



Academic Transcript

Undergraduate Programmes

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NAME: MIHO Ashraf

SEX: Male

NATIONALITY: Ugandan

REG. No. 17/U/562

FIRST REGISTERED: 2017

HALL: Livingstone

FACULTY: School of Education

PROGRAM: BSC(ED)

DATE OF BIRTH: 10 Feb, 1998

Year II	Academic Year (2018/2019)	Semester I	Course Code	Course Name	CU	Grade
			CHM101	BASIC INORGANIC CHEMISTRY	2.00	C
			CHM102	BASIC PHYSICAL CHEMISTRY	2.00	C
			CHM103	INTEGRATED PHYSICAL INORGANIC PRACTICALS	2.00	C
			CLM101	FOUNDATIONS OF CURRICULUM STUDIES	2.00	C
			EDM101	SOCIOLOGY OF EDUCATION THEORIES & PRACTICE	2.00	C
			EDT101	TEACHERS PROFESSIONAL ETHICS	2.00	C
			MTH101	CALCULUS I	2.00	C
			MTH102	LINEAR ALGEBRA I	2.00	C
			MTH103	FOUNDATIONS OF MATHEMATICS	2.00	C
			PSY101	INTRODUCTION TO PSYCHOLOGY	2.00	C
			GPA : 3.56		CGPA: 3.56	

Year II	Academic Year (2018/2019)	Semester II	Course Code	Course Name	CU	Grade
			CHM201	BASIC ORGANIC CHEMISTRY	2.00	B+
			CLM201	CURRICULUM DESIGN, DEVELOPMENT AND IMPLEMENTATION	2.00	B+
			EDM201	INTRODUCTION TO THEORY OF EDUCATIONAL ADMINISTRATION	2.00	B
			MTH201	CALCULUS II	2.00	A+
			MTH202	ELEMENTS OF PROBABILITY AND STATISTICS	2.00	A+
			MTH203	CALCULUS III	2.00	A+
			PSY201	HUMAN GROWTH AND DEVELOPMENT	2.00	A
			GPA : 4.73		CGPA: 4.28	

Year II	Academic Year (2018/2019)	Semester I	Course Code	Course Name	CU	Grade
			CHM301	AROMATIC CHEMISTRY	2.00	B
			CHM311	ELEMENTS OF ANALYTICAL CHEMISTRY	2.00	C+
			CHM312	BONDING AND PERIODICITY	2.00	B
			CHM313	POLYMERIZATION AND CYCLIC ALIPHATIC	2.00	A
			CLM301	EDUCATIONAL TECHNOLOGY	2.00	C
			EDM301	DEVELOPMENT OF EDUCATION IN UGANDA	2.00	B+
			MTH301	DIFFERENTIAL EQUATIONS I	2.00	A+
			MTH302	LINEAR ALGEBRA II	2.00	A
			PSY301	HUMAN LEARNING & INTERACTION	2.00	A
			GPA : 4.41		CGPA: 4.35	

Year II	Academic Year (2018/2019)	Semester II	Course Code	Course Name	CU	Grade
			CHM313	ELECTRO-CHEMISTRY	2.00	C
			CHM314	TRANSITION METAL CHEMISTRY	2.00	B
			CHM315	PHYSICAL ORGANIC AND STEREOCHEMISTRY	2.00	B+
			CHM316	THERMODYNAMICS AND KINETICS	2.00	B+
			CLM302	TEACHING TECHNIQUES AND PLANNING FOR TEACHING	2.00	B
			EDM302	COMPARATIVE EDUCATION	2.00	A
			MTH303	NUMERICAL ANALYSIS I	2.00	B+
			MTH304	LINEAR PROGRAMMING	2.00	A+

MTH305	TEACHING AND LEARNING MATHEMATICS	2.00	C
PSY302	RESEARCH, MEASUREMENT AND EVALUATION	2.00	B+
SPS	SCHOOL PRACTICE	2.00	B+
SYM201	TEACHING AND LEARNING SCIENCE	2.00	B+
GPA : 4.33		CGPA: 4.33	

