structure for Life Education

Table 7: Programme Structure Summary for Life Education

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>LH</th>
<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE 1101</td>
<td>Self and Interpersonal Relationship</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>LE 1102</td>
<td>General Health Studies</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>LE 1103</td>
<td>Athletics, Gymnastics &amp; Fitness,</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>LE 1104</td>
<td>Board games (E) (Chess, Draughts, Ludo, Mweso, Go)</td>
<td>15</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
</tbody>
</table>

Sub Total: 6/7

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE 1201</td>
<td>Teaching Methods of Life Education</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>LE 1202</td>
<td>Netball, Soccer and Aerobics</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>LE 1203</td>
<td>Batting and Fielding Games (E) (Rounders, Cricket, Softball and Baseball)</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
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</tbody>
</table>

Sub Total: 6

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE 2101</td>
<td>Society norms (Behaviour)</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>LE 2102</td>
<td>Volleyball, Basketball &amp; Handball</td>
<td>15</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>LE 2103</td>
<td>Hockey and Rugby (E)</td>
<td>15</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>2</td>
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</table>

Sub Total: 4
### Year Two Semester II

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name (Choose any two)</th>
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<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>LE 2201</td>
<td>Emotional Development</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>LE 2202</td>
<td>Racket Sports</td>
<td>15</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>LE 2203</td>
<td>Swimming (E)</td>
<td>15</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>4</td>
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<td>Grand Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>20/21</td>
</tr>
</tbody>
</table>

#### LE 1101 Self and Interpersonal Relationship (2 CU)

a) **Course Description**
   This course addresses ways in which the learners are able to take care of themselves through proper hygiene and grooming. In this course learners are able to develop skills in valuing their bodies as well be able to understand the rights and responsibilities in a relationships.

b) **Course objectives**
   The course aims at equipping learners with knowledge about:
   i. Appreciate the need for proper personal hygiene and grooming
   ii. Value for their own bodies.
   iii. Explain the rights and responsibilities in a relationship.

c) **Course Learning Outcomes**
   By the end of this course learners can;
   i. Appreciate the need for proper personal hygiene and grooming
   ii. Value for their own bodies.
   iii. Explain the rights and responsibilities in a relationship.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal hygiene and grooming</td>
<td>15</td>
</tr>
<tr>
<td>Valuing own body</td>
<td>5</td>
</tr>
<tr>
<td>Rights and responsibility in a relationships</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
   Through Lectures, seminars, demonstrations and group discussions.

f) **Course assessment**
   Through assignments, tests and practical evaluation (40%) and final examination (60%)

g) **Course Teaching materials**
   Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

### LE 1102 General Health Studies (2 CU)

a) **Course Description**
   Learners in this course are equipped with information about healthy living such information about healthy practices ie keeping their bodies active, good feeding
habits as well as having a balanced diet. Learners in this course explore the communicable and non-communicable diseases and these affect their health.

b) Course objectives
The learners will be introduced to knowledge about:-
i. The concepts of healthy living
ii. Activities that enhances personal wellbeing.
iii. The importance of healthy eating.
iv. The healthy practices that prevent diseases.

c) Course Learning Outcomes
Learners at the end of this course are able to,
i. Understand the concepts of healthy living
ii. Undertake an activity that enhances personal wellbeing.
iii. Understand the importance of healthy eating.
iv. Demonstrate the healthy practices that prevent diseases.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy eating</td>
<td>10</td>
</tr>
<tr>
<td>Balanced diet</td>
<td>5</td>
</tr>
<tr>
<td>Communicable and non communicable diseases</td>
<td>15</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Lectures, seminars, group discussions, demonstrations

f) Course assessment
Through assignment, Tests (40%) and written Examinations (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

LE 1103 Athletics, Gymnastics & Fitness, (3CU)

a) Course Description
This strand equips the student with theoretical knowledge and practical skills of teaching, coaching and organizing track and field athletics at all levels.

b) Course objectives
i. The history and trends of development and theory of athletics.
ii. The theory and principles of gymnastic movements
iii. The practical skills to maintain fitness and achieve excellence in track and field.
iv. Deriving enjoyment from participating and competing in athletics events
v. Developing positive character and attitudes through athletic participation and performance of athletics skills.

c) Course Learning Outcomes
By the end of this course Learners can:
i. Develop track and field skills in selected practical events
ii. Derive enjoyment from participating and competing in athletics events
iii. Develop positive character and attitudes through athletic participation and performance of athletics skills.
iv. Apply athletic skills learned to other sports movements
v. Observe safety precautions while performing and teaching or coaching athletic skills
vi. Develop basic organizational, pedagogical and instructional skills in track and field to enable him teach peers and others.
vii. Identify physical and fitness components,

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical perspectives of the development of track and field athletics</td>
<td>2</td>
</tr>
<tr>
<td>Practical techniques and theory of sprints, walk races, relays, middle &amp; Long distance races, cross-country; road running, jumps and throws.</td>
<td>10</td>
</tr>
<tr>
<td>Design, construction, care, and maintenance of athletic facilities</td>
<td>2</td>
</tr>
<tr>
<td>Management and organization and officiating of athletics meets: track meets, cross-country, road races.</td>
<td>2</td>
</tr>
<tr>
<td>Introduction and history of gymnastics, development, organization, classification, class organization and safety in gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>Rolls: judo and shoulder roll, drive forward roll, forward roll with legs astride, tank roll, pencil roll, egg roll</td>
<td>4</td>
</tr>
<tr>
<td>Weight bearing/balances: crouch balance, head balance, cartwheels, Arab spring, swan balance, T-balance, tiger balance, crab balance, hand balance partner balance, group balances, pyramids, V-balance, handstand, angle head stand, crab walk, hand walk</td>
<td>4</td>
</tr>
<tr>
<td>Vaults: Astride vault, gate vault, fence vault, thief vault, side vault</td>
<td>4</td>
</tr>
<tr>
<td>Concepts of physical fitness, types of fitness and physical fitness components</td>
<td>2</td>
</tr>
<tr>
<td>Training: principles of training, time duration, overload</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory tests on strength, effects of overload, adaptation, energy systems</td>
<td>2</td>
</tr>
<tr>
<td>Types of training: continuous, weight training, circuit mobility, athletic training, effects of training</td>
<td>2</td>
</tr>
<tr>
<td>Children and physical activity, aerobic and anaerobic aspects</td>
<td>2</td>
</tr>
<tr>
<td>Fitness for life: obesity, physical effects of obesity, causes</td>
<td>2</td>
</tr>
<tr>
<td>Diet and weight control, energy balance, exercise, effect of exercise on aerobic performance, effect of exercise on older sports people</td>
<td>3</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
   This course will be taught by practical demonstrations, micro and peer teaching supported by lectures, discussion groups and officiating tasks/assignments.

f) Course assessment
   Through assignment, Tests, practical evaluation (40%) and written Examinations (60%)

g) Course Teaching materials
   Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
**LE 1104 Board games (E) (Chess, Draughts, Ludo, Mweso, Go) (2 CU)**

a) **Course Description**
This is an introductory course to selected Board games. The course trains the students how to coach pool-checkers, draughts, morabaraba, chess, xiang qi, Go, omweso, etc, to beginners. It covers the basic rules of the games and teaches the learner basically how to play these games.

b) **Course objectives**
The course aims at equipping students with knowledge about:-
- i. The origin and distribution of selected Board games.
- ii. The significance of playing Board games.
- iii. The management of selected Board games in Uganda and the world.
- iv. Methods of playing selected Board games like; pool-checkers, draughts, morabaraba, chess, xiang qi, Go, omweso etc.
- v. The elementary tactics in pool-checkers, draughts, morabaraba, chess, xiang qi, Go, omweso etc.

c) **Course Learning Outcomes**
By the end of the course, learners can:
- i. Outline the origin and distribution of selected Board games.
- ii. Describe the significance of playing Board games.
- iii. Outline the management of selected Board games in Uganda and the world.
- iv. Explain and demonstrate how to play selected Board games like; pool-checkers, draughts, morabaraba, chess, xiang qi, Go, omweso etc.
- v. Explain the elementary tactics in pool-checkers, draughts, morabaraba, chess, xiang qi, Go, omweso etc.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline the origin of selected Board games pool-checkers, draughts,</td>
<td></td>
</tr>
<tr>
<td>morabaraba, chess, xiang qi, Go and omweso; and describe the</td>
<td></td>
</tr>
<tr>
<td>organisation of tournaments.</td>
<td></td>
</tr>
<tr>
<td>Board description, basic rules, demonstration of play, practice</td>
<td></td>
</tr>
<tr>
<td>sessions and elementary tactics of selected Board games including;</td>
<td></td>
</tr>
<tr>
<td>pool-checkers, draughts, morabaraba, chess, xiang qi, Go and</td>
<td></td>
</tr>
<tr>
<td>omweso.</td>
<td></td>
</tr>
<tr>
<td>Communicable and non communicable diseases</td>
<td></td>
</tr>
</tbody>
</table>

13

15

e) **Course delivery methods.**
Lectures, Tutorials, demonstrations and practice sessions

f) **Course assessment**
Assessment will be by assignment and tests (40%) and written examinations (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**LE 1201 Teaching Methods of Life Education (3 CU)**

a) **Course Description**
This course is aimed at equipping the learner with the knowledge of the most appropriate methods of instruction in Life Education. This course is intended to introduce learners to the concept of the various teaching methods used to teach Life.
Education and to familiarize them with how to use these teaching methods in the classroom.

b) **Course objectives**
The course aims at equipping learners with the following knowledge:-
   i. The different teaching methods used in Life Education.
   ii. The ways in which to set classroom rules for establishing a respectful learning environment
   iii. The skills for designing classroom activities that use given teaching methods
   iv. The skills for using the given teaching methods in the classroom and addressing difficult situations that may arise during lesson activities

c) **Course Learning Outcomes**
By the end of the course, Learners will be able to:
   i. Describe the different teaching methods used in Life Education.
   ii. Give reasons why the given teaching methods are important and most appropriate for teaching Life Education.
   iii. Identify ways in which to set classroom rules for establishing a respectful learning environment
   iv. Develop skills for designing classroom activities that use given teaching methods
   v. Acquire skills for using the given teaching methods in the classroom and addressing difficult situations that may arise during lesson activities

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification to teach Life Education. The Life Education teacher. Preparation to teach Life Education</td>
<td>5</td>
</tr>
<tr>
<td>Outline and describe the different teaching methods that are suitable to use in Life Education Learning area including; Class Discussion (In Small Or Large Groups), Brainstorming, Role Play, Small Group/Buzz Group, Games and Simulations, Situation Analysis And Case Studies, Debate and Story Telling.</td>
<td>10</td>
</tr>
<tr>
<td>Description of the process for each of the given teaching methods; Class Discussion (In Small Or Large Groups), Brainstorming, Role Play, Small Group/Buzz Group, Games and Simulations, Situation Analysis And Case Studies, Debate and Story Telling.</td>
<td>8</td>
</tr>
<tr>
<td>Advantages and disadvantages for the given teaching methods; Class Discussion (In Small Or Large Groups), Brainstorming, Role Play, Small Group/Buzz Group, Games and Simulations, Situation Analysis And Case Studies, Debate and Story Telling.</td>
<td>7</td>
</tr>
<tr>
<td>Explaining the feedback and assessment methods suitable for the given teaching methods to be used in Life Education</td>
<td>5</td>
</tr>
<tr>
<td>Lesson Planning and Scheming in Life Education</td>
<td>5</td>
</tr>
<tr>
<td>Age considerations in provision of physical activities.</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Lectures, Group discussions, practical demonstrations & assignments

f) **Course assessment**
Through assignment, Tests (40%) and written Examinations (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
LE 1202 Netball, Soccer and Aerobics (3 CU)

a) **Course Description**
This course equips the student with theoretical knowledge and practical skills of teaching, coaching and organizing netball, soccer and aerobics.

b) **Course objectives**
The course aims at equipping learners with knowledge about:
1. The history, development and current trends of the game of netball
2. The basic skills of netball
3. The skills and rules learned in a game situation
4. Techniques of Playing and enjoying the game
5. Methods of maintaining fitness compete and or excel in the sport
6. Ways of developing positive character, attitudes and values through play
7. Ways of observing safety precautions when playing, organizing, officiating or teaching others

c) **Learning Outcome**
By the end of this course the Learners can:
1. Trace the history, development and current trends of the game of netball
2. Acquire and develop basic skills of netball
3. Apply skills and rules learned in a game situation
4. Play and enjoy the game
5. Play to develop and maintain fitness compete and or excel in the sport
6. Develop positive character, attitudes and values through play
7. Observe safety precautions when playing, organizing, officiating or teaching others

d) **Content Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, development and current trends of netball in the world and Uganda</td>
<td>4</td>
</tr>
<tr>
<td>Techniques of netball; passing, catching, footwork, positioning, individual play, team attack, shooting, defense, coaching/ teaching beginners</td>
<td>5</td>
</tr>
<tr>
<td>Organizing competition, rules and regulations of Netball</td>
<td>2</td>
</tr>
<tr>
<td>Historical development, organizational structure and current issues in soccer, in the global, continental, regional and national perspective</td>
<td>2</td>
</tr>
<tr>
<td>Techniques of soccer; (Kicking, passing, controlling, dribbling, shooting, heading, throw-in and goal keeping)</td>
<td>5</td>
</tr>
<tr>
<td>Elements of skillful performance, teaching and learning soccer skill using small-sided games approach.</td>
<td>4</td>
</tr>
<tr>
<td>Birth of aerobics: history, definitions and development</td>
<td>2</td>
</tr>
<tr>
<td>Types of aerobics classes and benefits of aerobics exercises</td>
<td>2</td>
</tr>
<tr>
<td>Facilities, equipment, injuries and safety precautions in aerobics</td>
<td>4</td>
</tr>
<tr>
<td>Structuring an aerobic session (warm up, aerobic phase, standing, cool down, strength and conditioning, flexibility and relaxation)</td>
<td>4</td>
</tr>
<tr>
<td>Choreography – movement techniques and music selection</td>
<td>4</td>
</tr>
<tr>
<td>Aerobics Circuits</td>
<td>2</td>
</tr>
<tr>
<td>Palpitation and manipulation of intensity</td>
<td>3</td>
</tr>
<tr>
<td>Evaluation</td>
<td>2</td>
</tr>
</tbody>
</table>
e) **Course delivery methods.**
Through Lectures, Group-work, practical demonstrations and peer group discussions

f) **Course assessment**
Through assignment, Tests, practical evaluation (40%) and written Examinations (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**LE 1203 Batting and Fielding Games (E) (Rounders, Cricket, Softball and Baseball) (3 CU)**

a) **Course Description**
This course equips the learner with theoretical knowledge and practical skills of teaching, coaching and organizing and officiating batting and fielding games at school and community based levels.

b) **Course objectives**
The course aims at equipping learners with knowledge about:-

i. The development of the games and basic theory and principles of play

ii. The practical skills in batting and fielding games

iii. Techniques of Playing to enjoy the game

iv. Maintaining fitness or compete to excel in the sport

v. Developing positive character, attitudes and values towards the game

vi. Observing safety precautions when playing, officiating, organizing or teaching the games

vii. Developing and acquiring organizational instruction and officiating skills

c) **Course Learning Outcomes**
By the end of this course the Learners can:

i. Recite the development of the games and explain basic theory and principles of play

ii. Apply practical skills in batting and fielding games

iii. Maintain fitness or compete to excel in the sport

iv. Demonstrating positive character, attitudes and values towards the game

viii. Observing safety precautions when playing, officiating, organizing or teaching the games

ix. Organizing instruction and officiating at sports functions

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, origins development and current trends, equipment, facilities, players play names and positions</td>
<td>2</td>
</tr>
<tr>
<td>Softball</td>
<td></td>
</tr>
<tr>
<td>Grip, stance, throwing, catching, pitching, batting, base running, field ground bale, flying ball, sliding, tugging, pitching, batting fielding, bunting and sliding.</td>
<td>4</td>
</tr>
<tr>
<td>Tactics and strategies; catching fielding, practice formations, under-land, overland, base running. Mini games/lead-up games. Long base, throw ball and run, home run, work-up.</td>
<td>5</td>
</tr>
<tr>
<td>Modified and softball; rules and regulations, officiating and umpiring.</td>
<td>2</td>
</tr>
</tbody>
</table>
Cricket

Basic skills, ball grip, stance, ball throwing (bowling), catching balls, high catching group fielding and batting. 2

Playing techniques: bowling, catching, low and high catching, high catching, ground fielding 3

Bowling action: catching high and low balls, battling and fielding, fielding and low catching, high catching, ground fielding, stopping a bouncing ball; Wicket keeping and sliding 3

Min-games; low catching, mini-game continuous game, singles cricket, pairs, cricket, crane move cricket Tactics and techniques 3

Rules and regulations; play, scoring, runs, definition and explanations, ways of getting out, leg before wicket, umpire signals 2

Organization and officiating 2

Baseball

History, origin, development and organization in Uganda, facilities and equipment 2

Basic techniques: Throwing, grip stance catching, pitching, fielding, base running, batting, pitching techniques, battling/ hitting sliding, base running, fielding 4

Tactics and strategies, defensive tactics, pitch out, infield fly; pop fly coverage, cut off and relays, double and triple plays 2

Offensive tactics, batting order, ambidextrous hitters, sliding the base, hit and run, use of the bunt 4

Mini-games: small slide base ball, hurry baseballs, flies and grounders, peeper 3

Rules: organization, officiating, umpiring 2

e) Course delivery methods.
This course will be taught by practical demonstrations, micro and peer teaching supported by lectures, discussion groups and officiating tasks/assignments. Students will be required to be practical involved in learning/reading the sports skills.

f) Course assessment
Through assignment, Tests, practical evaluation (40%) and written Examinations (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

LE 2101 Society norms (Behaviour) (2 CU)

a) Course Description
This course addresses societal issues that nurtures individuals and live according acceptable standard behavior. Learners in this course are introduced to community expectations in the respective societies they come from; they are also equipped with skills, values and attitudes of living harmoniously with others as well as being tolerant to each other. Teacher trainees are empowered with skills and knowledge which should be used in handling behavioural change among student .The course also prepares learners in promoting social value of courtesy as well as their contribution to the community.

b) Course objectives
The aim of this course is to introduce learners to:-
i. Basic agreeable and disagreeable behaviour
ii. Types and forms of acceptable norms of society.
iii. The value of courtesy in society.
iv. Techniques of developing a positive attitude towards harmonious living.

c) Course Learning Outcomes
By the end of the course learners are be able to,
  i. List agreeable and disagreeable behaviour
  ii. Describe basic acceptable norms of society.
  iii. Explain the value of courtesy in society.
  iv. List ways of developing a positive attitude towards harmonious living.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural change (Agreeable and disagreeable behaviour)</td>
<td>3</td>
</tr>
<tr>
<td>Work place behaviour (Employer and Employee rights and responsibilities)</td>
<td>10</td>
</tr>
<tr>
<td>Value of courtesy</td>
<td>2</td>
</tr>
<tr>
<td>Creativity action service (CAS)</td>
<td>15</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Through Lectures, Group-work, field visits, peer group discussions.
f) Course assessment
Assignments, course works, tests, practical tests (40%) and final examination (60%)
g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

LE 2102 Volleyball, Basketball & Handball (2 CU)

Section A: LE2102.1: Volleyball

a) Course Description
The course empowers the learner to acquire basic practical skills and knowledge of volleyball for purposes of teaching, coaching, organization and officiating at secondary school level.

b) Course objectives
The aim of this course is to introduce learners to:-
  i. The history, development, trends and current issues in the sport industry
  ii. The basic theory and principles of play in volleyball
  iii. Techniques, strategies and tactics of Volleyball
  iv. Playing volleyball for health, fitness, leisure and excellence
  v. Developing positive character, values and attitudes towards volleyball
  vi. Observing safety precautions while teaching, coaching and officiating or organizing volleyball
c) **Course Learning Outcomes**

By the end of this course the learner can:

i. Recite the history, developments, trends and current issues in sport

ii. Explain basic theory and principles of play in volleyball

iii. Apply practical skills/techniques, strategies and tactics of

iv. Play volleyball for health, fitness, leisure and excellence

v. Develop positive character, values and attitudes towards volleyball

vi. List safety precautions while teaching, coaching and officiating or organizing volleyball

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, development, organizational structure and current trends</td>
<td>2</td>
</tr>
<tr>
<td>Techniques of Volleyball (Serve, dig pass, volley pass, spiking, blocking, setting and court movement); their teaching points, progressing stages, drills and methods of development the techniques at the secondary schools level</td>
<td>5</td>
</tr>
<tr>
<td>Rules, organization and officiating of Volleyball tournaments</td>
<td>2</td>
</tr>
<tr>
<td>Team selection, training and planning sessions, competition programmes</td>
<td>1</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

