

# **COMMISSION FOR HIGHER EDUCATION**

## **Credit Accumulation and Transfer System Education – Primary Undergraduate**

**June 2012**

**CREDIT ACCUMULATION AND TRANSFER SYSTEM**  
**EDUCATION – PRIMARY**

Commission for Higher Education

Nairobi, Kenya, June 2012

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Commission for Higher Education (CHE)

P O Box 54999 -00200

NAIROBI, KENYA

Tel. No. +254-20-7205000, +254 -20-2021151, Fax No. +254 – 20- 2021172

Website: [www.che.or.ke](http://www.che.or.ke)

## TABLE OF CONTENT

1.0	FORWORD.....	ii
2.0	INTRODUCTION .....	3
2.1	OVERALL GOAL OF PROGRAMME .....	3
2.2	PROGRAMME LEARNING OUTCOMES (PLO). ....	3
2.3	SPECIALIZATION LEARNING OUTCOMES .....	3
2.4	ADMISSION REQUIREMENTS.....	4
2.5	PROGAMME DURATION AND STRUCTURE.....	5
2.6	CREDIT TRANSFER.....	6
2.7	TEACHING METHODS .....	6
2.8	GRADING OF COURSES .....	7
2.9	AWARD OF DEGREE.....	7
2.10	SUBJECT CLUSTERS.....	7
2.11	EDUCATION UNITS .....	8
2.12	SUMMARY OF THE COURSES OFFERED IN B.ED (PRIMARY) .....	8
2.13	CORE EDUCATION COURSES MATRIX.....	14
2.14	2.4 CLUSTER SUBJECT LEARNING OUTCOMES.....	15
3.0	COURSE DESCRIPTION .....	22
3.1	EDUCATION COURSES .....	22
3.2	SUBJECT METHODS .....	39
3.3	SCIENCE CLUSTER SUBJECTS .....	45
3.4	MATHEMATICS COURSES .....	73
3.5	ENGLISH COURSES .....	98
3.6	KISWAHILI COURSE.....	124
3.7	SOCIAL STUDIES.....	151
3.8	APPLIED SUBJECTS .....	178

## 1.0 FORWARD

In the last twenty years, Kenya has witnessed rapid expansion of university education as a result of establishment of new and private universities. Consequently, universities developed many academic programmes with some having similar contents, but taught under different names. Overtime this scenario brought challenges. Employers started to question the names and similarities associated with some programmes and secondly students could not transfer credits in the related programmes from one institution to another. This problem is common to all member states of the East African Common market.

To address this problem the Higher education regulatory bodies of East African community member states, namely Commission for Higher Education (CHE) Kenya, National Council for Higher Education (NCHE) Uganda and Tanzania Commission for Universities (TCU) started the Credit Accumulation and Transfer System (CATS) project. The project was funded by Rockefeller Foundation. During this phase of the project, minimum core requirements in Human Medicine, Engineering, Basic Sciences and Agriculture were developed. After this phase it was decided that each country proceeds with the project by developing minimum core requirements in other fields of study in higher education.

During phase two of the project in Kenya, core requirements in the field of Business Studies and Information/Computer science were developed.

Phase three of the project comprised the development of core requirements in the field of Education. Experts from the universities that offer Bachelor of Education degree programmes were invited by the Commission to develop the minimum core requirements. Universities offering these programmes are expected to implement them and to provide feedback to the Commission for further refinements.

The Commission is committed to CATS project in the development of minimum core requirements in the various fields of study offered by higher education institutions in the country. The objective of the CATS project is to facilitate the mobility of students within institutions and ensure programme integration and harmonization of higher education landscape in Kenya and to serve as input into the National Qualifications Framework. The success of CATs project in Kenya is dependent on the cooperation between the Universities offering the fields of study and the Commission for Higher Education for coordination.

*Prof Everett M Standa, MBS  
Commission Secretary/CEO  
Commission for Higher Education  
Nairobi. Kenya*

## **2.0 INTRODUCTION**

This programme shall be called a Bachelor of Education (Primary). It provides a professional qualification for graduates seeking accreditation as primary school teachers and Tutors for primary Teacher College. It prepares candidates to work in the area of administration and management, Quality Assurance and Standards, Non Governmental Organisations and as a social worker. The programme is structured to provide the students with professional foundation in the theory and practice of education as reflected in the world changing trends and in keeping with the new constitution of Kenya and vision 2030 and Kenya's Educational Framework.

### **GROUP MEMBERS**

Professor Jackson Kitetu- Kabarak University

Dr. Milcah Ajuoga- Daystar University

Mrs Jane Githinji- Kenyatta University

Dr. Patricia Wambugu- Egerton University

Dr Lydia Kinuthia- Egerton University

Mr Timothy Arege- Catholic University

### **2.1 OVERALL GOAL OF PROGRAMME**

The BEd Primary Programme aims to provide education graduates with knowledge skills and attitudes to take on appropriate professional position in Education upon graduation, for employment and development to enhance individual well being and growth in leadership or pursue research in the field.

### **2.2 PROGRAMME LEARNING OUTCOMES (PLO).**

A graduate of Bachelor of Education Primary programme should be able to:

1. Utilize the various foundations of Primary Education
2. Plan and implement appropriate programmes for primary school learners
3. Design, develop, implement and evaluate primary school curricula
4. Apply appropriate teaching methods in primary school
5. Plan, utilize and manage resources in learning institutions

### **2.3 SPECIALIZATION LEARNING OUTCOMES**

1. A graduate in Primary Education Science specialization area should be able to:

- a) Demonstrate theoretical and practical skills in physics, Chemistry, Biology and Agriculture to enable him/her engage in gainful self fulfillment

- b) Effectively teach in primary schools and teacher training colleges
  - c) Handle, improvise and maintain basic and modern equipments in teaching; research and quality control laboratories.
2. A graduate in Primary Education Social studies specialization area should be able to:
- a) Demonstrate theoretical and practical skills in Geography, History and religious education to enable him/her engage in gainful self fulfillment
  - b) Effectively teach in primary schools and teacher training colleges
  - c) Handle, improvise and maintain basic and modern equipments in teaching and research
3. A graduate in Primary Education Mathematics specialization area should be able to:
- a) Demonstrate theoretical and practical skills in Mathematics to enable him/her engage in gainful self fulfillment
  - b) Effectively teach in primary schools and teacher training colleges
  - c) Handle, improvise and maintain basic and modern equipments in teaching and research
4. A graduate in Primary Education Languages specialization area should be able to:
- a) Demonstrate theoretical and practical skills in English and Kiswahili to enable him/her engage in gainful self fulfillment
  - b) Effectively teach in primary schools and teacher training colleges
  - c) Handle, improvise and maintain basic and modern equipments in teaching; research and quality control laboratories.
5. A graduate in Primary Education Applied subject specialization area should be able to:
- a) Demonstrate theoretical and practical skills in Home Science, Music, Art & Design and Physical Education to enable him/her engage in gainful self fulfillment
  - b) Effectively teach in primary schools and teacher training colleges
  - c) Handle, improvise and maintain basic and modern equipments in teaching; research and quality control laboratories.

## **2.4 ADMISSION REQUIREMENTS**

To obtain admission for this course a candidate must satisfy one of the following requirements:

- a) Be a holder of KCSE at least C+ (plus) aggregate and C+ (plus) in the subjects of specialization. For those taking sciences courses a minimum of C (plain) in mathematics is a requirement.

**OR**

- b) Be a holder of KACE certificate with minimum of two principal passes and one subsidiary pass or its equivalent.

**OR**

- c) Be a holder of Diploma in primary education from institutions recognized by C.H.E. For those who have attained a credit and above, they will be admitted at second year of study while those with a pass will be admitted at first year level at the university.

**OR**

- d) Be a holder of Primary Teacher Education P1 certificate with an average of C in KCSE or its equivalent.

## 2.5 PROGRAMME DURATION AND STRUCTURE

### Definitions

For purposes of this programme, the following definitions apply:

- *Lecture hour:* A lecture hour is equivalent to one (1) contact hour of lecture or two (2) hours of tutorial or three (3) hours of practical work.
- *Credit hour:* A credit hour is equivalent to one (1) lecture hour per week for a minimum of fifteen (15) weeks of teaching.
- *Course unit:* A course unit is equivalent to three (3) credit hours which is equivalent to forty five (45) lecture hours.
- *School term:* Is as defined by the Ministry of Education.

### Duration

- The course shall be offered in terms of units
- The minimum number of units for the programme is 51, which is equivalent to 2295 lecture hours.

LEVELS	Number of core Education Courses	Number of 1 <sup>st</sup> Teaching cluster Courses	Number of 2 <sup>nd</sup> Teaching cluster Courses	Total Number of Courses	Credit hours (3 credit hours per course)	Lecture hours (15 per credit hour)
<b>1</b>	4	4	4	12	36	540
<b>2</b>	4	8	-	12	36	540
<b>3</b>	5	8	-	13	42	630
Teaching Practice	2	-	-	2	36	90
<b>4</b>	4	8	-	12	6	540
<b>TOTAL</b>	<b>19</b>	<b>28</b>	<b>4</b>	<b>51</b>	<b>153</b>	<b>2295</b>

Every student must undertake teaching practice for a full school term at the end of the third academic year

## **2.6 CREDIT TRANSFER**

- a) Credits are transferable within 5 years of obtaining the results.
- b) To qualify for transfer from one university to another, a student must have attained at least a cumulative grade C or GPA of 2.0 on a GPA scale of 1 to 4.
- c) Credit transfer can only be granted to a registered student of the university he or she is transferring from.
- d) The student records will only be communicated between the universities officially.
- e) Where a transfer is granted, the student must take a minimum of 52% of the units at the university they will graduate from.
- f) The student must undertake teaching practice under the university he or she intends to graduate from.
- g) The student must undertake all third year and fourth year courses in the university he or she intends to graduate from.
- h) Where a student is to transfer a course with a pre-requisite, such pre-requisite must have been covered in the university where the student is transferring from.
- i) The student will be required to transfer all the credits attained in the university where the student is transferring from.
- j)

## **2.7 TEACHING METHODS**

The following are suggested teaching methods that could be applied to the Education programme:

Lecture, lecture-discussion, demonstration/modeling, panel of experts, case studies, discussion, discovery learning, brainstorming, co-operative learning, role play, small group discussion, problem-solving, heuristic method, experimentation, simulation, group work, directed reading, research, practicum, excursions/site visits/field trips, tutorials, internet search, project



## 2.8 GRADING OF COURSES

Each unit is graded out 100 marks and the pass mark is 40. The marks are translated into letter grades and GPA as follows:

Mark	Grade	GPA
70% and above	A	4.00
60% to < 70%	B	3.00
50% to < 60%	C	2.00
40% to < 50%	D	1.00
Below 40%	F	0.00

## 2.9 AWARD OF DEGREE

To qualify for the award of B.Ed degree in primary education, a candidate shall complete 51 units except where credit waiver is awarded.

The Degree will be classified as follows, based on the Overall Average Mark:

Overall Average Mark	Degree Classification	G.P.A
70% and above	First Class Honours	3.70 – 4.00
60% to < 70%	Second Class Honours (Upper Division)	3.00 - 3.69
50% to < 60%	Second Class Honours (Lower Division)	2.50 - 2.99
40% to < 50%	Pass	2.00 - 2.49

## 2.10 SUBJECT CLUSTERS

- 1) Science ( Physics, Chemistry, Biology and Agriculture)
- 2) Mathematics
- 3) Social Studies ( History, Geography, Religious Studies and Business Studies)
- 4) English (English Language and Literature )

- 5) Kiswahili ( Lugha and Fasihi)
- 6) Applied Subjects( Art & Design, Music, Physical Education and Homescience)

A student shall take two cluster subjects in level 1 and then specialize in one cluster from level 2.

## **2.11 EDUCATION UNITS**

### **LEVEL 1**

- 1) History and Philosophy of Education
- 2) Educational Psychology
- 3) Sociology of Education and Comparative Education
- 4) Health Education

### **LEVEL 2**

- 1) Human Growth and Development
- 2) Curriculum Development
- 3) Educational Guidance and Counseling
- 4) General Teaching Methods

### **LEVEL 3**

- 1) Educational Media, Communication and Technology
- 2) Educational Measurement and Evaluation
- 3) Research Methods in Education
- 4) Subject Methods (Cluster 1 subject)
- 5) Subject Methods (Cluster 2 subject)
- 6) Teaching Practice

### **LEVEL 4**

- 1) Educational Policy and Management
- 2) Planning and Economics of Education
- 3) Environmental Education
- 4) Entrepreneurship Education

## **2.12 SUMMARY OF THE COURSES OFFERED IN B.ED (PRIMARY)**

### **2.12.1 Science &Agriculture**

#### **Level One**

#### **Science & Agriculture**

- 1) Classification of Living Things
- 2) Introduction to Inorganic Chemistry
- 3) Introduction to Properties of Matter
- 4) Introduction to Kenya's Agriculture

#### **Level 2**

1. Energy and Machines
2. Introduction to Thermal Physics
3. Morphology of Plants and Animals
4. Structure and Bonding
5. Plant and Animal Nutrition
6. Chemical Families
7. Principles of Crop Production
8. Crop Production Practices

### **Level 3**

- 1) Principles of Livestock Production
- 2) Reproduction in Plants and Animals
- 3) Mechanics
- 4) Soil Science and Water Conservation
- 5) Introduction to Physical Chemistry
- 6) Optics and Waves
- 7) Gas Exchange , Excretion and Transport in Plants and Animals
- 8) Thermo Chemistry and Electro Chemistry

### **Level 4**

- 1) Livestock production practices
- 2) Chemical Thermodynamics
- 3) Electricity and Magnetism
- 4) Response to Stimuli and Co-ordination
- 5) Farm Tools, Equipment and Farm Structures
- 6) Introduction to Electronics.
- 7) Introduction to Genetics
- 8) Organic Chemistry

## **2.12.2 Mathematics**

### **Level 1**

- 1) Basic Mathematical concepts
- 2) Basic Algebra
- 3) Basic Calculus
- 4) Business Mathematics

### **Level 2**

- 1) Geometry
- 2) Basic Mathematics
- 3) Introduction to statistics

- 4) Introduction to probability
- 5) Analytic Geometry
- 6) Linear Algebra
- 7) Vectors and Mechanics
- 8) Calculus

### **Level 3**

- 1) Vector Analysis
- 2) Algebra
- 3) Probability and Statistics
- 4) Real Analysis
- 5) Complex Analysis
- 6) Calculus for Functions of several variables
- 7) Advanced Linear Algebra

### **Level 4**

- 1) Ordinary Differential Equations
- 2) Topology
- 3) Sampling Methods
- 4) Partial Differential Equations
- 5) Numerical Analysis
- 6) Measure Theory
- 7) Advanced Algebra
- 8) Testing Hypothesis

## **2.12.3 English**

### **Level 1**

- 1) Language Education
- 2) Introduction to Language
- 3) Introduction to General Linguistics
- 4) Introduction to Literature and Literary Approach

### **Level 2**

- 1) Phonetics and Phonology of English
- 2) Grammatical Structures of English

- 3) Communication and Language use in English
- 4) Introduction to the History of English
- 5) Literature Fiction and Non- Fiction
- 6) Language and society
- 7) Theory and literature criticism
- 8) Language Acquisition

### **Level 3**

- 1) Language and Style
- 2) Theory and Methods of Orature
- 3) Discourse and Textual Analysis
- 4) Morphology and Syntax
- 5) Modern African poetry and Drama
- 6) Children Literature
- 7) Translation and Interpretation
- 8) Historical and comparative Linguistics

### **Level 4**

- 1) Creative Writing
- 2) Aspects of Grammatical Analysis in English
- 3) Semantics and Pragmatics in English
- 4) Regional Literature : East African Literature
- 5) Theatre Skills
- 6) Literature and Gender
- 7) Drama in Education
- 8) Advanced Description of Modern English

#### **2.12.4 Kiswahili**

### **Level 1**

- 1) Misingi ya Lugha
- 2) Misingi ya Fasihi
- 3) Sarufi ya Kiswahili
- 4) Mbinu za mawasiliano katika Kiswahili

### **Level 2**

- 1) Fonetiki na Fonolojia ya Kiswahili
- 2) Fasihi ya Watoto
- 3) Upataji Lugha
- 4) Hadithi Fupi ya Kiswahili
- 5) Historia ya Kiswahili

- 6) Fasihi Simulizi
- 7) Uandishi Bunifu
- 8) Tafsiri na Fasiri

### **Level 3**

- 1) Isimu-Jamii
- 2) Mofolojia ya Kiswahili
- 3) Riwaya ya Kiswahili
- 4) Ushairi wa Kiswahili
- 5) Lugha na Mtindo
- 6) Sintaksia ya Kiswahili
- 7) Fasihi ya Vijana
- 8) Maigizo

### **Level 4**

- 1) Semantiki na Pragmatiki
- 2) Maandishi ya Kale ya Kiswahili
- 3) Michezo ya Kuigiza Katika Elimu
- 4) Uchanganuzi Matini
- 5) Tamthilia ya Kiswahili
- 6) Isimunafsia
- 7) Fasihi na Mazingira
- 8) Nadharia za Uhakiki wa Fasihi

## **2.12.5 Social Studies**

### **Level 1**

- 1) Family and Community Education
- 2) Introduction to Business Education
- 3) Human Population
- 4) Introduction to Religious Education

### **Level 2**

- 1) Political Development and Systems in Kenya
- 2) Religious Beliefs and Practices
- 3) Education for Citizenship
- 4) Physical Environment
- 5) Character Building
- 6) Business Studies for Primary Education
- 7) Demand and supply
- 8) Natural Resources

### **Level 3**

- 1) Political Development and Systems outside Kenya
- 2) Agriculture and Pastoralism.
- 3) Trade
- 4) Contemporary Social Issues
- 5) Entrepreneurship Development
- 6) Human and Economic Activities
- 7) Salvation history and new religious movement
- 8) Themes in African History

### **Level 4**

- 1) Transport and communication
- 2) Social change and Development
- 3) Industrial Development
- 4) Practical thinking skills
- 5) Urbanisation.
- 6) Economic Accounting
- 7) Christian response to contemporary issues
- 8) Principles of management

## **2.12.6 Applied Subjects**

### **Level 1**

- 1) Introduction to Homescience
- 2) Physical and Health Education
- 3) Creative Art Education
- 4) Music in Childhood

### **Level 2**

- 1) Art/Design Appreciation
- 2) Creative Arts and Crafts
- 3) Physical Education in Children
- 4) Sports Facilities and Equipment
- 5) Foundations of Music Education
- 6) Teaching and Learning Resources for Music
- 7) Human Nutrition
- 8) Introduction to Clothing Construction

### Level 3

- 1) Drawing and Illustrations
- 2) Surface Decoration Techniques
- 3) Theory of Music
- 4) East African Music and Dance
- 5) Lawn Tennis and First Aid/life saving
- 6) Ball games, Swimming, Hockey and Athletics
- 7) Meal planning and Food Preparation for the Family
- 8) Principles of Apparel Construction

### Level 4

- 1) Multimedia Crafts
- 2) Creative Project
- 3) Music and other Arts in Africa
- 4) Conducting and Professional Ethics in Music
- 5) Recreation, Leisure and the Environment
- 6) Principles of Training and Exercise Prescription for Children
- 7) Community Nutrition and Nutritional Management of Diseases
- 8) Garment Pattern Designing

## 2.13 CORE EDUCATION COURSES MATRIX

Each course (except teaching subject methods and teaching practice) shall consist of three (3) credit hours, an equivalent to forty five (45) lecture hours.

Expected Programme Learning Outcomes	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	Courses	Courses	Courses	Courses
1. Utilize the various Primary of Education	<ul style="list-style-type: none"><li>History and Philosophy of Education</li><li>Sociology of Education and Comparative Education</li></ul>			
2. Plan and implement	<ul style="list-style-type: none"><li>Educational</li></ul>	<ul style="list-style-type: none"><li>Human Growth and</li></ul>		



<b>appropriate programmes for primary school learners</b>	Psychology <ul style="list-style-type: none"> <li>• Health Education</li> </ul>	development <ul style="list-style-type: none"> <li>• Educational Guidance and Counseling</li> </ul>		
<b>3.Design, develop, implement and evaluate primary school curricula</b>		<ul style="list-style-type: none"> <li>• Curriculum Development</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Measurement and Evaluation</li> </ul>	
<b>4.Apply appropriate teaching methods primary school</b>		<ul style="list-style-type: none"> <li>• General Teaching Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Methods (two teaching cluster subjects)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Practice (This is a field course that is equivalent to 2 courses)</li> </ul>
<b>5. Plan, utilize and manage resources in learning institutions</b>			<ul style="list-style-type: none"> <li>• Educational Media, Communication &amp; Technology</li> <li>• Research Methods in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Policy and Management</li> <li>• Planning and economics of Education</li> <li>• Environmental Education</li> <li>• Entrepreneurship Education</li> </ul>

## 2.14 CLUSTER SUBJECT LEARNING OUTCOMES

<b>CLUSTER SUBJECT LEARNING OUTCOMES- SCIENCE&amp; AGRICULTURE</b>	Year 1	Year 2	Year 3	Year 4
	Courses	Courses	Courses	Courses
<b>SLO1</b> Demonstrate theoretical and practical skills in physics, Chemistry, Biology and Agriculture to enable him/her engage in gainful self fulfillment	<ul style="list-style-type: none"> <li>• Classification of Living Things</li> <li>• Introduction to Inorganic Chemistry</li> <li>• Introduction to</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Kenya's Agriculture</li> <li>• Morphology of Plants and Animals</li> <li>• Structure and</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Livestock Production</li> <li>• Reproduction in Plants and Animals</li> <li>• Gas</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Electronics.</li> </ul>

	Properties of Matter	Bonding <ul style="list-style-type: none"> <li>• Plant and Animal Nutrition</li> <li>• Energy and Machines</li> <li>• Chemical Family</li> <li>• Introduction to Thermal Physics</li> <li>• Principles of Crop Production</li> </ul>	Exchange, Excretion and Transport in Plants and Animals <ul style="list-style-type: none"> <li>• Crop Production Practices</li> </ul>	
SLO2 Develop competences in the subject area in pursuing further Education			<ul style="list-style-type: none"> <li>• Thermo Chemistry and Electro Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Response to Stimuli and Co-ordination</li> <li>• Livestock production practices</li> <li>• Chemical Thermodynamic</li> <li>• Electricity and Magnetism</li> </ul>
SLO3 Handle, improvise and maintain basic and modern equipments in teaching; research and quality control laboratories.			<ul style="list-style-type: none"> <li>• Personal Hygiene and Environmental Health</li> <li>• Mechanics</li> <li>• Introduction to Physical</li> </ul>	<ul style="list-style-type: none"> <li>• Farm Tools, Equipment and Farm Structures</li> </ul>

			Chemistry	
			• Optics and Waves	

CLUSTER SUBJECT LEARNING OUTCOMES-SOCIAL STUDIES	Year 1	Year 2	Year 3	Year 4
	Courses	Courses	Courses	Courses
<p>SLO1</p> <p>Demonstrate theoretical and practical skills in Geography, History and religious education to enable him/her engage in gainful self fulfillment</p>	<ul style="list-style-type: none"> <li>Family and Community Education</li> </ul> <p>Introduction to Human Ecology</p> <p>Human Population</p>	<ul style="list-style-type: none"> <li>Political Development and Systems in Kenya</li> <li>Education for Citizenship</li> <li>Religious Beliefs and Practices</li> <li>Character Building</li> </ul>		<ul style="list-style-type: none"> <li>Economic Accounting</li> </ul>
<p>SLO2</p> <p>Develop competences in the subject area in pursuing further Education</p>			<ul style="list-style-type: none"> <li>Contemporary Social Issue</li> <li>Political Development and Systems outside Kenya</li> </ul>	<ul style="list-style-type: none"> <li>Practical Thinking Skills</li> <li>Social change and Development</li> <li>Urbanisation.</li> </ul>
<p>SLO3</p> <p>Handle, improvise and maintain basic and modern equipments in teaching and research</p>				

		<ul style="list-style-type: none"> <li>• Natural Resources</li> <li>• Physical Environment</li> <li>• Culture and Social Services</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Arts and Crafts</li> <li>• Entrepreneurship Development</li> <li>• Agriculture and Pastoralism</li> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>• Transport and communication</li> <li>• Industrial Development</li> </ul>
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CLUSTER SUBJECT LEARNING OUTCOMES-MATHEMATICS	Year 1	Year 2	Year 3	Year 4
	Courses			
<p>SLO1</p> <p>Demonstrate theoretical and practical skills in Mathematics to enable him/her engage in gainful self fulfillment</p>	<ul style="list-style-type: none"> <li>• Geometry</li> <li>• Basic Algebra</li> <li>• Basic Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Business Mathematics</li> <li>• Basic Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory Statistics</li> </ul>	
<p>SLO2</p> <p>Develop competences in the subject area in pursuing further Education</p>		<ul style="list-style-type: none"> <li>• Statistics and Probability</li> <li>• Geometry and Linear Algebra</li> <li>• Differential Calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Vector and Mechanics</li> <li>• Integral Calculus</li> <li>• Probability and Statistics (Derived distribution)</li> <li>• Linear Algebra</li> <li>• Vector</li> </ul>	<ul style="list-style-type: none"> <li>• Sampling Method</li> </ul>

			Analysis	
<p>SLO3</p> <p>Handle, improvise and maintain basic and modern equipments in teaching and research</p>				<ul style="list-style-type: none"> <li>• Ordinary Differential Equations</li> <li>• Complex Analysis</li> <li>• Numerical Analysis</li> </ul>

CLUSTER SUBJECT LEARNING OUTCOMES- LANGUAGES	Year 1	Year 2	Year 3	Year 4
	Courses			
<p>SLO1</p> <p>Demonstrate theoretical and practical skills in English and Kiswahili to enable him/her engage in gainful self fulfillment</p>	<ul style="list-style-type: none"> <li>• Introduction to Language</li> <li>• Introduction to General Linguistics</li> <li>• Introduction to Literature and Literary Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Fonetiki na Fonolojia Kiswahili</li> <li>• Mbinu za Mawasiliano Katika Kiswahili</li> </ul>	<ul style="list-style-type: none"> <li>• Fafsiri na Fasiri</li> <li>• Uandishi Bunifu</li> </ul>	<ul style="list-style-type: none"> <li>• Maigizo</li> <li>• Michezo ya Kuigiza Katika Kiswahili</li> </ul>

	<ul style="list-style-type: none"> <li>• OR</li> <li>• Msingi ya Lugha</li> <li>• Fonetiki na Fonolojia</li> <li>• Misingi ya Fasihi</li> </ul>			
<p>SLO2</p> <p>Develop competences in the subject area in pursuing further Education</p>			<ul style="list-style-type: none"> <li>• Mofolojia na Sintaksia</li> <li>• Uchanganuzi Matini</li> <li>• Tamthilia ya Kiswahili</li> </ul>	<ul style="list-style-type: none"> <li>• Semantiki na Pragmatiki</li> <li>• Nadharia za Fasihi na Uhakiki</li> </ul>
<p>SLO3</p> <p>Handle, improvise and maintain basic and modern equipments in teaching; research and quality control laboratories</p>	<ul style="list-style-type: none"> <li>• Misingi ya Lugha</li> </ul>	<ul style="list-style-type: none"> <li>• Fonetiki na Fonolojia</li> </ul>	<ul style="list-style-type: none"> <li>• Tafsiri na Fasiri</li> </ul>	<ul style="list-style-type: none"> <li>• Maigizo</li> <li>• Michezo ya Kuigiza Katika Elimu</li> </ul>

CLUSTER SUBJECT LEARNING OUTCOMES- APPLIED SUBJECT	Year 1	Year 2	Year 3	Year 4
	Courses			
<p>SLO1</p> <p>Demonstrate theoretical and practical skills in Home Science, Music, Art &amp; Design and Physical Education to enable him/her engage in gainful self fulfillment</p>	<ul style="list-style-type: none"> <li>• Physical and Health Education</li> <li>• Creative Art Education</li> <li>• Music in childhood</li> </ul>	<ul style="list-style-type: none"> <li>• Art/Design Appreciation</li> <li>• Physical Education in Children</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and Illustrations</li> <li>• Surface Decoration Techniques</li> <li>• Lawn Tennis and First Aid/life saving</li> <li>• Ball games,</li> </ul>	

			Swimming, Hockey and Athletics	
			<ul style="list-style-type: none"> <li>• Principles of Apparel Construction</li> <li>• Kenyan Music and Dance</li> </ul>	
<p>SLO2</p> <p>Develop competences in the subject area in pursuing further Education</p>		<ul style="list-style-type: none"> <li>• Meal planning and Food Preparation for the Family</li> <li>• Theory of Music</li> </ul>		<ul style="list-style-type: none"> <li>• Community Nutrition and Nutritional Management of Diseases</li> <li>• Music and other Arts in Africa</li> </ul>
<p>SLO3</p> <p>Handle, improvise and maintain basic and modern equipments in teaching; research and quality control laboratories</p>		<ul style="list-style-type: none"> <li>• Teaching and Learning Resources for Music</li> <li>• Sports Facilities and Equipment</li> </ul>		<ul style="list-style-type: none"> <li>• Garment Pattern Designing</li> <li>• Multimedia crafts</li> <li>• Recreation, Leisure and the Environment</li> </ul>

### **3.0 COURSE DESCRIPTION**

#### **3.1 EDUCATION COURSES**

##### **EDUCATIONAL PSYCHOLOGY**

3 Credit Hours

##### **Course Purpose**

To introduce students to different stages of human development and their relation to education

##### **Expected Learning Outcomes**

1. At the end of this course, students should be able to:
2. Explain the role of psychology in education;
3. Discuss different developmental stages and their implication to education; and
4. Explain theories in psychology and their relationship to education.

