ROBERT MUGABE SCHOOL OF EDUCATION

ACADEMIC GUIDELINES FOR DEGREE AND DIPLOMA PROGRAMMES

KNOWLEDGE **C**ULTURE **D**EVELOPMENT

2019-2023

2019-2023

ACADEMICGUIDELINES
FORPROGRAMMESOFFEREDINTHEROBERTMUGABESCHOOLOF
EDUCATIONANDCULTURE

TheseAcademicGuidelinesareasfaraspossibleaccurateandup-to-dateat thetimeofgoingtoprint.However,itshouldbenotedthatnotall programmesormodulesdescribedhereinwillnecessarilybeonoffereach yearandthatmoreprogrammesandmoduleswillbeaddedfromtimeto time.

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UNIVERSITY MISSION STATEMENT

VISION
To be the centre of excellence in arts, culture and heritage studies as well as the advancement of other academic disciplines for the promotion of the development of society.

MISSION
In order to support the vision, we shall:
a. Reclaim and preserve our African culture and heritage;
b. Mainstream culture and heritage in our teaching and research;
c. Lead in the development of entrepreneurs and professionals in the creative industry;
d. Provide our stakeholders with an enabling environment for research and empower them with entrepreneurial skills;
e. Produce versatile graduates equipped with skills and competencies relevant to the needs of society;
f. Attract and retain highly competent staff,
g. Use ICT-based solutions in teaching, learning, research, administration and innovation, and;
h. Uplift communities we serve through our involvement in their development.

VALUES
GZU has adopted the following principles and standards of behaviour to define the University's culture and ensure a conducive work environment for the attainment of the Vision and Mission:
· Unhu/Ubuntu
· Excellence
· Integrity
· Results Focus
· Quality

ACADEMIC, ADMINISTRATIVE AND TECHNICAL STAFF

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Coordinator, Teaching Practice

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SPECIAL NEEDS EDUCATION

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Coordinator
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Chiduuro C. MBA [MSU], BSc. Gen (Chem and Maths) [UZ]
SCHOOL REGULATIONS FOR UNDERGRADUATE DEGREE PROGRAMMES

1.   **Preamble**
    1.1   The regulations shall be read in conjunction with the Great Zimbabwe University's General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations.
    1.2   Senate has the prerogative to change, cancel or replace any of these regulations.
    1.3   A student who has started a programme following one set of regulations shall not be affected by regulations adopted subsequently unless agreed to in writing by the student.
    1.4   Senate has the authority to exempt a student from any of these regulations.
    1.5   The General Regulations shall supersede School Regulations.

2.   **DEFINITION OF TERMS**

In these regulations the following terms shall be used as defined:

2.1 **Core module** – a compulsory module which a student must take in a programme.

2.2 **Optional module –** a module a student may take to fulfill the requirements of a programme.

2.3 **Equivalent module –** a module similar to another in terms of weighting and content.

2.4 **Area of specialisation –** a field from which the student draws modules or a module for detailed study.

2.5 **Practicum/Teaching Practice –** a practical component of a module done over a period of time to meet the work related learning requirements of a programme. Winding-up.

3. PROGRAMMES

3.1 For programmes offered under the Schoolof Education, refer to section **2.2.1.5** of the General Academic Regulations.

3.2 More degree programmes shall be added from time to time.

4. ENTRY REQUIREMENTS

4.1 **Normal Entry Requirements**

4.1.1 Ordinary levels including English Language with Grade C or better and any other subjects deemed necessary by the host department.

4.1.2 At least two [2] Advanced level passes.

4.1.3 Attainment of a satisfactory standard in any entrance test the University may deem necessary.

4.1.4 Specific qualifications or work experience deemed necessary by the host department.

4.2 **Special Entry**

Refer to Section 3.2 of the General Academic Regulations.

4.3 **Mature Entry**

Refer to Section 3.3 of the General Academic Regulations.

5. STRUCTURE OF DEGREE PROGRAMMES

5.1 A Bachelor of Education Honours In-Service degree shall consist of a minimum of twenty –five [25] modules and shall run for at least four [4] semesters.

5.2 A Bachelor of Education Honours Pre-Service degree programme shall consist of a minimum of thirty-four [34] modules.

    5.2.1 The number of modules that a student shall be expected to register in a Semester and Level shall be as specified in the degree programme.