Year II	Academic Year (2018/2019)	Semester I	Course Code	Course Name	CU	Grade
			CHM401	ORGANOMETALLICS AND BIOINORGANIC CHEMISTRY	2.00	B
			CHM402	REACTION KINETICS	2.00	A
			CHM403	DIVALENT SPECIES	2.00	B+
			CHM404	COLLOID SCIENCE	2.00	B+
			CLM401	THEORY & CONTEMPORARY ISSUES IN CHEMISTRY EDUCATION	2.00	C
			CLM402	EVALUATION OF INSTRUCTION	2.00	A
			EDM401	GENERAL THEORY AND PRACTICE OF ECONOMICS OF EDUCATION	2.00	B+
			MTH401	NUMERICAL ANALYSIS II	2.00	B
			MTH402	DYNAMICAL SYSTEMS	2.00	A
			MTH403	CURRICULUM DEVELOPMENT & CONTEMPORARY ISSUES IN MATHEMATICS EDUCATION	2.00	B+
			PSY401	SPECIAL NEEDS EDUCATION	2.00	A
			GPA : 4.70		CGPA: 4.42	

Year II	Academic Year (2018/2019)	Semester II	Course Code	Course Name	CU	Grade
			CHM403	POLYMER CHEMISTRY	2.00	B+
			CHM404	ADVANCED INORGANIC TOPICS	2.00	A
			CHM405	ADVANCED ORGANIC TOPICS	2.00	B+
			CHM406	ADVANCED ANALYTICAL CHEMISTRY	2.00	A
			CHM407	PERIODIC CHEMISTRY	2.00	B
			CLM403	INTERNATIONAL RESEARCHES AND LABORATORY TEACHING IN SCIENCE EDUCATION	2.00	A
			CLM404	GUIDE TO SCHOOL PRACTICE & SUPERVISION	2.00	B+
			EDP301	PHILOSOPHICAL ORIENTATION TO EDUCATION	2.00	A
			MTH404	DIFFERENTIAL EQUATIONS II	2.00	A
			MTH405	NON-MATHEMATICS	2.00	A
			MTH406	ASSESSMENT, EVALUATION, RESOURCES & MATERIALS DEVELOPMENT IN MATHEMATICS EDUCATION	2.00	A
			PSY402	GUIDANCE AND COUNSELLING	2.00	B+
			SPS	SCHOOL PRACTICE	2.00	A
			GPA : 4.77		CGPA: 4.48	

Minimum Graduation Load/CU: 148 Total Credit Units Accumulated: 156

Completion Date: Nov/Dec, 2020

Award: Bachelor of Science with Education

Class Of Award: First Class Honours



30th August 2021

- A Credit Unit (C.U.) is One Contact Hour per Week per Semester or a series of Fifteen (15) Contact Hours.
- The length of a Semester is Seventeen (17) weeks, Two (2) of which are for Examinations.
- Transcripts issued after April 2002 shall bear Photographs.

The Medium of Instruction is ENGLISH

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For Key to Grades and Remarks, See Reverse

Joining Instruction At Makerere University For Masters 2014 2015

**Mizan R Khan,J. Timmons
Roberts,Saleemul Huq,Victoria
Hoffmeister**

Joining Instruction At Makerere University For Masters 2014 2015:

Uganda Jörg Wiegratz, Giuliano Martiniello, Elisa Greco, 2018-11-15 For the last three decades Uganda has been one of the fastest growing economies in Africa Globally praised as an African success story and heavily backed by international financial institutions development agencies and bilateral donors the country has become an exemplar of economic and political reform for those who espouse a neoliberal model of development The neoliberal policies and the resulting restructuring of the country have been accompanied by narratives of progress prosperity and modernisation and justified in the name of development But this self celebratory narrative which is critiqued by many in Uganda masks the disruptive social impact of these reforms and silences the complex and persistent crises resulting from neoliberal transformation Bringing together a range of leading scholars on the country this collection represents a timely contribution to the debate around the New Uganda one which confronts the often sanitised and largely depoliticised accounts of the Museveni government and its proponents Harnessing a wealth of empirical materials the contributors offer a critical multi disciplinary analysis of the unprecedented political socio economic cultural and ecological transformations brought about by neoliberal capitalist restructuring since the 1980s The result is the most comprehensive collective study to date of a neoliberal market society in contemporary Africa offering crucial insights for other countries in the Global South The Paris Framework for Climate Change Capacity Building Mizan R Khan, J. Timmons Roberts, Saleemul Huq, Victoria Hoffmeister, 2018-04-09 The Paris Framework for Climate Change Capacity Building pioneers a new era of climate change governance performing the foundational job of clarifying what is meant by the often ad hoc one off uncoordinated ineffective and unsustainable practices of the past decade described as capacity building to address climate change As an alternative this book presents a framework on how to build effective and sustainable capacity systems to meaningfully tackle this long term problem Such a reframing of capacity building itself requires means of implementation The authors combine their decades long experiences in climate negotiations developing climate solutions climate activism and peer reviewed research to chart a realistic roadmap for the implementation of this alternative framework for capacity building As a result this book convincingly makes the case that universities as the highest and sustainable seats of learning and research in the developing countries should be the central hub of capacity building there This will be a valuable resource for students researchers and policy makers in the areas of climate change and environmental studies The Handbook of Social Work and Social Development in Africa Mel Gray, 2016-10-26 All recent books on international social work mention Africa only briefly and few engage with the broader field of development studies This book focuses solely on the unique African context engaging with issues relating to social work and development more broadly thus enabling a deeper examination and more complex and nuanced picture to emerge Unlike most academic works this book highlights multiple practitioner voices with authors or co authors that have recently been or are currently practising social workers As an edited book it draws from both academic research as well as lived

practice experience supported by strong theoretical positioning and guidance in introductory chapters drawing on African literature wherever possible Looking at case studies from Lesotho Botswana Kenya Zimbabwe Ethiopia Namibia Uganda Nigeria Kenya South Africa Rwanda Zambia and Tanzania and covering established areas of practice such as child protection working with older people working with people with disabilities mental health and mainstream services targeting women as well as emerging areas of developmental social work practice such as humanitarian assistance in post conflict situations work with immigrants and refugees and the training of community based workers this book takes a future oriented perspective that aims to move beyond well worn critiques to envision constructive and sustainable futures for social work and social development in Africa from a critical perspective **Women, Mission and Church in Uganda** Elizabeth

Dimock,2017-04-21 Cover Title Copyright Dedication Contents Illustrations Acknowledgements A note on orthography and semantics A note on primary sources Introduction PART I Imperial awakenings 1 Women the Church Missionary Society and imperialism 2 In journeyings oft missionary journeys to and around Uganda at the end of the nineteenth century PART II Arrivals 3 Welcome encounters early relations with Ugandans 4 Female missionaries and moral authority a case study from Toro PART III Mission and Church 5 Ugandan women and the Church generational change 6 The experience of women in mission and Church organisations 7 Training for motherhood the Mothers Union PART IV Tensions within 8 A Christian women s protest in Buganda in 1931 9 Tensions within the Uganda Mission gender and patriarchy Conclusion links 1895 1960s Index **Manage Your Own Learning Analytics** Elspeth McKay,2021-12-04 This book sheds light on the practice of

learning analytics illuminating how others approach their data analysis At the beginning of the book a prescriptive learning analytics planning model gives straightforward instructions for people to follow This book is organized into ten chapters falling into four topical sections Managing Learning Analytics overview instructional systems design ISD instructional design and planning data analysis Cognitive Performance Measurement Practices classical test theory CTT Rasch measurement theory RMT Item response theory IRT Rasch Modeling Tools research design setting methodology and Case Studies corporate training settings healthcare industry and educational courseware design This book is an important reference for educational research community and instructional systems designers corporate training developers postgraduate course developers and doctoral students **SRC 2011-2017 Report** Kenya. Salaries and Remuneration Commission,2017

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