



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 1	Academic Year (2016/2017)	Semester 1	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 2	Academic Year (2017/2018)	Semester 2	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 3	Academic Year (2018/2019)	Semester 1	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 4	Academic Year (2019/2020)	Semester 2	Course Code	Course Name	CU	Grade
			CHM401	ELECTRO-CHEMISTRY	2.00	C
			CHM402	TRANSITION METAL CHEMISTRY	2.00	B
			CHM403	PHYSICAL ORGANIC AND STEREOCHEMISTRY	2.00	B+
			CHM404	THERMODYNAMICS AND KINETICS	2.00	B+
			CLM401	TEACHING TECHNIQUES AND PLANNING FOR TEACHING	2.00	B
			EDM401	COMPARATIVE EDUCATION	2.00	A
			MTH401	NUMERICAL ANALYSIS	2.00	B+
			MTH402	LINEAR PROGRAMMING	2.00	A+

Year 1	Academic Year (2016/2017)	Semester 1	Course Code	Course Name	CU	Grade
			MTH101	TEACHING AND LEARNING MATHEMATICS	2.00	C
			PSY101	RESEARCH, REASONING, 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 2	Academic Year (2017/2018)	Semester 2	Course Code	Course Name	CU	Grade
			CHM201	ORGANOMETALLICS AND BIOINORGANIC CHEMISTRY	2.00	B
			CHM202	REACTION KINETICS	2.00	A
			CHM203	DIVALENT SPECIES	2.00	B+
			CHM204	COLLOID SCIENCE	2.00	B+
			CLM201	THEORY & CONTEMPORARY ISSUES IN CHEMISTRY EDUCATION	2.00	C
			CLM202	EVALUATION OF INSTRUCTION	2.00	A
			EDM201	GENERAL THEORY AND PRACTICE OF ECONOMICS OF EDUCATION	2.00	B+
			MTH201	NUMERICAL ANALYSIS II	2.00	B
			MTH202	DYNAMICAL SYSTEMS	2.00	A
			MTH203	CURRICULUM DEVELOPMENT & CONTEMPORARY ISSUES IN MATHEMATICS EDUCATION	2.00	B+
			PSY201	SPECIAL NEEDS EDUCATION	2.00	A
				GPA : 4.70		
				CGPA: 4.42		

Year 3	Academic Year (2018/2019)	Semester 2	Course Code	Course Name	CU	Grade
			CHM301	POLYMER CHEMISTRY	2.00	B+
			CHM302	ADVANCED INORGANIC TOPICS	2.00	B
			CHM303	ADVANCED ORGANIC TOPICS	2.00	B+
			CHM304	ADVANCED ANALYTICAL CHEMISTRY	2.00	A
			CHM305	PERIODIC CHEMISTRY	2.00	B
			CLM301	INTERPERSONAL SKILLS AND LABORATORY TEACHING IN SCIENCE EDUCATION	2.00	A
			CLM302	GUIDE TO SCHOOL PRACTICE & SUPERVISION	2.00	B+
			EDP301	PHILOSOPHICAL ORIENTATION TO EDUCATION	2.00	A
			MTH301	DIFFERENTIAL EQUATIONS II	2.00	A
			MTH302	NON-MATHEMATICS	2.00	A
			MTH303	ASSESSMENT, EVALUATION, RESOURCES & MATERIALS DEVELOPMENT IN MATHEMATICS EDUCATION	2.00	A
			PSY301	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

For Key to Grades and Remarks, See Reverse

Makere University Graduate Admissions 2015 16

Uganda Human Rights Commission



Makere University Graduate Admissions 2015 16:

Halvorsen: Sharing Knowledge, Transforming Societies, 2023-01-10 In June 2016 the Norwegian Programme for Capacity Development in Higher Education and Research for Development Norhed hosted a conference on the theme of knowledge for development in an attempt to shift the focus of the programme towards its academic content This book follows up on that event The conference highlighted the usefulness of presenting the value of Norhed's different projects to the world showing how they improve knowledge and expand access to it through co-operation A wish for more meta-knowledge was also expressed and this gives rise to the following questions Is this way of co-operating contributing to the growth of independent post-colonial knowledge production in the South based on analyses of local data and experiences in ways that are relevant to our shared future Does the growth of academic independence as well as greater equality and the ability to develop theories different to those imposed by the better-off parts of the world give rise to deeper understandings and better explanations Does it at least spread the ability to translate existing methodologies in ways that add meaning to observations of local context and data and thus enhance the relevance and influence of the academic profession locally and internationally This book in its varied contributions does not provide definite answers to these questions but it does show that Norhed is a step in the right direction Norhed is an attempt to fund collaboration within and between higher education institutions We know that both the uniqueness of this programme and ideas of how to better utilise the learning and experience emerging from it call for more elaboration and broader dissemination before we can offer further guidance on how to do things better This book is a first attempt

The Uganda Gazette Uganda, 2018-07-13 **Interactive Mobile Communication Technologies and Learning** Michael E. Auer, Thrasyvoulos Tsiatsos, 2018-02-13 Interactive mobile technologies have now become the core of many if not all fields of society Not only do the younger generation of students expect a mobile working and learning environment but also the new ideas, technologies and solutions introduced on a nearly daily basis also boost this trend Discussing and assessing key trends in the mobile field were the primary aims of the 11th International Conference on Interactive Mobile Communication Technologies and Learning IMCL2017 which was held in Thessaloniki from 30 November to 01 December 2017 Since being founded in 2006 the conference has been devoted to new approaches in interactive mobile technologies with a focus on learning The IMCL conferences have in the meanwhile become a central forum of the exchange of new research results and relevant trends as well as best practices This book contains papers in the fields of Future Trends and Emerging Mobile Technologies Design and Development of Mobile Learning Apps and Content Mobile Games Gamification and Mobile Learning Adaptive Mobile Environments Augmented Reality and Immersive Applications Tangible Embedded and Embodied Interaction Interactive Collaborative and Blended Learning Digital Technology in Sports Mobile Health Care and Training Multimedia Learning in Music Education 5G Network Infrastructure Case Studies Real World Experiences The content will appeal to a broad readership including policymakers academics educators researchers in