This course will be taught by practical demonstrations, micro and peer teaching supported by lectures, discussion groups and officiating tasks/assignments. Students will be required to be practical involved in learning/reading the sports skills.

f) **Course assessment**

Through assignment, Tests, practical evaluation and written Examinations

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

Section B: LE2102.2: Basketball

a) **Course Description**

This course enables the student to acquire practical skills and knowledge of Basketball for purposes of teaching, training, coaching, organization and officiating at a higher level

b) **Course Objectives**

This course is intended to introduce learners to the following:

i. History, development trends and current issues in the sport of basketball.

ii. The basic skills of the game

iii. The basic theory and principles of play in basketball

iv. Techniques of playing basketball for health, fitness, leisure and excellence

vii. Techniques of caring for and maintenance of equipment and facilities

c) **Course Learning Outcomes**
By the end of the course, the learner can:

i. Trace history, development trend and current issues in the sport of basketball.
ii. Instruct a group of students/learners in the basic skills of the game
iii. Explain basic theory and principles of play in basketball
iv. Acquire and develop practical skills/techniques of basketball
v. Play basketball for health, fitness, leisure and excellence
vi. Derive enjoyment participation, observation, performance, teaching and officiating basketball
vii. Care for and maintenance equipment and facilities

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, development and organizational structure of Basketball</td>
<td>1</td>
</tr>
<tr>
<td>Players positioning on the court of play and their responsibilities</td>
<td>1</td>
</tr>
<tr>
<td>Techniques of Basketball (catching, passing, dribbling, shooting and footwork): Their application to team play in attacking and defensive situations</td>
<td>5</td>
</tr>
<tr>
<td>Administration and organization of Basketball tournaments in school setting</td>
<td>2</td>
</tr>
<tr>
<td>Care and maintenance of equipment and facilities</td>
<td>1</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Lectures, Clinics, discussions, assignments and practical demonstrations.

f) Course assessment
Through assignment, Tests, practical evaluation and written Examinations

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

Section C: LE2102.3: Handball II

a) Course Description
This course enables the learner to acquire practical skills and knowledge of Handball for purposes of teaching, coaching, officiating and organization of the game at secondary school level.

b) Course Objectives
This course is intended to introduce learners to the following
i. History, development trends and current issues in the sport of basketball.
ii. The basic skills of the game
iii. The basic theory and principles of play in basketball
iv. Techniques of playing basketball for health, fitness, leisure and excellence
vii. Techniques of caring for and maintenance of equipment and facilities

c) Course Learning Outcomes
By the end of the course, the learner can:

i. Trace the history of the game
ii. Demonstrate knowledge and skills used in Handball
iii. Explain the technical, practical and conditioning means and intentions in
attack and defence as regards individual, group and team play strategies
iv. Play Handball for health, fitness, leisure and excellence
v. Derive enjoyment participation, observation, performance, teaching and officiating Handball

**d) Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, development and organizational structure of Handball</td>
<td>1</td>
</tr>
<tr>
<td>Players positioning on the court of play and their responsibilities</td>
<td>1</td>
</tr>
<tr>
<td>Techniques of Handball (catching, passing, dribbling, shooting and footwork): Their application to team play in attacking and defensive situations</td>
<td>5</td>
</tr>
<tr>
<td>Care and maintenance of equipment and facilities</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organizations and execution of handball tournaments: types of tournaments used in Handball, factors to consider when choosing a tournament</td>
<td>2</td>
</tr>
</tbody>
</table>

**e) Course delivery methods.**
Lectures, Clinics, discussions, assignments and practical demonstrations.

**f) Course assessment**
Through assignment, Tests, practical evaluation and written Examinations

**g) Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**LE 2103 Hockey and Rugby (E) (2 CU)**

**Either A: Hockey**

a) **Course Description**
This course equips the student with theoretical knowledge and practical skills of teaching, coaching, organizing and officiating Hockey.

b) **Course Objectives**
This course is intended to introduce learners to the following:
i. History, development trends and current issues in the sport of basketball.
ii. The basic skills of the game
iii. The basic theory and principles of play in basketball
iv. Techniques of playing basketball for health, fitness, leisure and excellence
vii. Techniques of caring for and maintenance of equipment and facilities

c) **Learning Outcome**
By the end of this course the learner will be able to:
i. Trace history, development and current trends of Hockey
ii. Demonstrate knowledge of theory, skills and principles of Hockey
iii. Acquire and develop practical skills and techniques in Hockey
iv. Participate in Hockey for health fitness, leisure and excellence
v. Develop basic organizational, officiating and instructional skills in Hockey.
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, development, current trends, organization structure of Hockey in Uganda</td>
<td>4</td>
</tr>
<tr>
<td>Techniques and drills of Hockey (pushing, hitting, flicking, dribbling, Goal keeping)</td>
<td>16</td>
</tr>
<tr>
<td>Team strategies, positional play and tactics.</td>
<td>6</td>
</tr>
<tr>
<td>Rules, organization and officiating tournaments</td>
<td>4</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Lectures, Clinics, discussions, assignments and practical demonstrations

f) **Course assessment**

Through assignment, Tests, practical evaluation (40%) and written Examinations (60%)

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**Or B: Rugby**

a) **Course Description**

This course equips the learner with theoretical knowledge and practical skills of teaching, coaching, organizing and officiating Rugby.

b) **Course Objectives**

This course is intended to introduce learners to the following:

i. History, development trends and current issues in the sport of basketball.

ii. The basic skills of the game

iii. The basic theory and principles of play in basketball

iv. Techniques of playing basketball for health, fitness, leisure and excellence

vii. Techniques of caring for and maintenance of equipment and facilities

c) **Learning Outcome**

By the end of this course the learner can:

i. Trace history, development and current trends of Rugby

ii. Demonstrate knowledge of theory skills and principles of Rugby

iii. Participate in Rugby for health fitness, leisure and excellence

iv. Develop positive character, values and attitudes towards Rugby

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>History, development and current trends of Rugby in Uganda.</td>
<td>5</td>
</tr>
<tr>
<td>Techniques of Rugby: throwing and catching, passing orthodox and unorthodox, stance, dummy, screening.</td>
<td>5</td>
</tr>
<tr>
<td>Line out, screen, scrum half, running with the ball, falling the ball, getting up pick up, kicking, place kick, drop kick, punt kick, kick and serum, receiving a ball, tackling, place kick, shoving, wedging and swerving.</td>
<td>7</td>
</tr>
</tbody>
</table>
Min-games; the grind methods, handling spin and chase, end ball, corner ball games with and without opposition; running with and without opposition, easy and active opposition, kicking without opposition easy opposition and active opposition, combined techniques; small team games; touch heel rugby tackle hell rugby, seven or nine a side rugby; punt kicks; five passes rugby.

Rules and regulations and officiating (Officiating certification from Uganda Rugby Union)

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e) **Course delivery methods.**
Lectures, clinics, discussions, assignments and practical demonstrations.

f) **Course assessment**
Through assignment, Tests, practical evaluation and written Examinations

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**LE 2201 Emotional Development (2 CU)**

---

a) **Course Description**
This course addresses concepts related to emotional development. The course introduces the learner to various ways of managing stress, and physical exercises is one of the ways which learners out to have under stood in order to cope up with stress. This course also equips learners with information that enable them to identify the causes of emotional changes. It also helps learners to acquire skills that are helpful in managing emotions as well as bereavement.

b) **Course Objectives**
This course is intended to introduce learners to the following
i. Physical exercises to manage stress.
ii. Physical exercises that can help one to relax and manage stress.
iv. Overcoming challenges that cause stress
v. Spiral of grief after bereavement

c) **Course Learning Outcomes**
By the end of this course learners are able to,

i. Perform physical exercises to manage stress.
ii. Demonstrate physical exercises that can help one to relax and manage stress.
iii. Understand the causes of stress.
iv. Overcome challenges that cause stress
v. Describe the spiral of grief after bereavement

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding emotions</td>
<td>6</td>
</tr>
<tr>
<td>Resiliency theory</td>
<td>4</td>
</tr>
</tbody>
</table>
Multiple intelligence (Including emotional intelligence) 6
Managing emotions and stress 8
Bereavement 6

e) **Course delivery methods.**
Through Lectures, Group-work, field visits, peer group discussions

f) **Course assessment**
Assignments, course works, tests (40%) and final examinations (60%),

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**LE 2202 Racket Sports (2 CU)**

a) **Course Description**
This course enables the students to improve on their playing skills, interpret rules of the respective games; skills and knowledge of officiating and administering events in racket games at different levels, game analysis

b) **Course Learning Outcomes**
This course is intended to introduce learners to the following:

i. Knowledge, understanding and application of scientific principles and tactics of play
ii. Ability to lead and organize others in a Racket games tournament
iii. Observation, assessment and performance analysis
iv. Enjoying participation and playing Racket games

c) **Course Learning Outcomes**
By the end of the course, learners can:

i. Show knowledge, understanding and application of scientific principles and tactics of play
ii. Demonstrate the ability to lead and organize others in a Racket games tournament
iii. Observe, assess and analyze performance
iv. Derive enjoyment from participating and playing Racket games

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Racket games (tennis, table tennis and badminton).</td>
<td>6</td>
</tr>
<tr>
<td>Basic skills in Racket games: Playing Racket games: tactics, strategies, offensive and defensive play, basic offensive and defensive formations (side by side, up and back, combination)</td>
<td>10</td>
</tr>
<tr>
<td>Officiating and coaching of racket games</td>
<td>5</td>
</tr>
<tr>
<td>Types, organization and management of tournaments at different levels</td>
<td>9</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Lectures, Clinics, discussions, assignments and practical demonstrations
f) **Course assessment**
Through assignment, Tests, practical evaluation (40%) and written Examinations (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

### LE 2203 Swimming (E) (2 CU)

a) **Course Brief Description**
This Course introduces basics regarding theory and practice in aqua-based activities. Important aspects regarding safety and officiating are well expressed.

b) **Course Objectives**
This course is intended to introduce learners to the following
i. History, development and current issues in the sport.
ii. Basic skills in swimming.
iii. Swimming as a leisure and healthy activity.
iv. Safety precautions when playing, officiating and teaching the sport.

c) **Course Learning Outcomes**
By the end of the course, learners can:
i. Trace the history, development and current issues in the sport.
ii. Demonstrate the basic skills in swimming.
iii. Enjoy swimming as a leisure and healthy activity.
iv. Observe safety precautions when playing, officiating and teaching the sport.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical development and current organizational trends in the sport</td>
<td>3</td>
</tr>
<tr>
<td>Safety rules, pool regulations and hygiene rules</td>
<td>6</td>
</tr>
<tr>
<td>Techniques of entry into and exit from the water, submerging, floating on belly and back, breathing and breath holding in water</td>
<td>5</td>
</tr>
<tr>
<td>Development and combination of leg actions, arm actions and whole body actions</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to swimming styles: front crawl and breast stroke</td>
<td>5</td>
</tr>
<tr>
<td>Rules of swimming as a sport</td>
<td>2</td>
</tr>
<tr>
<td>Organization and officiating of swimming galas and competitions at school and club levels</td>
<td>3</td>
</tr>
</tbody>
</table>

**Note:** Students are expected to cover a minimum of 24 pool hours

e) **Course delivery methods.**
Lectures, Clinics, discussions, assignments and practical demonstrations.

f) **Course assessment**
Through assignment, Tests, practical evaluation and written Examinations

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
6.5 Curriculum Outline for Mathematics

Mathematics is central in the learning of most academic matter at each level. The level of relevance varies from stage to stage and from discipline to discipline. At Ordinary level, mathematics is central to nearly all areas of study. Students, even those with lower ability to grasp mathematical concepts, need a critical amount of mathematics to enable him/her smoothly undertake the studies. At Advanced level, students use mathematics in non-mathematics subjects. They therefore have to get prepared in advance. This is done in the Mathematics Learning area. There is, therefore, a need for well trained teachers with technical and professional competencies to impart the mathematical content, skills, insights and values into the learners. These have to be done using the state of the art methods, materials and evaluation. This curriculum seeks to train a teacher to be able to teach Mathematics to Ordinary level candidates. The teacher, on top of being able to teach mathematics, should be able to support the school in tasks that need a higher skill of mathematics – like data management and data analysis.

In this learning area, Information Communication Technology (ICT) will be integrated wholly to facilitate the teaching and learning process. All teachers will be required as a must to use ICT in undertaking all their teaching and learning activities.

6.5.1 Competence Framework for Mathematics

<table>
<thead>
<tr>
<th>Competence</th>
<th>Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be able to apply Mathematics in the general geometric life structures and make appropriate real life computations</td>
<td>MT 1101, MT 1201, MT 2104</td>
<td></td>
</tr>
<tr>
<td>Be able to formalise and interprete Mathematics information and reasoning using Pure Mathematical concepts and proofs</td>
<td>MT 1102, MT 1104, MT 2102, MT 2103, MT 2204</td>
<td></td>
</tr>
<tr>
<td>Be able to comprehend and apply concepts of Probability and Statistics and their applications in real life</td>
<td>MT 1102, MT 1202</td>
<td></td>
</tr>
<tr>
<td>Be able to apply Mathematics in Mechanics, Business and Data Management</td>
<td>MT 1103, MT 2201, MT 2203</td>
<td></td>
</tr>
</tbody>
</table>

6.5.2 The Programme Structure for Mathematics

Table 8: Programme Structure Summary for Mathematics

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>Code</td>
</tr>
<tr>
<td>MT 1101</td>
</tr>
<tr>
<td>MT 1102</td>
</tr>
<tr>
<td>MT 1103</td>
</tr>
<tr>
<td>MT 1104</td>
</tr>
<tr>
<td>Sub Total</td>
</tr>
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</table>
### Year 1 Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>LH</th>
<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 1201</td>
<td>Geometry and Measurement II</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>MT 1202</td>
<td>Probability Theory</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>MT 1203</td>
<td>Mathematics Teaching Methods</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
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</table>

Sub Total 9

### Year 2 Semester 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 2101</td>
<td>Statistics</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>MT 2102</td>
<td>Discrete Mathematics</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>MT 2103</td>
<td>Calculus</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>MT 2104</td>
<td>Vector Analysis</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
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</table>

Sub Total 12

### Year 2 Semester 2

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
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<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT 2201</td>
<td>Mechanics</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>MT 2202</td>
<td>Data Management and Analysis</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>MT 2203</td>
<td>Linear Algebra</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>MT 2204</td>
<td>Differential Equations</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
</tbody>
</table>

Sub Total 12

**MT 1101 Geometry and Measurement I (3 CU)**

**a) Course description**

This course covers the elementary aspects of geometry and mensuration, their derivation as well as their application in real life and other fields. Focus is on employing mathematical techniques to solve the real life problems that would otherwise be hard. The candidate will be required to use prior mathematics knowledge (like from high school mathematics) to make derivations of common geometric properties.

**b) Course Objectives**

The objectives of the course are to:-

i. Evaluate circle parameters using its properties
ii. Construct simple and composite geometrical figures
iii. Generate formulae for properties of geometrical figures
iv. Make use spherical properties to generate earth measurements
v. Apply geometry in real life applications like production, space optimisation

**c) Course Learning Outcomes**

By the end of this course, learners should be able to:-

i. Evaluate circle parameters using its properties
ii. Construct simple and composite geometrical figures
iii. Generate formulae for properties of geometrical figures
iv. Apply the use of spherical properties to generate earth measurements
v. Apply geometry in real life applications like production, space optimisation, etc
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle, tangents and chord properties</td>
<td>8</td>
</tr>
<tr>
<td>Inscribing and subscribing polygons of circles</td>
<td>8</td>
</tr>
<tr>
<td>Construction using geometrical instruments</td>
<td>10</td>
</tr>
<tr>
<td>Earth Geometry</td>
<td>10</td>
</tr>
<tr>
<td>Analytical derivation of geometrical properties (common and uncommon objects)</td>
<td>9</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) **Course assessment**

Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%).

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**MT 1102 Algebra (3 CU)**

a) **Course description**

This course involves solving mathematical problems using algebraic approaches as well as deriving typical algebraic expressions from real life set ups. It caters for techniques of generating solutions to common classes of algebraic problems. The skills of formulating algebraic expressions to real life problems will also be covered.

b) **Course Objectives**

The objectives of the course are to:-

i. Solve simultaneous equations of linear systems of two and more variables
ii. Solve simultaneous equations of linear and non linear equations
iii. Generate solutions of quadratic equations
iv. Generate solutions of higher order polynomials
v. Generate solutions to progressions

c) **Course Learning Outcomes**

By the end of this course, learners should be able to:-

i. Derive simultaneous equations of linear systems of two and more variables
ii. Derive simultaneous equations of linear and non linear equations
iii. Generate solutions of quadratic equations
iv. Generate solutions of higher order polynomials
v. Generate solutions to progressions

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solutions to linear Systems</td>
<td>10</td>
</tr>
<tr>
<td>Solutions to Linear and non linear systems</td>
<td>5</td>
</tr>
<tr>
<td>Quadratic and higher order polynomial Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Series</td>
<td>20</td>
</tr>
</tbody>
</table>
e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

MT 1103 Business Mathematics (3 CU)

a) Course Description
This course covers the use of Mathematics in business environments. Application of mathematics in long term business strategies, estimation of profits, losses and growth as well as examining current and future profitability and profit optimisation.

b) Course Objectives
The objectives of the course are to:-
   i. Compute simple and compound interests and return values
   ii. Compute variations in return values subject to periodical interventions
   iii. Compute return values for cases of reducing balance with and without interventions
   iv. Compute taxes liable subject to the tax structures and allowable exemptions
   v. Use the simplex (LP) approaches to make investment decisions

c) Course Learning Outcomes
By the end of this course, learners should be able to:-
   i. Calculate simple and compound interests and return values
   ii. Compute variations in return values subject to periodical interventions
   iii. Compute return values for cases of reducing balance with and without interventions
   iv. Compute taxes liable subject to the tax structures and allowable exemptions
   v. Utilize the simplex (LP) approaches to make investment decisions

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple and compound interests</td>
<td>5</td>
</tr>
<tr>
<td>Compound interests on reducing balances</td>
<td>5</td>
</tr>
<tr>
<td>Interests with periodical financial interventions</td>
<td>5</td>
</tr>
<tr>
<td>The Linear Programming problem</td>
<td>10</td>
</tr>
<tr>
<td>Linear programming applications to business decision making</td>
<td>10</td>
</tr>
<tr>
<td>Duality</td>
<td>10</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)
g) **Course Teaching materials**  
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

### MT 1104 Complex Variables (3 CU)

a) **Course Description**  
This course covers the principles and applications of complex numbers. Emphasis will be on the algebra of complex numbers, representation of complex numbers on the Argand Diagrams, inter-conversion of Cartesian and polar form of complex numbers, using complex numbers to solve otherwise problems that cannot be solved by real numbers as well as the applications in the area of electronics.

b) **Course Objectives**  
The objectives of the course are to:-  
i. Learn how to calculate the modulus and argument of complex numbers  
ii. Derive De Moivre’s Theorem and use it to find values of the binary operations of complex numbers.  
iii. Learn complex equations  
iv. Calculate trigonometric functions for complex angles  
v. Solve hyperbolic functions

c) **Course Learning Outcomes**  
By the end of this course, learners should be able to:-  
i. Calculate the modulus and argument of complex numbers  
ii. Derive De Moivre’s Theorem and apply it to find values of the binary operations of complex numbers.  
iii. Solve complex equations  
iv. Generate trigonometric functions for complex angles  
v. Solve hyperbolic functions

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex algebra</td>
<td>5</td>
</tr>
<tr>
<td>Cartesian and polar complex planes</td>
<td>5</td>
</tr>
<tr>
<td>Complex polynomials</td>
<td>10</td>
</tr>
<tr>
<td>Complex Trigonometric equations</td>
<td>10</td>
</tr>
<tr>
<td>Hyperbolic functions</td>
<td>10</td>
</tr>
<tr>
<td>Applications in inductance and resistance</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**  
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) **Course assessment**  
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**  
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
MT 1201 Geometry and Measurement II (3 CU)

a) Course Description
This course covers representation of objects in two and three dimensions. It also involves calculation of geometrical properties (angles, distances) as well as mathematical representation of geometrical objects.