##### **Course Content**

General human development; adolescence stage; Biological, social and cultural factors affecting human development; theories of learning; motivation; retention; and transfer of learning

##### **Learning and Teaching Methods**

Lectures, Discussions

##### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

##### **Course Texts**

David Messer (2000). Masterly Motivation in Early childhood education, Rout ledge.

Eggen, P. and Kauchak, D. (2003). Education psychology, Prentice Hall.

Mwamwenda, T. (1995). Education Psychology (2<sup>nd</sup> Ed). McGraw Hall publishers.



## **HISTORY AND PHILOSOPHY OF EDUCATION**

3 Credit Hours

### **Course Purpose**

To understand and appreciate the historical and philosophical foundations of education

### **Expected Learning Outcomes**

At the end of this course, Students should be able to:

1. Explain the role of history in education;
2. Identify the key players in the development of education;
3. Relate history of education to the present theory and practice in education;
4. Explain the relationship between philosophy and education;
5. Explain the need for a national philosophy of education; and
6. Discuss the different schools of philosophy and their impact on education.

### **Course Content**

Development of education in historical perspective; the emergency of states and influence on the development of education; education in the 19<sup>th</sup> and 20<sup>th</sup> centuries; study of selected educational thinkers; history of education in Kenya: pre-colonial to the present.

Introduction to philosophy of education; Values and education; education and democracy; philosophical foundation of education; application of philosophical theories to education; development of a national philosophy of education; the contribution of re-known philosophers to education

### **Learning and Teaching Methods**

Lectures, discussions

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous assessment tests	30%
Total	100%

### **Course Texts**

Brightman, S. (1951). Doing philosophy, Rinehart and Winston,

Brubacher, B. (1962). Philosophy and Education. Unwin publishers.

Durkheim E. (1951). Moral Education, Longman,

Curtis, J. (1968). Short history of Educational ideas, University tutorial press.

Mayer, F. (1973). A history of Educational thought. McGraw hill publishers.

Sifuna, D. and Otiende, J. (1994). An Introductory History of Education: Nairobi: University of Nairobi Press.

## **SOCIOLOGY OF EDUCATION AND COMPARATIVE EDUCATION**

3 Credit Hours

### **Course Purpose**

To equip students with knowledge on relationship between education and society for them to be able to compare different education systems in the world

### **Expected Learning Outcomes**

At the end of this course, students should be able to:

1. Explain the development of sociology of education;
2. Compare education systems from different parts of the world;
3. Acquire those skills and knowledge which are helpful to him/her in their adjustment to social situations;
4. Utilize the forces operating in social life with a view to developing capacity for social development.

## **Course Content**

School and society; sociology and sociology of education; socialization process and education; Sociological theories of education; social stratification and education; sociology of school and classroom; sociological process and peer pressure; Meaning and development of comparative education; Education in Britain, USA, France, South Africa and Kenya

## **Learning and Teaching Methods**

Lecturers, Discussions

## **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

## **Course Texts**

Ansu Datta ( ). Education and society, sociology of African Education. Macmillan.

Ayot, H, ( ). Sociology of Education. Nairobi: Kenyatta University press.

Kombo, D. Sociology of Education. Ad Printers Publishers.

Bogonko, S. N. & Sifuna, D. N. (1980). A History of Education in Kenya. Nairobi: KLB.

## **HEALTH EDUCATION**

3 Credit Hours

### **Course Purpose**

To expose students to issues in health education.

### **Expected Learning outcomes**

On completion of this course, the students should be able to:

1. Describe the human anatomy;
2. Explain the prevalent communicable diseases in East Africa and their control;
3. Describe the general principles of physical health;
4. Describe health and nutrition, sports and family planning.

### **Course content**

Foundations of health education; human anatomy; human organ system and interdependence; significant disorders and care; prevalent communicable diseases and their control; emergency treatment; general principles of physical and mental health; Health and nutrition; sports in school environment; family planning and population control, Health education in East Africa.

### **Learning and Teaching Methods**

Lectures, directed reading, practical demonstrations and group work.

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

### **Course texts**

Isobel Kleinman (2009). Complex Physical education Plans for Grades 5 to 12. 2<sup>nd</sup> Ed.

Thomas Butler (2000). Principles of Health Education and Health Promotion. (Wadsworth's Physical Education Series).

## ***LEVEL TWO***

### **HUMAN GROWTH AND DEVELOPMENT**

3 Credit Hours

### **Course Purpose**

To equip students with knowledge about human growth and development

### **Expected Learning Outcomes**

At the end of this course, students should be able:

1. Conceptualize human growth and development;
2. Explain the factors influencing growth and relationship with development;
3. Explain the concept of individual rate of growth and development.

### **Course Content**

General concepts of human development; adolescent development: biological, social, cultural and ecological; relationship between growth, development and education; theories of human growth and development, cultural and environmental aspects of human growth and development

### **Learning and Teaching Methods**

Lecture method, discussion, research.

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100 %

### **Course Texts**

Crait, G. J. (1996). Human development. 4<sup>th</sup> Ed. New Jersey: Eaglewood Cliff.

Rice, P. (1992). Human development: A lifespan approach.

## **CURRICULUM DEVELOPMENT**

3 Credit Hours

### **Course Purpose**

To equip teachers with the knowledge to design, develop and implement school curriculum.

### **Expected Learning Outcome**

At the end of this course, students should be able to:

1. Explain the meaning of curriculum;
2. Describe the different models of curriculum design;
3. Conceptualize curriculum change and innovation;
4. Explain the meaning of curriculum evaluation; and
5. Implement curriculum in a specific subject area.

### **Course Content**

Conceptions of Curriculum; Relationship between school, society and curriculum; foundations of curriculum; curriculum development: aims/goals/objectives, selection and organization of learning experiences, curriculum implementation and curriculum evaluation; curriculum change and innovation; curriculum designs; curriculum development in Kenya

### **Learning and Teaching Methods**

Lecture, discussions, research, demonstration.

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Bishop, G. (1985). Curriculum Development: A Text book for students. London: MacMillan Publishing Ltd.

Beauchamp, G. A. (1975). Curriculum Theory. Wilmette IL: Kagg Printers.

Kelly, A.V. (1989). The curriculum Theory and practice. London: Paul Chepmara Publishing Ltd.

Shiundu, J. S. & Omulando S. J. (1992). Curriculum: Theory & practice in Kenya. Nairobi: Oxford University Press.

Otunga, R. N.; Barasa, P. & Odeo, I. (2011). A Handbook for Curriculum and Instruction. Eldoret: Moi University Press.

Republic of Kenya (1976). Report of the National Committee on Educational Objectives and Policies (Gachathi Rep[ort]). Nairobi: Government Printer.

Republic of Kenya (1964). The Kenya Education Commission Report I & II (Ominde Report). Nairobi: Government Printer.

Republic of Kenya (1981). The Presidential Working Party on the Second University in Kenya (Mackay Report). Nairobi: Government Printer.

Marsh, C. J. & Willis, G. (2007). Curriculum: Alternative Approaches, Ongoing Issues. (4<sup>th</sup> Ed). New Jersey: Pearson Merrill Prentice Hall.

Ornstein, A. C. & Hunkins, F. P. (2004). Curriculum, Foundations, Principles and Issues. (3<sup>rd</sup> Ed). Boston: Allyn & Bacon.

Tyler, R.. W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.

Tanner, D. & Tanner, L. (2007). Curriculum Development: Theory into Practice. New Jersey: Pearson Merrill Prentice Hall.

## **EDUCATIONAL GUIDANCE AND COUNSELING**

3 Credit Hours

### **Course Purpose**

To create an awareness in prospective teachers the need and methods for guidance and counseling in schools

### **Learning Outcomes**

At the end of this course, students should be able to:

1. Explain the meaning of guidance and counseling;
2. Describe the methods and strategies used for guidance and counseling in schools; and
3. Explain the significance of guidance and counseling.

## **Course Content**

Definition of Guidance and of Counseling; significance in schools and society; methods and strategies used in guidance and counseling; identifying cases for guidance and counseling; ethics in guidance and counseling

## **Learning and Teaching Methods**

Lectures, discussions, role play and practicum

## **Course Assessment**

Type	Weighting
Continuous assessment Tests	30%
Examination	70%
Total	100%

## **Course Texts**

Mutie E.K. and Ndambuki, P. (1999). Guidance and Counseling for Schools and Colleges: Nairobi: Oxford University Press.

McLeod, J. (1998). An introduction to Counseling. (2<sup>nd</sup> Ed). Open university Press.

Olu Makinde (1984). Fundamentals of Guidance and Counseling for schools and colleges: Oxford University Press. Nairobi.

Corey G. (2001). Theory and Practice of counseling and psychotherapy: Wadsworth publishers. New York

## **GENERAL TEACHING METHODS**

3 Credit Hours

## **Course Purpose**

To guide students in exploring different methods of teaching science subjects.



## **Expected Learning Outcome**

At the end of this course, students should be able to:

1. Outline various theories of learning and teaching.
2. Explain the different ways in which science subjects can be taught.
3. Explain how learning outcomes can be evaluated.

## **Course Content**

Concepts used in the teaching and learning; different methods of teaching: lecture, lecture-discussion, demonstration/modeling, panel of experts, case studies, discussion, discovery learning, brainstorming, co-operative learning, role play, small group discussion, problem-solving, heuristic method and experimentation; objectives and objective testing; different methods of evaluation; general learning theories and their application.

## **Learning and Teaching Methods**

Lecture, demonstration, experiments and simulations

## **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

## **Course Texts**

Nasimbi Were (2006). Teaching Across the Curriculum. Nairobi: Strong Wall Africa.

Campe, I. F. (1983). Introduction to educational instruction. ( 6<sup>th</sup> Ed). London: Allyn and Bacon Inc.

Nafukho, F. N., Amutabi, M. N. & Otunga, R. N. (2005). Foundations of Adult Education in Africa. Cape Town: Pearson Education South Africa.

Otunga, R. N., Odeo, I. I. & Barasa, P. L. (2011). A Handbook for Curriculum and Instruction. Eldoret: Moi University Press.

Mukwa, C. W. & Too, J. K. (2002). General Instructional Methods. Eldoret: Moi University Press.

### ***LEVEL THREE***

## **EDUCATIONAL COMMUNICATION, MEDIA AND TECHNOLOGY**

3 Credit Hours

### **Course Purpose**

To introduce students to the use of media in education and expose them to the existing variety of educational resources

### **Expected Learning Outcomes**

At the end of the course, students should be able to:

1. Define educational media;
2. Identify appropriate media and resources to use for a specific learning situation; and
3. Develop appropriate resources/teaching aids.

### **Course Content**

Communication model and learning; barriers to communication; overcoming barriers; visual communication in learning; verbal and non-verbal aspects of communication; the range of media for learning; varieties of community learning resources; electronic media in teaching and learning; using educational radio broadcasts in teaching; selection and use of print materials; management multi-media centres; developments in educational media and resources; use of educational media and resources

### **Learning and Teaching Methods**

Lecture method, discussions, and demonstrations

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Aggarwal, J. C. (). Principles, methods & techniques of teaching. New Delhi: Vikas Publishing PVT Ltd.

Aggarwal, J. C. (1995). Essentials of Educational Technology: Teaching Learning Innovations in Education. New Delhi: Vikas Publishing House PVT Ltd.

Farrant, J. S. (2002). Principles and Practice of Education. (New Ed). London: Longman.

## **RESEARCH METHODS IN EDUCATION**

Credit Hours 3

### **Course Purpose**

To introduce students to the methods used in educational research.

### **Expected Learning Outcomes**

At the end of this course, the student should be able to:

1. Describe the meaning and purpose of research;
2. Describe the characteristics of research; and
3. Analyze research methods in pure and social sciences.

### **Course Content**

Meaning and purpose of research; basic and applied research; characteristics of research; ethics in research; qualitative and quantitative research; research methods in pure and social sciences; problem identification and formulation of hypothesis; identification of variables, validity in research; literature review; preparing a research proposal; sampling methods and tools for collecting data; data organization and preparation; statistical tools for data analysis; interpretation and hypothesis testing; writing a research report; foot notes, references and bibliography; dissemination of research findings; a research project

### **Learning and Teaching Methods**

Lectures, directed reading, practical demonstrations and group work.

### **Instructional Materials and/or Equipment**

Textbooks, chalkboard, handouts, computer-based tools, LCD and overhead projectors

### **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

### **Course Texts**

Manion, L. and Morrison, K. (2011). Research Methods in Education.

## **EDUCATIONAL MEASUREMENT AND EVALUATION      3 Credit Hours**

### **Course Purpose**

To equip the learners with principles and practices for classroom assessment and evaluation

### **Expected Learning Outcomes**

At the end of this course, the student should be able to:

1. Explain the basic statistical methods of evaluation and measurement;
2. Apply the theories of evaluation and measurement in the classroom situation; and
3. Construct and use different instruments of evaluation.

### **Course Content**

Measures of central tendency; measures of variability; correlation; testing and regression analysis; testing and hypothesis; philosophy and nature of educational testing with emphasis on reliability and validity; discrimination index; construction of objective and essay tests

### **Learning and Teaching Methods**

Lecture, Discussion, Exercises.

### **Course Assessment**

Type	Weighting
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Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Keeves, J. (1994). Item Response Theory, Pergamum Press.

Kellaghan, T. & Greany, V. (1992). Using Examinations to improve education, Washington DC.

## **EDUCATIONAL POLICY AND MANAGEMENT**

3 Credit Hours

### **Course Purpose**

To prepare teachers for management and leadership in education sector

### **Expected Learning Outcomes**

At the end of this course, students should be able:

1. Describe the characteristics of a school organization;
2. Explain financial issues in educational institutions and implications for management in education; and
3. Discuss the changing role of teachers in educational management.

### **Course Content**

Policy formulation and implementation; policies in education: legal framework of the education system & the Education Act; structure & organization of the Ministry of Education; support bodies; education administration theories; administrative processes; theories of motivation; leadership; financial management; Channels of communication; professional control and influence; school as an organization; teachers and the teaching profession; future prospects of education; role of teachers in schools and community; management styles

### **Learning and teaching Methods**

Lecturer methods, Tutorials, Role play.

### **Course Assessment**

Type	Weighing
Examination	70%
Continuous Assessment Tests	30%
Total	100 %

### **Course Texts**

Mbiti, D. M. (1987). Foundations of School Administration. Nairobi: Oxford University Press.

Mutua, R. W. (nd). Development of Education in Kenya. Nairobi: KLB.

Eshiwani, G. S. (). Education in Kenya since Independence. Nairobi: EAEP.

Eshiwani, G. S. (1990). Implementing Educational Policies in Kenya.

World Bank Discussion Papers, Africa Technical Department. Washington D.C: The World Bank.

## **PLANNING AND ECONOMICS OF EDUCATION**

3 Credit Hours

### **Course Purpose**

To equip students with the knowledge of educational planning and economics of education

### **Expected Learning Outcomes**

At the end of this course, the students should be able to:

1. Conceptualize the meaning and procedures in educational planning;
2. Explain economic issues related to education in Kenya; and
3. Explain the micro and macro economics of education.

### **Course Content**

Educational planning; Workforce planning; Staff motivation and appraisal; principles of economics of education; demand for and supply of education; economic issues in education; micro economics of education; macro economics of education; socio economic development in education; human resource investment; efficiency in education; equality and equity in education; financing of education.

## **Learning and teaching Methods**

Lectures, problem solving and discussions

## **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

## **Course texts**

Psacharopoulos, G. (1985). Returns to Education. A Journal of Human Resource.

Ayot, H. O. & Briggs, (1992). Economics of Education. Nairobi: Education Research and Publications.

Torado, M. (1977). Economics of Developing World. London: Longman.

Woodhall, G. N. (1985). Education for Development: An Analysis of Investment Choices. Oxford: Oxford University Press.

## **ENVIRONMENTAL EDUCATION**

3 Credit Hours

### **Course Purpose**

To equip students with knowledge of effects of human activities on environment

### **Expected Learning Outcomes**

At the end of this course, the students should be able to:

1. Explain the role of African traditions in environmental conservation;
2. Discuss the impact of human development on the environment;
3. Identify sustainable methods of conserving the environment;
4. Develop an awareness and sensitivity to the total environment and its allied problems;

5. Acquire social values and concern for the environment and motivation for actively participating in its protection and improvement; and
6. Develop a sense of responsibility and urgency regarding environmental problems and their solutions.

### **Course Content**

Definitions of environment and education; environmental management and education; effects of society and culture on environment; the relationship between technological development and environment; the need for environmental assessment in human activities

### **Learning and Teaching Methods**

Discussion, lecture, site visits, and research.

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Korir Koech Michael (1991). Education beyond the year 2000, journal of East African Development V.21, pp. 40-52.

Muthoka, Magret et al (1998). Environmental Education. Nairobi: Longhorn publishers.

Otiende J.E et al(1997). An introduction to Environmental Education. Nairobi: University of Nairobi Press.

## **ENTREPRENEURSHIP IN EDUCATION**

3 Credit Hours

### **Course Purpose**

Develop a creative teacher capable of discovering, understanding, controlling and adapting entrepreneurial acumen in education



### **Expected learning outcomes**

At the end of the course, students should be able to:

1. Teach entrepreneurship skills and knowledge in education;
2. Explain entrepreneurship development in education; and
3. Critique government and non-governmental organizations' policies on business in education.

### **Course content**

Meaning, purpose and types of businesses; Basic economic law; demand and supply; Business opportunities; Starting up of a business; Institutions and services that support business enterprises; Micro and macro constraints to business growth and development; Government and Non-government organizations' policy on business in Kenya; attracting and retaining customers; education as a business enterprise

### **Learning and teaching Methods**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Text books, chalkboard, handouts, computer based tools LCD and overhead projectors

### **Course Assessment**

Type	weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

### **Course texts**

McCormick, D. and Pedersen, P. O. (1996). Small Enterprises: Flexibility and Networking in an African Context. Nairobi: Longhorn Kenya.

## **3.2 SUBJECT METHODS**

## **PRIMARY SCHOOL SCIENCE SUBJECT METHODS**

**3 Credit hours**

### **Purpose of the course**

To enhance the teaching of science education in primary school

### **Expected Learning outcomes**

On completion of this course, the student will be able to develop the ability to effectively teach science in primary school

### **Course Content**

Introduction to science education, nature of science. Philosophy and objectives of science in the primary school's curriculum. Instructional theories relevant to the teaching of science. Skills, concepts and attitudes as covered by science syllabi. Schemes of work and lesson plans in science. Relevant teaching methods and evaluation emphasized in science education, organization and management of science resources in primary schools. Micro-teaching and peer teaching.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

## **PRIMARY SCHOOL MATHEMATICS SUBJECT METHODS**

**3 Credit hours**

### **Purpose of the course**

To enhance the teaching of mathematics education in primary school

### **Expected Learning outcomes**

On completion of this course, the student will be able to develop ability to effectively teach mathematics in primary school.

### **Course Content**

How children learn mathematics. Mathematics and society. Language and mathematics. Planning for mathematics. Organizing teaching and learning resources in mathematics. Teaching in primary schools. Gender issues in teaching and learning mathematics. Developing mathematical thinking. Assessment, monitoring and evaluation in mathematics.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

## **PRIMARY SCHOOL ENGLISH SUBJECT METHODS**

**3 Credit hours**

### **Purpose of the course**

To enhance the teaching of English education in primary school

### **Expected Learning outcomes**

On completion of this course, the student will be able to develop ability to effectively teach English in primary school

### **Course Content**

Primary school English language teaching methods: principles of teaching English language in primary school. Objectives of English language teaching. How children learn English as a second language. Teaching primary school oral English. Developing children's writing skills, listening skills and grammar. Teaching fiction and poetry in the primary school. Communication through drama. Planning. Gender issues in English. Evaluation of the current books in use. Evaluation of the teaching material and resources. English across the curriculum.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **MBINU ZA KUFUNDISHIA KATIKA KISWAHILI**

#### **Lengo**

Kozi hii inalenga kuimarisha uwezo wa mwanafunzi kufundishia Kiswahili katika shule za msingi

#### **Madhumuni**

Kufikia mwisho wa kozi hii mwanafunzi aweze:

1. kufundishia Kiswahili katika shule za msingi
1. kuzifahamu msingi na madhumuni ya kufundisha Kiswahili, Historia ya ufundishaji ya Kiswahili katika shule nchini Kenya

#### **Maelezo**

Mbinu za kufundishia Kiswahili katika shule za msingi. Msingi na madhumuni ya kufundisha Kiswahili, Historia ya ufundishaji ya Kiswahili katika shule nchini Kenya. Jinsi watoto hujifunza Kiswahili kama lugha ya kwanza na pili. Ufundishaji wa stadi za kusema, kusikiza, kusoma na kuandika. Ufundishaji wa sarufi. Ufundishaji wa ufasaha katika Kiswahili zungumuzi na andikwa. Ufundishaji wa ubunifu ushairi fasihi simulizi – fasihi kwa jumla. Mawasiliano darasani kupitia drama, upangaji wa masomo darasani. Tathmini darasani na vitabu mbali mbali vinavyotumika. Tathmini ya malighafi vifaa vya kufundishia masuala ya uana. Kiswahili katika mtalaa wa elimu.

#### **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

## **PRIMARY SCHOOL SOCIAL STUDIES SUBJECT METHODS      3 Credit hours**

### **Purpose of the course**

To enhance the teaching of social studies education in primary school

### **Expected Learning outcomes**

On completion of this course, the student will be able to develop ability to effectively teach social studies in primary school.

### **Course Content**

Curriculum design and changing scene in social studies. Contributions of academic disciplines to social studies. Organization and instructional approaches to social studies programme. Defining and interpreting the three social studies traditions: social studies as citizenship transmission, social studies as social science, social studies as reflective inquiry. Essential skills in social studies. Skills for writing social studies objectives. Skills for selecting learning activities (content and methods). Learning resources for social studies. Instructional techniques in social studies.

Recent innovations in social studies curriculum. Effective social studies teacher.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

## **PRIMARY SCHOOL APPLIED SUBJECTS METHODS**

**3 Credit hours**

### **Purpose of the course**

To enhance the teaching of applied subjects education in primary school

### **Expected Learning outcomes**

On completion of this course, the student will be able to develop ability to effectively teach applied subjects applied subjects in primary school

### **Course Content**

Curriculum design and changing scene in applied subjects. Contributions of academic disciplines to applied subjects. Organization and instructional approaches to applied subjects programme. Essential skills in applied subjects. Skills for writing applied subjects objectives. Skills for selecting learning activities (content and methods). Learning resources for applied subjects. Instructional techniques in applied subjects. Recent innovations in applied subjects curriculum. Effective applied subjects teacher.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

## **TEACHING PRACTICE**

**6 Credit Hours**

### **Purpose of the course**

Develop and enhance the ability to practically teach in primary schools

### **Expected Learning outcomes**

On completion of this course, the student will be able to develop competences in teaching at the primary school level.

### **Course Content**

Practical teaching experience for a period of one school term in approved primary schools under university supervisors and cooperating teachers.

### **Mode of Delivery**

Directed reading, practical demonstrations

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighting</b>
Continuous Assessment	100%
Total	100%

## **3.3 SCIENCE CLUSTER SUBJECTS**

### **CLASSIFICATION OF LIVING THINGS**

**3 Credit Hours**

### **Purpose of the course**

To expose students to classification of living things

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Explain methods of classification, units of classification
2. Describe characteristics of living things

### **Course Content**

Necessity of classification; Methods of identifying living things: Units of classification and binomial nomenclature; General classification of plants and animals upto major taxa only; characteristics of living things; Differences between plants and animals

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Darlene R. Stille and Suzy Gazlay (2007). *Classifying Living Things* (Gareth Steven Vital Science: Life Science).

Anita Ganeri (2002). *Classification of Living Things*.

## **INTRODUCTION TO INORGANIC CHEMISTRY**

**3 CREDIT HOURS**

### **Purpose of the course**

To expose students to inorganic chemistry

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Explain combustion of elements in oxygen, action of heat and dilute acids
2. Discuss the carbon dioxide cycle.



3. Explain the properties of nitrogen, sulphur and chlorine and their reactions
4. Calculate molar quantities.

### Course Content

Combustion of elements in oxygen. Reactivity series. Compounds of carbon, Nitrogen, Sulphur and Chlorine i.e. Carbon: oxides and their properties and uses. Carbonates and hydrogen carbonates. Action of heat and dilute acids. Carboncycle; Nitrogen: Oxides of nitrogen. Ammonia (preparation, solubility), fertilizers, nitric acid (preparation and manufacture, reaction of dilute nitric acid with metals, carbonates and hydroxides), action of heat on nitrates, test for nitrates; Sulphur: oxides of sulphur (preparation and properties), sulphuric acid (manufacture, reactions), test for sulphites and sulphates, hydrogen sulphide (properties, 47recipitation of sulphides); Chlorine: preparation and properties. Reaction with metals, non metals and, hydrogen chloride (preparation and properties); Molar quantities. Mole, avogadro's number, molar mass, empirical and molecular formulae, calculations of percentage composition from experiments and data, determination of formulae of ionic compounds; molar gas volume, molar solutions; stoichiometry of chemical reactions; acid/base titrations. Relevant practicals.

### Mode of Delivery

Lectures, directed reading, practical demonstrations and group discussions

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

### Course texts

Keith F. Purcell & John C. Kotz (1980). *An Introduction to Inorganic Chemistry*( Saunders golden Sunburst series).

R. A. Mackay and W. Henderson (2002). *Introduction to Modern Inorganic Chemistry*. 6<sup>th</sup> Edition.

## INTRODUCTION TO PHYSICS AND PROPERTIES OF MATTER 3 Credit hours

**Purpose of the course**

To help students understand the properties of matter

**Expected Learning outcomes**

On completion of this course, the student will be able to:

- 1 Explain measurements in physics
- 2 Describe properties of matter

**Course Content**

Physics and development in society. Measurement in physics-quantities, symbols, units and instruments. Molecules and bonding, inter atomic forces solids, liquids and gases, crystalline and amorphous structure. Surface tension, viscosity, fluid dynamics: Bernoulli's equation. Elastic properties. Of matter. Young's modulus of elasticity.

**Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course texts**

J.B. Suck, M. Schreiber and P. Haussler (2010). *Quasicrystals: An Introduction to Structure, Physical Properties and Application* (Springer series in Material

**INTRODUCTION TO KENYA'S AGRICULTURE****3 Credit hours****Purpose of the course**

To expose students to Kenya's agriculture

### **Expected Learning outcomes**

On completion of this course the student will be able to :

1. Explain the importance of agriculture
2. Trace the history and development of agriculture in Kenya
3. Discuss factors affecting agriculture Kenya's food policy

### **Course Content**

Importance of agriculture to Kenya. History and development of agriculture in Kenya. Land, land tenure systems and land reform. Factors of production and laws of production. Factors affecting agricultural production. Survey of cropping and livestock systems. Farm records, market, marketing, marketing agencies; agricultural organizations and institutions; Kenya's food policy. Sources of agricultural information and services. Youth organizations (4-K and YFC Clubs)

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighthing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Upham A.A. (2011). *An Introduction to Agriculture*. Nabu Press

## **ENERGY AND MACHINES**

**3 Credit hours**

### **Purpose of the course**

To introduce students to energy and machines

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe work, energy and simple machines
2. Describe the law of conservation of energy

### **Course Content**

Forms of energy. Conversion of Energy. Work and energy. Law of conservation of energy. Simple machines. Efficiency of machines.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

John Hudson Tine (2006). *Exploring the World of Physics: From Simple Machines To Nuclear Energy*.

Alireza Khaligh and Omer C Onar (2009). *Energy Harvesting: Solar, Wind and Ocean Energy Conversion Systems (Energy, Power, electronics and Machines)*.

Ralph Ackins (1981). *Energy and Machines*

## **INTRODUCTION TO THERMAL PHYSICS**

**3 Credit hours**

### **Purpose of the course**

To expose students to thermal conduction, expansion, temperature and heat energy

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe thermal conduction, insulation and expansion
2. Describe gas laws and heat energy

### **Course Content**

Thermal conduction and Insulation. Thermal Expansion and contraction in solids, liquids and gases. Temperature and temperature scales. Coefficient of thermal expansion. Gas

Laws. Equation of state for ideal gas. Heat energy. Latent heat. Calorimetry. Specific heat capacity and thermal equilibrium.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Daniel V. Schroeder (1999). *An Introduction to Thermal Physics*.

C. J. Adkins (1987). *An Introduction to Thermal Physics*.

Ralph Baierlein (1999). *Thermal Physics*.

## **MECHANICS**

**3 Credit hours**

### **Purpose of the course**

To expose students to the field of vectors, forces and mechanics of systems of particles and rigid bodies

## Expected Learning outcomes

On completion of this course, the student will be able to:

1. Describe the composition and resolution of vectors
2. Describe forces, Newton's laws and particle dynamics
3. Demonstrate knowledge of mechanics of systems of particles and rigid bodies.

## Course Content

Vectors: Composition and resolution of 52recipit. Vectors. Forces and equilibrium: Free-body diagram techniques. Moments, couples and torque. Particle kinematics. Newton's laws and particle dynamics. Circular motion of particles. Linear and angular momenta. Conservation laws. Potential and kinetic energy. Central forces. Planetary motion. Mechanics of systems of particles and rigid bodies.

## Mode of Delivery

Lectures, directed reading, practical demonstrations and class discussions

## Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

## Course texts

John R. Taylor (2005). *Classical Mechanics*

J. P. Den Hartog (1961). *Mechanics* (Dover Books on Physics).

Daniel Kleppner & Robert J. KolenKow (2010). *An Introduction to Mechanics*.

David Morin (2008). *Introduction to Classical Mechanics: With Problems and Solutions*.

Stephen T. Thorton & Jerry B. Marion.(2004). *Classical Dynamics of Particles and Systems*.

## OPTICS AND WAVES

**3 Credit hours**

### **Purpose of the course**

To expose students to propagation of light, optical instruments and sound waves

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe the rectilinear propagation of light
2. Explain the working of optical instruments
3. Describe production and propagation of sound waves

### **Course Content**

Rectilinear propagation of light. Laws of reflection and refraction. Fermat's principle. Plane surface and prisms. Formation of images by spherical mirrors and lenses. Lens aberrations. Optical instruments. Introduction to wave optics (superposition of waves, interference, diffraction). Sound waves. Production and propagation. Electromagnetic waves.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and class discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Frank L. Pedrotti and Leno S. Pedrotti. (1993). *Introduction to Optics*, 2<sup>nd</sup> Ed Prentice Hall.  
Robert H. Webb (2005). *Elementary Wave Optics*, Dover books on Physics.

## **ELECTRICITY AND MAGNETISM**

**3 Credit hours**

### **Purpose of the course**

To expose students to the field of electricity and magnetism

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Describe D.C. circuits, electrostatics, electric potential and capacitance
2. Describe magnetic field, magnetic induction
3. Describe AC circuits

### Course Content

D.C. Circuits, Current and resistance. Ohm's law. Kirchhoff's rules, network theorems. Voltage measurement, Potentiometer, Wheatstone bridge. Electrostatics: electric charge, Coulomb's law, electric field, lines of electric flux. Gauss' Law. Electric Potential and electric potential energy.

Capacitors and capacitance. Energy storage in capacitors. Effect of dielectrics on capacitance. Magnetic field magnetic flux. Force on moving charge in Magnetic field. Torque on current loop and magnetic dipole. Magnetic induction: Laws of magnetic induction, self and mutual induction. AC Circuits; generation of sinusoidal waveforms rms value. Alternating currents in resistors, capacitors and inductors. Series and Parallel LCR Circuits, resonance, Power in ac circuits.

### Mode of Delivery

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

### Course texts

Edward M. Purcell(1985). *Electricity and Magnetism* (Berkeley Physics Course, Vol. 2) McGraw-Hill

Oleg D. Jefimenko (1989). *Electricity and Magnetism: An Introduction to The Theory of Electric and Magnetic Fields*, 2<sup>nd</sup> edition.



Arthur Stanley Ramsey (2009). *Electricity and Magnetism: An Introduction to the Mathematical Theory* (Cambridge Library Collections)

Selimo Romeo Bottone (2010). *Electricity and Magnetism, a Popular Introduction*.

## **INTRODUCTION TO ELECTRONICS**

**3 Credit hours**

### **Purpose of the course**

To introduce students to electronics

### **Expected Learning outcomes**

On completion of this course, the student will be able to describe the working of semiconductors and their applications

### **Course Content**

Introduction to semi conductor Physics. Energy bands. Electrons and holes. P-n junction biasing. Semi-conductor diode: Rectifiers. Types of transistor. Transistor's characteristics and operations

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and class discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Earl D. Gates (2011). *Introduction to Electronics*

Forrest M. Minns (2003). *Getting Started in Electronics*.

Martin Denny and James Denny (2009). *Electronics Made Easy- A complete Introduction to electronics*.

## **MORPHOLOGY OF PLANTS AND ANIMALS**

**3 Credit hours**

### **Purpose of the course**

To expose students to the morphology of plants and animals

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe plants root system, shoot system and their uses
2. Discuss animals organs, tissues and their functions

### **Course Content**

Plants: root system: different types of roots, structure and function of the root; The shoot system: Leaves, flowers, fruit and seed. The external structure and types); uses of plants to man. Animals: organs, tissues and their functions; Teeth and care of teeth's cleanliness of the human body.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and class discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Emanuel Roth Boyer (2008). *A Laboratory Manual in Elementary Biology: An inductive Study in Animal and Plant Morphology*.

## **PLANT AND ANIMAL NUTRITION**

**3 Credit hours**

**Purpose of the course**

To expose students to plants and animals nutrition

**Expected Learning outcomes**

On completion of this course, the student will be able to explain various types of plant and animal nutrition

**Course Content**

Plants: Various types of plant nutrition; Photosynthesis. Animals: Different types of foods; structure and function of the human digestive systems, Different types of feeding in animals and care of animals.

**Mode of Delivery**

Lectures, directed reading, practical demonstrations and class discussions

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course texts**

Heiner E. Goldbach, Benjavan Rerkasem, Monika A Wimmer and Patrick H. Brown (2002). *Boron in Plant and Animal Nutrition*.

Daniel Hall (2010). *The Feeding of Crops and Stock: An Introduction to The Science of the Nutrition of Plants Animals*.

**REPRODUCTION IN PLANTS AND ANIMALS****3 Credit hours****Purpose of the course**

To expose students to reproduction in plants and animals

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Discuss reproduction in plants
2. Discuss reproduction in animals

### **Course Content**

Plants: Asexual/vegetative reproduction; sexual reproduction: Internal structure of flowers, fruits and seeds; Pollination and fertilization; seed germination. Animals: Asexual reproduction (e.g. in amoeba); Sexual reproduction: structure and function of the reproductive system; Fertilization, growth and development; Egg-laying versus live births in animals. Insect life cycles.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and class discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Susan Michelmores (1964). *Sexual Reproduction In Humans, Animals and Plants*.

R Keith Wittenstrom (1966). *Sexual Reproductions in Animals and Plants*( Life Science Series).

## **GAS EXCHANGE, EXCRETION AND TRANSPORT IN PLANTS AND ANIMALS**

**3 Credit hours**

### **Purpose of the course**

To help students understand gas exchange, excretion and transport in plants and animals

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe gas exchange in plants and animals
2. Discuss excretion in plants and animals
3. Discuss transport in plants and animals

### **Course Content**

Gas exchange in Plants: Internal leaf structure; stomatal closing and opening. Gas exchange in animals: structure of the respiratory system, mechanisms of breathing. Excretion in plants: types of excretory products and how they are discharged. Excretion in animals: excretory products in different animals, excretory systems in single celled animals (amoeba), invertebrates (insect) and vertebrates (man). Transport in plants: transpiration, translocation and active transport. Transport in animals: human circulatory system, blood composition and function, blood and heart diseases. Locomotion in simple and complex animals.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and class discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Hannay J.W. (1985). *Revised Nuffield Advanced Biology: Gas Exchange in Plants and Animals*. Gde 1 (Nuffield Advanced Science- Revised Editions).

## **RESPONSE TO STIMULI AND CO-ORDINATION**

**3 Credit hours**

### **Purpose of the course**

To help students understand response and stimuli and coordination

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe response to various stimuli in plants
2. Explain the nervous system and coordination

### **Course Content**

In plants: Responses to various stimuli by the shoot and the root. In animals: human sense organs. The nervous system and co-ordination, hormones and hormonal control in

Humans

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and class discussions

### **Instructional Material and/or Equipment**

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Allot A. (2007). *Biology for IB diploma*. Oxford University Press.

## **INTRODUCTION TO GENETICS**

**3 Credit hours**

### **Purpose of the course**

To help students understand response and stimuli and coordination

### **Expected Learning outcomes**

On completion of this course, the student will be able to describe the concepts of genetics

### **Course Content**

Concept of genetics. Chromosomes and genes, laws of heredity; monohybrid and dihybrid. Inheritance, sex determination in man, sex linkage, mutations, practical applications of genetics e.g. in blood transfusions and plants and animal breeding

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and class discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Fixen W. (2007). *Introduction to Genetics Analysis 9<sup>th</sup> edition*. W.H.Freeman.

## **STRUCTURE AND BONDING**

**3 Credit hours**

### **Purpose of the course**

To assist students to understand structure and bonding

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe the atomic structure
2. Discuss the atomic spectrum of hydrogen and ionization energies in relation to energy levels
3. Trace origin of bonding forces

## Course Content

Atomic structure; Atomic number, Atomic Mass; Relative atomic mass; Isotopes Dalton's Atomic theory, Rutherford and Bohr atomic models; electronic configuration, atomic models, energy levels and pairing of electrons. Atomic spectrum of hydrogen and Ionization energies in relation to energy levels. Origin of bonding forces; chemical bonding: Ionic and covalent chemical bond formation. Bond polarity; Molecular orbitals and hybrid orbitals. Hydrogen bonding; other bond types in metallic and molecular structures; delocalized electrons (conjugated and aromatic hydrocarbons).

## Mode of Delivery

Lectures, directed reading, practical demonstrations and class discussions

## Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

## Course texts

Kack Barret (2002). *Structure and Bonding ( Basic Concepts in Chemistry)*.

Roger L. Dekock and Harry B. Gray (1989). *Chemical Structure and Bonding*.

## CHEMICAL FAMILIES

**3 Credit hours**

## Purpose of the course

To expose students to chemical families

## Expected Learning outcomes

On completion of this course, the student will be able to:



1. Elaborate on the periodic table
2. Discuss group chemistry and organ metallic compounds

### **Course Content**

Periodic Table; electronic configuration in relation to the Periodic Table. Group Chemistry: general properties of the S block elements; metallic and ionic radius, polarizing power, ionization energy, hydration energy, electrode potential. Diagonal relationships with reference to ionization potential, electron affinities and electronegativity. Reactions with oxides, halides, hydroxides, oxanion salts. Organometallic compounds. Major uses of the S block elements. General properties of the P block elements (groups III – VIII)

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and class discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

## **INTRODUCTION TO PHYSICAL CHEMISTRY**

**3 Credit hours**

### **Purpose of the course**

To introduce students to physical chemistry

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Explain the kinetic theory and states of matter
2. Describe the Reoults and Henry's laws
3. Describe equilibrium in ionic solutions

## Course Content

Kinetic theory and states of matter, gas laws, reversible chemical reactions. Physical Equilibrium Raoult's Law and the ideal solution. Henry's Law – non-ideal solutions. Applications of Raoult's Law to dilute solutions; Freezing Point Depression and Boiling Point Elevation Applications of Henry's Law: the distribution coefficient. Chemical Equilibrium; ie- Le Chatelier's principle, interconversion of equilibrium constants  $K_p$ ,  $K_c$  and  $K_x$ , calculations using equilibrium constant. Equilibrium in ionic solutions: solubility product. Acid-base equilibria: dissociation of acids and bases in water,  $pH$ ,  $pK$ . Calculations of  $pH$  during acidbase titrations, indicators, buffer solutions. Chemical Kinetics: rates of reactions, order of reactions.

## Mode of Delivery

Lectures, directed reading, practical demonstrations and group discussions

## Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## Course Assessment

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

## Course texts

M.F. C. Ladd (1988). *Introduction to Physical Chemistry*

D.K. Chakrabarty (2001). *An Introduction to Physical Chemistry*.

## THERMO CHEMISTRY AND ELECTRO CHEMISTRY

**3 Credit hours**

## Purpose of the course

Introduce students to thermo and electro chemistry

## Expected Learning outcomes

On completion of this course, the student will be able to:

- 1) Discuss chemical and energy changes

- 2) Explain electrochemistry.
- 3) Discuss Electrolysis

### **Course Content**

Chemical changes and energy changes. Single calculations of enthalpy changes. Introduction to electrochemistry; oxidation– reduction (redox) reactions; half reactions, balancing of chemical equations. Electrolysis: simple electrode reactions, Faraday's Law of electrolysis; Electrochemical cells; standard electrode potential and cell e.m.f. Relevant practicals

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Sackur O. (2010). *A textbook of Thermo-Chemistry and Thermodynamics*. Nabu Press.

Perkin F. M. (2010). *Practical Methods in Electr-Chemistry*.

## **CHEMICAL THERMODYNAMICS**

**3 Credit hours**

### **Purpose of the course**

To introduce students to chemical thermodynamics

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. State the first and the second law of thermodynamics

2. Discuss energy and heat capacity of ideal gas

### Course Content

Introduction to chemical thermodynamics. Heat and work: the First Law of Thermodynamics- applications of the first law to chemical reactions, enthalpies of reactions. Pressure, volume, work and reversible processes. Energy and heat capacity of an ideal gas. Heat and work of ideal Gas Expansion. Entropy: The second law of thermodynamics; Gibbs Free Energy, Entropies of expansion and mixing of ideal gases. Temperature dependence of the equilibrium constant.

### Mode of Delivery

Lectures, directed reading, practical demonstrations and group discussions

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighthing
Continuous Assessment	30%
Examination	70%

### Course texts

Irving M. Klotz and Robert M. Rosenberg (2008). *Chemical Thermal Dynamics: Basic Concepts and Methods*.

Leonard Kollender Nash (2005). *Elements of chemical Thermodynamics* 2<sup>nd</sup> edition.

Bruce H. Mahan (2006). *Elementary Chemical Thermodynamics*.

## ORGANIC CHEMISTRY

**3 Credit hours**

### Purpose of the course

To expose students to organic chemistry

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Explain the meaning of organic chemistry
2. Discuss the functional groups
3. Describe Reaction mechanisms of nucleophilic substitution
4. Describe the properties of aromatic compounds

### Course Content

Introduction to organic chemistry alkanes, alkenes, alkynes. Functional groups: alcohols, aldehydes and ketones. Carboxylic acids and alkylhalides. Aliphatic amines, phenols and ethers. Isomerism. Reaction mechanisms of nucleophilic substitution and elimination reactions. Aromatic compounds: mechanisms of electrophilic substitution. Phenols. Relevant practicals

### Mode of Delivery

Lectures, directed reading, practical demonstrations and group discussions

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

### Course texts

Wade L. G. (2009). *Organic Chemistry 7<sup>th</sup> Edition*. Prentice Hall

## PRINCIPLES OF CROP PRODUCTION

**3 Credit hours**

### Purpose of the course

To help students understand principles of food production

### Expected Learning outcomes

On completion of this course, the student will be able to discuss:

1. Land preparation
2. Cultural practices in crop production
3. Crop pests
4. Harvesting and storage

### **Course Content**

Land preparation. Nursery preparation. Planting and planting materials. Manures and fertilizers. Cultural practices in crop production. Weeds and weed control. Crop pests and diseases and their control. Harvesting and storage on farms. Farm hygiene, safety and pollution.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Acquaah G. (2004). *Principles of Crop Production: Theory, Techniques and Techonolgy* (2<sup>nd</sup> edition) Prentice Hall.

## **CROP PRODUCTION PRACTICES**

**3 Credit hours**

### **Purpose of the course**

To expose students to crop production practices

### **Expected Learning outcomes**

On completion of this course, the student will be able to discuss crop production practices.

### **Course Content**

Study of maize, beans, sugarcane, tea, coffee, coconut, commercial vegetables and trees emphasizing on: ecological requirements, cultivars, selection and propagation, seed-bed preparation, field operation, pest and disease control, harvesting, storage and marketing

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Chapman S. R. & Carter L. P. (1976). *Crop Production: Principles and Practices*. W. H. Freeman and Co Ltd.

## **SOIL SCIENCE AND WATER CONSERVATION**

**3 Credit hours**

### **Purpose of the course**

To expose students to soil science and water conservation

### **Expected Learning outcomes**

On completion of this course, the student will be able to discuss the physical properties of soil and water and its movements in soil

### **Course Content**

Physical properties of soil and water and its movement in the soil. Soil erosion and conservation. Essential plant nutrients, their availability, role and deficiency symptoms. Soil fertility and fertilizers. Methods of soil and water conservation.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

Troeh F. R., Hobbs J.A. & Donahue R. L. (2003). *Soil and Water Conservation for Productivity and Environmental Protection 4<sup>th</sup> Edition*. Prentice Hall.

## **PRINCIPLES OF LIVESTOCK PRODUCTION**

**3 Credit hours**

### **Purpose of the course**

To expose students to livestock production

### **Expected Learning outcomes**

On completion of this course, the student will be able to discuss:

1. Breeds and types of livestock
2. Feeding of livestock
3. Livestock products and marketing

### **Course Content**

Breeds and types of livestock. Selection and breeding of livestock. Breeding systems. Feeding of livestock. Housing of livestock. Importance of good health in livestock. Livestock diseases and parasites. Livestock products. Pastures and fodder crops. Marketing of livestock products

### **Mode of Delivery**



Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Olson K. D. (2003). *Farm Management: Principles and Strategies*. Prentice Hall.

## **LIVESTOCK PRODUCTION PRACTICES**

**3 Credit hours**

### **Purpose of the course**

To expose students to livestock production and practices

### **Expected Learning outcomes**

On completion of this course, the student will be able to discuss livestock production and practices

### **Course Content**

Study of poultry, rabbit, fish and bee emphasizing on: feeding, selection and breeding. Raising of young stock. Disease and parasite control. Housing. Routine management practices

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Taylor R. E. & Field T. G. (2007). *Scientific Farm Animal Production 9<sup>th</sup> Edition* Prentice Hall.

## **FARM TOOLS, EQUIPMENT AND FARM STRUCTURES**

**3 Credit hours**

### **Purpose of the course**

To expose students to farm tools, equipment and farm structures

### **Expected Learning outcomes**

On completion of this course, the student will be able to discuss farm tools, equipment and farm structures

### **Course Content**

Garden tools and equipment. Workshop tools and equipment. Livestock production tools and equipment. Types, treatment and processing of materials. Planning and setting of farm structures (fences crushes, stores, calf pens, dairy shed, poultry houses, rabbit houses, fishpond, beehives).

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%

Total

100%

### **Course texts**

Martin G. A. (1980). *Farm Equipment and Hand Tools: A Practical Manual*. S. Greene Press

## **3.4 MATHEMATICS COURSES**

### **BASIC MATHEMATICAL CONCEPTS**

**3 Credit hours**

#### **Purpose of the course**

To expose students to basic mathematics concepts

#### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Define mathematical concepts
2. Conduct mathematics lessons in lower primary

#### **Course Content**

Meaning of mathematical concepts. Psychological bases of teaching mathematical concepts (Gag'ne, Bruner and Piaget). The number systems: natural numbers, zero, integers, rational, irrational, complex numbers. Conducting mathematics lessons at lower primary school: pre-number activities; numeration: conservation, cardinality, ordering,

whole numbers; historical approach to numeration systems; counting; operations with whole number (+, -,  $\times$ ,  $\div$ ); measurement: length, capacity, weight, money, time; geometry: line, curve, triangular, rectangular and circular shapes, patterns; operations with fractions (+,  $\times$ ,  $\div$ ).

#### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group discussions

#### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

#### **Course Assessment**

<b>Type</b>	<b>weighthing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Brown D. (1970). *Basic Mathematical Concepts*. D.C. Heath  
Wren F. L. (1973). *Basic Mathematical Concepts*. McGraw-Hill.

## **BASIC ALGEBRA**

**3 Credit hours**

### **Purpose of the course**

The purpose of the course is to enhance the students understanding of basic algebra

### **Expected Learning outcomes**

On completion of this course, the student will be able to describe and solve problems multiple and power relations and logarithms

### **Course Content**

Multiple and power relations: factors in index form, laws of indices and logarithms, uniqueness of factorization theorem; logarithms, binomials, linear inequalities in one variable, permutations and combinations, matrices, sequences and series: Arithmetic and Geometric.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighthing</b>
Continuous Assessment	30%
Examination	70%

Total 100%

### Course text

Jacobson N. (2009). *Basic Algebra I 2<sup>nd</sup> Edition*. Dover Publications

## BASIC CALCULUS

3 Credit hours

### Purpose of the course

The purpose of the course is to enhance the students understanding of differentiation

### Expected Learning outcomes

On completion of this course, the student will be able to solve problems in differentiation and integration

### Course Content

Differentiation: gradient of a curve at a point, gradient of  $y = x^n$  (  $n$  is a positive integer), the delta notation, derivative of a polynomial, equations of tangents to the curve, stationary points, curve sketching, applications to velocity, distance and acceleration. Area approximation: area under the curve, trapezium rule, mid ordinate rule. Integration: definite and indefinite integrals, applications to distance and velocity and acceleration. Linear functions and their graphs. Use of graphs in solving equations.

### Mode of Delivery

Lectures, directed reading

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

**Course text**

Gardner M. & Thompson P.S. (1998). *Calculus Made Easy*. St Martins Press.

**BUSINESS MATHEMATICS****3 Credit hours****Purpose of the course**

To enhance the students understanding of differentiation

**Expected Learning outcomes**

On completion of this course, the student will be able to solve problems involving currency conversion and exchange rates.

**Course Content**

Currency conversion and exchange rates, profit and loss, discounts and commissions, simple interest, compound interest, appreciation and depreciation, hire purchase, income tax and VAT.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course Text**

Goozner C. (2000). *Business Math the Easy Way*. Barron's Educational Series.

Clendener G., Stanely A., Salzman & Miller C. D. (2011). *Business Mathematics* 12<sup>th</sup> ed

## GEOMETRY

3 Credit hours

### Purpose of the course

The purpose of the course is to enhance the students understanding of geometry

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Explain and solve problems in Cartesian geometry
2. Solve problems in three dimensional geometry and trigonometry
3. Conduct lesson on the basis of these concepts in simplified form

### Course Content

Cartesian geometry: Cartesian co-ordinate system; Tabulation and plotting of points, equation of a straight line in the form  $y=mx+c$ ; equation of a line parallel to a given line, equation of a line perpendicular to a given line, distance between two points including mid-points, angle between two places, triangles, surface area, circles: angle properties equation of a circle, centre of a circle, simple cases of tangent to a circle, chords, loci: arc of circle, area of circle. Three dimensional geometry; vectors: addition, subtraction, scalar multiplication, length of scalar product, vector transformation and matrix representation. Trigonometry: general angle as a rotation measure, trigonometric ratios, sine and cosine rules; Bearings: simple applications. Conducting lessons on the basis of these concepts in a simplified form.

### Mode of Delivery

Lectures, directed reading

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course text**

Pedoe D. (1998). *Geometry a Comprehensive Course*. Dover Publications.

Rusczyk R. (2007). *Introduction to Geometry*.

Rumus P. (2010). *The Introduction to Geometry*. General Books LLC.

**BASIC MATHEMATICS****3 Credit hours****Purpose of the course**

The purpose of the course is to enhance the students understanding of elementary logic sets and number systems

**Expected Learning outcomes**

On completion of this course, the student will be able to solve problems in elementary logic set, trigonometry, permutations and combinations.

**Course Content**

Elementary logic sets. Number systems. Relations and functions. Trigonometry, permutation and combinations sequences and series

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

**Course Text**



Sang L. S. (1988). *Basic Mathematics*

Bittinger L. M. (2009). *Basic College Mathematics 11<sup>th</sup> ed.*

McKeague C. P. (2009). *Basic Mathematics A text/ work book.*

## **INTRODUCTION TO STATISTICS**

**3 Credit hours**

### **Purpose of the course**

To introduce learners to statistics

### **Expected Learning outcomes**

On completion of this course, the student will be able to explain and solve problems in statistics

### **Course Content**

Statistics: collection, organization and representation of data. Measures of central tendency. Measures of dispersion. Time series and trends. Index numbers. Probability: definition, axioms of probability, use of tree diagrams.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course text**

Crawley M. J. (2005). *Statistics: An Introduction Using R*. Pearson Learning Solution.

Desanto C. Totoro M. & Mosctelli R. (2010). *Introduction to Statistics 9<sup>th</sup> ed.* W.H. Freeman.

## INTRODUCTION TO PROBABILITY

3 Credit hours

### Expected Learning outcomes

On completion of this course, the student will be able to explain and solve problems in elementary probability.

### Course Content

Elementary probability. Application to combinatorial analysis. Concept of random variable, discrete and continuous probability functions of random variable. Introduction to binomial, poisson and normal distributions.

### Mode of Delivery

Lectures, directed reading

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

### Course text

Grinstead C.M. & Snell J.L. (1997). *Introduction to Probability*. American Mathematical Society  
Hacking I. (2011). *An Introduction to probability and inductive Logic*. Cambridge University Press.

## ANALYTIC GEOMETRY

3 Credit hours

### Purpose of the course

To introduce students to the application of analytic geometry

### Expected Learning outcomes

On completion of this course, the student will be able to describe and solve problems in plane analytic geometry

### **Course Content**

Plane analytic geometry. Polar coordinates and polar equations. Complex numbers. Vectors in two and three. Dimensions lines and planes. Central quadratics. Matrices and linear equations.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course text**

Riddie, D. F. (1995). *Analytic Geometry*. Brooks Cole.