pedagogy and learning theory school teachers the learning industry further education lecturers etc *Annual Report*
Uganda Human Rights Commission,2016 Supporting Entrepreneurship and Innovation Janet Crum,Samantha Schmehl
Hines,2019-04-29 Libraries have recently begun doing more to support entrepreneurship and innovation within their
communities This volume explores how this has come about looking at libraries from across North America Europe and Africa
and helps position readers to better understand what is happening and how this can be brought to further institutions

International Partnerships for Strengthening Health Care Workforce Capacity: Models of Collaborative Education Jeanne
Mahoney Leffers,Jennifer Gail Audette, Kevin S. Hardwick,William Van Cleve,2018-07-31 A critical problem in resource
scarce countries across the globe is the shortage of appropriately trained health care providers According to the World
Health Organization the current global health workforce shortage of 7.2 million providers is estimated to increase to 12.9
million by 2035 This disproportionately affects resource scarce countries denying basic health care to millions and limiting
access to life saving treatments Due to limited resources in these countries not enough health professionals receive training
few have the opportunity for continuing education and the ability to develop or implement educational programs and
curricula is constrained Additionally many existing providers choose to emigrate in pursuit of professional advancement
opportunities contributing to the overall shortage of qualified health care providers in these environments Efforts to
strengthen health workforce capacity not only increases access safety and availability of care but is critical to building
resilient health systems capable of caring for the world's neediest populations This requires not only cultivating new health
care providers but also providing ongoing professional development to retain and support current providers advancing the
level of practice in accordance with current clinical science cultivating educators and enhancing training curricula It is
critical also to contribute to the limited body of research documenting the effectiveness and impact of various models of
collaborative education and partnership to improve health worker training and retention This Research Topic examines
strategies for building health workforce capacity through the prism of educational partnerships offering significant examples
of effective models of international collaborative education as well as insight and guidance on the structure and operation of
successful global partnerships Collectively the 31 articles accepted and included in this eBook represent a diversity of health
professions and geographies across academic non governmental organizations and other global partnership forms The
published manuscripts highlight various elements of partnerships with several consistent themes emerging capacity building
local empowerment mutual trust and respect long term commitment equity collaboration and the importance of integrating
theory and practice for a balance of academic and clinical development The manuscripts provide examples of partnership and
educational programs that are in the formative early stages of implementation and others which have been sustained long
term some for decades The following eBook is divided into two parts with each part broken down into sections Part I of the
eBook includes 18 manuscripts that showcase long term educational programs that strongly exemplify multiple foundational

aspects of international partnerships in education including mutual collaboration and project management empowerment of host partners to lead and sustain programs and capacity building While individual manuscripts included in Part I look broadly at multiple aspects of successful international partnerships in education Part II manuscripts focus intently on one two elements Part II includes 13 articles that highlight partnership through short rather than long term educational initiatives as well as program development and broad academic partnerships This Research Topic was sponsored by Health Volunteers Overseas a United States based non profit that collaborates with over eighty international universities and health institutions to send volunteer health professionals to low resource countries to provide continuing education train the trainer courses professional support and consultation on academic program and curricula development **Higher Education Pathways**

Paul Ashwin,M. Case,2018-12-13 In what ways does access to undergraduate education have a transformative impact on people and societies What conditions are required for this impact to occur What are the pathways from an undergraduate education to the public good including inclusive economic development These questions have particular resonance in the South African higher education context which is attempting to tackle the challenges of widening access and improving completion rates in in a system in which the segregations of the apartheid years are still apparent Higher education is recognised in core legislation as having a distinctive and crucial role in building post apartheid society Undergraduate education is seen as central to addressing skills shortages in South Africa It is also seen to yield significant social returns including a consistent positive impact on societal institutions and the development of a range of capabilities that have public as well as private benefits This book offers comprehensive contemporary evidence that allows for a fresh engagement with these pressing issues **National Budget Framework Paper for the Financial Years ...** Uganda,2015 **Public**

Investment Plan Uganda,Uganda. Ministry of Finance and Economic Planning,2015 [Yearbook of International Organizations 2014-2015 \(Volume 3\)](#) Union Of International Associations,Union of International Associations,2014-08-20 The Yearbook of International Organizations provides the most extensive coverage of non profit international organizations currently available Detailed profiles of international non governmental and intergovernmental organizations IGO collected and documented by the Union of International Associations can be found here In addition to the history aims and activities of international organizations with their events publications and contact details the volumes of the Yearbook include networks between associations biographies of key people involved and extensive statistical data Volume 3 allows readers to locate organizations by subjects or by fields of activity and specialization and includes an index to Volumes 1 through 3

Research Report University of Ghana,2014 **Africa Research Bulletin** ,1964 *Index Veterinarius* ,2006 [Commonwealth Universities Yearbook](#) ,1987 *Uganda Woman* ,2016 **Who's who** ,1972 **Guide to Microforms in Print** ,2001 **British Education Index** ,1978 **Who's who in France** ,2016 **Graduate School Admissions Adviser** Nationwide Team of Graduate School Admissions Advisers,2001 Selection admissions financial aid

Makere University Graduate Admissions 2015 16 Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Makere University Graduate Admissions 2015 16**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

https://www.splashdogs.com/data/Resources/HomePages/mayo_guide_to_pregnancy.pdf

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