b) Course Objectives
The objectives of the course are to:-
   i. Learn and use trigonometry to obtain angles of elevation and depression respectively
   ii. To calculate the height of very tall objects using clinometers
   iii. Calculate the surface area and volume of three dimensional spaces/solids
   iv. generate equations of lines in 3 dimensional space
   v. generate equation of planes in three dimensional space
   vi. compute relationships between planes, lines and points

c) Course Learning Outcomes
By the end of this course, learners should be able to:-
   i. Apply trigonometry to obtain angles of elevation and depression respectively
   ii. Calculate the height of very tall objects using clinometers
   iii. Calculate the surface area and volume of three dimensional spaces/solids
   iv. Derive equations of lines in 3 dimensional space
   v. Derive equations of planes in three dimensional space
   vi. Compute relationships between planes, lines and points

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Dimensional Geometry</td>
<td>5</td>
</tr>
<tr>
<td>Three dimensional Geometry</td>
<td>8</td>
</tr>
<tr>
<td>Matrices and Transformations</td>
<td>8</td>
</tr>
<tr>
<td>Cartesian and vector equations in 3D geometry</td>
<td>8</td>
</tr>
<tr>
<td>Planes, likes and point relationships</td>
<td>8</td>
</tr>
<tr>
<td>Optimal points/lines in 3D geometry</td>
<td>8</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
MT 1202 Probability Theory (3 CU)

a) **Course Description**
This course will cover fundamentals of probability theory and statistics as well as their use in real life. It covers both the theoretical and the application issues of probability. Focus is put on conceptualization and interpretation of the phenomena that is dependent on chance.

b) **Course Objectives**
The objectives of the course are to:-
- i. Learn and explain the concept of probability
- ii. Calculate probabilities for different distribution functions
- iii. Learn and derive moment generating functions for different distributions
- iv. Learn and derive conditional and marginal distribution functions

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:-
- i. Explain the concept of probability
- ii. Compute probabilities for different distribution functions
- iii. Generate moment generating functions for different distributions
- iv. Generate conditional and marginal distribution functions

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to probability</td>
<td>4</td>
</tr>
<tr>
<td>Conditional probability and independence</td>
<td>5</td>
</tr>
<tr>
<td>Random variables</td>
<td>9</td>
</tr>
<tr>
<td>Two and higher dimension random variables</td>
<td>9</td>
</tr>
<tr>
<td>Moment Generating functions</td>
<td>9</td>
</tr>
<tr>
<td>Marginal and Conditional distribution functions</td>
<td>9</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

MT 1203 Mathematics Teaching Methods (3 CU)

a) **Course Description**
This course covers the different methods used in preparing, teaching and assessing Mathematics. It covers the systematic processes a teacher has to go through in order to deliver good mathematics content.
b) **Course Objectives**
The objectives of the course are to:-

i. Learn and articulate very good lesson to the peers in Mathematics  
ii. Set standard test and prepare the corresponding accurate marking guide for assessment

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:-

i. Present very good lesson to the peers in Mathematics  
ii. Set standard test and prepare the corresponding accurate marking guide for assessment

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus analysis</td>
<td>8</td>
</tr>
<tr>
<td>Tools development and evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Preparation</td>
<td>9</td>
</tr>
<tr>
<td>Lesson Evaluation</td>
<td>6</td>
</tr>
<tr>
<td>Setting Examination in Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Marking Guide preparation and use</td>
<td>6</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

MT 2101 Statistics (3 CU)

a) **Course Description**
This course covers Collection of data, Organization and Pictorial Representation of information. This is followed by discussion and computation of measures location and spread leading to interpretation of information. Population and Sampling and the role of Statistics in contemporary life is discussed.

b) **Course Objectives**
The objectives of the course are to:-

i. Organize and represent Data pictorially and graphically  
ii. Calculate the mean, the median, the mode, the quartiles, the variance and standard deviation  
iii. Learn and utilize moving average in their daily life eg. weather, life expectancy, population growth etc  
iv. Calculate the range, and deviation  
v. Use scatter diagrams to find best line of fit and correlation: Spearman and Kendall’s
c) **Course Learning Outcomes**

By the end of this course, learners should be able to:-

i. Organize and represent Data pictorially and graphically

ii. Compute the mean, the median, the mode, the quartiles, the variance and standard deviation

iii. Apply moving average in their daily life eg. weather, life expectancy, population growth

iv. Calculate the range, and deviation

v. Use scatter diagrams to find best line of fit and correlation: Spearman and Kendall’s

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Techniques of Data collection and Representation</td>
<td>5</td>
</tr>
<tr>
<td>Measure of location</td>
<td>10</td>
</tr>
<tr>
<td>Measure of Dispersion</td>
<td>10</td>
</tr>
<tr>
<td>Skewness and Kurtosis</td>
<td>10</td>
</tr>
<tr>
<td>Regression and Correlation</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) **Course assessment**

Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

MT 2102 Discrete Mathematics (3 CU)

a) **Course Description**

This course covers fundamentals of discrete mathematics as they provide a theoretical foundation to other fields of application. Focus is on the concepts and axioms, proofs, approaches and verification.

b) **Course Objectives**

The objectives of the course are to:-

i. Describe the basic concepts of discrete structures

ii. Derive formulae involving sets, integers, reals and their functions

iii. Learn and solve problems involving sets, functions, graphs and trees.

iv. Compute and interpret permutations and combinations of sets

v. Construct sound logical arguments, including use of induction

vi. Describe the effect of AND, OR, NOT and XOR operations on binary data.

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:

i. Explain the basic concepts of discrete structures
ii. Manipulate formulae involving sets, integers, reals and their functions
iii. Solve problems involving sets, functions, graphs and trees.
iv. Compute and interpret permutations and combinations of sets
v. Construct sound logical arguments, including use of induction
vi. Explain the effect of AND, OR, NOT and XOR operations on binary data.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Logic and Proofs</td>
<td>5</td>
</tr>
<tr>
<td>Fundamental Structures</td>
<td>5</td>
</tr>
<tr>
<td>Boolean Algebra</td>
<td>10</td>
</tr>
<tr>
<td>Digital Logic</td>
<td>10</td>
</tr>
<tr>
<td>Elementary Number Theory</td>
<td>10</td>
</tr>
<tr>
<td>Counting</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) **Mode of Assessment**

Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%).

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**MT 2103 Calculus (3 CU)**

a) **Course Description**

This course covers principles of differentiation and integration of common mathematical functions. Candidates are expected to demonstrate ability to make informed choice of the methods to be used when differentiating and integrating.

b) **Course Objectives**

The objectives of the course are to:

i. Derive and learn the rules of differentiation and apply it in Kinematics
ii. Derive and Learn the rules of Integration and apply it in integration of trigonometric, logarithmic and exponential functions

c) **Course Learning Outcomes**

By the end of this course, learners should be able to:

i. Discover rules of differentiation and apply it in Kinematics
ii. Discover the rules of Integration and apply it in integration of trigonometric, logarithmic and exponential functions
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limits</td>
<td>5</td>
</tr>
<tr>
<td>Differentiation from first principles</td>
<td>5</td>
</tr>
<tr>
<td>Differentiation of products, quotients and functions of functions</td>
<td>5</td>
</tr>
<tr>
<td>Differentiation of exponential, circular and hyperbolic functions</td>
<td>5</td>
</tr>
<tr>
<td>Mean Value Theorem and Fundamental Theorem of Calculus</td>
<td>5</td>
</tr>
<tr>
<td>Integration by Riemann sums</td>
<td>10</td>
</tr>
<tr>
<td>Integration by Inspection and parts</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) **Mode of Assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**MT 2104 Vector Analysis (3 CU)**

a) **Course Description**
This course covers vectors in two and three dimensions, the Dot/Scalar and the Cross/ vectors product of vectors. The course also covers application of vectors and vector operations in other mechanical systems.

b) **Course Objectives**
The objectives of the course are to:-
   i. Obtain the Dot and Cross Product of vectors
   ii. Find the area of a parallelogram formed by the two adjacent vectors
   iii. Find the Volume of parallel piped pi
   iv. Vectors of motion, force and acceleration
   v. Vector calculus

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:-
   i. Obtain the Dot and Cross Product of vectors
   ii. Find the area of a parallelogram formed by the two adjacent vectors
   iii. Find the Volume of parallel piped pi
   iv. Vectors of motion, force and acceleration
   v. Vector calculus
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vectors and Directed Line Segments</td>
<td>5</td>
</tr>
<tr>
<td>Scalar(Dot) and vector Product of Two Vectors</td>
<td>5</td>
</tr>
<tr>
<td>Vectors in motion</td>
<td>15</td>
</tr>
<tr>
<td>Vector Calculus</td>
<td>10</td>
</tr>
<tr>
<td>Vectors in Geometry and Mechanics</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**MT 2201 Mechanics (3 CU)**

a) **Course Description**
This course covers Statics and Dynamics of Particles, The forces acting on the Particles on a plane surface. The motion of the particles is extended to motion in a curved path over a long distance.

b) **Course Objectives**
The objectives of the course are to:-

i. Calculate two or more forces acting on a particle in state of rest or motion

ii. Apply calculus to solve problems on motion in a straight line ie Find distance, velocity and acceleration of particles.

iii. Use Newton`s laws of motion to solve problems involving bodies accelerating in planes.

iv. Calculate solution to problems on projectiles

v. Answer questions on Momentum and Impulses

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:-

i. Solve two or more forces acting on a particle in state of rest or motion

ii. Apply calculus to solve problems on motion in a straight line ie Find distance, velocity and acceleration of particles.

iii. Use Newton`s laws of motion to solve problems involving bodies accelerating in planes.

iv. Find solution to problems on projectiles

v. Attempt questions on Momentum and Impulses
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statics</td>
<td>6</td>
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<tr>
<td>Motion in a straight line</td>
<td>6</td>
</tr>
<tr>
<td>Newton’s Laws of Motion</td>
<td>6</td>
</tr>
<tr>
<td>Projectiles</td>
<td>6</td>
</tr>
<tr>
<td>Momentum and Impulse</td>
<td>6</td>
</tr>
<tr>
<td>Simple Harmonic Motion</td>
<td>5</td>
</tr>
<tr>
<td>Changing mass problems</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) **Course assessment**

Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%).

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**MT 2202 Data Management and Analysis (3 CU)**

a) **Course Description**

This course will equip the student with basic skills of managing and analysing data in a typical school set up. Locally available software will be used in the course and data typical in schools will be used.

b) **Course Objectives**

The objectives of the course are to:-

i. Manipulate data using Microsoft excel
ii. Learn and interpret data relationships statistically
iii. Derive basic data manipulations using SPSS

c) **Course Learning Outcomes**

By the end of this course, learners should be able to:-

i. Manipulate data using Microsoft excel
ii. Interpret data relationships statistically
iii. Explain basic data manipulations using SPSS

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS Excel Principles</td>
<td>10</td>
</tr>
<tr>
<td>MS Access Principles</td>
<td>10</td>
</tr>
<tr>
<td>Testing hypothesis and significance</td>
<td>10</td>
</tr>
<tr>
<td>SPSS</td>
<td>15</td>
</tr>
</tbody>
</table>
e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%).

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

### MT 223 Linear Algebra (3 CU)

a) **Course Description**
This course covers the operations of matrices, vector spaces and linear transformation leading to solution of linear systems of equations. It also caters for advanced linear algebraic concepts like linear combinations and linear independence.

b) **Course Objectives**
The objectives of the course are to:-

i. Learn matrix methods in computing
ii. Calculate problems in 2d and 3d vector spaces
iii. Learn simultaneous numerical systems of common variables
iv. Determine the dimensions of linear transformations and linear basis
v. Generate linear combinations and prove linear dependence

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:-

i. Apply matrix methods in computing
ii. Solve problems in 2d and 3d vector spaces
iii. Explain simultaneous numerical systems of common variables
iv. Determine the dimensions of linear transformations and linear basis
v. Generate linear combinations and prove linear dependence

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matrix algebra</td>
<td>5</td>
</tr>
<tr>
<td>Vector spaces</td>
<td>5</td>
</tr>
<tr>
<td>Linear combinations and Linear dependence</td>
<td>10</td>
</tr>
<tr>
<td>Linear Basis</td>
<td>5</td>
</tr>
<tr>
<td>Linear Transformations</td>
<td>10</td>
</tr>
<tr>
<td>Eigen values and eigenvectors</td>
<td>5</td>
</tr>
<tr>
<td>Kernels</td>
<td>5</td>
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</tbody>
</table>

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.
f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

MT 2204 Differential Equations (3 CU)

a) Course Description
This course covers the concepts, techniques of solving and formulating differential equations as well as their applications. Analytical methods of solving differential equations are studied. Difference equations are also introduced.

b) Course Objectives
The objectives of the course are to:-

i. Calculate ordinary linear differential equations
ii. Formulate problems as differential equations
iii. Use integrating factors to solve differential equations
iv. Calculate homogeneous differential equations
v. Calculate higher order differential equations (general and exact roots)
vi. Calculate simple difference equations

c) Course Learning Outcomes
By the end of this course, learners should be able to:-

i. Solve ordinary linear differential equations
ii. Formulate problems as differential equations
iii. Use integrating factors to solve differential equations
iv. Solve homogeneous differential equations
v. Solve higher order differential equations (general and exact roots)
vi. Solve simple difference equations

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinary differential Equations</td>
<td>15</td>
</tr>
<tr>
<td>Higher order differential equations</td>
<td>15</td>
</tr>
<tr>
<td>Difference Equations</td>
<td>15</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
6.6  Curriculum outline for Social Studies

Social Studies entail the study of people in relation to the societies in which they live and the natural and created environments in which they exist. The Social Studies develops the knowledge, skills, attitudes and values that learners need to participate actively in society. It helps them to be informed, confident and responsible citizens of the local, national, regional and global communities in which they will live and work. More importantly it will increase the sense of national belonging and patriotism among Ugandans. Learners become more aware of the increasing interdependence between Uganda and other countries as a result of globalization. It intends to bridge the gap between the importance of man’s relationship with the natural environment his use of natural resources. Learners acquire a range of important skills, such as mapping skills, data handling and interpretation, visual skills, interactive and collaborative skills, and critical thinking and evaluation.

In this learning area, Information Communication Technology (ICT) will be integrated wholly to facilitate the teaching and learning process. All teachers will be required as a must to use ICT in undertaking all their teaching and learning activities.

6.6.1 Competence Framework for Social Studies

<table>
<thead>
<tr>
<th>Competence</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand generic state formulation process and Uganda’s in particular</td>
<td>ST 1104, ST 1201, ST 1101</td>
</tr>
<tr>
<td>Understand Comtemporary State governance issues as well as their origins and challenges</td>
<td>ST 1202, ST 2101, ST 2103, ST 2201</td>
</tr>
<tr>
<td>Understand how humans interact with the environment</td>
<td>ST 1103, ST 2202, ST 2203</td>
</tr>
<tr>
<td>Understand Global geographical issues, how they arise and how they are addressed</td>
<td>ST 2102, ST 1102</td>
</tr>
</tbody>
</table>

6.6.2 The Programme Structure for Social Studies

Table 9: Programme Structure Summary for Social Studies

<table>
<thead>
<tr>
<th>Year 1 Semester 1</th>
<th>LH</th>
<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
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</tr>
<tr>
<td>ST 1101</td>
<td>30</td>
<td>30</td>
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<td>45</td>
<td>3</td>
</tr>
<tr>
<td>ST 1102</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>ST 1103</td>
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<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>ST 1104</td>
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<table>
<thead>
<tr>
<th>Year 1 Semester 2</th>
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<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
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</thead>
<tbody>
<tr>
<td>Code</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ST 1201</td>
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<td>60</td>
<td>4</td>
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<td>ST 1202</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>45</td>
<td>3</td>
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<tr>
<td>ST 1203</td>
<td>30</td>
<td>30</td>
<td>0</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
ST 1101: Historiography and Historical Development (3 CU)

a) Course Description
This course is intended to provide a broad context for understanding developments in the discipline of history during the modern period. It seeks to guide students on the different forms of thinking, interpretation and writing of history in the process of reconstructing the past. It's also intended to introduce students the different methods of research. The course also provides an overview of the past, recent and contemporary theories of historical studies. It goes as far back as the evolution of man's technological achievements at different periods and his later contacts with outside influences.

b) Course Objectives
The objectives of the course are to:-
   i. Critically illustrate historical data.
   ii. Gained an understanding of the development of the academic study of history.
   iii. Explain an awareness of recent and contemporary debates in the theory and practice of historical writing.
   iv. Explain methodologies, theories and concepts, currently in use with in the historical discipline.
   v. Analyze the controversial issues of the origin and evolution of man, and the central position that Africa occupies in this controversy.
   vi. Explain socio-economic developments that took place in Africa up to 1880

c) Course Learning Outcomes
By the end of this course, learners should be able to:-
   i. Easily assess historical data.
   ii. Discuss the development of the academic study of history.
   iii. Confidently explain an awareness of recent and contemporary debates in the theory and practice of historical writing.
   iv. Explain methodologies, theories and concepts, with in the historical discipline.
   v. Analyze the controversial issues of the origin and evolution of man, and the central position that Africa occupies in this controversy.
   vi. Explain socio-economic developments that took place in Africa up to 1880
d) **Course outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions and branches of History</td>
<td>2</td>
</tr>
<tr>
<td>The Sources of History.</td>
<td>3</td>
</tr>
<tr>
<td>The Nature and importance of Historical knowledge.</td>
<td>3</td>
</tr>
<tr>
<td>The Historian and his facts; modern and traditional technics.</td>
<td>6</td>
</tr>
<tr>
<td>Writing and reporting about the past.</td>
<td>3</td>
</tr>
<tr>
<td>History and other disciplines.</td>
<td>3</td>
</tr>
<tr>
<td>Research methodology and approaches in social studies.</td>
<td>3</td>
</tr>
<tr>
<td>Africa: the cradle of man, his evolution and technological achievements through the stone Age, The Neolithic Age and The Iron Age</td>
<td>6</td>
</tr>
<tr>
<td>Migration and settlement of peoples in Africa and North America.</td>
<td>5</td>
</tr>
<tr>
<td>Production, Trade and Exchange.</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Colonial state formation in Africa.</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) **Course assessment**

Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%).

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**ST 1102: Principles of Physical geography and Climatology (3 CU)**

a) **Course Description**

This course provides a wide-ranging introduction to the principles of physical geography. These principles are concerned with the form and functioning of the natural environment and how they change over various timescales. The course investigates the structure of the Earth and how the movements of the surface plates can cause different land forms and eruptions. It also addresses the relationship between Weather, climate, physical features and human activities. The course is taught in reference to an investigation of how humans are currently changing the physical environment of the planet and what the consequences of this interaction are.

b) **Course Objectives**

The objectives of the course are to:-

i. Explain the basic components of the natural environment and how these are shaped by natural and some human processes.

ii. Exhibit knowledge of how these processes interact with one another and some perspective of both the time and spatial scales at which they operate.

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:-

i. Identify basic components of the natural environment and an understanding of how these are shaped by natural and some human processes.

ii. Exhibit knowledge of how these processes interact with one another and some perspective of both the time and spatial scales at which they operate.

**Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction, Earth’s physical environment and its interactions.</td>
<td>4</td>
</tr>
<tr>
<td>Major Concepts and approaches in Geomorphology and how they relate to environmental management</td>
<td>4</td>
</tr>
<tr>
<td>The earth’s major geological and topographic features caused by endogenic processes of</td>
<td>7</td>
</tr>
<tr>
<td>The theory of plate tectonics Continental Drift vulcanicity faulting folding; Extrusive and Intrusive activities and</td>
<td>4</td>
</tr>
<tr>
<td>Associated landforms, Processes and landforms associated with Coastal environments exogenic processes and landforms</td>
<td></td>
</tr>
<tr>
<td>Weathering and associated landforms, Slope evolution processes and landforms, Fluvial processes and landforms. Atmosphere:</td>
<td>4</td>
</tr>
<tr>
<td>The planet earth, its position, size and movement and Composition</td>
<td></td>
</tr>
<tr>
<td>Weather and climate; Introduction to elements of weather; Nature, composition and structure of the atmosphere</td>
<td>4</td>
</tr>
<tr>
<td>Climatic elements and their global distribution; climatic factors and controls; climatic classification.</td>
<td>4</td>
</tr>
<tr>
<td>Climate change and its implications.</td>
<td>4</td>
</tr>
<tr>
<td>Erosion, Transportation, deposition: causes, characteristics, effects and relationship with the environment</td>
<td>4</td>
</tr>
<tr>
<td>Materials of the earth’s surface: types of rocks, rock formation, identification and utilization of rock materials.</td>
<td>6</td>
</tr>
</tbody>
</table>

**Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

**Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

**Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**ST 1103: Resource use for Sustainable Development (3CU)**

**Course Description**
The course lays out the contribution of minerals to the development and its consequences to the environment. It explores the different types of energy resources, their distribution and how best they can be used to benefit the people. It relates to how natural and human resources have led to rapid industrialization, economic growth, development. The wise and sustainable use of resources could lead to sustainable development while the misuse of resources could result into degeneration and destruction of the environment, thus affecting the general quality of
life in the world development. On completion of the course, students shall have an understanding of development problems associated with natural resource management.

b) Course Objectives
The objectives of the course are to:-

i. Understand the rationale for wise and sustainable use of resources.

ii. Identify, analyse, and reflect upon basic natural resource problems that affect the development process or humanity.

iii. Identify and understand general and specific uses of natural resources, at present and in the long term, in the light of sustainability.

iv. Explain relevant development phenomena in connection to resource use and misuse.

v. Explain key concepts and theories learnt during the course and formulate research questions about the effects of natural resource utilisation on development.

vi. Analyse the factors contributing to rapid industrialization in some parts of the world in relation to available resources.

vii. Explain the relationship between the climate, land and vegetation and resource use in the different parts of the world.

c) Course Learning Outcomes
By the end of this course, learners should be able to:-

i. Understand the rationale for wise and sustainable use of resources.

ii. Identify, analyse, and reflect upon basic natural resource problems that affect the development process or humanity.

iii. Identify and understand general and specific uses of natural resources, at present and in the long term, in the light of sustainability.

iv. Analyse relevant development phenomena in connection to resource use and misuse.

v. Employ key concepts and theories learnt during the course and formulate research questions about the effects of natural resource utilisation on development.

vi. Analyze the factors contributing to rapid industrialization in some parts of the world in relation to available resources.

vii. Explain the relationship between the climate, land and vegetation and resource use in the different parts of the world.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptualization; Resources, types, nature, sustainable development</td>
<td>4</td>
</tr>
<tr>
<td>Issues related to resources; the 4Rs, (Re-use, Reduce, Recycling, and Rot-Recover) Renewable and non-Renewable</td>
<td>4</td>
</tr>
<tr>
<td>Management of land and water resources</td>
<td>4</td>
</tr>
<tr>
<td>Environmental and climatological concerns</td>
<td>4</td>
</tr>
<tr>
<td>Assessing and handling data related to natural resources in a development context.</td>
<td>4</td>
</tr>
<tr>
<td>Natural resource management in developing countries from a holistic and sustainable perspective.</td>
<td>6</td>
</tr>
<tr>
<td>Land and water resources in the light of climate change.</td>
<td>3</td>
</tr>
<tr>
<td>Use of natural resources and associated problems.</td>
<td>4</td>
</tr>
<tr>
<td>Use of energy resources in the development of manufacturing industries.</td>
<td>4</td>
</tr>
</tbody>
</table>
Using quantitative methods to evaluate the conditions affecting resources.  
Institutional, legal and policy frameworks for resource management

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

ST 1104: The Making of Uganda (2 CU)

a) Course Description
This subject opens with the study of the geographical base of the History of Uganda; its peoples, environment, migrations and political systems. It also deals with domestic economies of each major polity, inter-state and external trade and introduction of Islam, state relations, European penetration and eventual imposition of European rule. This subject also focuses on the creation of Uganda, colonial rule, rise of nationalistic movements, attainment of independence as well as post-independence events that have shaped nation building

b) Course Objectives
The objectives of the course are to:-
   i. Explain the dynamics and process of change before colonialism.
   ii. Discuss the European intrusion into Uganda.
   iii. Explain the Historical developments in Uganda from the intrusion of colonial rule to the present.

c) Course Learning Outcomes
By the end of this course, learners should be able to:-
   i. Articulate the dynamics and process of change before colonialism.
   ii. Explain the European intrusion into Uganda.
   iii. Explain the Historical developments in Uganda from the intrusion of colonial rule to the present.

d) Course outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Demographic composition of Uganda, Peopling of Uganda: Migrations and settlements</td>
<td>3</td>
</tr>
<tr>
<td>State formation and the structure of the pre-colonial societies.</td>
<td>2</td>
</tr>
<tr>
<td>Pre-colonial economy: production and exchange relations and technology.</td>
<td>2</td>
</tr>
<tr>
<td>Early external contacts; Uganda and the international capitalistic system: Religion and the re-organisations of Uganda: Islam, Missionaries, martyrs, and religious wars.</td>
<td>2</td>
</tr>
<tr>
<td>Colonisation of Uganda; theory, practice and African Response</td>
<td>2</td>
</tr>
<tr>
<td>The politics and economics of decolonization in Uganda.</td>
<td>2</td>
</tr>
</tbody>
</table>
The Asian question in Uganda
Political challenges of Uganda since independence
Industrialization and Urbanization
The Military and the making of Uganda
Religion, Ethnicity and Politics in post-independence Uganda.
The Media, Civil Society and the challenge of Nation building.
Uganda and her neighbors.
Constitutionalism, and Democratization process in Uganda after 1960

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

ST 1201: Colonialism and imperial developments in the world (4 CU)

a) Course Description
The course focuses on some of the major themes in the history of World. It attempts to examine the socio-economic and political developments that took place in the region from the advent of new imperialism to the era of decolonization. It aims at enabling students, get a full understanding of the major events in the development of Africa from 1880 to the attainment of independence. Students will clearly understand the nature of the socio-economic and political settings of the African peoples during the colonial epoch. Learners will be exposed to the dynamic changes that were introduced in people’s traditional, social, economic settings as a result of contact with foreigners

b) Course Objectives
The objectives of the course are to:-
   i. Explain the major themes in the history of Africa from the advent of colonialism to 1960.
   ii. Discuss opinions on richness of the African people’s cultural, social and political achievements.
   iii. Explain the degree to which imperialism affected all these achievements.
   iv. Compare the methods used by different peoples in the struggle against independence

c) Course Learning Outcomes
By the end of this course, learners should be able to:-
   i. Discuss the major themes in the history of Africa from the advent of colonialism to 1960.
   ii. Evaluate opinions on richness of the African people’s cultural, social and political achievements.
   iii. Establish the degree to which imperialism affected all these achievements.
iv. Explain the comparison of the methods used by different peoples in the struggle against independence

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
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</thead>
<tbody>
<tr>
<td>Background to African contact with other peoples.</td>
<td>5</td>
</tr>
<tr>
<td>The integration of Africa into the international capitalist system</td>
<td>4</td>
</tr>
<tr>
<td>New imperialism: the scramble and partition of Africa; the various schools of thought</td>
<td>5</td>
</tr>
<tr>
<td>The implantation of colonial control of Africa: methods and motives.</td>
<td>5</td>
</tr>
<tr>
<td>African response to the imposition of colonial rule</td>
<td>5</td>
</tr>
<tr>
<td>Colonial administrative systems: indirect rule, direct rule and assimilation</td>
<td>5</td>
</tr>
<tr>
<td>The colonial economic policies.</td>
<td>5</td>
</tr>
<tr>
<td>The social, economic and political impact of imperialism on Africa and Asia</td>
<td>5</td>
</tr>
<tr>
<td>The social, economic, and political impact of colonialism in other parts of the world</td>
<td>8</td>
</tr>
<tr>
<td>Decolonization and the development of nationalism in Africa and Asia</td>
<td>8</td>
</tr>
<tr>
<td>The American Revolution (War of Independence)</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**ST 1202: Human Rights (3 CU)**

a) **Course Description**
This course examines the extent to which protection of human rights has been observed in Africa through the ages. It explores the nature of civil and political rights and social and economic rights, the rights of women, of indigenous peoples and ethnic and cultural minorities, and of children. It examines a number of institutional issues, particularly the forms of dispute resolution and institutional mechanisms utilized to enforce human rights. Broader themes of the course include the debate between the Islamic concept and the western concept of Human Rights and the interpretation of human rights in the pre-colonial state, the colonial and post-colonial state.

b) **Course Objectives**
The objectives of the course are to:-
  i. Explain a basic understanding of some historical and theoretical foundations for human rights;
  ii. Discuss basic understanding of Islamic concept of human rights
iii. Explain the limitations of international human rights frameworks including concerns about state responsibility and roles of non-state actors such as non-governmental organizations, corporations and armed groups.

iv. Discuss the way Africans used to preserve human rights before the advent of colonial rule

v. Relate the rule of law, the concept of human rights and civil society in promoting these, and appreciate the need to respect these in order to maintain a peaceful society

vi. Explain the phenomenon of human rights and how it was manifested in pre-colonial, colonial Africa and assess the performance of the post-colonial African states in this regard.

c) Course Learning Outcomes

By the end of this course, learners should be able to:-

i. Explain some historical and theoretical foundations for human rights;

ii. Explain Islamic concept of human rights

iii. Identity the limitations of international human rights frameworks including concerns about state responsibility and roles of non-state actors such as non-governmental organizations, corporations and armed groups.

iv. Compare the rule of law, the concept of human rights and civil society in promoting these, and appreciate the need to respect these in order to maintain a peaceful society

v. Explain the phenomenon of human rights and how it was manifested in pre-colonial, colonial Africa and assess the performance of the post-colonial African states in this regard.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: Conceptualization and categorization of Human Rights.</td>
<td>3</td>
</tr>
<tr>
<td>Evolution of Human rights</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Instruments for Human rights: The international covenants: Formaion of UN, The Universal Declaration of Human Rights, ICCPR, ICESCR, CEDAW, CRC and their applicability to African societies.</td>
<td>6</td>
</tr>
<tr>
<td>The African Traditional Values and Human Rights Mechanism</td>
<td>3</td>
</tr>
<tr>
<td>The colonial state and human rights in Africa</td>
<td>4</td>
</tr>
<tr>
<td>The African human rights Mechanism</td>
<td>3</td>
</tr>
<tr>
<td>Post-colonial Africa and the human rights situation in Africa</td>
<td>4</td>
</tr>
<tr>
<td>State Institutions and human rights Since Independence</td>
<td>4</td>
</tr>
<tr>
<td>The Mass Media and Human rights in Africa</td>
<td>3</td>
</tr>
<tr>
<td>Civil Society organizations and Human Rights in Africa</td>
<td>4</td>
</tr>
<tr>
<td>The struggle for democratic governance in Africa since independence</td>
<td>5</td>
</tr>
<tr>
<td>The rights of women and children today</td>
<td>3</td>
</tr>
</tbody>
</table>

e) Course delivery methods.

The delivery approach for this course will involve classroom lectures, guided
f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

ST 1203: Social Studies Teaching Methods (3 CU)

a) Course Description
This course will prepare students for teaching secondary social studies. The emphasis of the course is “how” to teach social studies, as well as some theoretical exploration of the history, purposes, and direction of social studies. Students will learn, practice, and reflect on the technical aspects of the art and science of teaching social studies.

b) Course Objectives
The objectives of the course are to:-
   i. Explain the multiple and competing purposes, definitions, and controversies of social studies.
   ii. Design lesson plans and a unit plan.
   iii. Explain the scope and sequence of the SST course.
   iv. Discuss selection of appropriate resources and materials for teaching social studies.
   v. Explain lesson planning, team teaching, and classroom instruction.
   vi. Determine appropriate assessment strategies and technology implementation.
   vii. Explore Pedagogical Standards for the teaching of Social Studies Teachers

c) Course Learning Outcomes
By the end of this course, learners should be able to:-
   i. Compare the multiple and competing purposes, definitions, and controversies of social studies.
   ii. Design lesson plans and a unit plan.
   iii. Interpret the scope and sequence of the SST course.
   iv. Locate and select appropriate resources and materials for teaching social studies.
   v. Implement standard lesson plans, team teaching, and classroom instruction.
   vi. Select appropriate assessment strategies and technology implementation.
   vii. Apply Pedagogical Standards for the teaching of Social Studies Teachers

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction: History, purposes, Theories and controversies</td>
<td>3</td>
</tr>
<tr>
<td>Qualities of a good SST Teacher</td>
<td>3</td>
</tr>
<tr>
<td>Approaches to curriculum design and implementation</td>
<td>3</td>
</tr>
<tr>
<td>SST syllabus</td>
<td>3</td>
</tr>
<tr>
<td>Lesson Planning and Preparation</td>
<td>3</td>
</tr>
<tr>
<td>Methods, strategies, approaches and techniques of teaching SST</td>
<td>12</td>
</tr>
</tbody>
</table>
e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%).

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**ST 2101: Contemporary World Affairs since the Great War of 1945 (4 CU)**

a) **Course Description**
The course introduces students to the major past world events e.g. the Second World War, the liquidation of European empires, the USA domination of Western Europe, expansion of Communism outside Europe, the establishment of the United Nations and its agencies Cold war and the New World Order,

b) **Course Objectives**
`The objectives of the course are to:-`
i. Explain some of the principal themes in World Affairs History 
ii. Explain social, economic and political developments in the World and their importance.
iii. Explain the social, political, and economic challenges facing Africa states since independence
iv. Examine challenges facing Africa states compare with those in other countries
v. Examine historical evidence and historical interpretation.

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:-
i. Identify the principal themes in World Affairs History
ii. Analyse social, economic and political developments in the World and their importance.
iii. Analyse the social, political, and economic challenges facing Africa states since independence
iv. Illustrate the challenges facing Africa states compare with those in other countries
v. Utilize case studies to illustrate some of the main trends in modern world History
vi. Explain historical evidence and historical interpretation.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The second World War: -causes, course and impact</td>
<td>3</td>
</tr>
<tr>
<td>The origins, manifestations and impact of the Cold war on World Affairs</td>
<td>4</td>
</tr>
<tr>
<td>The role of the United Nations and its agencies in world Affairs</td>
<td>4</td>
</tr>
<tr>
<td>The Phenomenon of foreign aid, dependency and underdevelopment.</td>
<td>4</td>
</tr>
<tr>
<td>Neo-colonialism in Africa and Asia since 1950</td>
<td>5</td>
</tr>
<tr>
<td>The US foreign policy and interventionism: Neo-colonialism, Multi-National co-operations and organizations</td>
<td>4</td>
</tr>
<tr>
<td>Civil Wars, Coups d’ etat and Dictatorship in Africa, Asia and Latin</td>
<td>5</td>
</tr>
<tr>
<td>The Arab- Question; Zionism, Racism and Anti-Semitism; The Rise and development of pan Arabism and Pan-Islamism; Principles of a settlement of the Israeli – Arab Conflict.</td>
<td>4</td>
</tr>
<tr>
<td>The End of the Cold war and its aftermath: -The New World Order.</td>
<td>4</td>
</tr>
<tr>
<td>Violent Extremism, fundamentalism and radicalism</td>
<td>4</td>
</tr>
<tr>
<td>The War Against Terrorism and Weapons of mass destruction</td>
<td>4</td>
</tr>
<tr>
<td>Globalization and third World Countries’ Options.</td>
<td>4</td>
</tr>
<tr>
<td>The emergence of Chinese influence in Global politics and economy</td>
<td>4</td>
</tr>
<tr>
<td>The world in crisis: HIV/AIDS, Ebola, Refugees, immigrants, Racism.</td>
<td>5</td>
</tr>
</tbody>
</table>

e) Course delivery methods.

The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) Course assessment

Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%).

g) Course Teaching materials

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

ST 2102: Practical Geography (4 CU)

a) Course Description

The course will enhance skills of geography like observation, recording and interpretation of landscape in the field. It will expose learners to the integrated skills of map reading and interpretation, photographic interpretation, use and analysis of statistical information. The course will envisage the learners’ ability to describe clearly in writing and orally the geographical features. It will entail measuring, recording and interpreting weather and climatic statistics. It covers skills of analysing and tabulating data.
b) **Course Objectives**
The objectives of the course are to:-

i. Explain how to conduct observation, recording and interpreting landscapes in the field

ii. Explain skills in map reading and interpretation including sketch maps, large scale maps GPS, and Atlas Maps

iii. Explain skills in interpretation of photographs and other visual graphics

iv. Discuss analysis and use statistics

v. Explain how to draw interpret and analyse graphs and other statistical diagrams

vi. Explain record measurement and interpretation of weather and climatic statistics

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:-

i. Observe, record and interpret landscapes in the field

ii. Exhibit skills in map reading and interpretation including sketch maps, large scale maps GPS, and Atlas Maps

iii. Exhibit skills in interpretation of photographs and other visual graphics

iv. Analyse and use statistics

v. Draw interpreter and analyse graphs and other statistical diagrams

vi. Record measure and interpret weather and climatic statistics

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
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</thead>
<tbody>
<tr>
<td>Map reading</td>
<td>6</td>
</tr>
<tr>
<td>Photographic interpretation</td>
<td>4</td>
</tr>
<tr>
<td>Field Work and Research Methodology</td>
<td>6</td>
</tr>
<tr>
<td>Panoramas: Use and drawing</td>
<td>6</td>
</tr>
<tr>
<td>Films and Film Strips</td>
<td>4</td>
</tr>
<tr>
<td>Climate and meteorological tools of analysis</td>
<td>6</td>
</tr>
<tr>
<td>Cartographic Techniques</td>
<td>4</td>
</tr>
<tr>
<td>Projects Development</td>
<td>8</td>
</tr>
<tr>
<td>Statistical Methods in Geography</td>
<td>4</td>
</tr>
<tr>
<td>Remote Sensing and GIS</td>
<td>4</td>
</tr>
<tr>
<td>Remote Sensing and Geographical Information System</td>
<td>4</td>
</tr>
<tr>
<td>Spatial Statistical Techniques</td>
<td>4</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
a) Course Description
The course covers two related and complementary themes of Leadership and Governance. The complimentarily of the two themes come from the fact that, leadership involves influencing the behavior of societal members so as to achieve community, national and international goals. The course will introduce students to the theoretical and practical aspects of leadership in all settings, local, national and international stage.