Robison A. (2009). *An Introduction to Analytic Geometry*. Cambridge University Press. Crawley

E. S. ( 2010). *Analytic Geometry*. FQ Legacy Books.

## **LINEAR ALGEBRA**

**3 Credit hours**

### **Purpose of the course**

### **Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate competence in linear algebra

### **Course Content**

Linear Independence. Basics and dimensions. Linear transformation and the matrices. System of linear equations. Equivalence and similarity. Inner product spaces.

### **Mode of Delivery**

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course text**

Lay D.C. (2005). *Linear Algebra and its Application 3<sup>rd</sup> ed.* Addison Wesley.

Strang G. (2009). *Introduction to Linear Algebra 4<sup>th</sup> ed.* Wellesley Cambridge Press.

## **VECTORS AND MECHANICS**

**3 Credit hours**

### **Purpose of the course**

To develop competence in solving problems in vectors and mechanics

### **Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate competence in solving problems in vector motion in straight line and relative motion

### **Course Content**

Vectors motion in a straight line. Relative motion. Connected bodies. Friction, moment and couples. Friction, moment and couples. Statics of particles and rigid bodies. Center of gravity and linear motion.

### **Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course text**

Beer F., Johnston R. E., Eisenberg E & Mazurek D. (2009). *Vector Mechainics for Engineers*.

**CALCULUS****3 Credit hours****Purpose of the course**

To develop competence in solving problems in calculus

**Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate competence in solving problems in mean value theorems of differential calculus.

**Course Content**

Taylor's theorem. Mean value theorems of differential calculus. Application of integration. Mean value theorem of integral calculus. Numerical integration.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course text**

Larson R.& Edwards B. H. (2009). *Calculus*. Brooks Cole.

## **VECTOR ANALYSIS**

**3 Credit hours**

### **Purpose of the course**

To develop competence in application of vector analysis to solve problems

### **Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate competence in applying the knowledge of vector analysis to solve problems

### **Course Content**

Vector calculus and application. Gradient divergence and curves. Green's, Stoke's and divergence theorems and related theorems. Curvilinear coordinates.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

**Course text**

Stroud A. K. & Dexter B. (2005). *Vector Analysis*. Industrial Press.

Davis H. F. & Snider D. A. (1995). *Introduction to Vector Analysis*. William C, Brown Publication.

**ALGEBRA****3 Credit hours****Purpose of the course**

To develop students ability to solve problems in set theory review and group theory

**Expected Learning outcomes**

On completion of this course, the student will be able to explain and solve problems in set theory review, group theory

**Course Content**

Set theory review. Group theory, introduction subgroups and normal groups. Cyclic groups. Permutation groups. Factor( quotient) groups. Some theorems for groups.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

**Course text**

Schult Z. (2000). *Algebra 2*

Larson R.(2006). *Algebra 2 Practice*.

Selby P. H. & Slavin S. (1991). *Practical Algebra; A self Teaching guide 2<sup>nd</sup> ed*. John Wiley & sons.

Brown R. G. (2006). *Algebra: structure and Method Book*. Mc Dougal Little.

## **PROBABILITY AND STATISTICS**

**3 Credit hours**

### **Purpose of the course**

To develop student ability to capture and solve problems in probability and statistics

### **Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate ability to solve problems in random variable and probability distributions

### **Course Content**

Random variable and probability distributions exponential, hypergeometric, beta, gamma etc moments generating functions.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course text**

Schiller J.J. & Srinivasan R. A. (2000). *Schaum's outline of Probability and Statistics*

Hayslett H.T. (1967). *Statistics Made Simple*.



## REAL ANALYSIS

3 Credit hours

### Purpose of the course

To introduce students to the real number systems and sequences

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Demonstrate ability to solve problems in real number systems.
2. Develop competences in solving problems in differentiation

### Course Content

The real number system, sequences. Functional limits, sequences of function, continuity. Uniform continuity. Differentiation, application of differentiation.

### Mode of Delivery

Lectures, directed reading

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

### Course text

Royden H. L. (1988). *Real Analysis 3<sup>rd</sup> ed.* Prentice Hall.

Schramm M. J. (2008). *Introduction to Real Analysis.* Dover Publications.

Bartle R. G. & Sherbert D. R. (2011). *Introduction to Real Analysis.* Wiley

## COMPLEX ANALYSIS

3 Credit hours

**Purpose of the course**

To introduce students to the functions of complex analysis.

**Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate ability to solve problems in functions of complex analysis.

**Course Content**

Functions of complex analysis. Analytic functions mapping, complex integration. Power and Laurent series. Singularities, residues and poles

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

**Course text**

Silvermann (1984). *Introduction to Complex Analysis*. Dover Publications  
Ahlfors L. (1979). *Complex Analysis*. MacGraw-hill.  
Gamelin T. W. (2001). *Complex Analysis*. Springer.

**CALCULUS FOR FUNCTIONS OF SEVERAL VARIABLES****3 Credit hours****Purpose of the course**

To develop students ability to solve problems in differential and integral calculus

**Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate ability to solve problems in calculus for function of several variables

### **Course Content**

Infinite series, convergence test. Improper integral and their convergence. Differential and integral calculus for several variables. Taylor's theorem. Stationary points. Lagrange's multipliers. Calculus variations.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course text**

Edwards H. C. (1995). *Advanced Calculus of Several Variables*. Dover Publications

Fleming H. W. (1977). *Functions of Several Variables*. Springer.

## **ADVANCED LINEAR ALGEBRA**

**3 Credit hours**

### **Purpose of the course**

To develop students ability to solve problems in advanced linear algebra

### **Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate ability to solve problems in determinants and minimal polynomials and linear functions

### **Course Content**

Determinants, minimal polynomials. Eigenvalues and Eigenvectors, canonical forms. Linear

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course text**

Roman S. (2010). *Advanced Linear Algebra*. Springer.

Cooperstein (2010). *Advanced Linear algebra*. CRC. Press.

Axler S. J. (1997). *Linear Algebra done right*. Springer.

Weintraub (2011). *A guide to Advanced Linear Algebra*. Mathematical Association of America.

## **ORDINARY DIFFERENTIAL EQUATIONS**

**3 Credit hours**

### **Level 4**

#### **Purpose of the course**

To introduce students to problems involving ordinary differential equations

#### **Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate ability to solve problems involving first order equations and applications

### **Course Content**

First order equations and applications. Second order equations. Homogeneous Equations with constant coefficients. None homogeneous equations. Undetermined coefficients. Variation of parameters. Inverse differential operation. Applications.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%

### **Course text**

Pollan H. 7 Tenenbaum M. (1985). *An introduction to Ordinary Differential Equations*. Dover Publications

Coddington E. A. (1989). *Ordinary Differential Equations*. Dover Publications.

## **TOPOLOGY**

**3 Credit hours**

### **Purpose of the course**

To introduce students topology

### **Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate ability to solve problems in topology

### **Course Content**

Basic properties of countable set. Metric space. Introduction of topological spaces the contraction mapping theorem and Baire's theorem. Fundamental properties of closure, interiors, derived sets and neighbourhoods in general topological spaces

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course text**

Mendelson B. (1990). *Introduction to Topology 3<sup>rd</sup> ed.* Dover Publications.

Munkers J. R. (2000). *Topology 2<sup>nd</sup> ed.* Prentice Hall.

Adams C. & Franzosa (2007). *Introduction to Topology. Pure and Applied.* Prentice Hall.

**SAMPLING METHODS****3 Credit hours****Purpose of the course**

To enable students appreciate the concepts of sample survey and solve problems on sampling methods

**Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate competence in solving problems in sampling methods.

**Course Content**

General principles of sample survey. Sources of errors in survey. Sample size determination. Sampling techniques: simple random sampling, stratified random sampling, systematic selection with probability proportions to size.

**Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course text**

Ardilly P. & Tille Y. (2005). *Sampling Methodds: Exercises and Solutions*. Springer.

Sampath S. (2005). *Sampling Theory and Methods 2<sup>nd</sup> ed*. Alpha Science International Ltd.

## **PARTIAL DIFFERENTIAL EQUATIONS**

**3 Credit hours**

### **Purpose of the course**

To enable students appreciate and solve problems on partial differential edquations

### **Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate ability in solving problems in surface curves in three dimensions and differential equations.

### **Course Content**

Surface and curves in three dimensions. Simultaneous differential equations of first order

General principles of sample survey. Sources of errors in survey. Sample size determination. Sampling techniques: simple random sampling, stratified random sampling, systematic selection with probability proportions to size.

### **Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%

**Course text**

Evans L. C. (2010). *Partial Differential Equations 2<sup>nd</sup> Edition*. American Mathematical Society.

Strauss W. A. (2007). *Partial Differential Equations: An Introduction*. Wiley .

John F. (1981). *Partial Differential Equations ( Applied Mathematical Science)*.

**NUMERICAL ANALYSIS****3 Credit hours****Purpose of the course**

To enable students appreciate and solve problems in numerical analysis

**Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate ability in solving problems in numerical analysis

**Course Content**

Number systems. Introduction to errors. Lagrange interpolation. Finite differences. Interpolation based on finite differences. Iterated interpolation. Numerical differentiation, extrapolation to the limit.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors



## Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

## Course text

Burden R. L. & Faires D. (2010). *Numerical Analysis*. Brooks Cole

Saucer T. (2005). *Numerical Analysis*. Addison Wesley.

Hilderbrand B. F. (1987). *Introduction to Numerical Analysis*. 2<sup>nd</sup> ed. Dover Publication.

## MEASURE THEORY

**3 Credit hours**

### Purpose of the course

To enable students appreciate and solve problems in measure theory

### Expected Learning outcomes

On completion of this course, the student will be able to demonstrate ability in solving problems in lebesgue of the real line

### Course Content

Lebesgue measure of real line. Outer lebesgue measurable function, intergral monotone convergence theorem. Fatou's Lemma. Lebsegue dominate convergence theorem. Relation between Riemaman and Lebsegue integral.

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### Mode of Delivery

Lectures, directed reading

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## Course Assessment

Type	weighing
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Continuous Assessment	30%
Examination	70%
Total	100%

### Course text

Halmos P.R. (1974). *Measure Theory* (Graduate Texts in Mathematics).V 18. Springer.

Cohn D. L. (1994). *Measure Theory*. Birkhauser Boston

## ADVANCED ALGEBRA

**3 Credit hours**

### Purpose of the course

To enable students appreciate and solve problems in rings and subrings

### Expected Learning outcomes

On completion of this course, the student will be able to demonstrate ability in solving problems in rings and subrings

### Course Content

Rings and subrings. Integral domains, ideals and quotient rings, polynomial rings. Euclidean rings. Isomorphism theorems for rings. Finitely generated abelian groups. Cosets over a ring. Finitely generated cosets over a Euclidean ring. Composition series and simple groups..

### Mode of Delivery

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

**Course text**

Sterling J. (2006). *AlgebraII*

Kaufmann J. E & Schwitters K. L. (2010). *Algebra for College Students*. Brooks Cole.

Knapp A. W.(2008). *Basic Algebra and Advanced Algebra* Set. Birkhauser Boston.

**TESTING HYPOTHESIS****3 Credit hours****Purpose of the course**

To introduce students to the concept of statistical hypothesis and statistical test

**Expected Learning outcomes**

On completion of this course, the student will be able to demonstrate ability in solving problems in statistical hypothesis and statistical test.

**Course Content**

Concept of statistical hypothesis and statistical. Optimal tests. Neyman person Lemma. Properties of tests. Confidence sets and tests. Generalized likelihood ratio tests. Tests for correlation and regression.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighthing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course text**

Lehmann L. E. & romano J.P.( 2010). *Testing Statistical Hypotheses*. Springer

Koch R. K. *Parameter Estimation and Hypotheses Testing in Linear Models*. Springer.

### 3.5 ENGLISH COURSES

#### LANGUAGE EDUCATION

**3 Credit hours**

##### **Purpose of the course**

The purpose of the course is to enhance the students understanding of language literacy skills. It aims at assisting the student to develop a sound understanding of language and literacy skills through reviewing the language development theories and concepts

##### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Critic language development theories in relation to learning of language and literacy skills in primary education
2. Discuss the significance of language development in primary education,
3. Outline the objectives of language and literacy education among primary pupils
4. Examine various aspects of listening and speaking, reading and writing and stories among pupils.

##### **Course Content**

Theoretical definition of language. Properties of human and non human and languages; Forms and function of written and spoken language. Theories on the origin and development of language. The major writing systems of the world; their forms, strengths and weaknesses. Languages in Kenya The role of English, Kiswahili and indigenous languages. Language families and pedagogy.

##### **Mode of Delivery**

Lectures, Tutorials, Group discussions and Presentations

##### **Instructional Material and/or Equipment**

##### **Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

### Course texts

Seefeldt, C. and Galper, A. (2000). *Active experience for active children: Literacy emerges*. New Jersey: Aprentice- Hall Inc.

Strickland, D.S. (2000). *Beginning reading and Writing: language and literacy series*. International Reading Association.

## INTRODUCTION TO LANGUAGE

**3 Credit hours**

### Purpose

The purpose of the course is to enhance the students understanding of language literacy skills. It aims at assisting the student to develop a sound understanding of language and literacy skills through reviewing the language development theories and concepts

### Expected learning outcomes

By the end of the course, the student should be able to

1. critic language development theories in relation to learning of language and literacy skills in primary education
2. discuss the significance of language development in primary education,
3. Outline the objectives of language and literacy education among primary pupils
4. Examine various aspects of listening and speaking, reading and writing and stories among pupils.

### Course content

Theoretical definition of language. Properties of human and non human languages; Forms and function of written and spoken language. Theories on the origin and development of language. The major writing systems of the world; their forms, strengths and weaknesses. Languages in Kenya The role of English, Kiswahili and indigenous languages. Language families and pedagogy.

### Methodology

Lectures, Tutorials, Group discussions and Presentations

### ASSESSMENT

Continuos assessment	30%
Final examination	70%
Total	100%

### Course Texts

Seefeldt, C. and Galper, A. (2000). *Active experience for active children: Literacy emerges*. New Jersey: Aprentice- Hall Inc.

Strickland, D.S. (2000). *Beginning reading and Writing: language and literacy series*. International Reading Association.

## **INTRODUCTION TO GENERAL LINGUISTICS**

**3 Credit hours**

### **Purpose**

The course aims at preparing the student to facilitate the learning of English and critical thinking in primary education.

### **Expected Learning Outcomes**

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

1. Analyze the characteristics of language,
2. Outline the relationship between linguistics and the teacher
3. Evaluate the inter-disciplinary branches of linguistics.

### **Course Content**

Linguistics and the teacher. Language general. Definitions of language and its characteristics. The scope of linguistic study and its relation to other disciplines. Branches of linguistics. Definition and illustrations of the terms. Phonetic, phonology morphology, syntax. Semantics, pragmatics and discourse. A survey of inter-disciplinary branches of linguistics such as historical and comparative linguistics, socio-linguistics psycholinguistics, etc.

### **Mode of Delivery**

Lectures, Tutorials, group discussions and Presentations

### **Assessment**

Continuos assessment	30%
Final examination	70%
Total	100%

### **Course Texts**

Brooth, D. (2004). *Literacy Techniques: for building successful readers and writers*. 2<sup>nd</sup> Ed. Stenhouse Pub.

Strickland, D.S.(2000). *Beginning reading and writing: language and literacy series*, International Reading Association.

## **INTRODUCTION TO LITERATURE AND LITERARY APPROACH 3 Credit hours**

### **Purpose**

The course will equip the student with necessary knowledge and skills to enable him or her to develop relevant approaches to the learning of literature .

### **Expected Learning outcomes**

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

1. Elaborate on the genres of literature
2. Explore characteristics of oral and written literature
3. Analyse and apply the major literary features of literature.

### **Course Content**

Definition of literature; literature and context: history, movements, methods etc: literary genres: fiction, nonfiction, drama, poetry; genres of oral literature; comparative study of the defining characteristic of oral literature and written literature; significant literary features: style, imagery, symbolism, metaphor, structure, distinctive features of literature as an aesthetical academic discipline; functions of literature. literature; significant literary features: style, imagery, symbolism, metaphor, structure, distinctive features of literature as an aesthetical academic discipline; functions of literature.

### **Mode of Delivery**

Lectures, Tutorial, Group discussion and Presentations

### **Course Assessment**

Continous assessment	30%
Final examination	70%
Total	100%

### **Course Texts**

Dominic,H.(2006). *The Cambridge Guide to Literature in English.3<sup>rd</sup> Ed.*London : Cambridge University Press.

Meiklejohn, J.M.D., (2010). *A Brief History of the English Language and Literature, Vol. 2*. GeneralBooks LLC Publishers.

## **PHONETICS AND PHONOLOGY OF ENGLISH**

**3 Credit hours**

### **Purpose**

To equip the student with knowledge in sounds, how to articulate the use of consonants and vowels

### **Expected Learning outcomes**

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

1. Assess various processes involved in the production and classification of consonants and vowels
2. Evaluate phonetics in English and their allophonic combination and distribution
3. Analyse the prosodic features of stress, syllable structure and phonetic transcription of English words and sentences.

### **Course Content**

Revisit process involved in the production and classification of consonants and vowels. Consonants and vowels in English. Phonetics in English and their allophonic combination and distribution. Prosodic features of stress, intonation and pitch in relation to words and sentences.

Syllable structure: Onset, coda, peak, rhyme. Phonetic transcription of English words and sentences.

### **Mode of Delivery**

Lecture, Tutorials, Group discussions and Presentations

### **Course Assessment**

Continuous assessment	30%
Final examination	70%
Total	100%

### **Course Texts**



Christie, J.F., & Enz, B.J. (2006). *Teaching language & literacy: Pre school through the elementary grades*. Boston: Allyn & Bacon.

Nuttall, J., Harvey, P. and Arndt, V. (2000). *Alive to Language: Perspective on language awareness for English Language Teachers*. Cambridge University Press.

## **GRAMMATICAL STRUCTURES OF ENGLISH**

**3 Credit hours**

### **Purpose**

The purpose of this course is to give the student knowledge and skills in grammatical structures and language acquisition. The course aims at improving the students' understanding of elements of English grammar, theories of language learning and performance analysis.

### **Expected Learning outcomes**

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

1. Discuss the elements of English grammar
2. Analyse the theories of language acquisition
3. Outline and discuss factors affecting language acquisition.

### **Course Content**

Elements of English Grammar. Word classes, word formation processes: English syntax: Basic clauses; other clauses. Sentence generation: Phrase structure rules; transformational rules. English prosody; stress and intonation: Semantics in English. Theories of language learning and acquisition. Contrast between first and second language acquisition. Theoretical perspective; Behaviourism, contrastive analysis. Error analysis and interlanguage. Innatist theories. Factors affecting language acquisition. Sequence of acquisition. Performance analysis. Interpretation of evidence of interlanguage.

### **Mode of Delivery**

Lectures, Tutorial, group discussion and Presentation

### **Course Assessment**

Continuous assessment	30%
Final examination	70%
Total	100%

### **Course Texts**

Woods,G.(2010). *Grammar Essentials For Dummies (For Dummies (Language & Literature)*.

ISBN-10: 047061837X: Publisher: For Dummies.

Ehrenhaft,G.Ed.D.(2010). *Barron's AP English Language and Composition*,3<sup>rd</sup> Ed. □ ISBN-10:

0764143484 : □ Publisher: Barron's Educational Series.

## **COMMUNICATION AND LANGUAGE USE IN ENGLISH**

**3 Credit hours**

### **Purpose**

To develop the students ability to write, speak and .communicate effectively

### **Expected Learning outcomes**

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

1. Demonstrate the ability of reading and writing techniques
2. Illustrate high level of etiquette
3. Describe the functions of language

### **Course Content**

Study of elements of language and of usage in formal writing and speaking; review of rules of grammar and their application in a variety of academic and professional context; listening writing and reading; Etiquette; language as a tool of Study of elements of language and of usage in formal writing and speaking; review of rules of grammar and their application in a variety of academic and professional context; listening writing and reading; Etiquette; language as a tool of communication; its function as raw material of literature; translation; language and the African Writer; Indegenous language vs English.

### **Mode of Delivery**

Lecture, Tutorial, Group discussion and practicals

### **Course Assessment**

Continuous assessment	30%
Final examination	70%
Total	100%

## Course texts

Strickland, D.S(2000). *Beginning reading and writing :language and literacy series.*

*International Reading Association.*

James, P.(2001).*Teachers in Action : Tasks for in- service Language Teacher Education and Development.* Cambridge.University Press.

## INTRODUCTION TO THE HISTORY OF ENGLISH

**3 Credit hours**

### Purpose

The purpose of the course is to trace the historical origin of English, key characteristics .It will also evaluate varieties of within the global context.

### Expected Learning outcomes

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

1. Discuss the historical background and development of English, relating it to the current trends
2. Critically evaluate some key characteristics of English in the past
3. Analyze varieties of English within the global context.

### Course Content

Brief overview of the origin and spread of English. Some phonetic, lexical and semantic characteristics of English in the past. Characteristics of English accents and dialects. The standard variety. Varieties of English in America, Australia, Africa Canada etc. English within the global context

### Mode of Delivery

Lecture, Tutorial, Group discussion.

### Assessment

Continuos assessment

30%

Final examination	70%
Total	100%

## **Course Texts**

### **LITERATURE FICTION AND NON –FICTION**

**3 Credit hours**

#### **Purpose**

The purpose of the course is to enhance the students understanding of Poetry. It will also survey various genres of prose in English, trace the history and development of the novel in English and examine some of the works of African novelists outside East Africa.

#### **Expected learning outcomes**

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

1. discuss the common modes and characteristics of understanding poetry
2. distinguish features that separates oral communication from other modes of communication
3. evaluate the significance of orature to children literature and modern literary discourses
4. survey various genres of prose in English
5. examine childrens prose writing in English
6. analyse works of some African novelists outside East Africa.

#### **Course Content**

Definitions; the common modes and characteristics; understanding poetry at the phonological, grammatical and semantic levels of language; imagery and techniques; patterns of sound: alliteration, assonance, sources and development of Kenya and East African Poetry. Aspects of

Kenyan oral literature; the various genres myths, songs, proverbs, stories, legends, puns, tongue twisters; features that distinguish oral communication from other modes of communication; the role of occasion in performance; the artists, audience, tradition and texts. Ways in which song and stories discuss social issues; the importance of orature to children's literature and modern Literary discourses; orature and the mass media. Survey of various genres of prose in English: novella, short stories etc. using examples to illustrate features of each. The history and development of the novel in English. Themes, form, language use, characterization and other stylistic features. Children's prose writing in English. Critical study of works of some African novelists outside Eastern Africa. Analysis of non-fictional prose

**Mode of Delivery**

Lecture, Tutorial, Group discussion.

**Course Assessment**

Continuos assessment	30%
Final examination	70%
Total	100%

**Course text**

- Finnegan, R. (1977) *Oral Literature in Africa*. Nairobi: Oxford University Press.
- Gill, R. (1985) *Mastering English Literature*. Houndmills: Macmillan Press Ltd.
- Ngara, E. (1982) *Stylistic Criticism and the African Novel*. London: Heinemann.
- Simpson, P. (1997) *Language through Literature*. London: Routledge.
- Okpewho. I. (1989) *The Study of African Oral Literature*. London: Longman.

**LANGUAGE AND SOCIETY****3 Credit hours****Purpose**

This course seek to explore sociological and contemporary language issues and determines how these issues can be used for effective teaching and learning.

**Expected Learning outcomes**

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

1. analyse the relationship between language and society
2. examine various types and functions of language
3. discuss language policies and their relevance

**Course Content**

Some basic sociolinguistic concepts. Focus on the

relationship between language and society. Language variation and dialects. Types and functions of language e.g. language of intra-group communication, language of wider communication, lingua franca, pidgins, “sheng”. Multilingualism and bilingualism. Diglosia. National and

regional language planning policies. Language attitudes. Language and social class. Language maintenance and shift. Code mixing and code switching. Taboo language. Language and gender

### **Mode of Delivery**

Lectures, book reviews, term papers, class discussions, class presentations, small groups activities and field trips.

### **Course Assessment**

Cotinuos assessment	30%
Final examination	70%
Total	100%

### **Course texts**

Whitely, W. H. (1969) *Swahili: The Rise of a National Language*. London: Methuen.

Wardraugh, R. (1996) *An Introduction to Sociolinguistics*. Oxford: Blackwell.

## **THEORY AND LITERATURE CRITICISM**

**3 Credit hours**

### **Purpose**

This course seek to explore Nature and function of Literature and Nature and function of literary theory and criticism

### **Expected Learning outcomes**

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

1. Analyse the nature and function of Literature
2. 2.Describe theoretical and critical perspectives
3. Discuss New historicism and Literary canons Analysis of exemplary critical evaluations of creative works of literature

### **Course Content**

Nature and function of Literature; Nature and function of literary theory and criticism. Available theoretical and critical perspectives; humanism; universalism, structuralism; formalism; New criticism; post-structuralism; Marxism; Neo-Marxism; reader-response criticism. New historicism; feminist literary criticism; post colonial criticism. Literary canons Analysis of

exemplary critical evaluations of creative works of literature; analysis of works of literature on the basis of theories studied.

### **Mode of Delivery**

Lectures, book reviews, term papers, class discussions, class presentations, small groups activities and field trips.

### **Course Assessment**

Cotinuos assessment	30%
Final examination	70%
Total	100%

## **LANGUAGE ACQUISITION**

**3 Credit hours**

### **Purpose**

This course seek to explore Theories of language learning and acquisition

Factors affecting language acquisition

### **Expected Learning outcomes**

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

1. Analyse the Theories of language learning and acquisition Theories of language learning and acquisition
2. Describe Factors affecting language acquisition

### **Course Content**

Theories of language learning and acquisition. Constrast between first and second language acquisition. Theoretical perspective; Behavioursim, constrastive analysis. Error analysis and inter language. Innatist theories. Factors affecting language acquisition. Sequence of acquisition.

Performance analysis. Interpretation of evidence of interlanguage.

### **Mode of Delivery**

Lectures, book reviews, term papers, class discussions, class presentations, small groups activities and field trips.

### **Course Assessment**

Cotinuuos assessment	30%
Final examination	70%
Total	100%

## **LANGUAGE AND STYLE**

**3 Credit hours**

### **Purpose**

To develop the students ability to competently handle language as key to the study literature.

### **Expected Learning outcomes**

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

1. Discuss language as raw material for literature textual features and textual analysis
2. Examine stylistic and lieterary scholarship and
3. Describe semantics levels of language.

### **Course Content**

Language as raw material for literature textual features and textual analysis; stylistic and literary scholarship; phonology graphology syntax texts semantics; points of view; modes of presentation, varieties of language , semantic levels of language description.

### **Course Assessment**

Continuos assessment	30%
Finalexamination	70%
Total	100%

### **Course texts.**

Ngara, E. (1982) *Stylistic Criticism and the African Novel*. London: Heinemann.

Simpson, P. (1997) *Language through Literature*. London: Routledge.

## **THEORY AND METHODS OF ORATURE**

**3 Credit hours**



### **Purpose of the course**

This course aims at assisting the student develop a sound understanding of oral literature, key theories in the study of orature and field methods.

### **Expected Learning outcomes**

By the end of this course the student should be able to:

1. Define key terms in orature
2. Analyse the history of orature in Kenya and world all over
3. Study the relevance of some key theories in the study of orature.
4. Exposed to the skills of conducting field work.

### **Course Content**

Definition of terms such as folklore, verbal art oral tradition. History of oral literature scholarship in Kenya, East Africa, Africa, and the world. Some key theories in the study of orature such as functionalism, performance, and psychoanalysis. Classification of folktales by type, motif, and morphology. Composition, transmission and performance of texts. Field methods, technique and actual field work.

### **Mode of Delivery**

Lecture, Tutorial, Field trip, seminar, presentation, Focused Group discussion.

### **Core Reading Material**

Finnegan, R. (1977) *Oral Literature in Africa*. Nairobi: Oxford University Press.

Okpewho. I. (1989) *The Study of African Oral Literature*. London: Longman.

## **DISCOURSE AND TEXTUAL ANALYSIS**

**3 Credit hours**

### **Purpose of the course**

To introduce students the issues of dysfunctional linguistic, creation ,interpretation of discourse and the process of discourse texts.