5.3 A module in a programme shall be taught in thirty-six [36] to forty-eight [48] contact hours per semester.

5.4 A programme shall have compulsory and optional modules.

5.5 The following modules shall be compulsory for all degree programmes:

    5.5.1 Communication Skills

    5.5.2 Research Methods and Statistics

    5.5.3 Academic and Professional Communication and Heritage

    5.5.4 Introduction to Zimbabwean History

5.5.5   Research Project

6.   ASSESSMENT
6.1   Normally, assessment module shall be based on continuous assessment as well as formal examinations. Continuous assessment shall contribute 30% and the end of semester examination shall contribute 70% of the final mark.
6.2   Each Department shall determine components of continuous assessment that will be considered for the final continuous mark.
6.3   A student who has failed Research Methods and Statistics shall not be allowed to proceed to do Research Project.

7.   TEACHING PRACTICE/PRACTICUM
7.1   A candidate studying for the Bachelor of Education Pre-Service degree shall be on Work Related Learning [Teaching Practice/ Internship] at Level III at a recognized institution where theory is applied into practice.
7.2   The Teaching Practice/Practicum Module shall be equivalent to one module.

8.   PROVISIONS FOR PROGRESSION
Refer to Section 8 of the General Academic Regulations.

9.   FAILURE TO SATISFY EXAMINERS
Refer to Section 9 of the General Academic Regulations.

10.   AWARD OF A DEGREE
To be awarded a degree, a candidate must have satisfied the coursework and examination requirements as specified by the programme structure.

11.   DEGREE CLASSIFICATION AND WEIGHTING
For degree classification, refer to Section 5 of the General Academic Regulations.

DEPARTMENT OF CURRICULUM STUDIES

REGULATIONS FOR THE BACHELOR OF EDUCATION [B.Ed.] [PRIMARY] IN-SERVICE [HONOURS] DEGREE CONVENTIONAL

1.   PREAMBLE
These Regulations should be read in conjunction with the General Academic
Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regualtions which supersede Department Regulations.

2.   GENERAL DESCRIPTION OF THE PROGRAMME
2.1   The programme is a 2 [two] year full time programme.

2.2   The programme is in response to the increasing demand for highly qualified and competent primary school teachers who are reflective of current educational issues and are prepared to uphold the highest standards of education in Zimbabwe.

3.   OBJECTIVES

3.1   To enable primary school teachers to enhance their professional and academic development as well as familiarise them with cultural and heritage issues that have shaped the present curriculum.

3.2   To broaden the courses that will be undertaken in areas of specialisation as a way of giving depth.

4.   CAREER PROSPECTS

Graduates of the programme will be employed as teachers in private and public schools, examinations officers and education officers.

5.   ENTRY REQUIREMENTS

5.1   Normal Entry

To be eligible for admission; applicants must have;

5.1.1   normally passed at least one [1] "A" level subject plus 5 "O" level subjects, or their equivalent, including English Language;

5.1.2   undergone training for the profession of teaching, recognised by the University for this purpose;

5.1.3   completed at least two [2] years of post-training educational experience recognised by the University or could proceed from the Diploma without teaching experience if they have attained at least three [3] distinctions at Diploma level;

5.1.4   attained a satisfactory standard of performance an entrance test which the University may devise.

5.2   Special Entry

Refer to Section 4.2 of School Regulations

5.3   Mature entry

Refer to Section 4.3 of School Regulations.

6.   STRUCTURE OF THE PROGRAMME

6.1   Degree Structure

Each student shall be required to study a total of twenty-five [25] modues in accordance with the following breakdown;

6.1.1   Twelve [12] content modules from the area of specialisation.

6.1.2   Thirteen [13] compulsory modules.

6.1.3   A research project equivalent to one course in the area of specialisation.

6.2   Modules

LEVEL 1 SEMESTER 1 MODULES

Each student shall study a total of six [6] modules:

Three [3] compulsory modules

Three [3] in the area of specialisation

Compulsory modules

CSED101   Communication Skills

EF105   Introduction to communication Technology

BHS110   Introduction to Zimbabwean Cultures and Heritage
Modules in the area of specialisation
Art Education

CSAE106	History of Western Art
CSAE101	Foundations of Art and Design Education
CSAE113 **ChiShona**	History of African Art
CSS101	Nhoroondo yezvemutauro wavaShona
CSS104	[History of the Development of the Shona Language] Pfungwa dzeKuongorora nadzo Uvaranomwe (Theories of Literature)
CSS111 **English**	Mutinhiro weMutauro weChiShona (Chishona Phonetics and Phonology)
CSE101	Linguistics and Language Teaching
CSE103	Literature and Criticism
CSE104	Theories of Language Arts

Environmental Science
CSES101   Philosophy of Environmental Science Education
CSES106   Environmental Pollution and Control
CSES107   General Chemistry

Home Economics
CSHE103   Introduction to Food Science
CSHE104   Introduction to Textile Science and Technology
CSHE105   Pattern Making and Garment Construction 1

Mathematics
CSMT101   Issues in Primary School Mathematics Education
CSMT112   Pre-Calculus
CSMT109   Linear Mathematics
Music Education