The course will cover important aspects of leadership and governance which are important in enhancing students’ understanding of leadership processes and practices. The students will acquire in depth knowledge, skills, and competencies in leadership practices so that they can become better leaders in a changing environment. The course also introduces students to both theory and practice of governance, in relation to the role of leadership in facilitating good governance. It will cover other aspects such as government systems, nationalistic movements, constitutionalism, civil society organisation and gender issues in leadership and governance.

b) Course Objectives
The objectives of the course are to:-

i. Explain the concept Leadership from different perspectives of formal and informal leadership.
ii. Explain the major approaches used in the study of Leadership in Society.
iii. Explain the different Leadership Styles
iv. Identify the Ethics and basic elements of effective Leadership
v. Analyse the concept of Governance and the elements of Governance
vi. Explain the relationship between Leadership and Governance
vii. Identify the main features of various Government systems and practices.

c) Course Learning Outcome:
By the end of this course, learners should be able to:-

i. Define the concept Leadership from different perspectives of formal and informal leadership.
ii. Describe the major approaches used in the study of Leadership in Society.
iii. Describe the different Leadership Styles
iv. Identify the Ethics and basic elements of effective Leadership
v. Analyse the concept of Governance and the elements of Governance
vi. Explain the relationship between Leadership and Governance
vii. Discuss the main features of various Government systems and practices.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
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</thead>
<tbody>
<tr>
<td>Conceptualization of leadership and governance; definitions, theories and ramifications.</td>
<td>3</td>
</tr>
<tr>
<td>Leadership in an African setting; formal and informal, family, clan culture and religion</td>
<td>6</td>
</tr>
<tr>
<td>Cultural mechanism, beliefs and leadership.</td>
<td>3</td>
</tr>
<tr>
<td>Gender and leadership in the modern world.</td>
<td>3</td>
</tr>
<tr>
<td>Systems of governance in the tradition and modern times.</td>
<td>6</td>
</tr>
</tbody>
</table>
Structure of Uganda’s government and practices of different organs. 3
Case studies of Federal, Unitary, Military, Republican and Monarchical and other forms of governance in the world 9
Civil society influence in governance 3
The Media and national building. 3
Constitutionalism and governance (Case studies) 3
Electoral systems and behaviour in Africa and the rest of the world 3

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**ST 2201: Diplomacy and International Relations (3 CU)**

a) Course Description
This course examines relations of nations. It focuses on issues such as theories and philosophy of international relations; concepts about state and non-state actors; inter-state conflicts, international law and organizations and diplomacy. It is designed to introduce students to the analysis of international relations from the point of view of policy making, cooperation, major issues in the international system. It also deals with a range of contemporary challenges beginning with great power conflict and ending with global challenges (climate change, the competition for energy, pandemics and health). Thence, the course is intended to provide a broad context for understand cooperation and interdependence among nations. It will show why and how we relate I n the region, continent and globally.

b) Course Objectives
The objectives of the course are to:-

i. Explain the major policy challenges and major actors in the international system

ii. Explain the evolution and points of contestation between the great powers in the international system, namely, the US and China.

iii. Discuss the increasing role of non-state actors in Diplomacy and international relations

iv. Explain the major theoretical traditions that have informed approaches to the study and understanding of international relations.

v. Discuss the promotion of global peace, Diplomacy, and international cooperation.

vi. Explain the challenges in achieving global cooperation

c) Course Learning Outcomes
By the end of this course, learners should be able to:-

i. Identify the major policy challenges and major actors in the
ii. International system
iii. Discuss the evolution and points of contestation between the great powers in the international system, namely, the US and China.
iv. Analyze global commons problems
v. Explain the increasing role of non-state actors in Diplomacy and international relations
vi. Identify the major theoretical traditions that have informed approaches to the study and understanding of international relations.

vii. Identify efforts made on promoting global peace, Diplomacy, and international cooperation.
viii. Identify challenges in achieving global cooperation

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Debates and philosophy of international relations</td>
<td>4</td>
</tr>
<tr>
<td>Causes of war and conflicts</td>
<td>3</td>
</tr>
<tr>
<td>International law and international organizations in promoting diplomacy</td>
<td>4</td>
</tr>
<tr>
<td>Imperialism, Independence, Dependence and Interdependence, Superpower Politics and North-South Relations</td>
<td>4</td>
</tr>
<tr>
<td>The Role of the State, Its Diplomatic Missions and Non-State Actors in Promotion of Diplomacy and international relations.</td>
<td>4</td>
</tr>
<tr>
<td>Inter-State Relations Within the Great Lakes Region (EAC).</td>
<td>4</td>
</tr>
<tr>
<td>Practices Relate to Specific Development Processes, South to South Co-Operation and Africa’s International Relations (EU-ACP)</td>
<td>4</td>
</tr>
<tr>
<td>The New World Order, Globalization and the emergency of china.</td>
<td>3</td>
</tr>
<tr>
<td>Bilateral and Multilateral Tracks and instruments of Diplomacy</td>
<td>4</td>
</tr>
<tr>
<td>The rise of multi- national and trans- national corporations.</td>
<td>4</td>
</tr>
<tr>
<td>Formation of inter-continental organizations e.g O.A.S, N.A.M, AU, ASEAN, Common wealth</td>
<td>4</td>
</tr>
<tr>
<td>Non-Governmental Organizations and their role in Diplomacy and International relations.</td>
<td>4</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

ST 2202: Human Geography (4 CU)

a) Course Description
This course, introduces students to a systematic study of patterns and processes that have shaped human understanding, interaction, use and the alteration of the earth’s surface. Students learn to apply spatial concepts and landscape analysis to examine the human socio-economic organisation and its environmental consequences. They learn about methods and tools geographers use in their research.
b) Course Objectives
The objectives of the course are to:-

i. Explain the processes that have shaped human understanding, interaction, use and the alteration of the earth’s surface.

ii. Explain the spatial concepts and landscape analysis

iii. Explain the human socio-economic organisation and its environmental consequences

c) Course Learning Outcomes
By the end of this course, learners should be able to:-

i. Describe the processes that have shaped human understanding, interaction, use and the alteration of the earth’s surface.

ii. Apply spatial concepts and landscape analysis

iii. Identify the human socio-economic organisation and its environmental consequences

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to human geography; The concept and evolution of human geography; The nature and scope of human geography; Methodology, branches and Spatial Relationships</td>
<td>6</td>
</tr>
<tr>
<td>Spatial Interaction; Social space; The human environment; The physical environment; Distance and distance decaying effect; Spatial diffusion.</td>
<td>4</td>
</tr>
<tr>
<td>Spatial process and patterns</td>
<td>4</td>
</tr>
<tr>
<td>Population: Components of population change, World’s population distribution, Population Migration, Inequality in economy.</td>
<td>4</td>
</tr>
<tr>
<td>Trade; Home Trade; Regional Trade, International Trade.</td>
<td>4</td>
</tr>
<tr>
<td>Transport; various types of transport role of Transport in Development.</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture, Vegetation and Agricultural land use in Africa</td>
<td>4</td>
</tr>
<tr>
<td>Determinants of agricultural land use; the nature and characteristics of agricultural regions: agro-climatic, agro-ecological and crop combination regions; agricultural systems of the world</td>
<td>6</td>
</tr>
<tr>
<td>Urbanization</td>
<td>2</td>
</tr>
<tr>
<td>Overall demographic conditions; Case studies of particular demographic situations to show how population geography shapes the world around us</td>
<td>10</td>
</tr>
<tr>
<td>Industrialization; industrial location and their relevance to developing countries</td>
<td>4</td>
</tr>
<tr>
<td>Communication technology and development</td>
<td>2</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
ST 2203: Disaster Management (3 CU)

a) **Course Description**
This course is designed to provide students with skills that will prepare them for a broad range of employment whilst allowing them to focus on skills of particular value in disasters and crisis situations. Natural and Human induced disasters have led to an increased number of crises worldwide. The needs of these affected populations in areas such as public health, food, shelter, water, sanitation, disease outbreaks infrastructural destruction. The course provides students with the theoretical and practical background for understanding and addressing the issues associated with sustainable development, in the context of both natural and man-made disasters. It also equips students with the awareness, skills and understanding and essential for effective management of disasters as individuals and as members of a global community

b) **Course Objectives**
The objectives of the course are to:-

i. Explain the different aspects of disaster events at a local and global levels.

ii. Explain the environmental, social, cultural, economic, legal and organisational aspects influencing vulnerabilities and capacities to face disasters.

iii. Discuss theoretically and practically in the processes of disaster management (disaster risk reduction, response, and recovery) and relate their interconnections, particularly in the field of the Public Health aspects of the disasters.

iv. Explain and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation in future scenarios.

v. Design and carry out research on the different aspects of the emergencies and disaster events.

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:-

i. Apply knowledge and to analyse, evaluate and manage the different aspects of disaster events at a local and global levels.

ii. Describe, analyse and evaluate the environmental, social, cultural, economic, legal and organisational aspects influencing vulnerabilities and capacities to face disasters.

iii. Discuss theoretically and practically in the processes of disaster management (disaster risk reduction, response, and recovery) and relate their interconnections, particularly in the field of the Public Health aspects of the disasters.

iv. Analyse, and communicate information on risks, relief needs and lessons learned from earlier disasters in order to formulate strategies for mitigation in future scenarios.

v. Design and carry out research on the different aspects of the emergencies and disaster events.
d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptualization of Disaster: Definitions and key concepts (DRA, DRM, DRR, DP etc)</td>
<td>3</td>
</tr>
<tr>
<td>Typology of Disasters:</td>
<td>3</td>
</tr>
<tr>
<td>Causes and Effects of Natural Disasters</td>
<td>9</td>
</tr>
<tr>
<td>Earthquakes, Volcanic Eruptions, Storms and Hurricanes, Floods, Slope Stability and Landslides, Droughts, Epidemics, Human induced disasters: Causes and effects</td>
<td>6</td>
</tr>
<tr>
<td>Oil spills, landslides, floods, soil erosion, desertification, Wildfires, Nuclear and chemical accidents. Disaster Risk Assessment and vulnerability analysis.</td>
<td>3</td>
</tr>
<tr>
<td>Environmental risk assessment and preparedness.</td>
<td>3</td>
</tr>
<tr>
<td>Planning of a disaster response: rescue, humanitarian assistance and reconstruction.</td>
<td>6</td>
</tr>
<tr>
<td>Risk acceptance.</td>
<td>3</td>
</tr>
<tr>
<td>Institutional and legal arrangements for disaster management: National, Regional and International</td>
<td>6</td>
</tr>
<tr>
<td>Disaster mitigation frameworks</td>
<td>3</td>
</tr>
</tbody>
</table>

e) Course delivery methods.

The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) Course assessment

Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%).

g) Course Teaching materials

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
6.7 Curriculum outline for Science

Science is vital to development in any country. Science create a springboard for technology, innovations, industrialization and production. Science seeks to explain matter and hence how it can be manipulated to improve livelihoods, incomes and development. Science can come in many forms – physical and biological. Quite often, many aspects of physical sciences also exist in biological sciences and vice versa. This is at basic and functional level. In the O level curriculum, science is taught not in a disjointed form of physical and biological, but in functional forms. While some topics can be strictly placed in one part of science, the skills can span other parts. This Learning area therefore has to produce the appropriate teacher to satisfactorily cover science at that O level.

In this learning area, Information Communication Technology (ICT) will be integrated wholly to facilitate the teaching and learning process. All teachers will be required as a must to use ICT in undertaking all their teaching and learning activities.

6.7.1 Competence Framework for Science

<table>
<thead>
<tr>
<th>Competence</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the basic structure of life, its propagation and maintainance</td>
<td>SC 1102, SC 1201, SC 2102, SC 2202</td>
</tr>
<tr>
<td>Understand the principles and properties of water and how it behaves, reacts and forms</td>
<td>SC 1101, SC 2101</td>
</tr>
<tr>
<td>Understand energy forms, how they behave and their properties</td>
<td>SC 1202, SC 2103, SC 2204</td>
</tr>
<tr>
<td>Understand forces, their effects and properties on localised and very large space</td>
<td>ST 1104, ST 2201</td>
</tr>
<tr>
<td>Understand the Rationale and approaches of teaching Science</td>
<td>ST 1203, ST 1103</td>
</tr>
</tbody>
</table>

6.7.2 The Programme Structure for Science

Table 10: Programme Structure Summary for Science

| Year 1 Semester 1 |
|-------------------|-------------------|
| Code              | Course Name               | LH | PH | TH | CH | CU |
| SC 1101           | Atomic Structure, Periodic Table and Bonding | 30 | 30 | 0 | 45 | 3  |
| SC 1102           | Cell Biology, and Animal diversity             | 30 | 30 | 0 | 45 | 3  |
| SC 1103           | Science and Technology Education               | 45 | 0  | 0 | 45 | 3  |
| SC 1104           | Dynamics and Statics                           | 30 | 30 | 0 | 45 | 3  |
| Sub Total         |                                                 |    |    |   |    | 12 |

| Year 1 Semester 2 |
|-------------------|-------------------|
| Code              | Course Name               | LH | PH | TH | CH | CU |
| SC 1201           | Animal Physiology      | 30 | 30 | 0 | 45 | 3  |
| SC 1202           | Optics                  | 30 | 30 | 0 | 45 | 3  |
| SC 1203           | Science Teaching methods | 30 | 30 | 0 | 45 | 3  |
SC 1101 Atomic Structure, Periodic Table and Bonding (3 CU)

a) Course Description
This course introduces the modern concepts of atomic structure and principles behind the modern classification of elements and the effect of electronic configuration on fundamental atomic properties of elements. It gives a review of Periodic Properties of Elements Types and Forms of inter-atomic bonding and theories like valence shell electron pair repulsion theory Valence bonds theory Molecular orbital theory.

b) Course Objectives
The objectives of the course are to equip the learner with in-depth knowledge about:
   i. The structure of the atom
   ii. The Blocks of the periodic table and their characteristics
   iii. Bonding structures

c) Course Learning Outcomes
At the end of the course learners will be able to:
   i. Give developments of the periodic table.
   ii. Classify elements in groups and periods on the basis of atomic number.
   iii. Describe and explain the variation of physical and chemical properties of elements in the periodic table.
   iv. Describe the different types of bonding.
   v. Explain and predict chemical bonding, structure and shape of simple molecules, ions and polyatomic molecules.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental particles, Electronic structure of atoms and Radioactivity</td>
<td>2</td>
</tr>
<tr>
<td>Periodic table</td>
<td>3</td>
</tr>
<tr>
<td>Hydrogen, S,P and D block</td>
<td>20</td>
</tr>
<tr>
<td>Bonds, shapes and structures of molecules</td>
<td>10</td>
</tr>
<tr>
<td>VSEPR, Valence bond and Molecular orbital theory</td>
<td>10</td>
</tr>
</tbody>
</table>
e) Course delivery methods.
The course is taught by lectures, practical experiments, tutorials and assignments.

f) Course assessment
The course is assessed by practical work (15%), assignments and tests (25%) and final examinations (60%) whose contributions are as shown below:

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**SC 1102 Cell Biology, and Animal diversity (3CU)**

a) Course Description
This course addresses the structure and function of cells and how it supports life. It also addresses the classification and characteristics of animals (vertebrates and invertebrates) as the internal animal differences.

b) Course Objectives
The objectives of the course are:
   i. To expose the students to the structure of the cell – as a unit of life
   ii. To expose the students on the different classes of animals
   iii. To expose to students how animals survive in their environment as well as their adaptation

c) Course Learning Outcomes
By the end of the course, the learners shall be able to:-
   i. Explain the structure of the cell
   ii. Explain how cells support life
   iii. Explain animal differences and characteristics

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell structure and function, microscopes</td>
<td>6</td>
</tr>
<tr>
<td>Protista and Invertebrate phyla</td>
<td>9</td>
</tr>
<tr>
<td>Chordates, Amphibia, Reptilia, Aves, mammalian, Fish</td>
<td>30</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery will be by lectures, demonstrations and guided discovery

f) Course assessment
The course is assessed by practical work (15%), assignments, tests (25%) and final examinations (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**SC 1103 Science and Technology Education (3 CU)**

a) Course Description
This course to enable the trainee understand the different aspects of science and technology, the relationships between the fields, the education challenges as well as the emerging trends. The science teachers implications will be discussed.
b) **Course Objectives**
The objectives of the course are:

i. to enable the trainee understand what constitutes science.

ii. to enable the trainee understand the rationale of integrating science at a lower level.

iii. to enable the trainee understand the pitfalls in science education.

iv. To enable the student understand interlinkages in science fields as well as current trends.

c) **Course Learning Outcomes**
By the end of the course, the trainee shall be able to:

i. Explain the different fields of science.

ii. Explain how the different science fields relate.

iii. Explain the practices, challenges and shortfalls in teaching science.

iv. Explain the rationale and principles for science practical teaching.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Technology and Applications</td>
<td>9</td>
</tr>
<tr>
<td>Fields of Science</td>
<td>8</td>
</tr>
<tr>
<td>Science and development (Case study)</td>
<td>8</td>
</tr>
<tr>
<td>Science and development</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Science</td>
<td>8</td>
</tr>
<tr>
<td>Practicals in Science</td>
<td>8</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The course should be taught by lectures as well as discovery based on student experience. It shall also include graded self-paced learning.

f) **Course assessment**
Assessment shall be by progressive assessment (40%) and final exam (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

SC 1104 Dynamics and Statics (3 CU)

a) **Course Description**
This course addresses the equilibrium of a particle under the influence coplanar forces. It considers where the particle gets a resultant force, which is zero or non-zero. It also tackles stability of rigid bodies at rest as well as motion of changing mass particles.

b) **Objectives**
The objectives of the course are to equip students with skills to

i. Compute resultant forces on particles

ii. Ascertain stability of rigid bodies using forces and moments

iii. Apply newton’s laws of motion on fixed mass and changing mass cases

iv. Solve simple Harmonic problems

c) **Course Learning Outcomes**
By the end of the course, the learners shall be able to

i. State and apply Newton’s laws of motion
ii. Generate resultant forces and moments for particles and rigid bodies under coplanar forces
iii. Solve SHM problems
iv. Solve changing mass problems using Newton’s laws

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Particle Equilibrium</td>
<td>5</td>
</tr>
<tr>
<td>Rigid body Equilibrium</td>
<td>10</td>
</tr>
<tr>
<td>Newton’s laws of Motion</td>
<td>10</td>
</tr>
<tr>
<td>Changing Mass Problems</td>
<td>10</td>
</tr>
<tr>
<td>Simple Harmonic Motion</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The course is taught by lectures, practical experiments, tutorials and assignments.

f) **Course assessment**
The course is assessed by practical work (15%), assignments, tests (25%) and final examinations (60%).

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**SC 1201 Animal Physiology (3 CU)**

a) **Course Description**
This course introduces the physiology in animals. It tackles processes in which important animal processes like gaseous exchange, transport and nutrition are managed in animals. It also discusses how animals are adapted to their processes.

b) **Course Objectives**
The objectives of the course are:
   i. To equip learners with knowledge about the major life processes in animals
   ii. To equip learners with understanding on how animals are adapted to their environment

c) **Course Learning Outcomes**
By the end of the course, the learners shall be able to explain the following animal processes;
   i. gaseous exchange
   ii. Transportation
   iii. Nutrition
   iv. Homeostasis

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaseous exchange in animals</td>
<td>9</td>
</tr>
<tr>
<td>Transport in Animals</td>
<td>9</td>
</tr>
<tr>
<td>Heterotrophic Nutrition</td>
<td>12</td>
</tr>
<tr>
<td>Homeostasis</td>
<td>15</td>
</tr>
</tbody>
</table>
e) **Course delivery methods.**
Lectures, practicals, field visits, demonstrations.

f) **Course assessment**
The course is assessed by practical work (15%), assignments, tests (25%) and final examinations (60%).

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**SC 1202 Optics (3 CU)**

a) **Course Description**
This course covers the physics of light as a form of energy. It focuses on the generation, properties and application of light. Advanced topics in optical instruments are also covered.

b) **Course Objectives**
The objectives of the course is to expose learners to advanced aspects of
i. Reflection
ii. Refraction
iii. Optical Instruments
iv. Physical optics

c) **Course Learning Outcomes**
By the end of the course, candidates shall be able to
a) explain the process and application of reflection
b) explain the process and application of refraction
c) Derive characteristics of light from a wave, rather than a rectilinear perspective

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection on curved surfaces</td>
<td>5</td>
</tr>
<tr>
<td>Refraction on plane surfaces</td>
<td>5</td>
</tr>
<tr>
<td>Prisms and Lenses</td>
<td>10</td>
</tr>
<tr>
<td>Optical Instruments</td>
<td>10</td>
</tr>
<tr>
<td>Waves</td>
<td>15</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery shall be by lectures, practicals and demonstration

f) **Course assessment**
The course is assessed by practical work, (15%) assignments, tests (25%) and final examinations (60%).

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
SC 1203 Science Teaching methods (3 CU)

a) Course Description
This course caters for the specific skills of teaching science. It caters for the standards, the approaches as well as the core scientific factors that the teacher shall look for in a typical science lesson. It also trains staff on how to assess science.

b) Course Objectives
The objectives of the course are to
i. Equip the learner with the skills of delivering scientific content
ii. Equip the learner with knowledge on what is fundamental knowledge in science
iii. Equip the learner with approaches of assessing science

c) Course Learning Outcomes
By the end of the course, the learner shall be able to
i. Prepare a lesson in science
ii. Deliver a lesson in science
iii. Evaluate a lesson in science
iv. Assess a student in science

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of science, Aims and objectives of teaching science</td>
<td>4</td>
</tr>
<tr>
<td>Using methods of scientific investigation, Making hypotheses, Process and communicate information, Handle equipment and make measurements</td>
<td>4</td>
</tr>
<tr>
<td>Preparing to teach and lesson presentation (Scheme of work, Lesson plan, record of work ..)</td>
<td>8</td>
</tr>
<tr>
<td>Methods of teaching and improvisation</td>
<td>7</td>
</tr>
<tr>
<td>Teaching and learning of specific topics using locally available materials</td>
<td>10</td>
</tr>
<tr>
<td>Assessment (modes, techniques of setting and marking, analysis of test results and Practical work)</td>
<td>7</td>
</tr>
<tr>
<td>Organisation and management of laboratories</td>
<td>4</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The course is taught by lectures, practical experiments, tutorials and assignments.

f) Course assessment
The course is assessed by assignments, tests (40%) and final examinations (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

SC 2101 Organic Chemistry (3 CU)

a) Course Description
This course introduces organic chemistry concepts of aliphatic Hydrocarbons, halogen derivatives and aromatic hydrocarbons. It handles oxygenated derivatives of the hydrocarbons and carboxylic acids. It determines chemical structure, physical and chemical properties, and more general methods of synthesis at laboratory and
industrial scale of organic compounds. It presents techniques of identification of organic compounds on the basis of the structural theory. Classification and naming according to the functional groups. It identifies physical and chemical properties of organic compounds. Detection methods at laboratory level. Structures of the organic compounds.

b) Course Objectives
The objectives of the course are
i. To introduce the concepts of aliphatic and aromatic chemistry
ii. To give in depth understanding about reactions, mechanisms, testing of organic compounds

c) Course Learning Outcomes
By the end of the course, candidates shall be able to;

i. Describe aliphatic hydrocarbons: alkanes, alkenes, alkynes, cyclic compound and halogen derivatives and aromatic hydrocarbons.

ii. Discuss oxygenated derivatives of the hydrocarbons: alcohols, phenols and ethers; aldehydes and ketones and carboxylic acids.

iii. Determine the chemical structure, physical and chemical properties of organic substances

iv. Use the general methods to synthesis at laboratory and industrial scale these types of organic compounds.

v. Identify organic compounds on the basis of structural theory. Classification and naming according to the functional group. Physical and chemical properties of the organic compounds. Detection methods at laboratory level. Structures of the organic compounds.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction, reactions and mechanisms, hydrocarbons</td>
<td>15</td>
</tr>
<tr>
<td>Alkanols, phenols and ethers, haloalkanes, carbonyl compounds, alkanoic acids</td>
<td>20</td>
</tr>
<tr>
<td>Natural products and polymers</td>
<td>10</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by lectures, demonstrations and practicals

f) Course assessment
The course is assessed by practical work (15%), assignments, tests (25%) and final examinations (60%).