### **Expected Learning outcomes**

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

1. Describe the general functions of language

2. Explain the form and function of spoken and written texts
3. Describe speech and reference in text and use of referring and nonreferring expressions.

### **Course Content**

Issues on dysfunctional linguistic capability, general functions of language: transactional and international paradigms; The form and function of spoken and written texts; the role of the contextual and extracontextual features in the creation and interpretation of discourse; topics and variations; information structure; the notions theme; the notions theme, rhyme, giver and new information. Speech and reference in a text and the use of referring and nonreferring expressions, a the process of discourse texts.

### **Mode of Delivery**

Lecture, Tutorials, Class presentation

### **Course Assessment**

Continuous assessment	30%
Final examination	70%
Total	100%

### **Course Texts**

Brown, G. & Yule (1983) *Discourse Analysis*. New York: Cambridge University Press.

De Beaugrande, R. & Dresser, W. (1981) *Introduction to Text Linguistics*. London: Longman.

## **MORPHOLOGY AND SYNTAX**

**3 Credit hours**

### **Purpose of the course**

To introduce students to the details of linguistics.

### **Expected Learning outcomes**

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

1. Describe the structural approach to linguistic analysis of English and other languages
2. Discuss structural units in English language

3. Explain syntagmatic and paradigmatic relation in syntax.

### **Course Content**

School of linguistics: focus on the structural approach to

linguistic analysis of English and other languages. Structural units in English language: morphs, morphemes and allomorphs. The notion word, phrase clause and sentence. Syntagmatic and paradigmatic relation in syntax. Sequence and dependency relations. Phrase structure analysis in sentences.

### **Mode of Delivery**

Lecture , Tutorial, Group discussion and seminars.

### **Course Assessment**

### **Course texts**

Strickland ,D.S.(2000). *Beginning reading and writing: language and literacy*. series .International Reading Association.

## **MODERN AFRICAN POETRY AND DRAMA**

**3 Credit hours**

### **Purpose of the course**

This course seeks to explore modern poetry , key elements in poetry and contemporary issues that affects poets.

### **Expected Learning outcomes**

By the end of this course students should be able to:

1. Explain the nature and functions of modern African poetry
2. Trace the major poetic traditions and poets
3. Analyse the influence of current issues on poets.
4. Criticise the use of theme, language, characterization and European influence on African Drama.

### **Course Content**

Nature and functions of Modern African poetry; poetry and song; influence and trends; major poetic traditions and poets. Okogbo Angiva Okot P'Bitek, Rubadiri, Soyinka Brutuys, Ndebele Marechera, Kiguli Creveinha Senghor etc. creative poetry; influence of current issues on poets

e.g. Gender issues, Child labour, HIV, Drug Abuse etc. The play as a literary genre, drama and performing arts; play writing and acting improvisation, skits, song poetry and dance role play and story telling; theme; language use, characterization; European influence on African Drama; Survivals of oral tradition; selected plays by re knowned African Play wrights e.g. Imbuga, Mulwa Ruganda Soyinka works of play wrights in Chidren's Drama.

### **Mode of Delivery**

Lecture,case – studies,class presentation, Field trips

### **Core Reading**

Archer,J.Lloyd, B.(1992).*Sex and Gender*.Cambridge Press

Berns,R.M.(2006). *Child family, school,community:socialization and Support*.7<sup>th</sup> Ed.Australia:Wadworth Publishing.

Packard, W. (1997) *The Art of the Playwright*. New York: Thunder's Mouth Press.

Wilson, E. & Goldfarb, A. (1991) *Theatre: The Lively Art*. New York: Mc Grawhill, Inc.

## **CHILDRENS LITERATURE**

**3 Credit hours**

### **Purpose of the course**

The purpose of this course is to increase the students understanding of childrens literature in order to appreciate their development.

### **Course Content**

Definition; theories of children's literature; exploration of writing by and for children; children's oral literature; language use in literature for children; form; visual images; pictorial illustration: use of colours; print format; major social thematic and stylistics characteristics; sources of children's humour, cultural contexts in the study of children's literature; gender, socialization issues and children's literature; publishers and their roles; a survey of children's texts.

### **Mode of Delivery**

Lecture, Tutorial, class presentation,demonstrations,playing games

### **Course Assessment**

Continous assessment	30%
Final examination	70%

Total

100%

### Course texts

Avery, G. & Briggs, J. (1989) *Children and their Books*. Oxford: Oxford University Press.

Jones, A. F. & Pollinger, L. (2002) *Writing for Children and Getting Published*. Chicago: McGrawHill.

Seefeld, C&Galper, A.(2000). *Active experience for active children :literacy emerges*. New Jersey:prentice – Hall Inc.,.

Howatson,M.C.(1989). *The Oxford Companion to Classical Literature*. USA :Oxford University Press,

Head ,D.(2006). *The Cambridge Guide to Literature in English* .3 Ed.England: Cambridge University Press

Ehrenhaft,G.Ed.D.(2010). *Barron's AP English Language and Composition*. Barron's Educational Series; edition. **ISBN-10:** 0764143484

## TRANSLATION AND INTERPRETATION

**3 Credit hours**

### Purpose of the course

To develop students ability to translate varied texts and effectively handle translation problems.

### Expected Learning outcomes

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

1. Describe the theoretical approaches to translations
2. Discuss variety of translated texts
3. Identify various translation problems and principles which guide their resolution.

### Course Content

Some theoretical approaches to translation different techniques used in translation e.g. literal, meaning, theme, etc. oral and written texts. Exposure to a variety of translated text e.g. legal documents. Scientific texts, literary texts (fiction and non-fiction) etc. Translation problems and other principles which guide their resolution.

### Mode of Delivery

Lecture , Tutorial, demonstration and assignments

**Course Assessment**

Continuos assessment	30%
Final examination	70%
Total	100%

**HISTORICAL AND COMPARATIVE LINGUISTICS****3 Credit hours****Purpose of the course**

To develop students ability in historical and comparative linguistics

**Expected Learning outcomes**

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

1. Describe the scope of Historical and Comparative Linguistics
2. Discuss Typological classifications
3. Explain Models of language and linguistics communities, processes and types of language change at phonological, morphological and synactic levels

**Course Content**

The scope of Historical and Comparative Linguistics. Synchronic versus diachronic Linguistics. Lexical comparisons between English, Latin and Greek to demonstrate genetic relatedness. Classifications of languages: Typological classifications; areal classification; genealogical classification. A survey and evaluation of various dialects of Kenyan languages. Models of language and linguistics communities; Family model; family tree model; wave model. Methods in comparative linguistics; comparative reconstruction method; internal reconstruction; glottochronology/ lexicostatistics. Broadening of language materials; causes, processes and types of language change at phonological, morphological and synactic levels, sound change laws; Grimm's law, Verner's law, Dahl's law. Evidence and role of written records in historical linguistics

**Mode of Delivery**

Lecture , Tutorial, demonstration and assignments

**Course Assessment**

Continuos assessment	30%
Final examination	70%
Total	100%

## **CREATIVE WRITING**

**3 Credit hours**

### **Purpose of the course**

The purpose of this course is to enhance the students ability to handle types of writing in

### **Expected Learning outcomes**

By the end of this course students should be able to:

1. Exposed to varied types of writings
2. Evaluate writing styles

### **Course Content**

Types of writing; writing fiction, poetry drama essay, choosing subject; paragraphing logical sequencing style technique composition anatomy in poetry figures of speech practical questions of creative writing; children's creative writing.

### **Mode of Delivery**

Lectures, Tutorial, Group discussion ,Demonstrations

### **Core Reading Material**

Seefeld,C.&Galper,A.(2000).*Active experience for active children Literacy emerges*.New Jersey:Prentice-Hall Inc.

Strickland, D.S.(2000).*Beginning reading and writing :language and Literacy series*. International Reading Association.

Booth,D,(2004). *Literary techniques: for successful readers and writers*

2<sup>nd</sup> Ed.Stenhouse.

## **ASPECTS OF GRAMMATICAL ANALYSIS IN ENGLISH**

**3 Credit hours**

### **Purpose of the course**

The purpose of this course is to enhance students understanding of grammatical analysis in English

### **Expected Learning outcomes**

By the end the course students should be able to:

1. Discuss the sentence as an abstract unit of language
2. Illustrate the relationship between constituency and dependency
3. Describe the mechanics of structural organization and change

### **Course Content**

The sentence: the sentence as an abstract unit of language. Syntactic versus semantic criteria for definition. The clause: clause and sentences; types of clauses. Constituent structures: justification for word-level and phrase-level categories. Distributional evidence for categorization and strict sub categorization frames. The noun, verb, adverb, auxiliary verb, adjectival and prepositional phrases. Constituency and dependency relations. The clause as a category. Mechanics of structural organization and change: coordination, subordination, opposition and substitution. Ellipsis and binding. Movement of constituents.

### **Mode of Delivery**

Lecture, Tutorial, discussion and presentation.

### **Course Assessment**

Continuous assessment	30%
Final examination	70%
Total	100%

### **Course texts**

Christie,J.F.,Vukelich, &Enz,B.J.(2006).Teaching language &literacy:preschool through the elementary grades.Boston:Allyn &Bacon.

## **SEMANTICS AND PRAGMATICS IN ENGLISH**

**3 Credit hours**

### **Purpose of the course**

This course seeks to explore semantics and pragmatics in English how the can be used for effective communication in English.

### **Expected Learning outcomes**

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

1. Explain the place of semantics and pragmatics in linguistic theory



2. Explain semantic explication of meaning
3. Describe speech acts and role of context in linguistic interaction.
4. Analyse varied philosophical linguistic approaches and show different theories within semantics.

### **Course Content**

Definitions. The place of semantics and pragmatics in linguistic theory; problem in the delimitation of these disciplines. Meaningfulness and anomalousness. Semantic explication of meaning: sense relations and componential analysis. On the notions patient, agent, benefactor etc. Distinction between utterance, sentence, proposition. Distinction between Eretology validity and necessity. Vagueness and ambiguity. Speech acts: semantic and pragmatic accounts. Role of context in linguistic interaction: definition, approaches and characterization. Presupposition: semantic and pragmatic accounts. Grice's cooperative principle. Conversational implicature. Politeness principles and maxims. Deixis: philosophical and linguistic approaches. Different theories within semantics - their principle claims

### **Mode of Delivery**

Lecture, Tutorials, Class discussion, Demonstration, assignments

### **Course texts**

Hofman, T. R. (1993) *Realms of Meaning*. London & New York: Longman.

Hurford, J. R. & Heasley, B. (1983) *Semantics: A Coursebook*. Cambridge: Cambridge University Press.

Lyons, J. (1977) *Semantics* (Vol. 1&2) Oxford: Oxford University Press.

## **REGIONAL LITERATURE: EAST AFRICA LITERATURE**

**3 Credit hours**

### **Purpose of the course**

This course aims at helping students develop a sound understanding of the East Regional literature and Africa literature.

### **Expected Learning outcomes**

By the end of this course students should be able :

1. Examine Eastern African literature which may include fiction and non-fiction.
2. Analyse selected themes from the region.

## Course Content

A study of Eastern African literature using region as the primary category. Texts may include fiction and non-fiction, performance texts (drama and folktale form oral tradition), a comparative study of regional literature by authors (Ngugi wa Thiong'o, Noordin Farah, Mary Okurut, Oludhe Mcgoeye, Meja Mwangi, Tim Wangusa etc) and themes (colonialism, ethnicity, gender inequality, struggles for liberation) which are closely associated with the region.

## Mode of Delivery

Lecture, Tutorials, Audio-visual, field trips

## Course Assessment

Continuos Assessment	30%
Final examination	70%
Total	100%

## Course texts

Finnegan, R., (1976). *Oral Literature in Africa*. □ ISBN-10: 0195724135. USA: Oxford University Press. □ ISBN

10: 025320710X

Okpewho, I., (1992). *African Oral Literature: Backgrounds, Character, and Continuity*. □ ISBN-10: 025320710X

Indiana University Press.

## THEATRE SKILLS

**3 Credit hours**

### Purpose of the course

The course aims at outlining the importance of theatre skills to childhood development and improving students' knowledge and skills in fostering positive and meaningful theatre experiences.

### Expected Learning outcomes

By the end of the course, the student should be able:

1. Discuss the importance of concepts in theatre
2. Various types of theatre

3. Examine selected African plays for illustration play production.

## Course Content

Concepts in theatre arts – performance, improvisation mime types of stage etc. Types of theatre – community theatre, ritual theatre, epic theatre, theatre for development etc. Stage audience relationship, dramatic processes. Scripting – theme, the plot, structure of play, characterization, conflict development and resolution etc. Production – Auditioning, learning the script, adaption on the stage, acting and rehearsals etc. Directing – moulding speech, presence, confidence voice etc. stage management. The Kenya National Drama Festival. Study of selected African plays for illustration play production

## Mode of Delivery

Lecture, Tutorials, Audio-visual, field trips, case studies and presentations.

## Course Assessment

Continuous Assessment	30%
Final examination	70%
Total	100%

## Course texts

Brown, C.S.(1988). *Like It Was: A Complete Guide to Writing Oral History*. ISBN-10: 0915924129 Teachers & Writers Collaborative.

Oguninji, A.R., N.B.(2005). *Introduction to African Oral Literature & Performance*. □ ISBN-10: 1592211518 : Africa World Press; Africa World Pr edition.

## LITERATURE AND GENDER

3 Credit hours

### Purpose of the course

This course seeks to explore gender related issues that affect learning and determines how these issues can be used effectively for effective teaching and learning

### Expected Learning outcomes

By the end of the course, the student should be able:

1. Analyse and evaluate the role of gender in the study of literature and the society
2. Appreciate and respect his or her culture and avoid stereotyping
3. Prace the origin and development of African fiction by examining selected autobiographies.

### Course Content

A study of Literature using gender as the primary category of analysis; gender and language; gender as a social construction; Gendered roles in society; interactions between private and public life; gender and canon formation; how individual define their place in culture against gender expectations. Focus on African fiction autobiographies and essays by time period; theme, representative individual character or some combination.

### Mode of Delivery

Lectures, Tutorial, Group discussion ,Demonstration

### Course Assessment

Continuos Assessment	30%
Final examination	70%
Total	100%

### Course texts

Archer, J,Lloyd,B.(1992). *Sex and Gender*.Cambridge Press.

Liebert, R, and Spregler, M.(1990). *Personality Strategies and Issues*.Brooks/Cole.

Frosh, S ,(1991). *Identity Crisis: Modernity , Psychoanalysis and Self*. Macmillan.

Berns,R,M.(2006). *Child,family, School, Community: Socialization and support*.7<sup>th</sup> Ed.Australia  
Wadworth Publishing.

Geswick ,C.(2003). *Home, School & community relations*.5Ed.New York:Thomson Delmar  
Learning.

### DRAMA AND EDUCATION

**3 Credit hours**

### Purpose of the course

To introduce students to the nature,discrepancy between dramatic and theatre forms and role of drama as extra curricula activity,

### **Expected Learning outcomes**

By the end of the course ,the student should be able:

1. Describe the nature of communication in drama
2. Prepare drama scripts
3. Discuss drama as teaching strategy
4. Explain the role of dramas extra curricula activity.

### **Course Content**

The nature of communication in drama, the relationship between the dramatic and theatre forms; drama in the classroom, group work; role play and creative writing and literature; drama as methodology; drama as extra curricula activity.

### **Mode of Delivery**

Lectures, Tutorial, Group discussion ,Demonstrations

### **Course Assessment**

Continous Assessment	30%
Final examination	70%
Total	100%

### **Course text**

Brown, C.S.(1988). *Like It Was: A Complete Guide to Writing Oral History*. ISBN-10: 0915924129 Teachers & Writers Collaborative.

Gill, R. (1995) *Mastering English Literature*. Houndmills: The Macmillan Press Ltd.

Schechner, R. (1988) *Performance Theory*. New York: Routledge.

## **ADVANCED DESCRIPTION OF MODERN ENGLISH**

**3 Credit hours**

### **Purpose of the course**

To introduce students to the broad characterization of modern English and notion and application of cohesion in sentences

### **Expected Learning outcomes**

By the end of the course ,the student should be able:

1. Describe the broad characterization of modern English
2. Describe notion and application of cohesion in sentences
3. Discuss form and functions of tags in sentences

### **Course Content**

Broad characterization of modern English. Compound and complex sentences. Syntax, semantics and functions of subordinate clauses. Notion and application of cohesion in sentences. Types of references: endophoric, exophoric, catphoric and anaphoric. Substitution, proforms and Ellipsis. The article usage; specific, indefinite and generic meanings. The prepositions, prepositional phrase; form, function and meaning. Form and functions of tags in sentences. The wh-clauses. Modality structure, modality and tense; types of modality, gradability in adjectives.

### **Mode of Delivery**

Lectures, Tutorial, Group discussion ,Demonstrations

### **Course Assessment**

Continous Assessment	30%
Final examination	70%
Total	100%

## **3.6 KISWAHILI COURSE**

### **MISINGI YA LUGHA**

#### **Lengo**

Lengo la kozi hii ni kuimarisha uwezo wa mwanafunzi katika kuitumia lugha. Inalenga kumsaidia mwanafunzi kuwa na uelewa mzuri wa lugha kupitia kwa tathmini ya nadharia na dhana za maendeleo ya lugha.

## **Madhumuni**

Kufikia mwisho wa kozi, mwanafunzi aweze

1. kuhakiki nadharia za maendeleo ya lugha kwa kuzihusisha na ujifunzaji lugha na mbinu za
2. kusoma katika elimu ya msingi
3. kujadili umuhimu wa maendeleo ya lugha katika elimu ya msingi
4. kubainisha malengo ya lugha na elimu ya kusoma kwa wanafunzi wa shule za msingi
5. kutathmini stadi mbalimbali za kusikiliza na kusema, kusoma na kuandika pamoja na hadithi kwa wanafunzi.

## **Maelezo**

Ufafanuzi wa lugha. Sifa za lugha. Aina na majukumu ya lugha za kusemwa na za kuandikwa. Nadharia za asili na maendeleo ya lugha. Mifumo mikuu ya uandishi ya kilimwengu; namna zao, ubora na udhaifu wao. Lugha nchini Kenya. Nafasi ya Kiingereza, Kiswahili na lugha za kiasili. Lugha mnasaba na mtalaa. Stadi ya kusoma: mbinu za kusoma, uteuzi wa kazi za kusom(w)a, aina za kusoma. Stadi ya kuandika: herufi kubwa na ndogo pamoja na nukta. hati safi na mwandiko mzuri. Kusema: utamkaji sahihi; mbinu za usemaji; usemaji, muktadha na ujengaji wa tabia za watoto/vijana.

## **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

## **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

## **Marejeleo**

Arege, T. (2007) *Kielezi cha Tungo*. Nairobi: Focus Publishers.

Seefeldt, C. and Galper, A. (2000). *Active experience for active children: Literacy emerges*. New Jersey: Aprentice- Hall Inc.

Strickland, D.S. (2000) *Beginning reading and Writing: language and literacy series*.

## MISINGI YA FASIHI

### Lengo

Lengo la kozi hii ni kumwezesha mwanafunzi kupata maarifa kuhusu fasihi pamoja kuainisha tanzu za fasihi na kuonyesha nafasi ya fasihi katika elimu ya watoto.

### Madhumuni

Kufikia mwisho wa kozi, mwanafunzi aweze

1. kueleza maana na dhima ya fasihi katika jamii
2. kuainisha tanzu na vipera vya fasihi
3. kubaini sifa za tanzu na vipera mbalimbali vya fasihi
4. kubainisha nafasi ya fasihi katika kuwaelimisha watoto na kujenga tabia zao.

### Maelezo

Ufafanuzi dhana ya fasihi. Dhima ya fasihi. Aina za fasihi; andishi na simulizi. Sifa za fasihi andishi na simulizi na uhusiani baina yao. Utangulizi wa tanzu za fasihi simulizi na vipera vyao. Utangulizi wa tanzu za fasihi andishi na sifa zao. Dhima ya aina mbalimbali za fasihi katika kuwaelimisha na kuwajenga watoto/vijana.

### Nyenzo

Mihadhara, mijadala ya makundi, na mawasilisho.

### Tathmini

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### Marejeleo

Finnegan, R. (1977) *Oral Literature in Africa*. Nairobi. Oxford University Press.

Gill, R. (1985) *Mastering English Literature*. Houndmills: Macmillan Press Ltd.

Wamitilia, K.W. (2003) *Kichocheo cha Fasihi: Andishi na Simulizi*. Nairobi: Focus.



## **SARUFI YA KISWAHILI**

### **Lengo**

Lengo la kozi hii ni kumwezesha mwanafunzi kuimarisha uwezo wake wa kutumia lugha ya Kiswahili kwa ufasaha kimaandishi na kimatamshi.

### **Madhumuni**

Kufikia mwisho wa kozi hii mwanafunzi aweze:

1. kubaini vipengele vya kimsingi vya sarufi ya Kiswahili na kuweza kuvitumia kwa ufasaha kimaandishi na kimatamshi.
2. kutumia viakifishi kwa namna inayofaa kwa ajili ya kuimarisha mawasiliano katika tungo mbalimbali.

### **Maelezo**

Dhana ya sarufi. Umuhimu wa sarufi katika mawasiliano. Sauti za Kiswahili na matamshi bora. Aina za maneno, mnyambuliko wa vitenzi, uakifishi, ukanushaji na vinyume, ukubwa na udogo. Aina za sentensi na vijenzi vya sentensi. Nyakati na hali. Tungo; amilifu, bunilizi na tahakiki. Nomino zenye utata katika kuziainisha kingeli.

### **Nyenzo**

Mihadhara, maabara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

Habwe, J. na Karanja, B. (2004) *Misingi ya Sarufi ya Kiswahili*. Nairobi: Phoenix Publishers.  
Waihiga, G. (1999) *Sarufi Fafanuzi ya Kiswahili*. Nairobi: Longhorn Publishers.

## **MBINU ZA MAWASILIANO KATIKA KISWAHILI**

### **Lengo**

Kozi hii inalenga kuimarisha uwezo wa mwanafunzi wa kuwasiliana kimaandishi na kimazungumzo.

### **Madhumuni**

Kufikia mwisho wa kozi hii mwanafunzi aweze:

1. kuwasiliana kwa njia ya mazungumzo na maaandishi kwa namna inayofaa
2. kuzifahamu aina mbalimbali za tungo na kuwa na umilisi mzuri wa taratibu za kuziandaa.

### **Maelezo**

Maana ya mawasiliano. Lugha kama nguzo ya mawasiliano. Dhima ya mawasiliano. Aina za mawasiliano. Stadi za lugha; kusikia, kuongea, kuandika na kusoma. Uandishi wa insha, hotuba, kumbukumbu, ripoti n.k. Sajili na mawasiliano, matamshi bora, mwandiko mzuri na hati safi. Adhabu ya lugha na mawasiliano.

### **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

Arege, T. (2007) *Kielezi cha Tungo*. Nairobi: Focus Publishers.

Peter, C. B. (1994) *A Guide to Academic Writing*. Eldoret: Zapf Chancery.

Seeleg, J. (2000) *The Oxford Guide to Writing and Speaking*. New York: Oxford University Press.

## FONETIKI NA FONOLOJIA YA KISWAHILI

### Lengo

Lengo la kozi hii ni kumpa mwanafunzi maarifa kuhusu sauti; ala za sauti, namna ya kutamka na uainishaji wa sauti.

### Madhumuni

Kufikia mwisho wa kozi, mwanafunzi aweze

1. kuzitambua na kuziainisha sauti za Kiswahili
2. kubainisha fonimu za Kiswahili na alofoni
3. kuchanganua sifa za mkazo, muundo wa silabi na maandishi ya kifonetiki.
4. kutamka kwa ufasaha sauti za Kiswahili

### Maelezo

Ufafanuzi wa dhana za kimsingi; fonetiki, foni, fonimu, alofoni. Uainishaji wa sauti; konsonanti na vokali. Sifa za konsonanti na vokali mbalimbali za Kiswahili. Shadda, toni, kiimbo, n.k. muundo wa silabi. Maandishi ya kifonetiki. Mifanyiko ya kifonolojia. Utamkaji fasaha wa vokali na konsonanti.

### Nyenzo

Mihadhara, maabara, mijadala ya makundi, na mawasilisho.

### Tathmini

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### Marejeleo

Habwe, J. na Karanja, B. (2004) *Misingi ya Sarufi ya Kiswahili*. Nairobi: Phoenix Publishers.

Mgullu, R. S. (1999) *Mtalaa wa Isimu: Fonetiki, Fonolojia na Mofolojia ya Kiswahili*. Nairobi: Longhorn Publishers.

## FASIHI YA WATOTO

### Lengo

Lengo la kozi hii ni kumwongezea mwanafunzi maarifa kuhusu fasihi ya watoto ili kuthamini ukuaji wao.

### Madhumuni

Kufikia mwisho wa kozi, hii mwanafunzi aweze:

1. kubaini sifa na kanuni zinazoongoza utungaji wa fasihi za watoto
2. kuteua kazi za watoto zenye kukidhi haja ya watoto wanaokua
3. kuhakiki tungo za watoto zilizopo.

### Maelezo

Maana ya fasihi ya watoto. Maendeleo ya fasihi ya watoto. Dhima ya fasihi ya watoto. Sifa za fasihi ya watoto. Aina za fasihi ya watoto. Mitazamo mbali mbali ya uandishi wa watoto na watoto na kwa watoto. Nafasi ya utamaduni katika fasihi ya watoto. Chanzo cha fasihi ya watoto k.m. fasihi simulizi na ushairi. Tathmini ya kazi za watoto.

### Nyenzo

Mihadhara, mijadala ya makundi, na mawasilisho.

### Tathmini

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### Marejeleo

Avery, G. & Briggs, J. (1989) *Children and their Books*. Oxford: Oxford University Press.

Jones, A. F. & Pollinger, L. (2002) *Writing for Children and Getting Published*. Chicago: McGrawHill.

Grailing, T. (1996) *How to Write for Children*. (3<sup>rd</sup> Edition) London: Allison & Busby.

## UPATAJI LUGHA

## **Lengo**

Kozi hii inamwezesha mwanafunzi kupata maarifa kuhusu nadharia za upataji na ujifunzaji lugha.

## **Madhumuni**

Kufikia mwisho wa kozi hii mwanafunzi aweze:

1. kubaini nadharia za upataji na ujufunzaji lugha
2. kutumia nadharia upataji na ujifunzaji lugha kutatua matatizo ya lugha katika muktadha wa shule..

## **Maelezo**

Dhana ya upataji na ujifunzaji lugha. Ujifunzaji wa lugha ya kwanza na ya pili. Mitazamo ya kinadharia; utabia, uchaguzi, changanuo-linganishi, kiumilisi. Mambo yanayoathiri upataji lugha. Matatizo ya lugha katika mazingira ya shule.

## **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

## **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

## **Marejeleo**

Ellis, R. (1985) *Understanding Second Language Acquisition*. Oxford: Oxford University Press.

Krashen, S. (1981) *Second Language Acquisition and Second Language Learning*. Oxford: Oxford University Press.

## **HADITHI FUPI YA KISWAHILI**

## **Lengo**

Kubainisha vigezo vya uhakiki wa hadithi fupi kama msingi wa uhakiki wa hadithi fupi.

### **Madhumuni**

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kupambanua sifa za hadithi fupi
2. kuhakiki tungo mbalimbali kutumia maarifa aliyopata katika kozi hii.

### **Maelezo**

Dhana ya hadithi fupi. Historia ya hadithi fupi ya Kiswahili. Sifa za hadithi fupi. Vipenge vya kimsingi vya hadithi fupi kama vile maudhui, wahusika, usimulizi, mandhari, , muundo na lugha. Uhakiki wa tungo teule. Hadithi za watoto na za vijana.

### **Marejeleo**

Ayock, W. W. (Ed) (1982) *The Teller and the Tale: Aspects of the Short Story*. Texas: Technical Press.