CSME103	Ethnomusicology 1
CSME107	Theory of Music
CSME108 **Ndebele**	History of Music
CSN101	Imbali Yolimi lwesiNdebele lokuthuthuka kwalo
CSN106	[History and Development of Ndebele Language] Ukuhumutshela [Translation]
CSN112	Amasiko lokukhulumisana esintwini (Culture and Communication)

Physical Education
CSPE103   Foundations of Physical Education and Sport
CSPE104   Introduction to Sport Science
CSPE102   Gymnastic

Religious and Moral Education

CSRM101   History and Philosophy of Religious and Moral Education
CSRM104   Phenomenology of Religion
CSRM109   History of Christianity in Zimbabwe

Social Studies

CSSS101	History and Philosophy of Social Studies
CSSS102	Natural and Environmental Issues in Social Studies
CSSS103	Values Education
Agriculture	
CSAG101*	Animal Production – Small Livestock
CSAG102*	Horticulture
CSAG103*	Animal Nutrition

LEVEL 1 SEMESTER 2

Each student shall study a total of seven [7] modules

Four [4] compulsory modules

Three [3] modules in the area of specialisation

Compulsory modules

EF104	Historical and Philosophical Foundations of Education
RMS101	Research Methods and Statistics
CS101	Curriculum Theory
BHS101	Introduction to Zimbabwean History
	Or
BAC101	African Philosophy and Thought

Modules in the area of Specialisation

Art Education

CSAE107   Introduction to Drawing and Painting
CSAE108   Introduction to Visual Aesthetics

CSAE109	Three Dimensional Design
ChiShona	
CSS102	Kudzidzisa Zvakanaka ChiShona KuPuraimari
CSS108	[Effective Teaching of ChiShona at Primary level] Dudziramutauro reChiShona [ChiShona Grammar]
CSS109	Kupepeta Zvinyorwa zveChiShona [Editing ChiShona Texts]
English	
CSE105	Children's Literature
CSE106	Zimbabwean Literature
CSE107	African Literature

Environmental Science

CSES103   Biogeography
CSES104   Indigenous Knowledge Systems and Environmental Management
CSES105   Environmental Physics

Home Economics

CSHE101   Home Economics Curriculum in the Primary School
CSHE106   Textile Science and Technology
CSHE107   Human Physiology

Mathematics
CSMT102   Calculus
CSMT106   Numerical Methods
CSMT107   Introduction to Mathematical Modelling

Music Education

CSME104	Transcription and Analysis
CSME105	Instrument of Major Specialisation
CSME106 **Ndebele**	Ethnomusicology 2
CSN107	Imihlahlandlela Yelithiritsha [Theories of Literature]
CSN109	Izichazamazwi [Lexicography]
CSN110	Imisebenzi yelithiritsha yesiNdebele Engalotshwanga [Ndebele Oral Literature]

Physical Education
CSPE105   Pedagogics in Physical Education
CSPE106   Human Anatomy and Physiology
CSPE107   Practical Individual Sport

Religious and Moral Education
CSRM106   African Traditional Religion in Zimbabwe
CSRM107   Religion and Conflict Resolution
CSRM108   New Religious Movements in Zimbabwe

Social Studies
CSSS104   Pedagogical Issues in Primary School Social Studies
CSSS106   Culture and Gender in Development Issues
CSSS107   Conflict Management

Agriculture
CSAG105* Beef Production
CSAG106* Animal Health
 CSAG107* Veldt and Pasture Management

LEVEL II SEMESTER I
Each student shall study a total of six [6] modules
Three [3] compulsory modules
Three [3] modules in the area of specialisation
Compulsory Modules
EF106   Psychological Foundations of Education

CSHAE201 HIV and AIDS Education
EF204   Sociological Foundations of Education

Area of Specialisation modules

Art Education

CSAE204	Fabric and Textile Design
CSAE205	Design Dynamics
CSAE208	Graphic Design
ChiShona	
CSS205	Tsika nemagariro evaShona [Shona Culture and Traditions]
CSS209	Kuturikira Mutauro [Language Translation and Interpretation]
CSS203	Uvaranomwe hwevaShona [Shona Literature]
English	
CSE201	Literature and Classroom Text Selection
CSE203	English Language and the School Curriculum
CSE210	Poetry and Drama

Environmental Science
 CSES202   Current Trends and Research in Environmental Science
                   Education
 CSES203   Environmental Chemistry
 CSES204   Plant and Animal Physiology

Home Economics
 CSHE205   Community Nutrition
 CSHE206   Housing and Interior Design
 CSHE207   Family Studies and Culture

Mathematics
CSMT203   Analysis
CSMT204   Introduction to Probability and Statistics
 CSMT214   Introduction to Ordinary Differential Equations