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

SC 2102 Plant Physiology (3 CU)

a) Course Description
This course covers the science of the principle plant processes and how they support the life of the plants. Ways how plants can be useful to their ecosystem and their resilience to external factors are also covered.

b) Course Objectives
The objectives of the course are to equip students with knowledge in
i. Plant reproduction  
ii. Plant growth  
iii. Transport in plants  
iv. Food production in plants  

c) Course Learning Outcomes  
By the end of the course, learners shall be able to  
i. Describe major parts of plants  
ii. Describe major processes in plants  
iii. Explain the linkage between the parts and processes  

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reproduction in flowering plants</td>
<td>12</td>
</tr>
<tr>
<td>Growth and differentiation;</td>
<td>9</td>
</tr>
<tr>
<td>Plant hormones, development and response</td>
<td>9</td>
</tr>
<tr>
<td>Transport</td>
<td>3</td>
</tr>
<tr>
<td>Photosynthesis</td>
<td>9</td>
</tr>
<tr>
<td>Mineral nutrition in plants</td>
<td>3</td>
</tr>
</tbody>
</table>

e) Course delivery methods.  
Delivery shall be by lectures, practicals and demonstrations  

f) Course assessment  
The course will be assessed by practical work (15%), assignments, tests (25%) and final examinations (60%).  

g) Course Teaching materials  
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

SC 2103 Electricity and Magnetism (3 CU)  

a) Course Description  
This course addresses electricity as a form of energy, the science of it as well as magnetism properties and how it can generate electricity. The advanced processes of electromagnetic induction is also covered  

b) Course Objectives  
The objectives of the course are;  
i. To equip students with the concepts of static and current electricity  
ii. To equip students with the concepts of magnetism  
iii. To equip students with skills of generating magnetism from electricity and vice versa  

c) Course Learning Outcomes  
By the end of the course, the learners shall be able to;  
i. Correctly sketch electromagnetic flux  
ii. Compute electromagnetic forces  
iii. Solve circuit problems  
iv. Solve electromagnetic induction problems
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrostatics</td>
<td>10</td>
</tr>
<tr>
<td>Current Electricity</td>
<td>10</td>
</tr>
<tr>
<td>Magnetic Flux &amp; Forces</td>
<td>10</td>
</tr>
<tr>
<td>The Earth's Magnetism</td>
<td>5</td>
</tr>
<tr>
<td>Electromagnetic Induction</td>
<td>10</td>
</tr>
</tbody>
</table>

**e) Course delivery methods.**
Delivery shall be by lectures, demonstrations and practicals.

**f) Course assessment**
The course is assessed by practical work (15%), assignments, tests (25%) and final examinations (60%).

**g) Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**SC 2201 Principles of Earth, Space Sciences and The Environment (3 CU)**

a) **Course Description**
Earth and space sciences deals with important aspects of the formation and weathering of rocks; phenomena such as volcanoes and earthquakes; the atmosphere and the oceans; and the role these play in climate and climate change and the earth’s relationship with the sun and the moon, the earth. The course examines processes affecting the surface environment and the surrounding space environment.

b) **Course Objectives**
The objectives of the course are to equip the learner with knowledge in earth formation, environment, planatory motion, galaxies and satellite motion.

c) **Course Learning Outcomes**
By the end of the course, learners shall be able to
i. Describe rock structure and weathering processes
ii. Describe the solar system and apply kepler’s laws
iii. Explain the nature, causes and effect of oceanic currents

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Environment</td>
<td>5</td>
</tr>
<tr>
<td>Rock Systems and Structure</td>
<td>5</td>
</tr>
<tr>
<td>The Earth Systems and Settites</td>
<td>10</td>
</tr>
<tr>
<td>Keplers Laws and Gravitation laws</td>
<td>10</td>
</tr>
<tr>
<td>The Solar System</td>
<td>10</td>
</tr>
<tr>
<td>Galaxies</td>
<td>5</td>
</tr>
</tbody>
</table>
e) **Course delivery methods.**
Delivery shall be by lectures, demonstration models and guided discovery.

f) **Course assessment**
The course is assessed by assignments, tests (40%) and final examinations (60%).

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**SC 2202 Animal behavior, Genetics and evolution (3 CU)**

a) **Course Description**
This course examines the scientific concepts of behavior, how it has been shaped by changes over time and how the animal kingdom has evolved as a result of evolution.

b) **Course Objectives**
The objectives of the course are to equip learners with knowledge on:

i. Scientific view of behavior
ii. The role and evolution of genes in organisms
iii. The macro changes in organisms over time

c) **Course Learning Outcomes**
By end of the course, learners shall be able to:

i. Explain the scientific views of behavior
ii. Explain the role of genes on animal characteristics
iii. Explain the role of evolution on common organisms

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal behaviour</td>
<td>12</td>
</tr>
<tr>
<td>Evolution</td>
<td>12</td>
</tr>
<tr>
<td>Theories of evolution</td>
<td>3</td>
</tr>
<tr>
<td>Mendel’s work</td>
<td>4</td>
</tr>
<tr>
<td>Patterns of inheritance</td>
<td>4</td>
</tr>
<tr>
<td>Variation and mutation</td>
<td>2</td>
</tr>
<tr>
<td>Genes in population</td>
<td>4</td>
</tr>
<tr>
<td>Human genetics</td>
<td>4</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery shall be by lectures, discussions and guided discovery.

f) **Course assessment**
The course is assessed by assignments, tests (40%) and final examinations (60%).

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
a) **Course Description**
This course addresses the core concepts of nuclear physics as well as the electricity of semi conductors. The health hazards as well as environmental hazards are also covered.

b) **Course Objectives**
The objectives of the course are
i. To equip students with knowledge about semi conductors
ii. To equip students about the operation of electronic circuits
iii. To equip students with knowledge about radiations, their use and their effects
iv. Equip students with knowledge about nuclear structure

c) **Course Learning Outcomes**
By the end of the course, students shall be able to
i. Explain the sources, roles and effects of radiations
ii. Explain the structure of the nucleus
iii. Explain the use of semi conductors in circuits
iv. Develop basic circuits

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi conductors</td>
<td>5</td>
</tr>
<tr>
<td>Inductance, reactance and resistance</td>
<td>10</td>
</tr>
<tr>
<td>Circuits</td>
<td>10</td>
</tr>
<tr>
<td>Nuclear structure</td>
<td>10</td>
</tr>
<tr>
<td>Radiations</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery shall be by lectures, discussions and guided discovery

f) **Course assessment**
The course shall be assessed by practical work, (15%) assignments, tests (25%) and final examinations (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
6.8 Curriculum Outline for Religious Education

The Religious Education course deals with promotion of the spiritual and moral development of learners in both Christian Religious Education and Islamic Religious Education. It covers ways of engagement in a search for meaning, value and purpose of life. Having acquired religious experience learners become aware that beliefs and values are fundamental to self, families and to the society. They discover the meaning and purpose of morality and values that are upheld by society. It is to train a learner to handle Religious Education classes at a lower secondary school using the Reformed National Teachers’ College syllabus. The learner is exposed to higher level of learning to enable him or her handle the lower secondary classes confidently and effectively. The syllabus contains advanced areas and concepts to enable the learner do further studies without any difficulty.

In this learning area, Information Communication Technology (ICT) will be integrated wholly to facilitate the teaching and learning process. All teachers will be required as a must to use ICT in undertaking all their teaching and learning activities.

6.8.1 Competence Framework for Religious Education

<table>
<thead>
<tr>
<th>Competence</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and explain with reference to holy scriptures the concepts of faith, the universality of God, creation, death, heaven and hell</td>
<td>RE 1101, RE 1151, RE 1201, RE 1252</td>
</tr>
<tr>
<td>Understand the origin and structures of the different versions of faith, the relationships and the similarities</td>
<td>RE 1102, RE 1152, RE 1153, RE 1202, RE 1252</td>
</tr>
<tr>
<td>Understand the Religious teachings of wealth creation, investments and thanksgiving or tithing</td>
<td>RE 2201, RE 2251</td>
</tr>
<tr>
<td>Understand and explain Religious teachings on peaceful co-existence among people</td>
<td>RE 2203, RE 2253, RE 2202, RE 2252, RE 2101, RE 2151, RE 2102, RE 2152</td>
</tr>
<tr>
<td>Understand and explain Religious teachings on contemporary trends in everyday life</td>
<td>RE 2103, RE 2153</td>
</tr>
<tr>
<td>Understand and explain the process of religious growth and administration</td>
<td>RE 1103, RE 1104, RE 1154</td>
</tr>
</tbody>
</table>
## 6.8.2 The Programme Structure for Religious Education

### Table 11: Programme Structure Summary for Religious Education

<table>
<thead>
<tr>
<th>Year 1: Semester I- CRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE</strong></td>
</tr>
<tr>
<td>RE 1101</td>
</tr>
<tr>
<td>RE 1102</td>
</tr>
<tr>
<td>RE 1103</td>
</tr>
<tr>
<td>RE 1104</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1: Semester II-CRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE</strong></td>
</tr>
<tr>
<td>RE 1201</td>
</tr>
<tr>
<td>RE 1202</td>
</tr>
<tr>
<td>RE 1203</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Semester I-CRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE</strong></td>
</tr>
<tr>
<td>RE 2101</td>
</tr>
<tr>
<td>RE 2102</td>
</tr>
<tr>
<td>RE 2103</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Semester II-CRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE</strong></td>
</tr>
<tr>
<td>RE 2201</td>
</tr>
<tr>
<td>RE 2202</td>
</tr>
<tr>
<td>RE 2203</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1: Semester I- IRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE</strong></td>
</tr>
<tr>
<td>RE 1151</td>
</tr>
<tr>
<td>RE 1152</td>
</tr>
<tr>
<td>RE 1153</td>
</tr>
<tr>
<td>RE 1154</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1: Semester II-IRE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE</strong></td>
</tr>
<tr>
<td>RE 1251</td>
</tr>
<tr>
<td>RE 1252</td>
</tr>
<tr>
<td>RE 1253</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
</tr>
</tbody>
</table>
RE 1101 Introduction to Religion (2CU) - CRE

a) Course Description
This course introduces the teacher trainees to selected religions in the world. To help learners understand human history and life. Helping learners understand other people’s ideologies and faiths in order to get the meaning of life as viewed from perspectives different from those common to them.

b) Course Objectives
The objectives of the course are to:-
   i. Explain the influence of religion on politics
   ii. Explain the cause of persecution
   iii. Enable students understand the significance of the 20th Century ecumenism to church of Christ.

c) Course Learning Outcomes
By the end of this course, learners should be able to:-
   i. Explain the influence of religion on politics
   ii. Evaluate the cause of persecution
   iii. Describe the significance of the 20th Century ecumenism to church of Christ.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected World religions and African traditional Religion.</td>
<td>13</td>
</tr>
<tr>
<td>Theology: systematic and liberal theology</td>
<td>2</td>
</tr>
<tr>
<td>Interpretation to Scriptures: OT &amp; NT</td>
<td>10</td>
</tr>
<tr>
<td>Church in mission</td>
<td>5</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.
f) **Mode of Assessment**  
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**  
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**RE 1102 Judaism (2 CU) - CRE**

a) **Course Description**  
This explains awareness of the historical life of the Jewish society. It will consider the development of Judaism in Christendom.

b) **Course Objective**  
The objective of this course is to:-  
i. Explain significant aspects in Jewish liturgy and pastoral applications.

c) **Course Learning outcome**  
By the end of this course, learners should be able to:-  
i. Describe significant aspects in Jewish liturgy and pastoral applications.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Torah and Patriarchal faith</td>
<td>18</td>
</tr>
<tr>
<td>Jewish liturgy and Theocratic state</td>
<td>7</td>
</tr>
<tr>
<td>Kingship in Israel and the Exilic period</td>
<td>15</td>
</tr>
<tr>
<td>Pastoral applications</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**  
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) **Course assessment**  
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**  
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**RE 1103 Acts of the Apostles (2 CU) - CRE**

a) **Course Description**  
This explains the development of the first century Church. Special attention will be given to the activity of the Holy Spirit in the ministries of Peter and Paul.
b) **Course Objectives**
   
   The objectives of the course are to:-
   
   i. Explain the background of the time of the apostles, social customs and historical background in the first century.
   
   ii. Enable learners understand the power of the Holy Spirit as St. Paul faced challenges.

c) **Course Learning Outcomes**
   
   By the end of this course, learners should be able to:-
   
   i. Describe the background of the time of the apostles, social customs and historical background in the first century.
   
   ii. Describe the power of the Holy Spirit as St. Paul faced challenges.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin and work of the early church-emphasis Peter and Paul’s missionary journeys.</td>
<td>10</td>
</tr>
<tr>
<td>The Role of the Holy Spirit in the Early Church.</td>
<td>5</td>
</tr>
<tr>
<td>Persecution and Perseverance between Judaism and Christianity.</td>
<td>15</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
   
   The delivery approach for this course will involve classroom lectures, guided self-paced reading and group-based brainstorming.

f) **Course assessment**
   
   Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
   
   Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**RE 1104 Principle of Heresies and High councils (2 CU) - CRE**

a) **Course Description**
   
   This explains the long-standing differences between western and eastern Christians. Learners will be able to identify factors, which helped Christianity expand from humble beginnings, different cultures and those of particular developments in Europe, which affected the pattern of Christianity in Africa.

b) **Course Objectives**
   
   The objectives of the course are to:-
   
   i. Introduce the beginning of the schism period between the Latin and the Greek churches, divisions that still separates Roman Catholics and eastern churches
   
   ii. Explain the core reason of division as each church perceived itself differently
c) **Course Learning Outcomes**

By the end of this course, learners should be able to:-

i. Describe the beginning of the schism period between the Latin and the Greek churches, divisions that still separates Roman Catholics and eastern churches (Greeks, Russian etc.).

ii. Articulate the core reason of division as each church perceived itself differently

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heresies in the early church; Types of heresies that existed</td>
<td>5</td>
</tr>
<tr>
<td>Reasons for their emergence in Asia Minor, Rome and Africa</td>
<td>7</td>
</tr>
<tr>
<td>Schism: -Eastern and Western; Church Councils and Heretics</td>
<td>6</td>
</tr>
<tr>
<td>Scholastic movements (Scholasticism)</td>
<td>7</td>
</tr>
<tr>
<td>Efforts today to address the issue</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) **Mode of Assessment**

Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**RE 1151 Introduction to Religion (2 CU) – IRE**

a) **Course Description**

This deals with definition of religious experiences as opposed to secular experience. There are as many religions as there are religious experiences. The focus of the course is considerations that make an experience worthy the name “religion”. It covers the main points around which different religions rotate. The most important element in Islam is monotheism (Tawhid) all other Islamic practices are supplementary to this core concept.

b) **Course Objectives**

The objectives of the course are;

i. To introduce the Islamic perception of the universe and life

ii. To introduce the Islamic perception of God

iii. To introduce the Islamic perception of faith

c) **Course Learning Outcomes**

By the end of the course, the students shall be able to

i. explain the fundamental Islamic view of life, God and faith
ii. explain their implications in the day today life of Moslem’s, non Moslem’s and not believers

d) Course outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religions in the world</td>
<td>13</td>
</tr>
<tr>
<td>Islamic perception of monotheism</td>
<td>7</td>
</tr>
<tr>
<td>The forms of Jahiliyah polytheistic beliefs</td>
<td>10</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by lectures and group discussions

f) Course assessment
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

RE 1152 Orthodox Islam (2 CU) - IRE

a) Course Description
Explains the formative stages of Islam from the beginning of Quranic revelation until the end of revelation in the year AD 632 when the Prophet died. Under divine guidance the religion of Islam both theory and practice had been perfect.

b) Objectives
The objectives of the course are;
   i. To equip learners on the steps of Islamic formation
   ii. To equip the learners with knowledge about the growth of Islamic practice

c) Course Learning Outcomes
By the end of the course, learners shall be able to;
   i. Explain the steps of Islamic formation
   ii. Explain the life and influence of the prophet (PBUH)

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the way the prophet (PBUH) introduced Islamic theory and practice</td>
<td>17</td>
</tr>
<tr>
<td>Appreciate the form of traditional Islam in Medina before the conquest of territories outside Arabia</td>
<td>5</td>
</tr>
<tr>
<td>Explain the way the community of believers (Umma) was formed after Hejira</td>
<td>15</td>
</tr>
<tr>
<td>Describe the development of Islamic legal system (Shariah).</td>
<td>8</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by lectures and group discussions
f) **Course assessment**
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

### RE 1153 Pristine Islam (2CU) - IRE

a) **Course Description**
This deals with the period of orthodox Caliphate. The Caliphs made efforts to preserve compile and elaborate on the teaching of the Quran and Hadith. This was the period of consolidation of the teaching of Islam.

b) **Course Objectives**
The objectives of the course are to enable the learner get an indepth understanding of Islamic teachings from the pristine perspective

c) **Course Learning Outcomes**
By the end of the course, the learner shall be able to explain the orthodox caliphs interpretation of the Quran and Hadith

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Orthodox caliphs in interpreting the Quran and Hadith</td>
<td>30</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery shall be by lectures and group discussions

f) **Course assessment**
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

### RE 1154 Heresies (2CU) - IRE

a) **Course Description**
This explains the deviation from and misinterpretation of the teachings of the mainstream Islam. It covers the causes of the split of Islam due to politicization of the issue of succession to the Prophet. Early sects were the Qadiriyya and khawarij and Shia. Later heresies appeared due to Greek influence.

b) **Course Objectives**
The objective of the course is to explore the earlier misinterpretation of Islam so that the learner can understand the ancient and contemporary interpretations.
c) Learning outcome
By the end of the course, learners shall be able to understand the basis of earlier misinterpretations of Islam

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expansion of Islam to conquer territories like Persia and Byzantium</td>
<td>13</td>
</tr>
<tr>
<td>The split in the main stream Islam.</td>
<td>10</td>
</tr>
<tr>
<td>Doctrines of early sects (Qadiriyya, Khawarij and Shia)</td>
<td>7</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by lectures and group discussions

f) Course assessment
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

RE 1201: Spirituality (2 CU) - CRE

a) Course Description
This course equips trainees with knowledge, skills and values about the forms of worship, rituals, celebrations and ceremonies in the main religion of study and in other religious systems.

b) Course Objective
The objective of the course is to:-
1. Explain the various religious forms of worship across different religions.

c) Course Learning Outcome;
At the end of this course the trainee can understand various religious forms of worship across different religions.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of worship</td>
<td>2</td>
</tr>
<tr>
<td>Forms of worship that demonstrate faith, trust, commitment and obedience.</td>
<td>5</td>
</tr>
<tr>
<td>Humanity and Salvation</td>
<td>5</td>
</tr>
<tr>
<td>Different types of rituals, ceremonies and celebrations</td>
<td>10</td>
</tr>
<tr>
<td>Religious Values: honesty, integrity, patience, brotherhood</td>
<td>8</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming
f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

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**RE 1203: Religious values: Ecumenism (2 CU) - CRE**

a) **Course Description**
Deals with all effort aimed at the unity of Christians through the world. This explains the significance of the 20th Century Ecumenism to the Church of Christ ad dialogue with other religions. And it also covers the causes and effects of the ecumenical movement in the global village.

b) **Course Objective**
The objective of the course is to:-

i. Explain the characteristics of various religions and appreciate the formation of the joint Christian council

c) **Course Learning outcome**
By the end of this course, learners should be able to:-

i. Describe the characteristics of various religions and appreciate the formation of the joint Christian council

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The world council of churches</td>
<td>5</td>
</tr>
<tr>
<td>Second Vatican council</td>
<td>5</td>
</tr>
<tr>
<td>Lambeth conference</td>
<td>5</td>
</tr>
<tr>
<td>Modern ecumenical movements</td>
<td>5</td>
</tr>
<tr>
<td>The three approaches to Christian unity: Roman Catholicism; Orthodox</td>
<td>5</td>
</tr>
<tr>
<td>Protestantism and contemporary developments. (Uganda Joint Christian</td>
<td></td>
</tr>
<tr>
<td>Council)</td>
<td></td>
</tr>
<tr>
<td>Dialogue with Muslims. And African Traditional Religion</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
RE 1204: Religious Education Methods (2 CU) - CRE

a) Course Description
The course deals with learners’ acquisition of the basic educational, theological and philosophical concepts that have shaped modern Religious Education learning area. Develop a positive attitude and skills of innovation in RE and acquiring the ability to handle RE syllabus.

b) Course Objectives
The objectives of the course are to:-
   i. Introduce the basic educational, theological and philosophical concepts that have shaped modern Religious Education learning area.
   ii. Enable students a positive attitude and skills of innovation in RE.
   iii. Enable students acquire the ability to handle RE syllabus.

c) Course Learning outcome
By the end of this course, learners should be able to:-
   i. Describe the basic educational, theological and philosophical concepts that have shaped modern Religious Education learning area.
   ii. Apply positive attitude skills of innovation in RE.
   iii. Reflect the ability to handle RE syllabus.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of RE</td>
<td>2</td>
</tr>
<tr>
<td>Justification of RE in the National Curriculum approaches of teaching RE</td>
<td>2</td>
</tr>
<tr>
<td>Approaches of teaching RE</td>
<td>3</td>
</tr>
<tr>
<td>Traditional, dogmatic, Bible knowledge, Religious knowledge, Modern Religious Education, Pluralistic approach The RE Teacher</td>
<td>2</td>
</tr>
<tr>
<td>The integration approach in RE</td>
<td>4</td>
</tr>
<tr>
<td>A Joint Christian Education</td>
<td>7</td>
</tr>
<tr>
<td>ATR in RE, Islamic Religious Education and Human dignity and development</td>
<td>3</td>
</tr>
<tr>
<td>Peace and conflict resolution</td>
<td>3</td>
</tr>
<tr>
<td>Readiness for religion – the use of Educational psychology in RE.</td>
<td>2</td>
</tr>
<tr>
<td>Examination and evaluation In RE</td>
<td>2</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) Course assessment
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%).

