



Academic Transcript

Undergraduate Programmes

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NAME: MIRO 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: 4.29	

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	B
			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 I	2.00	B+
			MTH402	LINEAR PROGRAMMING	2.00	A+

MTH403	TEACHING AND LEARNING MATHEMATICS	2.00	C
PSY401	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 5	Academic Year (2020/2021)	Semester 1	Course Code	Course Name	CU	Grade
			CHM501	ORGANOMETALLICS AND BIOINORGANIC CHEMISTRY	2.00	B
			CHM502	REACTION KINETICS	2.00	A
			CHM503	DIVALENT SPECIES	2.00	B+
			CHM504	COLLOID SCIENCE	2.00	B+
			CLM501	PRINCIPLES & CONTEMPORARY ISSUES IN CHEMISTRY EDUCATION	2.00	C
			CLM502	EVALUATION OF INSTRUCTION	2.00	A
			EDM501	GENERAL THEORY AND PRACTICE OF ECONOMICS OF EDUCATION	2.00	B+
			MTH501	NUMERICAL ANALYSIS II	2.00	B
			MTH502	DYNAMICAL SYSTEMS	2.00	A
			MTH503	CURRICULUM DEVELOPMENT & CONTEMPORARY ISSUES IN MATHEMATICS EDUCATION	2.00	B+
			PSY501	SPECIAL NEEDS EDUCATION	2.00	A
			GPA : 4.70		CGPA: 4.42	

Year 6	Academic Year (2020/2021)	Semester 2	Course Code	Course Name	CU	Grade
			CHM601	POLYMER CHEMISTRY	2.00	B+
			CHM602	ADVANCED INORGANIC TOPICS	2.00	B
			CHM603	ADVANCED ORGANIC TOPICS	2.00	B+
			CHM604	ADVANCED ANALYTICAL CHEMISTRY	2.00	B
			CHM605	PERIODIC CHEMISTRY	2.00	B
			CLM601	INTERNATIONAL RESEARCHES AND LABORATORY TEACHING IN SCIENCE EDUCATION	2.00	A
			CLM602	GUIDE TO SCHOOL PRACTICE & SUPERVISION	2.00	B+
			EDP401	PHILOSOPHICAL ORIENTATION TO EDUCATION	2.00	A
			MTH601	DIFFERENTIAL EQUATIONS II	2.00	A
			MTH602	NON-MATHEMATICS	2.00	A
			MTH603	ASSESSMENT, EVALUATION, RESOURCES & MATERIALS DEVELOPMENT IN MATHEMATICS EDUCATION	2.00	A
			PSY601	GUIDANCE AND COUNSELLING	2.00	B+
			SPS	SCHOOL PRACTICE	2.00	B
			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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African Capacity Building Foundation



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Research Universities in Africa Cloete, Nico, Bunting, Ian, 2018-11-09 From the early 2000s a new discourse emerged in Africa and the international donor community that higher education was important for development in Africa Within this zeitgeist of converging interests a range of agencies agreed that a different collaborative approach to linking higher education to development was necessary This led to the establishment of the Higher Education Research and Advocacy Network in Africa Herana to concentrate on research and advocacy about the possible role and contribution of universities to development in Africa This book is the final publication to emerge from the Herana project The project has also published more than 100 articles chapters reports manuals and datasets and many presentations have been delivered to share insights gained from the work done by Herana Given its prolific dissemination it seems reasonable to ask whether this fourth and final publication will offer the reader anything new This book is certainly different from previous publications in several respects First it is the only book to include an analysis of eight African universities based on the full 15 years of empirical data collected by the project Second previous books and reports were published mid project This book has benefited from an extended gestation period allowing the authors and contributors to reflect on the project without the distractions associated with managing and participating in a large scale project For the first time some of those who have been involved in Herana since its inception have had the opportunity to at least make an attempt to see part of the wood for the trees Different does not necessarily mean new An emphasis on the newness of the data and perspectives presented in this book is important because it shows that it is more than a historical record of a donor funded project Rather each chapter in this book brings to a lesser or greater extent something new to our understanding of universities research and development in Africa **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 Transforming Tertiary Agricultural Education in

Africa David Kraybill, John Lynam, Adipala Ekwamu, 2021-11-24 Enormous changes are affecting African production

agriculture urbanization and food consumption patterns requiring new approaches to training and knowledge generation and dissemination to achieve food security Many agricultural universities and other tertiary agricultural education TAE organizations have been slow to respond hindered by inadequate staffing and facilities and growing competition for funds However some African agricultural universities are transforming themselves and are achieving remarkable success This book documents successful approaches to remaking TAE in Africa to inspire leaders both formal and informal of other TAE organizations It emphasises adaptive strategies and processes creating an internal culture driven by stakeholder needs and where organizational transformation improves the quality and relevance of teaching research and outreach The chapters cover the role of TAE in agricultural transformation trends in TAE in Africa solutions to the rigour versus relevance dilemma curriculum design informed by actual and emerging labour market conditions innovation and entrepreneurship TAE quality assurance and networking among TAE institutions

Halvorsen: Sharing Knowledge, Transforming Societi ,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

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

Public Investment Plan ,2016 **Public Investment Plan** Uganda,Uganda. Ministry of Finance and Economic Planning,2015 National Budget Framework Paper for the Financial Years ... Uganda,2015 The Uganda Gazette Uganda,2018 Annual Budget Monitoring Report Uganda,2015

Yearbook of International Organizations 2014-2015, Volumes 1a & 1b (Set) Union of International Associations, 2014-06-16 Volume 1 A and B covers international organizations throughout the world comprising their aims activities and events *African Union Agenda 2063* African Capacity Building Foundation, 2016 Uganda Woman , 2016

Research Report University of Ghana, 2014 **Who's who** , 1972 **Africa Research Bulletin** , 1964 *Telephone Directory Uganda* Uganda Posts & Telecommunications Corporation, 1975 *British Education Index* , 1978 **Who's who in the Midwest** , 1978 **Who's who in France** , 2016

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