Music Education

CSME203	Practice and Appreciation of Music
CSME202	Pedagogical Issues in Primary School Music
CSME204	Choral Management
Ndebele	
CSN201	Izindlela zokufundisa isiNdebele Ebangeni laphansi
CSN206	[Methods of Teaching Ndebele at Primary] Ilithiritsha yabantwana yesiNdebele [Ndebele Children's Literature]
CSN207	Ukuhlaziywa KwamaNoveli [Analysis of Novels]

Physical Education
CSPE201   Sport Nutrition
CSPE204   Indigenous Games
CSPE206   Sports Coaching and Methodology

Religious and Moral Education
CSRM205   Studies in World Religions
CSRM206   Psychology of Religion
CSRM207   Religion and Gender Issues

Social Studies
CSSS201   Trends in Social Studies Research
CSSS203   Poverty and Development
CSSS203   Race, Class and Ethnicity

Agriculture
CSAG201* Agribusiness and Management
CSAG202* Soil Science
CSAG203* Plant Physiology

LEVEL 2 SEMESTER 2
Each student shall study a total of six [6] modules:
Three [3] compulsory modules
Three [3] modules in the area of specialisation

Compulsory modules
EF205   Educational Administration
CSNE205   Special Needs Education
RPM260   Research Project/ Tsvagurudzo/ Isichwayisiso

Modules in the area of Specialisation

Art Education

CSAE209	Craft work in Zimbabwe
CSAE210	Advanced Drawing and Painting
CSAE213	Introduction to Computer Aided Design
ChiShona	
CSS210	Mutauro, nharaunda nepfungwa [Socio-psycho Linguistics]
CSS211	Mitemo yezvemitauro muZimbabwe
CSS213	[Language Policy and Planning in Zimbabwe] Dudziro dzeManzwi (Semantics)
English	

CSE209	World Literature
CSE213	Women in Literature
CSE202	Language Planning

Environmental Science

CSES205   Genetics and Evolution

CSES206   Climatology and Geomorphology

CSES207   Issues in Biotechnology

Home Economics

CSHE209   Food Preparation and Serving

CSHE209   Pattern Making and Garment Construction 2

CSHE210   Bakery

Mathematics

CSMT209   Ethnomathematics

CSMT210   Principles of Mechanics

CSMT213   Trends in Mathematics Education

Music Education

CSME205	Measurement and Evaluation in Music
CSME206	Musicology
CSME207 **Ndebele**	Multi-Cultural Music
CSN209	Ukulaya lokucebisana [Counselling and Guidance]
CSN208	Ukuhlelwa kweNkulumo yesiNdebele
CSN214	[Ndebele Language Structure] Ukuhlelwa komthetho wolimi eZimbabwe (Language Planning in Zimbabwe)

Physical Education

CSPE207   Sport Management and Administration

CSPE208   Individual and Team Sport

CSPE209   Socio Psychology of Sport

Religious and Moral Education

CSRM208   Ethics and Emerging Issues in Religious and Moral Education

CSRM209   Sociology of Religion

CSRM210   Religion and HIV and AIDS

Social Studies

CSSS204	World Political Systems and Institutions
CSSS206	Social and Economic Issues in Social Studies
CSSS207 **Agriculture**	Human Rights Education
CSAG205	Principles of Crop Production

CSAG206	Crop Protection
CSAG207	Pedagogic Issues in Agriculture
RPM260	Research Project/ Tsvagurudzo/ Isichwayisiso

BLOCK RELEASE

7.   STRUCTURE OF THE PROGRAMME

> 7.1   The normal duration of the programme shall be two and half [2$^1/_2$] years of part   time study.

> 7.2   Each student shall be required to study a total of twenty-five [25] modules in accordance with the following breakdown;

> > 7.2.1   twelve [12] content modules from the area of specialisation.
> > 7.2.2   thirteen [13] compulsory modules.
> > 7.2.3   A research project equivalent to one course in the area of specialisation.

LEVEL ONE SEMESTER ONE

Each student shall study a total of six [6] modules:

Three [3] compulsory modules

Three [3] courses in the area of specialisation

Compulsory modules

CSED101   Communication Studies

EF105   Information and Communication Technology [ICT]

BHS110   Introduction to Zimbabwean Culture and Heritage

Modules in the area of specialisation

Art Education

CSAE106	History of Western Art
CSAE101	Foundations of Art and Design Education
CSAE113	History of African Art
ChiShona	
CSS101	Nhoroondo yezvemutauro wavaShona
CSS111	[History of the Development of the Shona Language]
CSS104	Pfungwa dzeKuongorora nadzo Uvaranomwe (Theories of Literature)
CSS111	Mutinhiro weMutauro weChiShona (Chishona Phonetics and Phonology)
English	
CSE101	Linguistics and Language Teaching
CSE103	Literature and Criticism
CSE104	Theories of Language Arts