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
RE 1251: Spirituality (2 CU) - IRE

**a) Course Description:**
This course equips trainees with knowledge, skills and values about the forms of worship, rituals, celebrations and ceremonies in the main religion of study and in other religious systems.

**b) Course Objectives**
The objective of this course is to:
Provide an understanding of different worship across different religions.

**c) Course Learning Outcomes**
At the end of this course the trainee can understand various religious forms of worship across different religions.

**d) Course outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of worship that demonstrate faith, trust, commitment and obedience to in various religions.</td>
<td>5</td>
</tr>
<tr>
<td>Humanity and Salvation</td>
<td>8</td>
</tr>
<tr>
<td>Christian teachings about worship in daily life</td>
<td>8</td>
</tr>
<tr>
<td>Prayer; rituals and practices</td>
<td>4</td>
</tr>
<tr>
<td>Religious values: honesty, integrity, patience, brotherhood</td>
<td>5</td>
</tr>
</tbody>
</table>

**e) Course delivery methods.**

i. Brainstorming/tutorials

ii. Group discussion

iii. Role play

**f) Course assessment**
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%)

**g) Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

RE 1252: Ecumenism (2 CU) - IRE

**a) Course Description**
This deals with the way Islam spread in Africa through Jihad in north and west Africa, and through trade in East Africa and West Africa.

**b) Course Objectives**
The objectives of the course are to enable the learner understand;

i. The way Islam spread in Uganda

ii. The challenges faced

iii. The achievements got

**c) Course Learning outcome**
At the end of the course, the learner will be able to:

i. Focus on the spread of Islam in Uganda and the challenges encountered by early propagators of Islam.
d) **Course outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spread of Islam in North Africa</td>
<td>05</td>
</tr>
<tr>
<td>Spread of Islam in West Africa</td>
<td>08</td>
</tr>
<tr>
<td>Spread of Islam in East Africa</td>
<td>08</td>
</tr>
<tr>
<td>Spread of Islam in Uganda</td>
<td>09</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Delivery shall be by lectures and group discussions.

f) **Course assessment**

Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%).

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

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**RE 1253: Religious Education Methods (2 CU) - IRE**

This course is the same as RE 1204 - CRE.

**RE 2101: Social Practices (2 CU) - CRE**

a) **Course Description**

This explains the religious teachings about marriage. It enables one identify and foster virtues in marriage and identify the vices in society. This explores the various approaches to sex, marriage and family life. The course will help explain the importance of family as a basic unit of society and the nation.

b) **Course Objectives**

The objectives of the course are to:-

i. Introduce the various guides in moral decision making;
ii. Explain the different types of marriage in Uganda;
iii. Explain the value of courtship, marriage and
iv. Enable learners understand the importance of children in society.
v. Enable learners understand the types of families and importance of family at a local level and national level.

c) **Course Learning Outcomes**

By the end of this course, learners should be able to:-

i. Recite the various guides in moral decision making;
ii. Describe the different types of marriage in Uganda;
iii. Discuss the value of courtship, marriage and
iv. Describe the importance of children in society.
v. Describe the types of families and importance of family at a local level and national level.
d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected issues of sexual misuse</td>
<td>5</td>
</tr>
<tr>
<td>The understanding of marriage in society in pluralistic and Christian society.</td>
<td>5</td>
</tr>
<tr>
<td>Changing views about selection of marriage partners in the contemporary world</td>
<td>5</td>
</tr>
<tr>
<td>Importance of family</td>
<td>3</td>
</tr>
<tr>
<td>Changing family patterns</td>
<td>3</td>
</tr>
<tr>
<td>Status of women</td>
<td>3</td>
</tr>
<tr>
<td>Status of children</td>
<td>3</td>
</tr>
<tr>
<td>Family planning</td>
<td>3</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%).

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**RE 2102: Social Responsibilities (2 CU) - CRE**

a) **Course Description**
This explains the importance of work and leisure to an individual and society. It enables trainees to choose the right from wrong forms of activities. This explains the history of work and leisure in African traditional society and the Bible teaching. Therefore, the trainees will develop a positive attitude.

b) **Course Objectives**
The objectives of the course are to:

i. Explain the purpose of rhythm of work and leisure in society.

ii. Explain work ethics and appreciate leisure that develops man.

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:

i. Describe the purpose of rhythm of work and leisure in society.

ii. Apply work ethics and appreciate leisure that develops man.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The right and duty to work</td>
<td>4</td>
</tr>
<tr>
<td>Worker’s rights</td>
<td>3</td>
</tr>
<tr>
<td>Fair conditions of work</td>
<td>3</td>
</tr>
<tr>
<td>Exploitation of workers and protection against exploitation</td>
<td>3</td>
</tr>
<tr>
<td>Work ethics</td>
<td>3</td>
</tr>
<tr>
<td>Leisure in the contemporary world</td>
<td>4</td>
</tr>
</tbody>
</table>
Importance of leisure and in society 3
The dynamics of leisure and its effect on the Church 3
Christian ideals in modern trends 4

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**RE 2103: Human Dignity in the contemporary world (2 CU) - CRE**

a) **Course Description**
This explains life is a natural right and recognized in international agreements. Learners will develop respect for human life by fostering the values of tolerance, fairness, harmony and peaceful co-existence in the global context.

b) **Course Objectives**
The objectives of the course are to:
  i. Explain human dignity to promote love, respect and justice.
  ii. Explain Human differences as a way of promoting tolerance

c) **Course Learning Outcomes**
By the end of this course, learners should be able to:
  i. Describe human dignity to promote love, respect and justice.
  ii. Describe Human differences as a way of promoting tolerance

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human rights and role of Citizens: the Christian leader and society</td>
<td>10</td>
</tr>
<tr>
<td>Christian views on human dignity</td>
<td>15</td>
</tr>
<tr>
<td>Christian views in the world concerning sanctity of life</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming

f) **Course assessment**
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
RE 2151: Social Practices (2CU) - IRE

a) Course Description
This explains the religious teachings about marriage. It enables one identify and foster virtues in marriage and identify the vices in society. It explores the various approaches to sex, marriage and family life. This explains the importance of family as a basic unit of society and the nation.

b) Course Objectives
The objectives are to enable the learner appreciate the Islamic teachings on family and marriage.

c) Course Learning Outcomes
At the end of this course, the trainee will be able to:
i. Identify the various guides in moral decision-making; know the different types of marriage in Uganda; to appreciate the value of preparation before making a commitment to marriage and the importance of children in society.
ii. Understand the importance of family at a local level and national level, Types of families: ethnic views, global views, spiritual views and harmony in family.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage</td>
<td></td>
</tr>
<tr>
<td>• Selected issues of sexual misuse</td>
<td></td>
</tr>
<tr>
<td>• The understanding of marriage in society in pluralistic society.</td>
<td></td>
</tr>
<tr>
<td>• Changing views about selection of marriage partners in the contemporary world</td>
<td>15</td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>• Importance of family</td>
<td></td>
</tr>
<tr>
<td>• Changing family patterns</td>
<td></td>
</tr>
<tr>
<td>• Status of women</td>
<td></td>
</tr>
<tr>
<td>• Status of the Children</td>
<td></td>
</tr>
</tbody>
</table>
| • Family Planning      |    | 15

e) Course delivery methods.
Delivery shall be by lectures and group discussions

f) Course assessment
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

RE 2152: Social Responsibilities (2 CU) - IRE

a) Course Description
This course explains the history of work in African tradition Islamic ideals to work. This covers the context of work and importance of integrity in work so that trainees develop a positive attitude to work. This explains the importance of leisure to an individual and society. It enables trainees to choose the right from wrong forms of leisure activities
b) **Course Objective**  
The objective of this course is to enable the learner appreciate the Islamic teachings of Leisure and work

c) **Learning outcome**  
At the end of this course, the trainee will be able to:
- Appreciate work and work ethics and know global leisure industry.
- Discover the purpose of leisure and order in society.
- Apply Islamic ideals to modern trends.

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The right and duty to work</td>
<td>4</td>
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<tr>
<td>Worker’s rights</td>
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</tr>
<tr>
<td>Fair conditions of work</td>
<td>3</td>
</tr>
<tr>
<td>Exploitation of workers and protection against exploitation</td>
<td>3</td>
</tr>
<tr>
<td>Work ethics</td>
<td>3</td>
</tr>
<tr>
<td>Leisure in the contemporary world</td>
<td>4</td>
</tr>
<tr>
<td>Importance of leisure and in society</td>
<td>3</td>
</tr>
<tr>
<td>The dynamics of leisure and its effect on the Church</td>
<td>3</td>
</tr>
<tr>
<td>Christian ideals in modern trends</td>
<td>4</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**  
Delivery shall be by lectures and group discussions

f) **Course assessment**  
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%)

g) **Course Teaching materials**  
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

### RE 2153: Human Dignity in the Contemporary World (2 CU) - IRE

a) **Course Description**  
This explains life is a natural right and recognized in international agreements. Trainers will develop respect for human life by fostering the values of tolerance, fairness, harmony and peaceful co-existence in the global context.

b) **Course Objectives**  
The objectives of the course are to equip the learner with knowledge and appreciation of the need to promote love, respect and justice.

c) **Learning outcome**  
At the end of this course the trainee will be able to:
- Understand human dignity to promote love, respect and justice.
- Appreciate Human differences (gender, religion and race) as a way of promoting tolerance.
d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human rights and role of Citizens: the Muslim leader and society</td>
<td>10</td>
</tr>
<tr>
<td>Islamic views on human dignity</td>
<td>10</td>
</tr>
<tr>
<td>Islamic views in the world concerning sanctity of life</td>
<td>10</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by lectures and group discussions.

f) Course assessment
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%).

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

RE 2205: Personal development, entrepreneurship and wealth creation (2 CU) - CRE

a) Course Description
Religious Education looks at human development entrepreneurship and wealth generation among learners. It enables the learner to discuss ethics associated with wealth and poverty.

b) Course Objectives
The objectives of the course are to:-
   i. Explain the moral, psychological, social and spiritual infrastructure for human development.
   ii. Explain ethics associated with wealth and poverty.
   iii. Enable learners understand independent thought which empowers transformation and promote awareness of the conditions in need of economic revival.

c) Course Learning Outcomes
By the end of this course, learners should be able to:-
   i. Describe the moral, psychological, social and spiritual infrastructure for human development.
   ii. Recite ethics associated with wealth and poverty.
   iii. Apply knowledge on independent thinking to empowers transformation and promote awareness of the conditions in need of economic revival.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of the Christianity and development</td>
<td>15</td>
</tr>
<tr>
<td>Entrepreneurship in contemporary world</td>
<td>8</td>
</tr>
<tr>
<td>Effect of money to a Christian</td>
<td>7</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
The delivery approach for this course will involve classroom lectures, guided self-paced reading and group based brainstorming.
f) **Course assessment**
   Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
   Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**RE 2251: Peace and Conflict resolutions (3 CU) - CRE**

a) **Course Description**
   This enables learners of peace and conflict resolution to seek the causes. Help learners understand demands for social co-existence.

b) **Course Objectives**
   The objectives of the course are to:-
   i. Explain the nature of human dignity and rights
   ii. Explain the reason some personalities had to fight for Human Rights
   iii. Enable learners understand how to be patriotic to fight for Human Rights and live peacefully

c) **Course Learning Outcomes**
   By the end of this course, learners should be able to:-
   i. Describe the nature of human dignity and rights
   ii. Describe the reason some personalities had to fight for Human Rights
   iii. Describe how to be patriotic to fight for Human Rights and live peacefully

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of resistance</td>
<td>5</td>
</tr>
<tr>
<td>Study of personalities who dealt with injustices</td>
<td>5</td>
</tr>
<tr>
<td>Violation of Human Rights</td>
<td>5</td>
</tr>
<tr>
<td>Types of resistance and conflicts in the world</td>
<td>5</td>
</tr>
<tr>
<td>Examine philosophy, sociology and psychology of war and peace</td>
<td>5</td>
</tr>
<tr>
<td>Dialogue and its effects</td>
<td>5</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
   Delivery shall be by lectures and group discussions

f) **Course assessment**
   Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**
   Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
RE 2252: Justice (2 CU) - CRE

a) Course Description
This enables learners to understand the nature of human dignity and rights. The learner’s awareness in general of Capital Punishment and other forms of punishment.

b) Course Objectives
The objectives of the course are to:-
   i. Explain the human way to treat other and fight injustice.

c) Course Learning Outcomes
By the end of this course, learners should be able to:-
   ii. Describe the human way to treat other and fight injustice.

d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of Justice</td>
<td>5</td>
</tr>
<tr>
<td>Social justice and the common good</td>
<td>5</td>
</tr>
<tr>
<td>Injustice</td>
<td>5</td>
</tr>
<tr>
<td>Dealing with injustice.</td>
<td>7</td>
</tr>
<tr>
<td>Teachings about justice</td>
<td>8</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
   Delivery shall be by lectures and group discussions

f) Course assessment
   Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) Course Teaching materials
   Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

RE 2251: Personal Development, Entrepreneurship and Wealth Creation (2 CU) – IRE

a) Course Description
   Religious Education looks at human development entrepreneurship and wealth generation among learners. It enables the learner to discuss ethics associated with wealth and poverty.

b) Course Objectives
   The objectives of the course are;
   i. To enable the learner appreciate the value Islam attaches to personal development and entrepreneurship
   ii. To enable the learner understand the rules and restrictions in Islamic way of doing business

c) Course Learning outcome
At the end of this course the trainee will be able to:
Provide the moral, psychological, social and spiritual infrastructure for human development. Learners will be able to discuss ethics associated with wealth and poverty. Then develop independent thought which empowers transformation and promote awareness of the conditions in need of economic revival.

d) Course outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Islam and development</td>
<td>10</td>
</tr>
<tr>
<td>Entrepreneurship in contemporary world</td>
<td>10</td>
</tr>
<tr>
<td>Effect of money to a Muslim</td>
<td>10</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by lectures and group discussions

f) Course assessment
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%)

g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

RE 2252: Peace and Conflict resolutions (2 CU) - IRE

a) Course Description
This enables learners of peace and conflict resolution to seek the causes. Help learners understand demands for social co-existence.

b) Course Objectives
The objectives of the course are to:
i. Explain the Islamic teachings on Peace
ii. Explain the Islamic Teachings on Conflict and their management

c) Course Learning outcome
At the end of this course the trainee will be able to:
i. Understand the nature of human dignity and rights;
ii. Understand the reason some personalities had to fight for Human Rights
iii. Learn to be patriotic to fight for Human Rights and live peacefully.

d) Course outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms of resistance</td>
<td>5</td>
</tr>
<tr>
<td>Study of personalities who dealt with injustices</td>
<td>5</td>
</tr>
<tr>
<td>Violation of Human Rights</td>
<td>5</td>
</tr>
<tr>
<td>Types of resistance and conflicts in the world</td>
<td>5</td>
</tr>
<tr>
<td>Examine philosophy, sociology and psychology of war and peace.</td>
<td>5</td>
</tr>
<tr>
<td>Dialogue and its effects</td>
<td>5</td>
</tr>
</tbody>
</table>
**e) Course delivery methods.**
Delivery shall be by lectures and group discussions

**f) Course assessment**
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%)

**g) Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

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**RE 2253: Justice (2 CU) - IRE**

**a) Course Description**
This course covers the general concept of human dignity and the religious teachings/evidence about it. It also covers aspects of human rights.

**b) Course Objectives**
The objectives of the course are
i. To expose the learner to the religious teachings of human dignity
ii. To expose the learner to the teachings of human rights

**c) Learning outcome**
By the end of the course, learners will be able to explain the Islamic teachings on integrity, endurance and Justice

**d) Course outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrity</td>
<td>10</td>
</tr>
<tr>
<td>Endurance</td>
<td>10</td>
</tr>
<tr>
<td>Muslim concept of justice</td>
<td>10</td>
</tr>
</tbody>
</table>

**e) Course delivery methods.**
Delivery shall be by lectures and group discussions

**f) Course assessment**
Assessment shall be by progressive assessment (tests and assignment) (40%) and final examination (60%)

**g) Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
6.9 Curriculum outline for Technology and Enterprise

Technology and Enterprise (T and E) arose from public outcry associating almost every socio-economic problem and challenge to the country’s education programmes. The learning area was designed to respond to everyday needs and problems of ordinary village people. It is intended to skill young people to approach their everyday village and shanty-town situations in ways that help them find solutions. It provides situations and hands-on approaches to learners to convert learning area knowledge and skills into projects. T and E evolved after a Field Investigation of Village and Urban Township Livelihood Survey as part of the reform process. The survey report findings recommended how the learning area should aim to solve problems identified in the field which affect majority of Ugandans. Projects are a major component of the Technology and Enterprise programme of study. The intention is that school leavers at all levels of the lower secondary will benefit from the skills acquired from the hands on projects and be able to apply those skills after school.

In this learning area, Information Communication Technology (ICT) will be integrated wholly to facilitate the teaching and learning process. All teachers will be required as a must to use ICT in undertaking all their teaching and learning activities.

6.9.1 Competence Framework for Technology and Enterprise

<table>
<thead>
<tr>
<th>Competence</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and practice healthy, profitable and effective production</td>
<td>TE 1101,</td>
</tr>
<tr>
<td>of crops and animals</td>
<td>TE 2101</td>
</tr>
<tr>
<td>Understand and practice concepts of value addition to food products</td>
<td>TE 2204,</td>
</tr>
<tr>
<td>following the standard procedures</td>
<td>TE 2102</td>
</tr>
<tr>
<td>Understand and practice basic production of essential goods</td>
<td>TE 2103,</td>
</tr>
<tr>
<td></td>
<td>TE 1202,</td>
</tr>
<tr>
<td></td>
<td>TE 2202</td>
</tr>
<tr>
<td>Understand and practice simple technological interventions in typical</td>
<td>TE 2203,</td>
</tr>
<tr>
<td>farms</td>
<td>TE 1102</td>
</tr>
<tr>
<td>Understand and apply support functions on typical enterprises</td>
<td>TE 1103,</td>
</tr>
<tr>
<td></td>
<td>TE 1201</td>
</tr>
</tbody>
</table>

6.9.2 The Programme Structure for Technology and Enterprise

Table 12: Programme Structure Summary for Technology and Enterprise

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE NAME</th>
<th>LH</th>
<th>PH</th>
<th>TH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 1101</td>
<td>Crop husbandry</td>
<td>30</td>
<td>60</td>
<td>-</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>TE 1102</td>
<td>Architectural drafting and Design</td>
<td>30</td>
<td>60</td>
<td>-</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>TE 1103</td>
<td>Fundamentals of accounting</td>
<td>30</td>
<td>-</td>
<td>-</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CODE</th>
<th>COURSE NAME</th>
<th>LH</th>
<th>PH</th>
<th>TH</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 1201</td>
<td>Aids to trade</td>
<td>45</td>
<td>-</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td>TE 1202</td>
<td>Agro forestry</td>
<td>15</td>
<td>30</td>
<td>-</td>
<td>60</td>
</tr>
<tr>
<td>TE 1203</td>
<td>Technology and Enterprise Teaching Methods</td>
<td>30</td>
<td>30</td>
<td>-</td>
<td>45</td>
</tr>
<tr>
<td>Sub Total</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TE 1101 Crop husbandry (4 CU)

(a) Course Description
This course covers the modern ways growing of crops as an enterprise. It enables the learner to acquire skills and scientific knowledge of practicing modern farming as a full time noble occupation.