Msokile, M. (1992) *Misingi ya Hadithi Fupi*. Dar es Salaam. Dar es Salaam University Press.

## **HISTORIA YA KISWAHILI**

### **Lengo**

Kozi hii inamwezesha kufahamu asili na maendeleo ya lugha ya Kiswahili.

### **Madhumuni**

Kufikia mwisho wa kozi hii mwanafunzi aweze:

1. kubaini asili ya lugha ya Kiswahili
2. kubaini historia na maendeleo ya lugha ya Kiswahili.
3. kubaini mustakali wa lugha ya Kiswahili.

### **Maelezo**

Nadharia kuhusu asili ya lugha ya Kiswahili na Waswahili. Maenezi ya Kiswahili Afrika Mashariki na sehemu nyingine za ulimwengu katika vipindi mbalimbali vya kihistoria. Nafasi ya Kiswahili katika siasa, elimu na uchumi hii leo. Matatizo yanayokumba Kiswahili kama lugha na somo. Kiswahili na maendeleo: Kiswahili na udhibiti wa teknolojia, Kiswahili na umoja wa kitaifa, Kiswahili, siasa na maendeleo.

## Nyenzo

Mihadhara, mijadala ya makundi, na mawasilisho.

## Tathmini

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

## Marejeleo

Chimera, R. (1998) *Kiswahili: Past, Present and Future Horizons*. Nairobi: Nairobi university Press.

Chiraghdin. S. na Mnyampala, M. (1977) *Historia ya Kiswahili*. Nairobi: Oxford University Press.

## FASIHI SIMULIZI

### Lengo

Kozi hii inelenga kusaidia mwanafunzi kuwa uelewa mzuri wa fasihi simulizi, nadharia za fasihi simulizi na mbinu za utafiti wa fasihi simulizi.

### Madhumuni

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kuzieleza dhana za kimsingi za fasihi simulizi
2. kutambua nafasi ya nadharia mbalimbali za fasihi simulizi katika taaluma ya fasihi simulizi
3. kupambanua nafasi ya fasihi kwa simulizi watoto
4. kuwa maarifa ya kufanya utafiti nyanjani.

### Maelezo

Maana ya fasihi simulizi na ufafanuzi wa dhana za fasihi simulizi. Nadharia za fasihi simulizi. Tanzu za fasihi simulizi pamoja na vipera vyao. Mitazamo ya mtaala wa fasihi simulizi. Uwasilishaji wa fasihi simulizi. Fasihi simulizi na utendaji wa kiasili. Mbinu na njia za ukusanyaji wa data nyanjani katika fasihi simulizi. Athari za kisasa kwa fasihi simulizi.

Mustakabali wa fasihi simulizi. Sanaa ya utendaji. Fasihi simulizi na watoto; nafasi ya ushairi, hadithi, semi na utendaji katika elimu ya watoto na vijana.

### **Nyenzo**

Mihadhara, mijadala ya makundi, ziara nyanjani na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

Finnegan, R. (1977) *Oral Literature in Africa*. Nairobi: Oxford University Press.

Okpewho. I. (1989) *The Study of African Oral Literature*. London: Longman.

Wamitila, K. W. (2003) *Kichocheo cha Fasihi: Andishi na Simulizi*. Nairibi: Focus Books.

## **UANDISHI BUNIFU**

### **Lengo**

Lengo la kozi hii ni kuimarisha uwezo wa mwanafunzi kutunga kazi nzuri za kifasihi.

### **Madhumuni**

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kuwa na ufahamu wa kanuni na taratibu za kuandika kazi za kiubunifu
2. kutunga kazi kiubunifu.

### **Maelezo**

Ufafanuzi wa dhana ya uandishi bunifu. Sifa ya tungo za kiubunifu. Nafasi ya tungo za kiubunifu katika jamii. Masuala la vipengele vya kimsingi katika uandishi kama vile hadhira lengwa, utamaduni, kusudi la kutunga, kutafitia mada husika, n.k. lugha katika uandishi bunifu, mpangilio wa hoja. Mtindo na muundo katika tungo za kiubunifu. Utungaji wa kazi za kifasihi. Uhariri wa mswada. Uandalizi wa mswada kwa ajili ya mchapishaji na uchapishaji. Maktaba na hati miliki. Uandishi bunifu na kazi za watoto na vijana.



## Nyenzo

Mihadhara, mijadala ya makundi, na mawasilisho.

## Tathmini

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

## Marejeleo

Doubtfire, A. (1983) *Teach Yourself Creative Writing*. London: Hodder & Stoughton.

Grailing, T. (1996) *How to Write for Children*. (3<sup>rd</sup> Edition) London: Allison & Busby.

Jones, A. F. & Pollinger, L. (2002) *Writing for Children and Getting Published*. Chicago: McGrawHill.

## TAFSIRI NA FASIRI

### Lengo

Kujenga uwezo wa mwanafunzi kutafsiri matini anuwai na kuyakabili matatizo ya tafsiri.

### Madhumuni

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kufahamu mikabala mbalimbali ya tafsiri pamoja na nadharia za tafsiri
2. kutambua matatizo mbalimbali ya tafsiri na namna ya kuyakabili katika shughuli ya tafsiri
3. kutafsiri matini za aina mbalimbali.

### Maelezo

Maana ya tafsiri na fasiri. Historia na maendeleo ya tafsiri. Umuhimu wa tafsiri. Nadharia ya tafsiri. Aina za tafsiri. Matatizo ya tafsiri na ufasiri kama vile utamaduni, kiisimu, kitaaluma, n.k. tafsiri na maendeleo ya lugha. Tafsiri ya kazi za watoto.

## Nyenzo

Mihadhara, mijadala ya makundi, mawasilisho na ziara nyanjani.

## Tathmini

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

## Marejeleo

Mwansoko, H. J. M. (1996) *Kitangulizi cha Tafsiri: Nadharia na Mbinu*. Dar es Salaam: TUKI.

Newmark, P. (1988) *Approaches to Translation*. Leiden: Leiden Brill.

## ISIMU-JAMII

### Lengo

Kozi hii inalenga kuchunguza uhusiano baina ya lugha na jamii ambamo lugha hutumiwa ili kukidhi mahitaji ya kuwasiliana.

### Madhumuni

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kuchanganua uhusiano baina ya lugha na jamii
2. kuchanganua aina za lugha na dhima yake
3. kujadili sera za lugha na nafasi zao
4. kubainisha uhusiano baina ya lugha na jinsia.

### Maelezo

Ufafanuzi wa dhana za kimsingi nza isimu-jamii. Uhusiano wa lugha na jamii. Lugha na lahaja. Aina za lugha kama vile lugha rasmi, lugha ya taifa, pijini, kriol, shengi. Ulumbi na uwili lugha, diglosia, n.k. Lugha na utabaka. Lugha na uana, lugha na utabaka. Kuchanganya na kubadilisha ndimi. Uhufadhai na uhamaji wa lugha. Upangaji wa lugha. Watoto, lugha na mahusiano.

## Nyenzo

Mihadhara, mijadala ya makundi, uchambuzi wa magazeti, ziara nyanjani, na mawasilisho.

## Tathmini

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

## Marejeleo

Aswani, B. n.w (2006) *Isimujamii kwa Wanafunzi wa Kiswahili*. Nairobi: Jomo Kenyatta Foundation.

Whitely, W. H. (1969) *Swahili: The Rise of a National Language*. London: Methuen.

Wardraugh, R. (1996) *An Introduction to Sociolinguistics*. Oxford: Blackwell.

## MOFOLOJIA YA KISWAHILI

### Lengo

Lengo la kozi hii ni kumpambanulia mwanafunzi masuala ya kimuundo kuhusiana na mofolojia ya Kiswahili.

### Madhumuni

Kufikia mwishi wa kozi hii, mwanafunzi aweze:

1. kutambua muundo vya maneno ya Kiswahili
2. kubaini mbinu mabalimbali za uundaji wa maneno
3. kufanya uainishaji wa maneno kwa kutumia mitindo mbalimbali

### Maelezo

Fasili ya mofolojia. Dhana za kimsingi za mofolojia a k.v mofu, mofimu, mzizi, shina, alomofu, unyumbujaji. Mifanyiko ya kimofofonolojia. Uundaji wa maneno katika Kiswahili: Uambishaji (viambishi awali na viambishi tamati), Unyambujaji (mnyambuliko wa vitenzi). Mofolojia ya majina na vitenzi.

## Nyenzo

Mihadhara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

Habwe, J. na Karanja, B. (2004) *Misingi ya Sarufi ya Kiswahili*. Nairobi: Phoenix Publishers.

Kapinga, M. C. (1983). *Sarufi Maumbo ya Kiswahili Sanifu*. Dar es Salaam: TUKI.

Massamba, D. P. B. n.w (1999) *Sarufi Miundo ya Kiswahili Sanifu (SAMIKISA) Sekondari na Vyuho*. Dar es Salaam: TUKI.

Mdee, J. S. (1986) *Kiswahili: Muundo na Matumizi Yake*. Nairobi: Intercontinental.

Mgullu, R. S. (1999) *Mtalaa wa Isimu: Fonetiki, Fonolojia na Mofolojia ya Kiswahili*. Nairobi: Longhorn Publishers.

## **RIWAYA YA KISWAHILI**

### **Lengo**

Kubaisha vigezo vya uhakiki wa riwaya kama msingi wa uhakiki wa riwaya.

### **Madhumuni**

Kufikia mwisho wa kozi hii mwanafunzi aweze:

1. kutambua aina za riwaya
2. kufahamu vigezo vya kuhakiki riwaya na kuvitumia kuhakiki riwaya Kiswahili

### **Maelezo**

Dhana ya riwaya. Historia na maendeleo ya riwaya ya Kiswahili. Aina za riwaya kama vile riwaya ya kihistoria, riwaya pendwa riwaya tasnifu, n.k. Vipengele vya kimsingi katika uhakiki wa riwaya mathalan maudhui, dhamira, msuko, wahusika, lugha, mandhari na usimulizi. Riwaya za vijana.

### **Marejeleo**

Gill, R. (1995) *Mastering English Literature*. Houndmills: The Macmillan Press Ltd.

Hawthorn, J. (1997) *Studying the Novel: An Introduction*. London: Arnold.

## **USHAIRI WA KISWAHILI**

### **Lengo**

Kumwezesha mwanafunzi kufahamu historia ya ushairi wa Kiswahili na vipengele vya masuala ya kimsingi katika uhakiki wa ushairi.

### **Madhumuni**

Kufikia mwisho wa kozi hii mwanafunzi aweze:

1. kufahamu historia na maendeleo ya ushairi wa Kiswahili
2. kubaini masuala ya kimsingi katika uhakiki wa ushairi
3. kutumia maarifa ya kinadharia kuhusu ushairi kuhakiki tungo mbalimbali za Kiswahili

### **Maelezo**

Maana ya shairi na ushairi. Sifa za ushairi. Lugha ya kishairi. Muundo na mtindo katika ushairi. Urudiaji katika ushairi. Aina za mistari katika ushairi na kasi. Maudhui katika ushairi. Uhuru wa kishairi na arudhi. Uainishaji wa mashairi kimaudhui, kifani na kiwakati. Mgogoro wa ushairi. Sifa, mtindo na maudhui katika mashairi ya watoto. Dhima ya ushairi wa watoto/vijana katika kuwaelimisha watoto/vijana na kuwalea.

### **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

Abedi, A. (1954) *Sheria na Kutunga Mashairi na Diwani ya Amri*. Nairobi: East African

Educational Publishers.

Gill, R. (1985) *Mastering English Literature*. Houndmills: Macmillan Press Ltd.

Mohamed, S. A. (1990) *Mbinu na Mazoezi ya Ushairi*. Nairobi: Evans Brothers.

## **LUGHA NA MTINDO**

### **Lengo**

Kujenga uwezo wa mwanafunzi wa kuimudu lugha kama nyenzo muhimu ya kuisoma fasihi.

### **Madhumuni**

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kuichunguza lugha kama malighafi ya matini za kifasihi na uhakiki kifasihi
2. kutathmini masuala ya kimtindo na kifasihi kiakademia
3. kubaini viwango vya kisemantiki vya lugha katika fasihi.

### **Maelezo**

Ufafanuzi wa dhana ya mtindo. Lugha kama malighafi ya fasihi na uhakiki. Mtindo na usomi wa kifasihi. Sifa na matini na uchanganuzi wake. Mbinu za uwasilishaji. Aina za lugha. Viwango vya kisemantiki. Maingiliano katika ya kazi za fasihi. Watoto/vijana na mitindo ya uandishi. Watoto/vijana na mitindo ya kimahusiano.

### **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

Ngara, E. (1982) *Stylistic Criticism and the African Novel*. London: Heinemann.

Simpson, P. (1997) *Language through Literature*. London: Routledge.

## SINTAKSIA YA KISWAHILI

### Lengo

Lengo la kozi hii ni kumpambanulia mwanafunzi masuala ya kimuundo katika sentensi ya Kiswahili.

### Madhumuni

Kufikia mwishi wa kozi hii, mwanafunzi aweze:

1. kutambua vijenzi vya sentensi ya Kiswahili
2. kuzingatia kanuni za ukubaliano wa kisarufi katika kukidhi usarifu wa sentensi ya Kiswahili
3. kufanya uainishaji wa sentensi kwa kutumia mitindo mbalimbali

### Maelezo

Maana ya sintaksia. Dhana za kisintaksia kama vile kirai, kishazi, kiima, kategoria za kisarufi. Vijenzi vya sentensi. Muundo wa sentensi ya Kiswahili. Aina za sentensi. Uchanganuzi wa muundo virai katika sentensi sanifu ya miundo virai, mageuzi n.k. uchanganuzi, mistari, mishale na matawi. Nadharia za uchanganuzi wa kisintaksia: umuundo, sarufimuundo virai na sarufi geuza maumbo.

### Nyenzo

Mihadhara, mijadala ya makundi, na mawasilisho.

### Tathmini

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### Marejeleo

Habwe, J. na Karanja, B. (2004) *Misingi ya Sarufi ya Kiswahili*. Nairobi: Phoenix Publishers.

Massamba, D. P. B. n.w (1999) *Sarufi Miundo ya Kiswahili Sanifu (SAMIKISA) Sekondari na Vyuho*. Dar es Salaam: TUKI.

Mdee, J. S. (1986) *Kiswahili: Muundo na Matumizi Yake*. Nairobi: Intercontinental.

Vitalle, J.A. (1981). *Swahili Syntax*. Dodrecht: Foris Publications.

## **FASIHI YA VIJANA**

### **Lengo**

Lengo la kozi hii ni kumwonyesha mwanafunzi nafasi ya fasihi ya vijana katika kwaelimisha.

### **Madhumuni**

Kufikia mwisho wa kozi, hii mwanafunzi aweze:

- 1.kubaini sifa na kanuni zinazoongoza utungaji wa fasihi ya vijana
- 2.kuteua kazi za vijana zenye kukidhi haja ya vijana wanaokua
- 3.kuhakiki tungo za vijana zilizopo.

### **Maelezo**

Maana ya fasihi ya vijana. Maendeleo ya fasihi ya viajua. Dhima ya fasihi ya vijana. Sifa za fasihi ya vijana. Aina za fasihi ya vijana. Nafasi ya utamaduni katika fasihi ya vijana. Chanzo cha fasihi ya vijana k.v. fasihi simulizi na ushairi. Mtindo katika fasihi ya vijana. Maadili na kazi za vijana. Kazi za vijana na uana. Tathmini ya kazi za vijana.

### **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

Avery, G. & Briggs, J. (1989) *Children and their Books*. Oxford: Oxford University Press.

Grailing, T. (1996) *How to Write for Children*. (3<sup>rd</sup> Edition) London: Allison & Busby.

## **MAIGIZO**



## **Lengo**

Kukuza vipawa vya uigizaji miongoni mwa wanafunzi kwa kuwapa maarifa na mbinu za uigizaji.

## **Madhumuni**

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kubaini masuala ya kimsingi ya uigizaji
2. kutumia maarifa kuhusu uigizaji kushiriki katika kuigiza.

## **Maelezo**

Dhana za maigizo. Utendaji wa jukwaa, maleba, aina za jukwaa n.k. Aina ya maigizo. Maigizo ya jamii, maigizo ya utambaji, ushujaa na maigizo ya maendeleo. Watoto na uigizaji. Vijana na uigizaji.

## **Nyenzo**

Mihadhara, mijadala ya makundi, mawasilisho, ziara nyanjani na maigizo.

## **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

## **Marejeleo**

Gill, R. (1995) *Mastering English Literature*. Houndmills: Mac –Millan Press Ltd.

Schechner, R. (1988) *Performance Theory*. New York: Routledge.

## **SEMANTIKA NA PRAGMATIKA**

### **Lengo**

Kufafanua nafasi ya maana katika lugha na jinsi invyoathiriwa na muktadha.

### **Madhumuni**

Kufika mwisho wa kozi hii mwanafunzi aweze:

1. kutambua uhusiano kati ya semantiki na pragmatiki na mahusiano baina yao
2. kueleza nafasi ya semantiki na pragmatiki katika mawasiliano
3. kutambua nafasi ya muktadha katika uchanganuzi wa maana
4. kufahamu nadharia mbalimbali za semantiki.

### **Maelezo**

Dhana ya semantiki na pragmatiki. Uhusiano kati ya semantiki na pragmatiki. Maana ya “maana”. Leksikolijia; homonemia, sinonemia, antonemia na polisemia. Leksikografia. Muktadha na maana. Muktadha na mawasiliano. Nadharia ya semantiki.

### **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

Hofman, T. R. (1993) *Realms of Meaning*. London & New York: Longman.

Hurford, J. R. & Heasley, B. (1983) *Semantics: A Coursebook*. Cambridge: Cambridge University Press.

Lyons, J. (1977) *Semantics* (Vol. 1&2) Oxford: Oxford University Press.

## **MAANDISHI YA KALE YA KISWAHILI**

### **Lengo**

Kufafanua sifa za tungo za kale za Kiswahili.

### **Madhumuni**

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kubaini tungo mbalimbali na sifa za tungo za kale wa Kiswahili
2. kuhakiki tungo za kale za Kiswahili.

### **Maelezo**

Dhana ya maandishi ya kale. Historia ya tungo za kale za Kiswahili hususan ushairi na hadithi. Uchanganuzi wa tungo za kale zilizotafsiriwa. Uchangauzi wa maudhui, msuko, wahusika, mandhari na lugha katika tungo za kale. Tathmini ya masuala ya kijinsia, kijamii na kidini katika tungo za kale. tungo za kale za watoto na vijana.

### **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

Abdulaziz, M. H. (1979) *Muyaka: 19<sup>th</sup> Century Swahili Popular Poetry*. Nairobi: Kenya Literature Bureau.

Mlamali, M. (1980) *Inkishafi*. Nairobi: Longman.

Mulokozi, M. M. (1999) *Tenzi Tatu za Kale*. Dar es Salaam: TUKI.

## **MICHEZO YA KUIGIZA KATIKA ELIMU**

### **Lengo**

Kumpa mwanafunzi maarifa kuhusu uigizaji na kuonyesha umuhimu wa maigizo katika elimu.

### **Madhumuni**

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kufahamu umuhimu wa maigizo katika elimu
2. kutumia maarifa katika kozi za uigizaji kuendesha shughuli za maigizo katika elimu.

## **Maelezo**

Dhana ya michezo ya kuigiza katika shule. Hali ya mawasiliano katika michezo ya kuigiza. Aina tofauti za maigizo na maumbo ya uigizaji. Uhusiano kati ya maigizo na michezo ya kuigiza. Michezo ya kuigiza katika darasa; kazi ya vikundi, mfano wa mchezo. Uandishi bunifu na fasihi. Michezo ya kuigiza kama mbinu. Michezo ya kuigiza kama kitendo cha ziada/nje ya darasa. Watoto/vijana na uigizaji katika elimu.

## **Nyenzo**

Mihadhara, mijadala ya makundi, ziara nyanjani, maigizo na mawasilisho.

## **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

## **Marejeleo**

Gill, R. (1995) *Mastering English Literature*. Houndmills: The Macmillan Press Ltd.

Schechner, R. (1988) *Performance Theory*. New York: Routledge.

## **UCHANGANUZI MATINI**

### **Lengo**

Kueleza dhana ya uchanganuzi matini na kubainisha masuala makuu yanayohusishwa na uchanganuzi matini.

### **Madhumuni**

1. kufafanua fani za kiisimu na majukumu yake
2. kueleza dhima ya lugha
3. kutalii vipengele vya uchanganuzi matini kama vile muktadha katika ufasiri wa usemi.

## **Maelezo**

Dhana ya uchanganuzi matini. Pragmatiki na muktadha wa usemi. Dhana ya mada. Uwasilishaji wa muundo wa usemi k.v dhamira. Aina ya urejelezi katika usemi na matini. Dhima ya

mshikamano katika uchanganuzi wa usemi. Uchanganuzi wa matini za watoto. Uchanganuzi wa matini za vijana n.k

### **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

### **Marejeleo**

Brown, G. & Yule (1983) *Discourse Analysis*. New York: Cambridge University Press.

De Beaugrande, R. & Dresser, W. (1981) *Introduction to Text Linguistics*. London: Longman.

## **TAMTHILIA YA KISWAHILI**

### **Lengo**

Lengo la kozi hii ni kumpa mwanafunzi maarifa ya kimtamthilia ili ayatumie kufanya uhakiki wa kidrama.

### **Madhumuni**

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kuwa na ufahamu wa vipenge vya kitamthilia
2. kutumia maarifa kuhusu tamthilia kuhakiki kazi za kifasihi
3. kuweza kubaini sifa za tamthilia ya watoto
4. kutathmini nafasi ya wanaurasimi katika utunzi wa tamthilia ya Kiswahili.

### **Maelezo**

Dhana ya tamthilia, drama na thieta. Historia na maendeleo ya tamthilia ya Kiswahili. Mikabala ya utunzi wa tamthilia kama vile tanzia, futuhi, n.k. Vipenge vya kimsingi katika ujenzi wa tamthilia kama vile lugha ya kidrama, wahusika, msuko, muundo, mandhari na maudhui. Nafasi ya matini msingi na matini elekezi. Dhima, maudhui na fani katika tamthilia ya watoto na za vijana.

## Nyenzo

Mihadhara, mijadala ya makundi, na mawasilisho.

## Tathmini

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

## Marejeleo

Packard, W. (1997) *The Art of the Playwright*. New York: Thunder's Mouth Press.

Wilson, E. & Goldfarb, A. (1991) *Theatre: The Lively Art*. New York: Mc Grawhill, Inc.

## ISIMUNAFSIA

### Lengo

Kudhihirisha uhusiano baina ya lugha na nafsi na utegemeano uliopo baina yao.

### Madhumuni

Kufikia mwisho wa kozi hii, mwanafunzi aweze:

1. kupambanua mikakati ya upataji lugha na mahusiano yaliyopo kati ya lugha, umilisi lugha na utendaji
2. kufahamu jinsi baadhi ya matatizo ya kiakili huathiri lugha
3. kufahamu nadharia mbalimbali za isimunafsia.

### Maelezo

Nadharia kuhusu upokeaji na ujifunzaji wa lugha. Ukuaji wa lugha. Lugha na hulka. Lugha na mielekeo. Lugha na motisha n.k. Nadharia zinazoonyesha uhusiano kati ya lugha, ubongo na dhana. Sehemu za Wernike na Brocana ujifunzaji lugha. Matatizo katika matamshi, kusitasita diglosia, kupoteza ufahamu, n.k. Matatizo ya lugha katika watoto na watu wazima.

## Nyenzo

Mihadhara, mijadala ya makundi, mawasilisho, michoro, picha kanda za video na maabara.

## **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%

## **Marejeleo**

Chomsky, N. (1972) *Language and Mind*. New York: Harcourt Brace.

Geirson, H. & Losanky, M. (1996) *Readings in Language and Mind*. Oxford: Blackwell Publishers.

Maravcsik, J. M. (1990) *Thought and Language*. London: Routledge.

## **FASIHI NA MAZINGIRA**

### **Lengo**

Kuonyesha nafasi na uhusiano kati ya fasihi na mazingira.

### **Madhumuni**

1. Kueleza masuala ya mazingira yanavyojitokeza katika kazi ya fasihi.
2. Kuonyesha jukumu la fasihi katika kutunza mazingira.
3. Kuleta ushirikiano kati ya wanafasihi na asasi zenye kushughulikia mazingira.

### **Maelezo**

Maana ya mazingira. Umuhimu wa kutunza mazingira. Fasihi ya kimazingira. Mazingira katika fasihi ya watoto na ya vijana. Filamu za kifasihi na mazingira. Fasihi ya redioni na mazingira. Fasihi simulizi na mazingira. Fasihi na uvumbuzi wa kisayansi.

### **Nyenzo**

Mihadhara, mijadala, mawasilisho.

## **Marejeleo**

- Jackson, Hildur and Svenson (Eds) (2002) *Ecovillage Living: Restoring the Earth and Her People*. Greenbooks.
- Netzley, D. P. (1999) *Environmental Literature: An Encyclopedia of Works, Authors and Themes*. Abc-Clio, Inc.
- Ross, J. T. & Robert, D. (2000) *And We Are Doing It: Building and Ecovillage Future*. Reed Publishers.
- Walker, L. (2005) *Ecovillage at Ithaca: Pioneering a Sustainable Culture*. New Society Publishers.

## **NADHARIA ZA UHAKIKI WA FASIHI**

### **Lengo**

Kumwezesha mwanafunzi kuwa na mtazamo mpevu kuhusiana na uhakiki wa fasihi kupitia kwa mitazamo mbalimbali ya kihakiki.

### **Madhumuni**

Kufikia mwisho wa kozi, mwanafunzi aweze:

1. kufahamu mikondo na nadharia mbalimbali za kihakiki
2. kutumia nadharia mbalimbali kuhakiki kazi teule za fasihi.

### **Maelezo**

Maana ya nadharia. Nafasi ya nadharia katika fasihi. Mikondo ya fasihi; urasimi, urasimi mpya, ulimbwende, uhalisia. Nadharia za kihakiki; umuundo, ufeministi, naratolojia, sosholojia, Umaksi, n.k. Athari ya mawazo ya kirasimi katika fasihi ya Kiswahili. Uhakiki wa kazi za watoto na vijana.

### **Nyenzo**

Mihadhara, mijadala ya makundi, na mawasilisho.

### **Tathmini**

Tathmini endelevu	30%
Mtihani wa mwisho	70%
Jumla	100%



## **Marejeleo**

Barry, P. (2002) *Beginning Theory: An Introduction to Literary and Cultural Theory*.

Manchester: Manchester University.

Bertens, H. (2001) *Literary Theory: The Basics*. London and New York: Routledge.

Hussein, E. (1983). “*Hatua Mbalimbali za Kubuni na Kutunga Tamthilia Kufuatana na Misingi ya Ki-Aristotle.*” Makala katika *Fasihi: Makala za semina ya Kimataifa ya Waandishi wa Kiswahili III*. Dar es Salaam. TUKI.

Njogu, K. na Chimera, R. (1999). *Ufundishaji wa Fasihi: Nadharia na Mbinu*.

Nairobi: Jomo Kenyatta Foundation.

Wamitila, K.W. (2002). *Uhakiki wa Fasihi: Misingi na Vipengele Vyake*. Nairobi:

Phoenix Publishers Ltd.

## **3.7 SOCIAL STUDIES**

### **FAMILY AND COMMUNITY EDUCATION**

**3 Credit hours**

#### **Purpose of the course**

Introduce learners to family and community education

#### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe types of family and child rearing practices
2. Discuss factors influencing child health

#### **Course Content**

Family and types of family. Child rearing practices. Physical, social, religious growth and development of children: child in the home, living in school as a family, living in the community. Children health in relation to the type of family. Children duties to the nation.

#### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class

#### **Course Assessment**

##### **Type**

**weighing**

Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Voydanoff P. (2007). *Work, family and community partnership*

Dietz M. J. and Whaley J. (2005). *School family and community partnership*

## **INTRODUCTION TO BUSINESS EDUCATION**

**3 Credit hours**

### **Purpose of the course**

Introduce learners to business studies discipline

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Define the various business studies discipline
2. Explain factors of economic production
3. Describe the role of stock exchange in economic development of a country

### **Course Content**

Meaning of business studies, business studies discipline (economics, commerce, accounting, bookkeeping, office practice/management, insurance). Human wants and needs. Factors of production and their rewards. Kenya's economic resources in a comparative context. Business environment, role of business activities in an economy, business ideas and business opportunities. Business firms and their aims. Forms of business ownership, sources of business finance. Characteristics of foreign owned businesses in Kenya. Role of stock exchange (with particular reference to East African Stock Exchange)

### **Mode of Delivery**

Lectures, directed reading and group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

### Course texts

Bruce, J. (1996). *An integrated approach to business studies*

Kibera, P. (1996). *Introduction to business.*

## HUMAN POPULATION

**3 Credit hours**

### Purpose of the course

Enhance the teacher's subject content and pedagogical knowledge, skills and attitudes

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Demonstrate knowledge of Human ecology systems, organization and changing patterns of population structure
2. Identify the people of Kenya, East Africa, and the rest of the world.
3. Examine Human labour and migration.
4. Examine Current global population problem and also in Kenya.

### Course Content

Philosophy and methodology of human geography. Theories and models of population studies. Human ecology systems, organization and changing patterns of population structure. Human origin: Stone Age to present. Human beings as ecological agents: their role in changing the face of the earth. People of Kenya, East Africa, and the rest of the world. Main language groups and distribution. Human labour and migration. Why do people work: unemployment, underemployment and retrenchment problems. Current Kenya and global population problem.

### Mode of Delivery

Lectures, directed reading

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

### Course texts

Yaukey D., Anderson D.L. & Lundquist J. H. ( 2007). *Demography : The Study of Human Population 3<sup>rd</sup> ed.* Waveland Press.

## INTRODUCTION TO RELIGIOUS EDUCATION

3 Credit hours

### Purpose of the course

Introduce learners to religious education in primary school

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Define religious education
2. Describe the historical development of primary religious education in Kenya.
3. Describe the challenges facing the teaching of religious education in primary schools

### Course Content

Meaning and significance of religious education. Historical development of primary religious education in Kenya. Contemporary challenges facing pupils, teaching, and learning in primary schools. The home, church and school in children's spiritual and moral development. Personality development and its relevance to religious education. The nature of religious developmental experiences and legal aspects in the teaching of religious education.

### Mode of Delivery

Lectures, directed reading and group discussion

### Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%

Total 100%

### Course texts

Broadbent L. and Brown A. (2002). *Issues in religious education*

Erricker C Lowdes J. and Bellchambers E. (2010). *Primary religious education, a new approach; Conceptual inquiry*

## **POLITICAL DEVELOPMENTS AND SYSTEMS IN KENYA 3 Credit hours**

### Purpose of the course

Enhance the teacher's subject content and pedagogical knowledge, skills and attitudes.

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Demonstrate knowledge on Indigenous knowledge systems and communities in Kenya.
2. Examine colonial and present administration structures and policies.
3. Examine Non-governmental organizations and the Kenya security services.

### Course Content

Indigenous knowledge systems. Indigenous communities in Kenya. Colonial administrative structures and policies in Kenya. Post-independence history of Kenya. Symbols of national unity. Multi-partyism. Non-governmental organizations. Kenya security services

### Mode of Delivery

Lectures, directed reading

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course texts**

Obudho R.A. and El-Shakhs S. (1979). *Development of urban systems in Africa*

Crowder M. (1984). *The Cambridge history of Africa from 1940-1975*

**RELIGIOUS BELIEFS AND PRACTICES****3 Credit hours****Purpose of the course**

Enhance the teacher's subject content and pedagogical knowledge, skills and attitudes.

**Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Demonstrate knowledge on Philosophical, psychological, sociological and historical approaches to various religions
2. Identify Kenya Contemporary schools of religious thought and beliefs, their affects on human behaviour in society.

**Course Content**

Philosophical, psychological, sociological and historical approaches to various religions. African traditional religions. Evolution, functionalism and development of the major types of religion: Christianity, Judaism, Islam, Buddhism, Hinduism and Non-Christian religions. Belief systems in Kenya. Contemporary schools of religious thought. How religious belief affects human behaviour in society.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighthing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course texts**

Menzie B. A. (2004). *History of religion. A sketch of primitive religious beliefs*

**EDUCATION FOR CITIZENSHIP****3 Credit hours****Purpose of the course**

Develop the teacher's awareness, understanding and commitment in the following: (i) professional ethics and education law (ii) basic human rights and civil liberties (iii) sound health practices (iv) sound environment management and (v) gender equity.

**Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Demonstrate knowledge on citizenship education and Constitutionalism in Kenya.
2. Examine various government Structures in Kenya.

**Course Content**

Meaning of citizenship education. Characteristics of a responsible citizen. Skills gained through citizenship education. Constitutionalism in Kenya. Evolution of the government of Kenya: Central government – the executive, legislative and judiciary; local authorities – structure, powers, functions. Provincial administration and administrative boundaries

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course texts**

Clough N. and Holden (2002). *Education for citizenship: Ideas into action: A practical guide*  
Almack J. C. (1924). *Education for citizenship*

## **PHYSICAL ENVIRONMENT**

**3 Credit hours**

### **Purpose of the course**

Develop the teacher's awareness, understanding and commitment in the following: (i) professional ethics and education law (ii) basic human rights and civil liberties (iii) sound health practices (iv) sound environment management and (v) gender equity.

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Demonstrate an understanding on major features of the earth's surface and land farming processes.
2. Identify physical features and geographical regions of Kenya.

### **Course Content**

Land forms and land farming processes. Major features of the earth's surface. Elements of the physical environment: weather and climate. Soils. Vegetation. Water bodies. Relief. Concept of biogeography. Ecosystems of the earth. Concepts of the environment. Elements of the hydrological circle. Process of land management and conservation. Need for sustainable development of physical environment. Geographical regions of Kenya. Physical features of Kenya.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

#### **Type**

Continuous Assessment

Examination

#### **weighing**

30%

70%



### Course texts

Addison K. and Briggs D. J. (1998). *Fundamentals of physical environment instructional manual*

Smithson P. Addson K. and Atkinson K. (2006). *Fundamentals of physical environment*

## CHARACTER BUILDING

**3 Credit hours**

### Purpose of the course

Develop the teacher's awareness, understanding and commitment in the following: (i) professional ethics and education law (ii) basic human rights and civil liberties (iii) sound health practices (iv) sound environment management and (v) gender equity.

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Gain knowledge on Concept of character building and Goals of character building:
2. Identify the role of the teacher/minister/pastor in religion relating to character building.

### Course Content

Concept of character building. Goals of character building: personal, physical and psychological, positive self concept, interpersonal skills, responsibility, social goals (social beliefs and norms, intellectual traditions, preserving the environment). Faith as a psychic process and social influences in character building. Role and identity of the teacher/minister/pastor in religion relating to character building. Criteria for building characters in classroom. Human virtues: acceptance, trust, honesty, fairness, obedience, and helpfulness.

### Mode of Delivery

Lectures, directed reading

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

#### Type

Continuous Assessment

#### weighting

30%

Examination	70%
Total	100%

### **Course texts**

Isacs D. (2001). *Character building: a guide for parents and teachers*

Harvey W. H. (1904). *Character building: a book for use in schools*

## **NATURAL RESOURCES**

**3 Credit hours**

### **Purpose of the course**

Develop the teacher's awareness, understanding and commitment in the following: (i) professional ethics and education law (ii) basic human rights and civil liberties (iii) sound health practices (iv) sound environment management and (v) gender equity.

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Demonstrate understanding on Concept and meaning of environment and natural resource.
2. Examine the distribution, management, sustainable and utilization of natural resources in Kenya and other parts of the world.
3. Identify basic law and policy on natural resources in Kenya.
4. Identify ways of Improving natural environment in our schools and community

### **Course Content**

Concept of the environment. Definition of natural resource. Component and classification of natural resources: renewable and non- renewable source, availability and distribution of natural resources in Kenya and other parts of the world. Management and sustainable utilization of natural resources: minerals, marine, forestry, water, energy, wildlife, and human resources. Basic law and policy on natural resources in Kenya. Improving natural environment in our schools and community

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

## **Course texts**

Stille D. R. (2006). *Natural resources: using and protecting earth supplies*

Camp W.G. and Daugherty T. B. (2000). *Managing our natural resources*

## **BUSINESS STUDIES FOR PRIMARY EDUCATION**

**3 Credit hours**

### **Purpose of the course**

Develop the learner understanding of Business skills

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe the factors to consider in selecting a suitable market
2. Explain the function and importance of all financial documents

### **Course Content**

Meaning and purpose of a market; selecting a suitable market; attracting and retaining customer; home trade (wholesale and retail); documents used in home trade; terms of payment; means of payment; the office (functions, storing business records etc). Recording cash and credit transactions; the casbooks; calculating profit and loss. The balance sheet; the importance of financial statements; the concept of trading period.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Assessment**

Type	weighthing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course texts**

Dransfield R (2001). *Corporate Strategy. (Studies in Economics & Business)*. Heinemann Primary education.

Beauchapp T. L. (2001). *Case Studies in Business, Society and Ethics* 5<sup>th</sup> ed. Prentice Hall

**DEMAND AND SUPPLY****3 Credit hours****Purpose of the course**

Equip learners with necessary competencies on demand and supply

**Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Identify factors influencing demand and supply
2. Explain the various business transactions

**Course Content**

Demand; factors influencing demand; demand schedules and demand curves; shifts in demand curves; elasticity of demand; supply and factors influencing supply; elasticity of supply; equilibrium price and quantity; costs and production; economics and diseconomies of scale; determining the networth of a business. Business transactions; internal trade; documents used international trade. Modern trends in international trade.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

## Course texts

Prasch R.E.(2008) *How Markets Work: Demand and the Real World*.

Cachon G. and Terwiesch C.(2008) *Marching Demand and Supply: An Introduction to Operations Management*.

## POLITICAL DEVELOPMENT AND SYSTEMS OUTSIDE KENYA 3 Credit hours

### Purpose of the course

Enhance the teacher's subject content and pedagogical knowledge, skills and attitudes.

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Demonstrate knowledge on Africa, the cradle of humanity. African politics and nationalism before and after colonialism.
2. Demonstrate knowledge on European history, International political organization: International political organization.

### Course Content

Africa, the cradle of humanity. African politics and nationalism before and after colonialism. European history since age of exploration to present. History of political thought. International political organization: concept of World War and Peace, the United Nations Organization; the Non-Aligned Movement, the Common Wealth, United Africa, European Union.

### Mode of Delivery

Lectures, directed reading, practical demonstrations and group discussions

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Pekkanen S. M. and Tsai K. S. (2005). *International political thoughts: a historical introduction*  
Stavis D. and Asetto V. J. (2001). *International Political economy of the environment*

## **AGRICULTURE AND PASTORALISM**

**3 Credit hours**

### **Purpose of the course**

Enhance the teacher's subject content and pedagogical knowledge, skills and attitudes.

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Demonstrate knowledge on Origin and spread of agriculture and domesticated animals in the world.
2. Examine the agricultural history and development in Kenya and the role of agriculture in economics development.

### **Course Content**

Origin and spread of agriculture and domesticated animals in the world. Agricultural history and development in Kenya. Farming systems and land tenure reform in Kenya. Goals of agricultural production. National food policy and world food economy. Agricultural marketing systems. Settlement and irrigation schemes. Pastoralism in Kenya and other parts of the world. Role of agriculture in economic development.

### **Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course texts**

Burkett W. C. (2010). Agriculture for beginners- revised Edition. Fili-quarian Classics.  
Konczacki Z A. (1978). Economics of Pastoralism: A case Study of Sub-Saharan Africa.

**TRADE****3 Credit hours****Purpose of the course**

Develop a primary school teacher who is creative and capable of discovering, understanding, controlling and adapting technologies

**Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Demonstrate knowledge on world trade and policies.
2. Identify concepts of marketing: buying and selling.

**Course Content**

Concepts of world market. Theory of international trade. Principles of comparative advantage. Trade policy: free trade versus protection. Foreign exchange market, exchange rates and tariffs. Balance of payment. Economic co-operation and trading block. Medium of exchange: origin, development, types. Concept of marketing: buying and selling.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## Course Assessment

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

## Course texts

Pomeranz K. and Topik S. (n.d). *The world that trade created: society culture and the world economy*

Dubley W. (1991). *Trade: opposing view points*

## CONTEMPORARY SOCIAL ISSUES

**3 Credit hours**

### Purpose of the course

improve a teacher's leadership and managerial skills

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Define and classify social issues. General theory of the causes of deviance.
2. Identify social problems, causes and effects in schools and community.
3. Give possible solution to social problems.

### Course Content

Definition and meaning of a social problem. Different types.

Classifications and general effects. Beliefs and values: factors affecting beliefs and values, reasons for beliefs and values. Specific social problems: types, causes and manifestations, results, possible solutions. Causes of social problems in schools, community. Importance of planning to reduce them, role of dialogue and public involvement. General theory of the causes of deviance

### Mode of Delivery

Lectures, directed reading

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors



## **Course Assessment**

<b>Type</b>	<b>weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

## **Course texts**

Lee R. L. (1962). *Contemporary social issues*

Goldberg D. T. (1995). *Ethical theory and social issues: historical texts and contemporary readings*

## **ENTREPRENEURSHIP DEVELOPMENT**

**3 Credit hours**

### **Purpose of the course**

Develop a primary school teacher who is creative and capable of discovering, understanding, controlling and adapting technologies

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Demonstrate knowledge on entrepreneurship development in Kenya.
2. Examine government and Non-governmental organizations policy on business in Kenya.

### **Course Content**

Meaning, purpose and types of businesses. Basic economic law. Concept of demand and supply. Business opportunities in a local area. Starting a business. Institutions and services that support the running of a business. Micro and macro constraints to business development and growth in Kenya. Government and Non-governmental organizations policy on business in Kenya. Attracting and retaining customers.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

## Course texts

Kuratko, D. F. and Hodgets, R. M. (2007). *Entrepreneurship: theory, process and practice*

Greene, C. L. (2009). *Entrepreneurship: Ideas in action*

Drucker, P. F. (1985). *Innovation and entrepreneurship*

## HUMAN AND ECONOMIC ACTIVITIES

**3 Credit hours**

### Purpose of the course

Develop the teacher's awareness, understanding and commitment in the following: (i) professional ethics and education law (ii) basic human rights and civil liberties (iii) sound health practices (iv) sound environment management and (v) gender equity.

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Have knowledge on human economics activities and their effects on the environment.
2. Identify environmental problems caused by human and economic activities; possible control measures.

### Course Content

The environment and human economies. The bases of spatial interaction. Location analysis and cultural considerations in human and economic environment. Concept of demand and supply in human and economic activities. Primary human and economic activities. Money and banking, tourism, mining, fisheries, manufacturing and construction, health services. Environmental problems caused by human and economic activities; possible control measures.

### Mode of Delivery

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course texts**

Morton J.S.(2003) *Advanced Placement Economics: Students Activities*.

Hicks D.T.(2002) *Activity-Based Costing: Making it Work for Small and Mid-Sized Companies*.

**SALVATION HISTORY AND NEW RELIGIOUS MOVEMENT      3 Credit hours****Purpose of the course**

Provide a general overview of salvation history and new religious movement

**Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe various religious movement and the attributes of God
2. Describe the issues of faith, witchcraft, evil etc

**Course Content**

Salvation history based on stages of God's revelation. God reveals himself through the life and teaching of religious founders (prophet Mohamed, Jesus etc). Teaching religion in a pluralistic classroom, urgencies for the existence of God. The nature and attributes of God. Issues of evil, faith, miracles, witchcrafts, society versus reason, goodness and religion. New religious movements and their challenges in the teaching of religious education.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**THEMES IN AFRICAN HISTORY****3 Credit hours****Purpose of the course**

Equip the students with the knowledge on themes in African history

**Expected Learning outcomes**

On completion of this course, the student will be able to explain various themes in African history and their interconnections and relations with the external world

**Course Content**

Selected themes such as historiographical survey, the emergence of man, hunting and gathering, origins and early history of agriculture and metallurgy ancient civilizations, their interconnections and relations with the external world. Further development of societies including kingdoms and empires and their external relations.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
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Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Oliver R.(1993) *The African History From Earliest Times To The Present*.

Yerxa D. A. (2008) *Recent Themes In The History of Africa and The Atlantic World: Historians in Conversation*

## **TRANSPORT AND COMMUNICATION**

**3 Credit hours**

### **Purpose of the course**

Enhance the teacher's subject content and pedagogical knowledge, skills and attitudes.

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Examine the meaning and means of transport and communication.
2. Identify the Influence of modern technology in communication and transport.
3. Demonstrate knowledge on national road safety.

### **Course Content**

Meaning of transport and communication. Means of communication: traditional, modern. Types of and development of roads network in Kenya. Influence of modern technology in communication and transport. Traffic regulations and control in Kenya. National road safety.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

**Type**

**weighing**

Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Lambert M. and Insley J.(1986). *Communication and Transport (World of Science)*.

## **SOCIAL CHANGE AND DEVELOPMENT**

**3 Credit hours**

### **Purpose of the course**

Develop a primary school teacher who is creative and capable of discovering, understanding, controlling and adapting technologies.

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Identify classical and recent theories of social changes and development.
2. Examine various techniques of development planning, project implementation and evaluation with reference to Eastern Africa.

### **Course Content**

Classical and recent theories of social change and development. Different kinds of social change and factors that facilitate them or the means by which they are brought about. Techniques of development planning, project implementation and evaluation with reference to Eastern Africa

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%

Total 100%

### Course texts

McMichael P. (2007). *Development and social change: A global perspective*

Bar-Gal D. and Schmid H. (1993). *Organisational change and development in human service organisations*

## INDUSTRIAL DEVELOPMENT

3 Credit hours

### Purpose of the course

Develop a primary school teacher who is creative and capable of discovering, understanding, controlling and adapting technologies.

### Expected Learning outcomes

On completion of this course, the student will be able to:

1. Demonstrate understanding of Industrial development during and after independence in Kenya.
2. Identify problems of industrialization.

### Course Content

Industrial development during and after independence in Kenya. Types and classification of industries. Location of industries. Benefits of industries to a country. Problems of industrialization.

### Mode of Delivery

Lectures, directed reading

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Course Assessment

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**Course texts**

Cimoli. M.,Dosi G.and Stiglitz J.E.(2009) *Industrial Policy and Development:The Political Economy of Capabilities Accumulation(The Initiative for Policy Dialogue Series)*.

**PRACTICAL THINKING SKILLS****3 Credit hours****Purpose of the course**

Develop a primary school teacher who is creative and capable of discovering, understanding, controlling and adapting technologies.

**Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Demonstrate knowledge of the brain and the thinking process.
2. Apply Lateral versus vertical thinking to problem solving in life situations.

**Course Content**

The brain and thinking: believe to see concept. Creativity: process, application. Lateral versus vertical thinking for problem solving. Networks: concept, web of life, application to life. Thinking for change: re-conceptualization, the law situation. Application.

**Mode of Delivery**

Lectures, directed reading

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighting
Continuous Assessment	30%
Examination	70%
Total	100%

**Course texts**

Cater C.,Bishop J. and Kravits S. L.(2011). *Key to Success:Building Analytical, Creative and Practical Skills*.



Alfaro-LeFevre R.(2008). *Critical Thinking and Clinical Judgment: A Practical Approach to Outcome Focused Thinking*.

## **URBANIZATION**

**3 Credit hours**

### **Purpose of the course**

Develop the teacher's awareness, understanding and commitment in the following: (i) professional ethics and education law (ii) basic human rights and civil liberties (iii) sound health practices (iv) sound environment management and (v) gender equity

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Have knowledge on concept of urbanization, historical perspective and development.
2. Identify problems of urbanization.
3. Examine socioeconomic and political issues in urban communities in Kenya.

### **Course Content**

Concept of urbanization. Historical perspectives of urbanization. Emergence of world urban systems. Sources of urban community development services. Residential mobility and structure. Problems of urbanization: health, housing, water, education, transport services. Socioeconomic and political issues in urban communities in Kenya.

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Phadke V.S.and Banerfee-Guha S.(2007). *Urbanisation, Development and Enviroment*.

*Gugler J. and Flanagan W.(1978) Urbanization and Social Changes in West-Africa.(Urbanisaion in Developing countries).*

## **ECONOMIC ACCOUNTING**

**3 Credit hours**

### **Purpose of the course**

Improve a teacher's leadership and managerial skills

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Have general knowledge of accounts.
2. Examine government involvement in business.

### **Course Content**

Introduction to accounts. Purpose of business records. Types of business records. Simple personal budget. Accounting equation and balance sheet. Profits and loss account. Business forecasting and analysis of market trends in Kenya. Keeping business records. Types of business organization. Chain of distribution. Public finance and fiscal policy. Money and banking. Development planning. Government involvement in business

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weigthning</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Wood F. and Sangster, T. F. (2009). *Business accounting*

Kithari J. and Barone E. (2008). *Financial accounting: an international approach*

## **CHRISTIAN RESPONSE TO CONTEMPORALY ISSUES**

**3 Credit hours**

### **Purpose of the course**

Impact knowledge on Christian response to contemporary issues

### **Expected Learning outcomes**

On completion of this course, the student will be able to discuss response of churches and individuals to contemporary issues

### **Course Content**

Response of churches and individuals to issues such as secularization, environment, liberations, cultural adaptations, family planning, feminism, distribution of resources and human rights.

### **Mode of Delivery**

Lectures, directed reading, group discussions

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Hull J.D.(1989). *The Positive Response To Alcohol (A Christian Response to Contemporary Social Issues)*

Jung P.B.and Jung S.(2002). *Moral Issues and Christian Responses*.

## **PRINCIPLES OF MANAGEMENT**

**3 Credit hours**

### **Purpose of the course**

Provide the learners with a overview of principles of management

### **Expected Learning outcomes**

On completion of this course, the student will be able to:

1. Describe the background of modern management and its functions
2. Explain the nature and importance of management

### **Course Content**

Background to modern management, development of management thought: nature and importance of management; functions of management;- planning, decision making, staffing, organising, communication, directing/leading and controlling, management of public organizations, the dynamics of management law and politics in management

### **Mode of Delivery**

Lectures, directed reading

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Course texts**

Hill C.W.(2006). *Principles of Management*.

Carpener M.,Baurer T. and Erdogan B.(2009). *Principles of Management*.

## **3.8 APPLIED SUBJECTS**

### **INTRODUCTION TO HOME SCIENCE**

**3 Credit hours**

### **Purpose of the course**

Introduce the learners to home science

### **Expected Learning outcomes**

On completion of this course, the learner will be able to:

1. Identify various food nutrients and their functions in the body
2. Explain the properties of various textile fibres

### **Course Content**

Classification of textiles fibers, their origin, their production, properties and uses; yarn production processes; basic fabric construction techniques; Food categories and their functions in the body; deficiency diseases and food sources. Identification of family resources and their management

### **Mode of Delivery**

Informal lectures, Video show, observations, demonstrations, use of examples

### **Instructional Material and/or Equipment**

Food items, sample yarns and fabrics, video tapes and player, chalk/whiteboard, pictures of children lacking various food nutrients

### **Course Assessment**

<b>Type</b>	<b>weighting %</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

### **Course texts**

Guthrie H. A. (1989), *Introductory Nutrition*. Times Mirror/Mosby College Publishing, Toronto  
Kroschhwitz, J. I. (1990), *Polymers: Fibres and Textiles*, A Compendium. John Willy & Son  
Onyango, R. (1997), *Textiles: A home science handbook* Nairobi University press.

## **PHYSICAL AND HEALTH EDUCATION**

**3 Credit hours**

**Pre-requisite:** None

**Purpose of the course:** To impart understanding on the concepts and fundamental of human health and well being.

**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Identify various sources of food component essential for a healthy body
2. Identify the health related components of physical fitness
3. Explain the human body food requirements at different physiological states and activity level

**Course Content:**

Introduction to the basics of teaching physical education and health education; Determinants of human well-being: physical, mental and social health status; Importance of physical activity in children; Health related components of physical fitness; Body and food hygiene; categories of foods and their functions, human body food requirements at different physiological states and activity level; Ways to ensure good health for the family: using safe drinking water, importance of potable water for good health, qualities of safe drinking water

**Mode of Delivery**

Informal lectures, Video show, observations, demonstrations, use of examples.

**Instructional Material and/or Equipment:**

Video tapes and player, white/chalkboard, food items, personal hygiene items such as soap, towel, nail-cutter, tooth brush and toothpaste etc

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

Fahey T. D., Insel, P. M. & Roth, W. T., (2005). *Fit and Well: Core Concepts and Labs in Physical Fitness and Wellness*. New York, McGraw.

Lee, M., (2002). *Coaching Children in Sport: Principles and Practice*. London, Routledge

## **CREATIVE ART EDUCATION**

**3 Credit hours**

**Pre-requisite:** None

### **Purpose of the course**

Impart knowledge and skills that are necessary for the learner to teach art and craft effectively

### **Expected Learning outcomes**

On completion of this course, the learner will be able to:

1. Undertake projects that are multifunctional and aesthetically appealing
2. Explain the importance of art in life

### **Course Content**

Aims of art education; Importance of art in life; Nature of creativity, sources of inspirations, the importance of creativity, creative thinking and processes; Displaying children's art; developing children's appreciation of art; use of imagination, creativity and artistic skills to identify and undertakes projects that are multifunctional and aesthetically appealing.

### **Mode of Delivery:**

Informal lectures, group work, observations, demonstrations, use of examples.

### **Instructional Material and/or Equipment:**

Manila paper, water colors, pencil colours, presentation boards, thumb tucks, pins

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

Clement, R. (1993). *The Art Teacher's Handbook*. United Kingdom, Stanley Thornes, 2<sup>nd</sup> edition.

Brown, D., (1997). *Art, craft and Design: A Guide for Teachers*. London, John Murry Publishers

Tickle, L., (1996). *Understanding Art in Primary Schools: Cases from Teachers' Research*. London, Routledge.

**MUSIC IN CHILDHOOD****3 Credit hours****Pre-requisite:** None**Purpose of the course:**

To impart skills necessary for teaching music to children.

**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Explain the methods of teaching music to the children
2. Guide the children in action songs and singing games
3. Discuss the functions of music in a society

**Course Content:**

Children's musical capabilities; Functions of music in the society; music for children in a changing society; methods of teaching music to children; the development of child voice; training for child voice; music, action songs and singing games; children and cultural diversity; music for exceptional children; nurturing creativity in music

**Mode of Delivery:**

Informal lectures, observations, Resource Persons, practical on voice training, demonstrations

**Instructional Material and/or Equipment:**

Various musical instruments, tape or video recorder and player, chalk/whiteboard

**Course Assessment: Type****Weighting (%)**



Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

### **Course texts**

Akuno, E. A., (2005). *Issues of Music Education in Kenya: A Handbook for Teachers of Music*. Kenya, Emark Music Service-Nairobi

Campbell, P. S. & Scott-Kassner C., (2010). *Music in Childhood: From Preschool through the Elementary Grades*

Wilkins M. L., (2006). *Creative Music Composition: The Young Composer's Voice*. London, Rouledge.