Environmental Science

CSE101   Philosophy of Environmental Science Education

CSES106   Environmental Pollution and Control

CSES107   General Chemistry

Home Economics

CSHE103   Introduction to Food Science
CSHE104   Introduction to Textile Science and Technology
CSHE105   Pattern Making and Garment Construction 1

Mathematics

CSMT101   Issues in Primary School Mathematics Education
CSMT112   Pre-Calculus
CSMT109   Linear Mathematics

Music Education

CSME103   Ethnomusicology 1

CSME107	Theory of Music
CSME108	History of Music

Ndebele

CSN101	Imbali Yolimi lwesiNdebele lokuthuthuka kwalo
CSN106	[History and Development of Ndebele Language] Ukuhumutshela [Translation]
CSN112	Amasiko lokukhulumisana esintwini (Culture and Communication)

Physical Education

CSPE108   Foundations of Physical Education and Sport
CSPE109   Introduction to Sport Science
CSPE102   Gymnastic

Religious and Moral Education

CSRM101   History and Philosophy of Religious and Moral Education
CSRM104   Phenomenology of Religion
CSRM109   History of Christianity in Zimbabwe

Social Studies

CSSS101	History and Philosophy of Social Studies
CSSS102	Natural and Environmental Issues in Social Studies
CSSS103	Values Education

Agriculture

CSEG101	Animal Production – Small Livestock
CSAD102	Horticulture
CSAG103	Animal Nutrition

CSXCH101 Xichangana/Xitsonga Matimuya Nhluvukowa Ririmi (History and Development of Xichangana)
CSXCH104   Mihlavuteloyoxopaxopa Matsalwa (Theories of Literature)
CSXCH103 Fonetikina Fonoloji (Phonetics and Phonology)

Nambya

CSNA101	Ibhatuko lyembhudililo yechiNambya (History and Development of Nambya)
CSNA104	Indangalilo jamakwalo. (Theories of Literature)
CSNA103	Umbambilo nontimbo wamawhi olulimi (Phonetics and Phonology)
Tonga	
CSTO101*	Kumazwido aakusumpuka kwamulaka (History and Development Tonga)
CSTO104*	Mizeezo yamalembe (Theories of Literature)
CSTO103*	Kugwisigwa kwamajwi (fonetikisi afonoloji) (Phonetics and Phonology)
Kalanga	
CSK101*	Nhubelelelo yepfumbidzo yendimi (History and Development of Kalanga)
CSK104*	Luzibo gwebapali gwakalingisina nezwinokwagwa (Theories of Literature)
CSK103*	Bumbiwa kwemabala nemisindo yawo [Phonetics and Phonology]
TshiVenda	
CSV101*	ivhazwakale ya Mveledziso ya Luambo (History and Development Vhenda)

CSV104* hyiori dza Mawalwa (Theories of Literature)
CSV103* Fonetiki na Fonolodzhi (Phonetics and Phonology)

Sign Language
CSSL101*   Linguistics and Language Teaching
CSSL103*   Hearing Impairment
CSSL104*   Foundations and Cultural Issues in Special Needs Education

LEVEL 1 SEMESTER 2
Each student shall study a total of six [6] modules:
Three [3] compulsory modules
Three [3] modules in the area of specialisation

Compulsory modules

EF104	Historical and Philosophical Foundations of Education
CS101	Curriculum Theory
BHS101	Introduction to Zimbabwean History
Or	
BAC101	African Philosophy and Thought

Modules in the area of Specialisation
Art Education

CSAE107	Introduction to Drawing and Painting
CSAE108	Introduction to Visual Aesthetics
CSAE109	Three Dimensional Design
ChiShona	
CSS102	Kudzidzisa Zvakanaka ChiShona KuPuraimari

CSS108	[Effective Teaching of ChiShona at Primary level] Dudziramutauro reChiShona
	[ChiShona Grammar]
CSS109	Kupepeta Zvinyorwa zveChiShona [Editing ChiShona Texts]
English	
CSE105	Children's Literature
CSE106	Zimbabwean Literature
CSE107	African Literature

Environmental Science

CSES103   Biogeography

CSES104   Indigenous Knowledge Systems and Environmental Management

CSES105   Environmental Physics

Home Economics

CSHE101   Home Economics Curriculum in the Primary School

CSHE106   Textile Science and Technology

CSHE107   Human Physiology

Mathematics

CSMT102   Calculus

CSMT106   Numerical Methods

CSMT107   Introduction to Mathematical Modelling

Music Education

CSME104	Transcription and Analysis
CSME105	Instrument of Major Specialisation
CSME106	Ethnomusicology 2
Ndebele	
CSN107	Imihlahlandlela Yelithiritsha [Theories of Literature]
CSN109	Izichazamazwi [Lexicography]
CSN110	Imisebenzi yelithiritsha yesiNdebele Engalotshwanga
	[Ndebele Oral Literature]