(b) Course Objectives
The objectives of the course are:
i. To equip learners with generic skills of crop production
ii. To equip learners on skills of making decisions of crop choices
iii. To equip students with skills of detecting nutritional deficiencies in crops
iv. To enable the learner understand generic ways of maximizing crop yields and return on investment

(c) Course Learning Outcomes
By the end of the course the learner will be able to:
i. Apply modern farming practices.
ii. Grow a variety of crops
iii. Minimize farm losses
iv. Market farm produce

(d) Course outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture</td>
<td>15</td>
</tr>
<tr>
<td>Cereal and oil crops growing</td>
<td>15</td>
</tr>
<tr>
<td>Root and tubers growing</td>
<td>10</td>
</tr>
<tr>
<td>Plantains and Plantation field crops</td>
<td>20</td>
</tr>
</tbody>
</table>
e) **Course delivery methods.**
Deliver shall be by Lecture, Discussion, Guided discovery, Demonstration, Practical tests, Farm visits and attachments as well as Field research work.

(f) **Course assessment**
Assessment shall be by progressive assessments that will involve at least two assignments (40%) and final written examinations (60%)

(g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**TE 1102 Architectural Drafting and Design (4CU)**

(a) **Course Description**
For farm structures to be long lasting, and hence cost effective, they have to be professionally. This course covers the elementary aspects of geometry, application of conic shapes, objects in three dimension, working drawing, graphical and calculation of beams reactions and computer aided drawing.

(b) **Course Objectives**
The objectives of the course are;

i. To equip students with fundamental knowledge of stable structures
ii. To equip students with skills of creating strong farm structures
iii. To equip students with skills of reinforcing farm structures

(c) **Course Learning Outcomes**
By the end of the course, learners are expected to be able to:

i. Apply conic shapes in day-to-day problems
ii. Design and draw simple plans and elevations of production structures.
iii. Calculate and graphically determine reaction of beams

(d) **Course outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conic shapes and properties</td>
<td>10</td>
</tr>
<tr>
<td>Scale of chords and auxiliary projection</td>
<td>10</td>
</tr>
<tr>
<td>Orthographic projection</td>
<td>15</td>
</tr>
<tr>
<td>Forces and working drawing with computer aided designing (CAD)</td>
<td>25</td>
</tr>
</tbody>
</table>

(e) **Course delivery methods.**
Delivery will be by lectures, Prototype development, Model development and guided discovery

(f) **Assessment**
Assessment shall be by progressive assessment (40%) which will involve practical and theoretical assignments and final examination (60%)
g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

TE 1103 Fundamentals of Accounting (2 CU)

(a) Course Description:
Every healthy enterprise must be financially healthy. This can be verified by proper books of accounts. This course enables the learner to understand the importance of studying accounts, concepts and principles of accounts and their application in enterprises.

(b) Objectives
The objectives of the course are;
   i. To highlight the students to the importance of accounts
   ii. To enable the candidate understand the principles of accounts
   iii. Apply principles of accounts in typical real life scenarios

(c) Course Learning Outcomes:
By the end of the course, the learner shall be able to:
   i. Distinguish between book-keeping and accounting.
   ii. Define various terms and concepts used in Accounts.
   iii. Identify various books of Accounts
   iv. Find out the importance of studying Accounts

(d) Course outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles, concepts and ledger</td>
<td>10</td>
</tr>
<tr>
<td>Subsidiary books, journal proper and final accounts</td>
<td>20</td>
</tr>
<tr>
<td>Bank reconciliation statement and partnership.</td>
<td>10</td>
</tr>
<tr>
<td>Tally (software)</td>
<td>20</td>
</tr>
</tbody>
</table>

(e) Course delivery methods.
This course will be taught by lectures, demonstration, problem solving and discussion.

(f) Course assessment
Assessment will be by progressive assessment which shall include assignments and tests (40%) and final examinations (60%).

(g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
a) **Course Description**

Trade is aided by several services. Under this course, a learner is exposed to the operation of the different aids to trade. The learner is exposed to the operations, rules and operational frameworks of the aids to trade to be able to understand how they can facilitate smooth running of the enterprise. Identifies various Aids to trade and evaluates how each facilitates the smooth running of the enterprise.

b) **Course Objectives**

The objectives of the course are;

i. To expose the students to the general concept of aids to trade
ii. To expose to the students the operations of the banking industry
iii. To expose the students to the operations of the insurance industry
iv. To expose to the students the operation of the transport industry
v. To expose students to the operations of the warehouse industry
vi. To expose students to the operations of the advertising industry

c) **Course Learning Outcomes**

By the end of the course, the learners shall be able to;

i. Explain the role of Insurance, transport, banking, warehousing and advertisement industry
ii. Demonstrate ability to make decisions on the options of the aids to trade to use in practice
iii. Evaluate how each Aid to Trade contributes to the smooth running of enterprises.

d) **Course outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of aids to trade to trade</td>
<td>5</td>
</tr>
<tr>
<td>Insurance</td>
<td>10</td>
</tr>
<tr>
<td>Transport</td>
<td>5</td>
</tr>
<tr>
<td>Warehousing</td>
<td>5</td>
</tr>
<tr>
<td>Banking</td>
<td>10</td>
</tr>
<tr>
<td>Advertising</td>
<td>10</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

The course will be delivered by lectures, discussion, demonstration and group discussions

f) **Course assessment**

Assessment will be by progressive assessment (tests and assignments) constituting 40% and the final written examination constituting 60%

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
TE 1204 Agro forestry (4CU)

(a) Course Description
The course covers growing a variety of trees for commercial purposes but also in response to mitigation of effects of environmental degradation due to loss of natural forests and vegetation cover. It enables the learner to propagate different species of trees of economic value.

(b) Course Objectives
The objectives of the course are;
i. To enable candidates appreciate the role of trees in the environment
ii. To enable candidates understand the commercial value of trees
iii. To enable candidates understand techniques for profitable agroforestry

(c) Course Learning Outcomes:
By the end of the course, the learner will be able to:
i. Propagate different species of trees
ii. Start and manage a commercial nursery project
iii. Contribute to conserving the environment
iv. Practice commercial tree farming

(d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trees and environment</td>
<td>10</td>
</tr>
<tr>
<td>Commercial tree farming process</td>
<td>30</td>
</tr>
<tr>
<td>Commercial tree propagation practices</td>
<td>20</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by lectures, demonstrations, and guided discovery

(f) Course assessment
Assessment shall be by progressive assessment (40%) and final examination (60%)

(g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

TE 1205 Technology and Enterprise Teaching Methods (3 CU)

(a) Course Description
This course is meant to prepare student-teachers on teaching the Technology and Enterprise learning area. It will cover several aspects related to the different methods used in preparing, teaching and assessing Technology and Enterprise. It covers the systematic processes a teacher has to go through in order to deliver good Technology and Enterprise content.
b) **Course Objectives**  
The objectives of the course are to:-
   i. To equip trainees with skills to prepare for courses in the area of Technology and Enterprize  
   ii. To equip trainees with skills in delivering Technology and Enterprize courses  
   iii. To equip trainees with skills and assess Technology and Enterprize courses.

c) **Course Learning outcomes**  
By the end of this course, learners should be able to:-
   i. Present very good lesson to the peers in Technology and Enterprise  
   ii. Set standard test and prepare the corresponding accurate marking guide for assessment

d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education concepts of Technology and Enterprize</td>
<td>5</td>
</tr>
<tr>
<td>Preparations and choice of material</td>
<td>5</td>
</tr>
<tr>
<td>Preparation for Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Class management</td>
<td>10</td>
</tr>
<tr>
<td>Assessment</td>
<td>15</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**  
Delivery shall be by lectures, demonstrations, and guided discovery

f) **Course assessment**  
Assessment shall be by progressive assessment that shall constitute at least two assignments (40% of final mark) and final examination (60%)

g) **Course Teaching materials**  
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**TE 2101 Animal Husbandry (3 CU)**

a) **Course Description**  
This course covers the rearing of livestock as an enterprise. It enables the learner to acquire skills and scientific knowledge of practicing modern livestock farming as a full time noble occupation.

b) **Course Objectives**  
The objectives of the course are;
   i. To equip learners with skills of rearing animals  
   ii. To equip the learners with skills of detecting animal diseases  
   iii. To enable the learner optimize returns from animal production
(c) **Learning outcome**
By the end of the course, the learners shall be able to;

i. Apply modern livestock farming practices
ii. Rear a variety of livestock
iii. Minimize farm losses
iv. Market livestock products

(d) **Course outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef production</td>
<td>7</td>
</tr>
<tr>
<td>diary production</td>
<td>7</td>
</tr>
<tr>
<td>Poultry production</td>
<td>11</td>
</tr>
<tr>
<td>Small ruminant production</td>
<td>10</td>
</tr>
<tr>
<td>Pig production</td>
<td>9</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery shall be by Lectures, Discussion, Guided discovery and Demonstration

(f) **Course assessment**
Assessment shall by progressive assessment (40%) and final examination (60%)

g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

**TE 2102 Quality Standards in Production (3 CU)**

(a) **Course Description**
This course enables learners to acquire systematic approaches to all aspects of product safety from raw material processing to end product. The course is complimentary with other quality management systems and product standards. It covers corrective and preventive approaches from solely retrospective end product testing.

(b) **Course Objectives**
The objectives of the course are;

i. To enable the learner understand the processes and principles of quality management
ii. To highlight common product standards to the learner
iii. To equip the learner with skills of product testing

(c) **Learning Outcome**
By the end of the course, learners will be able to:

i. Apply standards while processing different products
ii. Produce quality safe products
iii. Promote safety at work
iv. Apply clean production principles safeguarding the environment
(d) **Course outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazard analysis and critical control programme in food processing</td>
<td>15</td>
</tr>
<tr>
<td>The code of practice for hygiene in the food and drink manufacturing industry</td>
<td>10</td>
</tr>
<tr>
<td>Food additives, fortification and good manufacturing practices</td>
<td>10</td>
</tr>
<tr>
<td>Occupational health practices and safety in places of work</td>
<td>10</td>
</tr>
</tbody>
</table>

(e) **Course delivery methods.**

Delivery shall be by lectures, guided discovery and demonstration

(f) **Course assessment**

Assessment shall be by progressive assessment (tests and assignments) catering for 40% as well as final examination catering for 60% of the final score.

(g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

---

**TE 2103 Soap and Detergents (3 CU)**

(a) **Course Description**

The course covers the manufacture of different types and grades of soap and detergents for domestic, human body care and industrial applications. The knowledge and skills of extracting and preparing oils and fatty raw material for soap making will be acquired. It also enables the learner to be innovative and critical thinkers in harnessing natural and other resources.

(b) **Course Objectives**

The objectives of the course are to equip students with skills to;

1. Make quality soap and detergents
2. Prepare raw materials for soap production
3. Test and analyse soap/detergent products

(c) **Course Learning Outcomes**

By the end of this course the learner will be able to;

1. Make quality soap and detergents from first principles
2. Process and prepare raw material used in the manufacture of soap products
3. Test and analyse soap and detergent products
4. Utilize waste water from soap making process
5. Protect the environment from waste water

(d) **Course outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw material for soap making</td>
<td>5</td>
</tr>
<tr>
<td>Technology of soap manufacturing</td>
<td>10</td>
</tr>
<tr>
<td>Technology of manufacturing synthetic detergents</td>
<td>10</td>
</tr>
<tr>
<td>Management of soap and detergents factories.</td>
<td>20</td>
</tr>
</tbody>
</table>
e) **Course delivery methods.**
Delivery is by lectures, demonstration and guided discovery.

(f) **Course assessment**
Assessment shall be by progressive assessment (tests and assignments) constituting of 40% and final examinations constituting of 60% of the final score.

(g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

## TE 2202 Waste Management (3 CU)

(a) **Course Description:**
The course covers ways of effectively managing different waste material from domestic, agricultural, industrial to institutional wastes. The possible negative effects to the environment are minimised while the benefits are maximised.

(b) **Course Objectives**
The objectives of the course are;

1. To equip learners with skills to minimize the negative effects of the wastes
2. To equip learners with skills to maximize benefits from wastes

(c) **Learning outcome**
By the end of this course, the learner will be able to:

1. Productively utilize agricultural wastes
2. Conserve a pollution free environment
3. Plan and safely dispose dangerous free wastes into the environment
4. Convert domestic, industrial and institutional wastes into useful resources

(d) **Course outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural wastes</td>
<td>15</td>
</tr>
<tr>
<td>Domestic solid waste</td>
<td>15</td>
</tr>
<tr>
<td>Institutional and industrial waste</td>
<td>15</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**
Delivery shall be by lectures, demonstration and guided discovery.

(f) **Course assessment**
Assessment shall be by progressive assessment (40%) and final examination (60%)

(g) **Course Teaching materials**
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
TE 2203 Engineering and Mechanization (3 CU)

(a) Course Description
This course covers a wide range of farm machines and tools and equipment. It includes acquiring knowledge and skills of fabricating small scale food and non food processing machine units.

(b) Course Objectives
The objectives of the course are;
- To highlight the concept of mechanization
- To enable candidates understand the role of mechanization
- To equip the candidate with skills to fabricate basic tools

(c) Course Learning Outcomes
By the end of the course, learners should be able to:
- Explain appropriate machinery needed in different areas at the farm
- Utilize the sources of power for machinery
- Use workshop tools and fabricate simple machine units

(d) Course Outline

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>The concept of Mechanization</td>
<td>5</td>
</tr>
<tr>
<td>Forms of Mechanisation</td>
<td>10</td>
</tr>
<tr>
<td>Farm machinery, tools and equipment</td>
<td>5</td>
</tr>
<tr>
<td>Food grade machinery, tools and equipment</td>
<td>10</td>
</tr>
<tr>
<td>Common workshop tools, equipment and machinery</td>
<td>8</td>
</tr>
<tr>
<td>Workshop practice including CAD</td>
<td>7</td>
</tr>
</tbody>
</table>

e) Course delivery methods.
Delivery shall be by lectures, demonstration, guided discovery and research.

(f) Course assessment
Assessment shall be by progressive assessment (40%) and final examination (60%)

(g) Course Teaching materials
Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.

TE 2204 Food Processing (3 CU)

(a) Course Description
The course enables learners to undertake commercial food processing. It also covers food preparation and serving, food security, safety and storage. It equips learners with wide knowledge and skills in processing a variety of food products, packaging and labeling.
(b) **Course Objectives**

The objectives of the course are;

i. To equip learners with skills in food hygiene
ii. To equip learners with skills in food preservation and processing
iii. To equip learners with practices of food packaging and labeling

(c) **Course Learning Outcome**

By the end of this course, the learner will be able to:

i. Know the importance of use basic food additives
ii. Process and add value to food raw material
iii. Pack and package processed food
iv. Prepare and serve food
v. Apply quality standards, good hygiene and manufacturing practices in food processing.

(d) **Course Outline**

<table>
<thead>
<tr>
<th>Topic</th>
<th>CH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edible vegetable oils, spices and oleoresins of spices</td>
<td>10</td>
</tr>
<tr>
<td>Malts, malting cereals and fermenting cereals and fruits</td>
<td>10</td>
</tr>
<tr>
<td>Fruits and vegetable processing</td>
<td>10</td>
</tr>
<tr>
<td>Cereal flour technology and bakery</td>
<td>15</td>
</tr>
</tbody>
</table>

e) **Course delivery methods.**

Delivery shall be by discussion, guided discovery, lectures and demonstration

(f) **Course assessment**

Assessment shall be by progressive assessment (tests and assignments) constituting 40% and final examination constituting 60% of the final score.

g) **Course Teaching materials**

Learning material for this course, teachers should refer to the list of learning resources presented by CURASSE and other resources relevant for teacher training.
CHAPTER SEVEN:
CONCLUSIONS AND RECOMMENDATIONS

7.1  Conclusions

7.1.1. The curriculum review attests to the existence of a number of challenges posed by the existing Secondary Teacher Education curriculum. These challenges are at policy, institutional and management levels. At policy level for example, the existing curriculum was developed long before the current policy frameworks like the Vision 2040 were put in place.

7.1.2. The secondary Teacher Education sector level has been a largely neglected area of government reform for some time. There are more reforms that have been undertaken at the primary and university level as compared to the secondary level including the teacher training institutions whose outputs directly feed into the secondary sector.

7.1.3. There are still financing challenges for the teacher training institutions in the country and this continually affects the institutions from effectively executing their mandates. The infrastructure and leadership capacity has not been given due attention.

7.1.4. There is lack of a central body responsible for examination management of the NTC and other secondary education teacher training institutions. The primary level has the Uganda National Examinations Board, the vocational sector has the Business, Technical and Examinations Board and the university sector has the regulator National Council for Higher Education. While Kyambogo University currently has the mandate of examining for this level, given its university status, it equally needs to be overseen by a neutral agency which can ensure compliance. There are currently coordination problems between the university and NTCs especially in terms of assessment of students and the timely release of student results.

7.1.5. There are a number of private sector institutions which have commendably continued to offer Diploma in secondary Education alongside the Public Institutions. There is however no incentive given to such private institutions in their complimentary efforts to those of government.

7.1.6. There is currently lack of an overarching easily accessible central curriculum document that can be referred to by all secondary teacher education institutions. This has created the perception among some stakeholders that the NTC’s do not have a curriculum.

7.1.7. There is in existence an elaborate legal and institutional framework necessary to facilitate the harmonization of the lower secondary education curriculum and the curriculum of Secondary Teacher education institutions. This framework is supported by the commitment of key stakeholders and development partners.

7.1.8. The revised lower secondary curriculum under CURRASE has not yet been fully appreciated by some stakeholders and there are still some pockets of resistance against the reform initiative. Particular areas like science and religious education are more sentimental as compared to other learning areas and the sentiments point to lack of adequate consultation or awareness by the Ministry and the National Curriculum Development Centre.

7.1.9. There are global, regional and country forces that necessitates the need to reform the secondary education sector. The urge to produce students with required competences and skills that fit the 21st century expectations is an overarching demand at all levels.
7.1.10. There is demonstrable will by development partners to support the secondary education reform initiatives as well as the harmonization systems with the secondary education. Government resolve to tap into this commitment at all levels is an issue that has not yet received consensus.

7.2 Recommendations

7.2.1 The ministry should establish a multi-disciplinary steering committee to oversee the reform process of the curriculum and the first task of such a committee will be to set appropriate foundations upon which the curriculum change, implementation and review will be constructed.

7.2.2 There is a need for the Ministry and Government to design a secondary/NTC education system that will interact with other government systems, particularly financial systems, central and local governments, and public service. The harmonized curriculum calls for a coherent system of standards and performance monitoring, which should be implemented within actual logistical and resource constraints of government.

7.2.3 Government should maximize access, improve equity and protect quality with improved management and efficiency through:
(i) increased resource allocation for secondary expansion,
(ii) reforming teacher deployment and utilization practices,
(iii) plans for the provision of an initial stock of textbooks and instructional materials,
(iv) provision of support for DES students in non-government schools, and
(v) rehabilitation of existing facilities, and construction of new facilities in National Teachers Colleges.

7.2.4 There is need for specific operational and policy decisions that will need to be undertaken. Firstly, commission a study to solidly identify the profile of the tutors for the DES must be clearly defined. The nature of the key skills and competences to be developed by the curriculum can then be defined and knowledge areas identified. Secondly, a capacity building strategy will need to be developed and financed effectively.

7.2.5 There is a need to establish a specific regulatory body or central examination agency for the Secondary Teacher Education sector in the country. This should be modelled around the NCHE and UBTEB model.
Bibliography


Appendices

1. Terms of reference for Curriculum Outline Write’s Panel
2. List of documents Reviewed
3. Costed implementation plan
4. Workshop Reports
Disclaimer Statement

The views and opinions expressed in this report are those of the authors and do not necessarily reflect the official policy or position of the Belgian Development Agency, the Belgian Development Cooperation.be or the Ugandan Ministry of Education and Sports.