## **ART AND DESIGN APPRECIATION**

**3 Credit hours**

**Pre-requisite:** Creative Art Education

**Purpose of the course:** Develop an appreciation of art in the society

### **Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Identify art from various communities in Kenya
2. Explain the relationship between art and drama, music and costume
3. Explain the functions of art with reference to various cultural communities in Kenya

### **Course Content:**

Origins, techniques, meanings and functions of traditional art from various communities in Kenya; this to include use of art in social and religious rituals and its interrelation with drama, music, costume and sculpture

### **Mode of Delivery:**

Lectures, Video show, group discussion, brainstorming, observations, demonstrations, tutorials, directed reading

### **Instructional Material and/or Equipment:**

Video tapes and player, pictures or images of costumes from various cultural groups, text books

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

### **Course texts**

Brown, D., (1997). *Art, craft and Design: A Guide for Teachers*. London, John Murry Publishers  
Clement, R. (1993). *The Art Teacher's Handbook*. United Kingdom, Stanley Thornes, 2<sup>nd</sup> edition

## **CREATIVE ARTS AND CRAFTS**

**3 Credit hours**

### **Purpose of the course**

Enhance the teacher's subject content and pedagogical knowledge, skills and attitudes

### **Expected Learning outcomes**

On completion of this course, the learner will be able to:

1. Demonstrate knowledge on elements and principles of art.
2. Design and develop posters and cards using computer graphic design techniques

### **Course Content**

Elements and principles of art, drawing and design. Drawing techniques: line of symmetry, optical centre line, grid and diagonal ruler drawing, tracing and drawing from imagination and observation methods. Colour-work: theory and practice using different media. Graphic-work: lettering techniques, layout, illustration and typography, designing simple posters, cards, handbills, etc. Printing processes. Introduction to computer graphics: designing layouts, letters, cards and posters using a PC and computer printer.

### **Mode of Delivery**

Lectures, directed reading, demonstration, observation

### **Instructional Material and/or Equipment**

Cartridge papers, watercolor paints, paint brushes, rulers, computers, computer packages such as coraldraw, photoshop and illustrator.

### Course Assessment

Type	weighting (%)
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

### Course texts

Brown, D., (1997). *Art, craft and Design: A Guide for Teachers*. London, John Murry Publishers

Clement, R. (1993). *The Art Teacher's Handbook*. United Kingdom, Stanley Thornes, 2<sup>nd</sup> edition

Tickle, L., (1996). *Understanding Art in Primary Schools: Cases from Teachers' Research*. London, Routledge.

## PHYSICAL EDUCATION IN CHILDREN

**3 Credit hours**

**Pre-requisite:** Physical and Health Education

### Purpose of the course

Develop and plan physical education programs that are appropriate for children at the primary school level

### Expected Learning outcomes

On completion of this course, the learner will be able to:

1. Guide children through various games
2. Design and implement physical activities for children with special needs
3. Explain the characteristics and needs of children during motor skills development

### Course Content

Overview of the normal sequence of development, growth and maturation patterns in children. Motor learning and competence; Characteristics and needs during motor skills development; physical education for children with special needs; skill theme development to include throwing, catching, volleying, dribbling, striking skill themes in games etc.

**Mode of Delivery**

Lectures, brainstorming, demonstrations, observations, resource persons, Practical work

**Instructional Material and/or Equipment**

Field/pitches for various games and activities, balls for different games, whistle,

Course Assessment: Type	Weighting (%)
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

Coward V. R., & Lane, T. C., (1986). *Handbook of Physical Education for Primary Schools*. Great Britain, Evans Brothers.

Graham, G., Holt/Hale, S. A. & Parker M., (2001). *Children Moving: A Reflective Approach to Teaching Physical Education*. London, Mayfield Publishing Company

Lee, M., (2002). *Coaching Children in Sport: Principles and Practice*. London, Routledge

Pangarazi, R. P., (1998). *Dynamic Physical Education for Elementary School Children*. London, Allyn and Bacon.

**SPORTS FACILITIES AND EQUIPMENT**

**Pre-requisite:** None

**Purpose of the course**

Equip the learners with the skills and knowledge that will enable them to efficiently and effectively maintain sports facilities and equipment that are under their care

**Expected Learning outcomes**

On completion of this course, the learner will be able to:

1. Design, maintain and repair of indoor and outdoor sports equipment and facilities

## 2. Improvise and construct of various sports equipment

### Course Content

Principals involved in the design, maintenance and repair of indoor and outdoor sports equipment and facilities; improvisation and construction of various sports equipment; playing field, courts, athletic tracks, swimming pools etc.

### Mode of Delivery

Lectures, observations, demonstrations, directed reading, field visits

### Instructional Material and/or Equipment

Chalk/white board, selected text books, images/photographs of equipments or facilities, camera video recorder

Course Assessment: Type	Weighting (%)
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

### Course texts

Pangarazi, R. P., (1998). *Dynamic Physical Education for Elementary School Children*. London, Allyn and Bacon.

Weterbeek H., Smith A., Turner P., Emery P., Green C., & Leevwen L. V., (2005). *Managing Sport Facilities and Major Events*. New York, Routledge.

## FOUNDATIONS OF MUSIC EDUCATION

**3 Credit hours**

**Pre-requisite:** Music in Childhood

### Purpose of the course

Enhance the learner's knowledge of music education

### Expected Learning outcomes

On completion of this course, the learner will be able to:

1. Explain the role and function of music in schools.
2. Discuss the factors that influence music education

### **Course Content**

The philosophical approaches (Naturalism, Idealism, Realism and pragmatism) and their implications to music education. The role and function of music in schools. Psychological foundations of music education. Factors that influence music education. Musical perception and aptitude, the cognitive, affective and psychomotor domains

### **Mode of Delivery**

Informal lectures, Video show, group discussions

### **Instructional Material and/or Equipment**

Musical instruments, video tapes and player, chalk/whiteboard

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

### **Course texts**

Campbell, P. S. & Scott-Kassner C., (2010). *Music in Childhood: From Preschool through the Elementary Grades*

Duckworth, W. (2009). *A Creative Approach to Music Fundamentals*. United State of America, Schirmer Cengage Learning.

Hickey M., (2003). *Why and how to teach Music composition: A new horizon for music Education*. USA, The National Association for Music Education

## **TEACHING AND LEARNING RESOURCES FOR MUSIC**

**3 Credit hours**

**Pre-requisite:** None

### **Purpose of the course:**

Equip the learner with the necessary skills and knowledge to teach music to the children

### Expected Learning outcomes

On completion of this course, the learner will be able to:

1. Explain the methods and models of teaching music
2. Discuss the use and adoption of locally available material for musical instruction
3. Apply an alternative music teaching approach to include the rhythm-interval approach, the rhythm-interval theory and practice

### Course Content

The elementary theory of music; aesthetic view and philosophy of music; methods and models of teaching music; an alternative music teaching approach to include the rhythm-interval approach, the rhythm-interval theory and practice; the role of the music teacher; teaching and presentation of dances from various Kenyan communities; the use of musical instruments in instruction; use and adoption of locally available material for musical instruction

### Mode of Delivery:

Lectures, brainstorming, observations, resource persons, demonstrations, games and simulation

### Instructional Material and/or Equipment:

Various musical instruments, chalk/whiteboard, voice recorder

Course Assessment: Type	Weighting (%)
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

### Course texts

Green, L., (2003). *How popular musicians learn: A way ahead for music education*. Britain, Ashgate.

Hickey M., (2003). *Why and how to teach Music composition: A new horizon for music Education*. USA, The National Association for Music Education

### HUMAN NUTRITION

**3 Credit hours**

**Pre-requisite:** Introduction to Homescience

**Purpose of the course:**

Provide the learners with the knowledge on human nutrition

**Expected Learning outcomes:**

On completion of this course, the student will be able to:

1. Explain the major food nutrients and their function in the human body
2. Calculate nutrient content of foods based on the different physiological states, special states and ages

**Course Content:**

Human body food requirements at different Physiological states, special states and ages use of food tables and calculation of nutrient content of foods to achieve a balanced diet.

**Mode of Delivery:**

Lectures, observations, demonstrations, practical on cookery, directed reading

**Instructional Material and/or Equipment:**

Cooking utensils and equipment such as stoves/cooker, sufurias, plates, knives, chopping board etc. selected recipe text books, working surfaces, various types of food in relation to the menu planned

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

Foskett D. & Ceserani V., (2007). *Ceserani and Kinton's: The Theory of Catering*. London, Hodder Education

Guthrie H. A. (1989), *Introductory Nutrition*. Times Mirror/Mosby College Publishing, Toronto

Wayne G., (2007). *Study Guide to Accompany Professional Cooking*. U.S.A, John Wiley and sons Inc.



## INTRODUCTION TO CLOTHING CONSTRUCTION

3 Credit hours

**Pre-requisite:** None

### **Purpose of the course:**

Introduce the learners to fundamental clothing construction techniques

### **Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Explain the how to care for various tools and equipment used in clothing construction
2. Construct various garment units and present a portfolio

### **Course Content:**

Choice, use and maintenance of tools and equipment; fundamental construction techniques of different garment units; types of stitches; type of seams; control of fullness; edge finishes; and pockets; student to construct a sample file of the above processes.

### **Mode of Delivery:**

Lectures, observations, demonstrations, practical work

### **Instructional Material and/or Equipment:**

Sewing notions, fabrics, sewing machines, scissors, pressing tools and equipment, tables etc

### **Course Assessment: Type**

### **Weighting (%)**

Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

### **Course texts**

Readers Digest, (1995). *Complete Guide to Needlework*. New York, The Readers Digest Association, inc

Shoben M. M. & Ward J. P. (2007). *Pattern Cutting and Making up*. Great Britain, Elsevier Butterworth-Heinemann

## DRAWING AND ILLUSTRATIONS

3 Credit hours

**Pre-requisite:** Art/Design Appreciation, Creative Art Education

### **Purpose of the course:**

Enable to learners to draw and come up with illustrations following a specific theme

### **Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Identify the different drawing techniques
2. Apply the various techniques to come up with a portfolio
3. Identify the basic tools necessary for free hand drawing

### **Course Content:**

The basic tools for mechanical and free hand drawing and their use. Drawing as an expression of form and space. Drawing techniques with reference to shade, light, perspective, proportion, composition and texture on various media; Free hand drawing approaches: gesture, contour, line, pattern; drawing of the human figure; presentation techniques

### **Mode of Delivery:**

Demonstration, Lectures, observations, directed reading

### **Instructional Material and/or Equipment:**

Drawing boards, pencils and crayons, paints and brushes, plain paper, chalk/whiteboard, charcoal, presentation/display boards

### **Course Assessment: Type**

### **Weighting (%)**

Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

### **Course texts**

Brown, D., (1997). *Art, craft and Design: A Guide for Teachers*. London, John Murry Publishers

Clement, R. (1993). *The Art Teacher's Handbook*. United Kingdom, Stanley Thornes, 2<sup>nd</sup> edition  
 Lewis R. & Lewis S. I., (1995). *The Power of Art*. New York, Harcourt Brace College Publishers  
 Tate S. L. & Edwards M. S., (1996). *The Complete Book of Fashion Illustration*. Toronto, Prentice Hall.

## **SURFACE DECORATION TECHNIQUES**

**3 Credit hours**

**Pre-requisite:** Creative Art Education

### **Purpose of the course:**

Equip the learners with the skills and knowledge essential for decoration of a fabric surface

### **Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Development of articles showing the application of the surface decoration techniques
2. Explain the processes followed in the application of various fabric decoration techniques
3. Identify the tools and equipments for various techniques

### **Course Content:**

History and application of African methods of fabric decoration techniques such as batik, spraying, tie-dye, painting and printing (block printing and screen printing); development of articles showing the application of any of the above techniques

### **Mode of Delivery:**

Lectures, observations, demonstrations, practical work

### **Instructional Material and/or Equipment:**

Padded table, screen, ink paste, cotton twine, scissors, dyes and dye bath, wax, scraper, squeegee, fabrics, spray guns, brushes etc

### **Course Assessment: Type**

### **Weighting (%)**

Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

Wilson J., (2007). *Handbook of Textile Design: Principles, Process and Practice*. England, Woohead Publishing Limited.

Richard F. & Wolfthal D., (2000). *Textile Print Design*. U.S.A, Fairchild Publication

Makokha, J. A. (1990), *Textiles for schools and colleges*. Kenya, Heinemann

**THEORY OF MUSIC****3 Credit hours****Pre-requisite:** Teaching and Learning Resources for Music**Purpose of the course:** Equip the learner with the necessary skills and knowledge to teach music to the children**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Identify written symbols related to the elements of music as used in reading
2. Analyze different songs based on elements of music
3. Explain the application of musical concepts, development and performance techniques

**Course Content:**

Constituent and expressive elements of music, rhythm, pitch (melody and harmony), form, tempo, dynamics and timbre; Visual presentation of music; written symbols related to the elements of music as used in reading; Using Notation; song analysis based on elements of music, application of musical concepts, development and performance techniques

**Mode of Delivery:**

Lectures, role play, observations, demonstrations, games and simulation, practical work

**Instructional Material and/or Equipment:**

Various musical instruments, chalk/whiteboard, voice recorder

**Course Assessment: Type****Weighting (%)**

Continuous Assessment

30

Examination	70
<b>Total</b>	<b>100</b>

### **Course texts**

Duckworth, W. (2009). *A Creative Approach to Music Fundamentals*. United State of America, Schirmer Cengage Learning.

Jacobson, D., (2001). *An Introduction to Musical Styles*. Mexico City, McGraw-Hill Primis.

Wilkins M. L., (2006). *Creative Music Composition: The Young Composer's Voice*. London, Rouledge.

## **EAST AFRICAN MUSIC AND DANCE**

**3 Credit hours**

### **Pre-requisite:**

Music in childhood, Theory of Music

### **Purpose of the course:**

Introduce the learners to East African music and dance

### **Expected Learning outcomes:**

At the end of the semester the learner should be able to:

1. Classify songs from various cultural groups in East Africa
2. Analysis of East African music and dance from various communities in reference to the elements of music

### **Course Content:**

Study of music and dance in the diverse traditions of East African communities; classification, songs, instruments, performance and extra-musical activities; Analysis of East African music and dance from various communities in reference to the elements of music

### **Mode of Delivery:**

Lectures, Video show, role play, resource persons, field visits, brainstorming, observations, resource persons, demonstrations, directed reading, games and simulation

**Instructional Material and/or Equipment:**

Video tapes and player, various cultural musical instruments, pictures/images, selected books, white/chalkboard etc

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

1.Akuno, E. A., (2005). *Issues of Music Education in Kenya: A Handbook for Teachers of Music*. Kenya, Emark Music Service-Nairobi

**LAWN TENNIS AND FIRST AID/LIFE SAVING****3 Credit hours****Pre-requisite:** None**Purpose of the course:**

To have basic skills in Lawn Tennis first aid and survival

**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Explain the historic development of lawn tennis; basic skills; application of the skills in game situation and team formation
2. Discuss the life saving actions in dangerous situations

**Course Content:**

Historic development of lawn tennis; basic skills; application of the skills in game situation and team formation; common faults of each skill; rules of the game; **First Aid:** common sports injuries, signs and symptoms, prevention and cure. Life saving actions in dangerous situations; personal survival skills; saving others; resuscitation in water and on land; post rescue care.

**Mode of Delivery:**

Lectures, role play, observations, resource persons, demonstrations, directed reading.

**Instructional Material and/or Equipment:**

First aid kit, slings, tennis ball, rackets, chalk/whiteboard, selected reading books, stretchers, blankets etc

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

Pangarazi, R. P., (1998). *Dynamic Physical Education for Elementary School Children*. London, Allyn and Bacon.

Watson A. W. S., (1995). *Physical Fitness and Athletic Performance: A Guide for students, Athletics and Coaches*. U.S.A. Longman Group Limited

**BALL GAMES, SWIMMING, HOCKEY AND ATHLETICS** **3 Credit hours**

**Pre-requisite:**

None

**Purpose of the course:**

Coach, officiate and train ball games, swimming, hockey and athletics

**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Explain the brief historic development of Soccer, Volley ball, Basketball and Netball; basic skills of each
2. Discuss the scientific principles of swimming; types of swimming styles such as backstroke, breaststroke, butterfly, front crawl etc
3. Explain the rule and organization of competitions.

**Course Content:**

Brief historic development of Soccer, Volley ball, Basketball and Netball; basic skills of each; application of the skills in game situation and team formation; rules of each game, Water confidence and safety; Scientific principles of swimming; types of swimming styles such as backstroke, breaststroke, butterfly, front crawl etc.; Application of skills and rules of Hockey; Athletics in Kenya; basic track events, field events and cross country; design and implementation of athletic lesson, coaching and competition. Rule and organization of competitions.

**Mode of Delivery:**

Lectures, Video show, observations, demonstrations, directed reading, case analysis

**Instructional Material and/or Equipment:**

Ball for various games, swimming pool and swimming kits, hockey sticks, track marked field, whistle or gun, rope/tape, floaters

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

Pangarazi, R. P., (1998). *Dynamic Physical Education for Elementary School Children*. London, Allyn and Bacon.

Kus S., (2004). *Coaching Netball successfully*. U.S.A. Library of Congress Cataloging-in-publication Data.

Rink, M. M., (1999). *Sports and Recreational Activities*. New York, McGraw Hill.

Hargreaves A., (1990). *Skills and Strategies for Coaching Soccer*. Illinois, Leisure Press.

**MEAL PLANNING AND FOOD PREPARATION FOR THE FAMILY 3 Credit hours**

**Pre-requisite:** None

**Purpose of the course:**

Enable the learner plan a menu and prepare food for a given/specified group/individuals



**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Choose of foods, plan a menu and present various foods.
2. Explain the basic principles and processes involved in manipulation and preparation of various food products
3. Discuss the child rearing practices and the role of nutrition in the growth and development of children

**Course Content:**

Factors to consider in choice of food; simple menu planning and food presentation; Different methods of cooking and their effect of food nutrients; Basic principles and processes involved in manipulation and preparation of various food products; Child rearing practices and the role of nutrition in the growth and development of children

**Mode of Delivery:**

Lectures, observations, demonstrations, practical on cookery, directed reading

**Instructional Material and/or Equipment:**

Cooking utensils and equipment such as stoves/cooker, sufurias, plates, knives, chopping board etc. selected recipe text books, working surfaces, various types of food in relation to the menu planned

**Course Assessment: Type****Weighting (%)**

Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

Davies J., (1997). *Hammond's Cooking Explained*. Longman  
Foskett D. & Ceserani V., (2007). *Ceserani and Kinton's: The Theory of Catering*. London, Hodder Education  
Wayne G., (2007). *Study Guide to Accompany Professional Cooking*. U.S.A, John Wiley and sons Inc.

**PRINCIPLES OF APPAREL CONSTRUCTION****3 Credit hours**

**Pre-requisite:** None

**Purpose of the course:**

Impart skills necessary for clothing construction

**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Take individual body measurements and draft patterns
2. Design, cut and make a complete outfit

**Course Content:**

Fundamental clothing construction techniques using commercial paper patterns, Taking of personal body measurements, pattern adjustments, fabric preparation, pattern layout, cutting and transferring of pattern markings, preparation and attachment of various garment units. Learner to make a simple outfit.

**Mode of Delivery:**

Lectures, observations, demonstrations, practical work

**Instructional Material and/or Equipment:**

Sewing tools and equipments, fabrics, tables, pressing tools and equipment

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

Readers Digest, (1995). *Complete Guide to Needlework*. New York, The Readers Digest Association, inc  
Shoben M. M. & Ward J. P. (2007). *Pattern cutting and making up*. Great Britain, Elsevier Butterworth-Heinemann

**MULTIMEDIA CRAFTS**

**3 Credit hours**

**Pre-requisite: None**

**Purpose of the course:**

Ground the learners with the knowledge and skills to develop multimedia crafts

**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Produce of crafts items using various techniques
2. Utilize locally available materials
3. Analyze the environmental impact of craft activities

**Course Content:**

Production of crafts items using techniques such as clay modeling, cut paper, masks, match stick or pin figures, mosaic, collage, edge stenciling, coloring etc using locally available materials. Environmental impact of craft activities; guided project in the application of the above techniques

**Mode of Delivery:**

Lectures, observations, demonstrations, directed reading, field visits

**Instructional Material and/or Equipment:**

Wool, papers, scissors, glue/gum, cello tape/masking tape, floral wire, colored papers, tissue paper, match sticks, plain papers, dries flowers, plastic/nylon papers, sisal twins

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts**

Brown, D., (1997). *Art, craft and Design: A Guide for Teachers*. London, John Murry Publishers  
Clement, R. (1993). *The Art Teacher's Handbook*. United Kingdom, Stanley Thornes, 2<sup>nd</sup> edition.

## CREATIVE PROJECT

3 Credit hours

**Pre-requisite:** Art/Design Appreciation, Creative Art Education, Drawing and illustration

### **Purpose of the course:**

Enable to learners to come up with creative projects using locally available materials

### **Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Identify the different types of projects they can come up with using locally available materials
2. Apply their creative skills to come up various projects

### **Course Content:**

Development and presentation of individual utilizing any of the techniques using locally available materials.

### **Mode of Delivery:**

Demonstration, Lectures, observations, directed reading, field visits

### **Instructional Material and/or Equipment:**

Drawing boards, pencils and crayons, paints and brushes, plain paper, chalk/whiteboard, charcoal, presentation/display boards

### **Course Assessment: Type**

### **Weighting (%)**

Continuous Assessment

30

Examination

70

**Total**

**100**

### **Course texts:**

Brown, D., (1997). *Art, craft and Design: A Guide for Teachers*. London, John Murry Publishers

Clement, R. (1993). *The Art Teacher's Handbook*. United Kingdom, Stanley Thornes, 2<sup>nd</sup> edition

Lewis R. & Lewis S. I., (1995). *The Power of Art*. New York, Harcourt Brace College Publishers

## **MUSIC AND OTHER ARTS IN AFRICA**

**3 Credit hours**

**Pre-requisite:** Theory of Music

### **Purpose of the course:**

To analyze the relationship between Music and other forms of art in Africa

### **Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Explain the interrelation between Music and other forms of art
2. Identify some of the musical instruments used in Africa with reference to the country or cultural group
3. Compare and contrast various African music and dance

### **Course Content:**

Interrelations with other arts in Africa such as poetry, drama, fine art, design architecture and dance; study of costumes used by key performers of traditional music; Types of musical instruments; common features in various African music and dance

### **Mode of Delivery:**

Lectures, Video show, demonstrations, directed reading, field visit (museum)

### **Instructional Material and/or Equipment:**

Video/Audio tapes, player, various musical instruments

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course text:**

1.Akuno, E. A., (2005). *Issues of Music Education in Kenya: A Handbook for Teachers of Music*. Kenya, Emark Music Service-Nairobi

**CONDUCTING AND PROFESSIONAL ETHICS IN MUSIC****3 Credit hours****Pre-requisite:** None**Purpose of the course:**

Explore the techniques of conducting music and the professional ethics

**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Explain how to score and select performers of music in primary schools.
2. Discuss the professional ethics and rights of musicians

**Course Content:**

Conducting techniques, scoring and selection of performers, musical, and actual rehearsals, stage management, legal and professional rights of musicians, producers and composer, code of conduct.

**Mode of Delivery:** Informal lectures, Video show, group discussions, role play, field visits (theatres and studios)

**Instructional Material and/or Equipment:** musical instruments, video tapes and player, chalk/whiteboard, visiting artist

**Course Assessment: Type****Weighting (%)**

Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts:**

Duckworth, W. (2009). *A Creative Approach to Music Fundamentals*. United State of America, Schirmer Cengage Learning.

Hickey M., (2003). *Why and how to teach Music composition: A new horizon for music Education*. USA, The National Association for Music Education

## **RECREATION, LEISURE AND THE ENVIRONMENT**

**3 Credit hours**

**Pre-requisite:** None

### **Purpose of the course:**

To acquire in-depth understanding of interrelationship between leisure, sport, recreation and the environment.

### **Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Explain the interrelationship between leisure, sport and recreation
2. Analyze the impact of selected sports and recreation activities on the environment;

### **Course Content:**

The interrelationship between leisure, sport and recreation, and the conservation of the environment; impact of selected sports and recreation activities on the environment; Leisure and recreation counseling

### **Mode of Delivery:**

Lectures, observations, case studies, resource persons, field visits

### **Instructional Material and/or Equipment:**

Text books, video clips and LCD, whiteboard and markers

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course text:**

Rink, M. M., (1999). *Sports and Recreational Activities*. New York, McGraw Hill

Wabuyabo I. K. & Wamokoya E. K., (2009). *Physical Fitness Companion: A Guide to Fitness Instruction and Exercise Prescription*. Kenya, Jor's Publishers.

Kinetics H., (2006). *Introduction to Recreation and Leisure*. U.S.A, Library of Congress Cataloging-in-Publication Data.

**PRINCIPLES OF TRAINING AND EXERCISE PRESCRIPTION FOR CHILDREN**  
**3 Credit hours**

**Pre-requisite:** Lawn Tennis and First Aid/life saving

**Purpose of the course:**

Enable to learners to train and prescribe exercise to children at the primary school level

**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Explain the role of the teacher/coach in training
2. Explain the components of athletic conditioning as applied to different sports

**Course Content:**

Theory, principles and objectives of training and conditioning. The role of the teacher/coach in training, modes of training, systematic principles of training. Aims and values of testing, developing and administering fitness tests. Exercise prescription, components of athletic conditioning as applied to different sports in children (endurance, speed, strength and flexibility) scheduling training sessions for children

**Mode of Delivery:**

Demonstration, Lectures, observations, directed reading

**Instructional Material and/or Equipment:**

Testing kit, balls, chalk/whiteboard, field/pitch

**Course Assessment: Type****Weighting (%)**

Continuous Assessment

30



Examination	70
<b>Total</b>	<b>100</b>

**Course texts:**

Rink, M. M., (1999). *Sports and Recreational Activities*. New York, McGraw Hill  
Wabuyabo I. K. & Wamokoya E. K., (2009). *Physical Fitness Companion: A Guide to Fitness Instruction and Exercise Prescription*. Kenya, Jor's Publishers.

**COMMUNITY NUTRITION AND NUTRITIONAL MANAGEMENT OF DISEASES**

**3 Credit hours**

**Pre-requisite:** Physical and Health Education, Human Nutrition

**Purpose of the course:**

To provide the students with an in-depth understanding of methods of assessing community nutrition and use of nutrition in the management of diseases and disorders

**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Explain the common methods used to assess the nutritional status in a community
2. Explain some of the diseases or disorders that can be treated or managed using nutrition
3. Discuss nutritional intervention methods available at individual level, household level and community level

**Course Content:**

Common communicable diseases; Nutritional intervention methods available at individual level, household level and community level; current issues of nutrition at the community; common methods of assessing the nutrition status at the community level; Nutrition as a therapeutic measure in the treatment of diseases, disorder or metabolism such as disturbances of the gastrointestinal tract, diabetes mellitus, cardiac problems etc

**Mode of Delivery:**

Lectures, Video show, role play, resource persons, field-study, brainstorming, observations, case studies, resource persons, demonstrations

**Instructional Material and/or Equipment:**

Weighing scale, Body mass calipers, tape measure, charts, pictures, Food items

Course Assessment: Type	Weighting (%)
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts:**

Guthrie H. A. (1989), *Introductory Nutrition*. Times Mirror/Mosby College Publishing, Toronto

**GARMENT PATTERN DESIGNING****3 Credit hours****Pre-requisite:**

Principles of Clothing Construction

**Purpose of the course:**

Equip the students with skill necessary for the production of a garment

**Expected Learning outcomes:**

On completion of this course, the learner will be able to:

1. Draft basic block patterns for men, women and children.
2. Manipulate darts to come up with different designs
3. Assemble a complete garment

**Course Content:**

Production of basic block patterns for men, women and children using personal measurements and basic tools; designing of basic styles involving darts manipulation, basic collars, cuffs, facings, sleeves, waistbands and openings; notions and fabric preparation, cutting, transfer of markings, and assemblage of a complete garment. Free hand cutting.

**Mode of Delivery:**

Lectures, observations, demonstrations, directed reading

**Instructional Material and/or Equipment:**

Brown paper, tape measure, sewing notion, French curves, fabrics, sewing machine, pressing tools and equipments etc

<b>Course Assessment: Type</b>	<b>Weighting (%)</b>
Continuous Assessment	30
Examination	70
<b>Total</b>	<b>100</b>

**Course texts:**

Readers Digest, (1995). *Complete Guide to Needlework*. New York, The Readers Digest Association, inc

Shoben, M. M. & Ward, J. P., (2000). *Pattern Cutting and Making: The Professional Approach*. New Delhi, Butterwoth-Heinemann.