Physical Education

CSPE105   Pedagogics in Physical Education

CSPE106   Human Anatomy and Physiology

CSPE107   Practical Individual Sport

Religious and Moral Education

CSRM106   African Traditional Religion in Zimbabwe

CSRM107   Religion and Conflict Resolution

CSRM108   New Religious Movements in Zimbabwe

Social Studies

CSSS104	Pedagogical Issues in Primary School Social Studies
CSSS106	Culture and Gender in Development Issues
CSSS107	Conflict Management
Agriculture	
CSAG105	Beef Production
CSAG106	Animal Health
CSAG107	Veldt and Pasture Management

Xichangana/Xitsonga

CSXCH102	Tindlela ta nkoka ta madyondziseloyaririmiekaphurayimari
	(Effective Teaching of the Language at Primary level)
CSXCH107	Vuvulavuri (Grammar)
CSXCH109	VuhleribyaMatslwa (Editing Texts)
Tshivenda	
CSV102	Vhukoni ha u Gudisa Luambo kha Murole wa Phuraimari
	(Effective Teaching of the Language at Primary Level)
CSV108	Girama (Grammar)
CSV109	U Dzudzanya Dzibugu (Editing Texts)
Tonga	
CSTO102	Kuyisigwa kwini-kwini Kwamulaka KuPulayimali (Effective Teaching of the language at Primary level)

CSTO108   Mbambwemulaka (Grammar)
CSTO109   Kuzyotolola akupupulula malembe (Editing Texts)

Kalanga
CSK102   Vhukoni ha u Gudisa Luambo kha Murole wa Phuraimari (Effective Teaching of the Language at Primary Level)
CSK108   Girama (Grammar)
CSK109   U Dzudzanya Dzibugu (Editing Texts)

Nambya
CSNA102   Kulayijwa kunandyo kolulimi (Effective Teaching of Nambya at Primary level)
CSNA108   lwechiNambya mundayijo yopasi (Grammar)
CSNA109   Kupyeka makwalo (Editing Texts)

Sign Language
CSSL1015   Zimbabwean Sign Language 1
CSSL108   Deaf Culture and Deaf Education
CSSL109   Theories of Language Arts

LEVEL 2 SEMESTER 1
Each **student shall study a total of five [5] modules:**

Two [2] compulsory modules
Three [3] modules in the area of specialisation

Compulsory Modules

EF106   Psychological Foundations of Education
EF204   Sociological Foundations of Education

Area of Specialisation modules
Art Education

CSAE204	Fabric and Textile Design
CSAE205	Design Dynamics
CSAE208	Graphic Design
ChiShona	
CSS205	Tsika nemagariro evaShona [Shona Culture and Traditions]
CSS209	Kuturikira Mutauro [Language Translation and Interpretation]
CSS203	Uvaranomwe hwevaShona [Shona Literature]
English	
CSE201	Literature and Classroom Text Selection
CSE203	English Language and the School Curriculum
CSE210	Poetry and Drama

Environmental Science
CSES202   Current Trends and Research in Environmental Science Education
CSES203   Environmental Chemistry
CSES204   Plant and Animal Physiology

Home Economics
CSHE205   Community Nutrition
CSHE206   Housing and Interior Design
CSHE207   Family Studies and Culture

Mathematics
CSMT204   Analysis
CSMT204   Introduction to Probability and Statistics
CSMT214   Introduction to Ordinary Differential Equations

Music Education

CSME203	Practice and Appreciation of Music
CSME202	Methodology Pedagogical Issues in Primary School Music
CSME204	Choral Management
Ndebele	
CSN201	Izindlela zokufundisa isiNdebele Ebangeni laphansi

CSN206	[Methods of Teaching Ndebele at Primary] Ilithiritsha yabantwana yesiNdebele
CSN207	[Ndebele Children's Literature] Ukuhlaziywa KwamaNoveli [Analysis of Novels]

Physical Education

CSPE201   Sport Nutrition
CSPE204   Indigenous Games
CSPE206   Sports Coaching and Methodology

Religious and Moral Education

CSRM205   Studies in World Religions
CSRM206   Psychology of Religion
CSRM207   Religion and Gender Issues

Social Studies

CSSS201   Trends in Social Studies Research
CSSS202   Poverty and Development
CSSS203   Race, Class and Ethnicity

Agriculture

CSAG201   Agribusiness and Management
CSAG202   Soil Science
CSAG203   Plant Physiology

Xichangana/Xitsonga

CSXCH205 MfuwonaNdhavuko (Culture and traditions)
CSXCH209 VuhundzuluxiniVutoloki (Translation and Interpretation)
CSXCH203 Matsalwa (Literature)

Tonga

CSTO205   Zyabasikale Atunsiyansiya (Culture and Traditions)

CSTO209	Kutolekelwa Abupanduluzi Bwamulaka (Translation and Interpretation)
CSTO203	Malembe (Literature)
Tshivenda	
CSV205	Mvelele na Sialala (Culture and Traditions)
CSV209	Vhupinduleli na Vhu ologeli ha Luambo (Translation and Interpreting)
CSV203	Ma walwa (Literature)
Kalanga	
CSK205	Mvelele na Sialala (Culture and Traditions)
CSK209	Vhupinduleli na Vhu ologeli ha Luambo (Translation and Interpreting)
CSK203	Ma walwa (Literature)
Nambya	
CSNA205	Ungalilo nechibanhu (Culture and Traditions)

CSNA209	Kutolikwa nokupandulwa kolulimi (Translation and Interpretation)
CSNA203	Makwalo (Literature)

Sign Language

CSSL211   Language Planning

CSSL209   ZSL and the School Curriculum

CSSL207   Applied Linguistics

LEVEL TWO SEMESTER TWO

Each student shall study a total of six [6] modules:

Three [3] compulsory modules

Two [2] modules in the area of specialisation

Compulsory modules

EF205   Educational Administration

CSNE205   Special Needs Education

RMS101   Research Methods and Statistics

Modules in the area of Specialisation

Art Education

CSAE209	Craft work in Zimbabwe
CSAE210	Advanced Drawing and Painting

ChiShona

CSS210	Mutauro, nharaunda nepfungwa [Socio-psycho Linguistics]
CSS211	Mitemo yezvemitauro muZimbabwe [Language Policy and Planning in Zimbabwe]

English

CSE209	World Literature
CSE213	Women in Literature

Environmental Science

CSES205   Genetics and Evolution

CSES206   Climatology and Geomorphology

Home Economics

CSHE208   Food Preparation and Serving

CSHE209   Pattern Making and Garment Construction 2

Mathematics

CSMT209   Ethnomathematics

CSMT210   Principles of Mechanics

Music Education

CSME205   Measurement and Evaluation in Music

CSME206   Musicology

Ndebele

CSN209   Ukulaya lokucebisana [Counselling and Guidance]

CSN208   Ukuhlelwa kweNkulumo yesiNdebele [Ndebele Language Structure]

Physical Education

CSPE207   Sport Management and Administration

CSPE208   Individual and Team Sport

Religious and Moral Education

CSRM208   Ethics and Emerging Issues in Religious and Moral Education

CSRM209   Sociology of Religion

Social Studies

CSSS204   World Political Systems and Institutions

CSSS206   Social and Economic Issues in Social Studies

Agriculture

CSAG205   Principles of Crop Production

CSAG206   Crop Protection

Xichangana/Xitsonga

CSXCH212 Vuxakaniswamiehleketoekaswaririmi (Socio-Pscholinguistics)

CSXCH211 MatirhiseloniVukunguhatibyaTindzimietikwenira Zimbabwe
               (Language Policy in Zimbabwe)

Kalanga	
CSK212	Zwidiyo zwakalingisana nezwinotungamila ndimi zwinongatjaba (Socio-Psycholinguistics)
CSK211	Nlayo unotungamila ndimi muZimbabwe (Language Policy in Zimbabwe)
Nambya	
CSNS212	Imhande jolilimi lwechiNambya jilonangana nemiyeyo namagalilo abanhu (Socio-psycho Linguistics)
CSNA211	Milawu yokushingiswa kwendimi nokulongwa kwajo MuZimbabwe (Language Policy in Zimbabwe)

Tonga

CSTO212	Zyabusongo Abulidilane Bwamilaka (Socio-Psycho Linguistics)
CSTO211	Mulawu Wamulaka MuZimbabwe (Language Policy in Zimbabwe)
Tshivenda	
CSV212	Kushumisele kwa Luambo kha Lushaka (Pyscho-Socio-Linguistics)
CSV211	Milayo ya Kushumiselwe kwa zwa Luambo Zimbabwe(Language Policy in Zimbabwe)

Sign Language

 CSSL208   Zimbabwean Sign Language 2

 CSSL208   Zimbabwean Sign Language 2

LEVEL THREE SEMESTER ONE
Each student shall study a total of three [3]
modules two [2] compulsory modules one [1]
module in the area of specialisation

Compulsory modules
CSHAE201 HIV and AIDS
RPM260   Research Project/ Tsvagurudzo/ Isichwayisiso

Modules in the area of Specialisation

Art Education
CSAE213   Introduction to Computer Aided Design

ChiShona
CSS213   Dudziro dzeManzwi (Semantics)

English
CSE202   Language Planning

Environmental Science
CSES207   Issues in Biotechnology

Home Economics
CSHE210   Bakery

Mathematics
CSMT213   Trends in Mathematics Education

Music Education
CSME207   Multi-Cultural Music

Ndebele
CSN2144   Ukuhlelwa komthetho wolimi eZimbabwe (Language Planning In Zimbabwe)

Physical Education
SCPE209   Socio Psychology of Sport
Religious and Moral Education
CSRM210   Religion and HIV and AIDS

Social Studies
CSSS207   Human Rights Education

Agriculture
CSAG207   Pedagogic Issues in Agriculture

Xichangana/Xitsonga
CSCH213*   Semantiki (Semantics)

Kalanga

CSK213	Tjidiyo tjakalingisana nenhabi dzakasiyana dzelulimi (Semantics)
Nambya	
CSNA213	Kupandululwa kwendebo (Semantics)
Tonga	
CSTO213	Zyaamba Mabala (Semantics)
Tshivenda	
CSV213	Semantiki (Semantics)

Sign Language
CSSL205   Oral Literature

8.   ASSESSMENT
Refer to Section 6 of the School Regulations.

9.   PROVISIONS FOR PROGRESSION
Refer to Section **8** of the School Regulations.

10.   DEGREE CLASSIFICATION AND WEIGHTING
Refer to Section **11** of the School Regulations.

REGULATIONS FOR THE BACHELOR OF EDUCATION (B.Ed.) (SECONDARY) IN-SERVICE (HONOURS) DEGREE (BLOCK RELEASE)

1.   PREAMBLE
These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regulations which supersede Department Regulations.

2.   GENERAL DESCRIPTION OF THE PROGRAMME
The Bachelor of Education Secondary Honours Degree is an in-service programme designed for qualified school teachers with an interest in pursuing degree studies in their relevant areas of specialisation.

3.   OBJECTIVES
3.1   To enable secondary school teachers to enhance their professional and academic development.
3.2   To familiarise secondary school teachers with vital cultural and heritage issues that have a bearing on today's education.

4.   CAREER PROSPECTS

Graduates of this programme will be employed as teachers in public and private schools, examinations officers and Education officers.

5.   ENTRY REQUIREMENTS

To be eligible for admission applicants must have:

5.1   Passed at least five [5] 'O' Level subjects or their equivalent including English Language;

5.2   Normally passed at least one 'A' level subject in the area of intended specialisation or its equivalent;

5.3   A teaching certificate or diploma at primary or secondary school level or its equivalent;

5.4   At least two years post-training educational experience recognised by the University or at   least three distinctions at Certificate or Diploma level for those without teaching experience;

5.5   Attained a satisfactory standard in an entrance test which the University may deem necessary.

6.   PROGRAMME STRUCTURE

The normal duration of the programme shall be two and half [2½] years of part time study.

6.1   Each student shall be required to study a total of twenty-five (25) modules according to the following breakdown*:*

    6.1.1   Fourteen (14) modules derived from the area of specialisation;

    6.1.2   Eleven (11) compulsory modules;

    6.1.3   A research project equivalent to one module in the area of specialisation.

6.2   **Modules**

LEVEL ONE SEMESTER ONE

Each student shall study a total of six [6] modules:

Three [3] compulsory modules; and

Three [3] modules in the area of specialisation.

Compulsory modules

CSED101   Communication Studies

EF105   Information and Communication Technology (ICT)

BHS110   Introduction to Zimbabwean Culture and Heritage

Modules in the area of specialisation

English

CSE101	Linguistics and Language Teaching
CSE103	Literature and Criticism
CSE104	Theories of Language Arts
Geography	
CSG101	Nature, Scope and Methods of Geography
CSG102	Aspects of Physical Geography
CSG103	Aspects of Human Geography

Art Education

CSAE103	Foundations of Art and Design Education
CSAE110	Western Art History
CSAE111	Introduction to Drawing and Painting
History	
CSH105	A Guide to Historical Method
CSH104	Pre-colonial History of Zimbabwe
CSH107	Europe 1789-1900

Religious Studies

CSRS101	Philosophy of Religion
CSRS102	African Initiated Churches in Zimbabwe
CSRS105	Prophecy and Religion
Ndebele	
CSN102	Imbali Yolimi lwesiNdebele lokuthuthuka kwalo
CSN104	[History and Development of Ndebele Language] Isimo lokubunjwa kwenkulumo yesiNdebele
CSN105	[Ndebele Language and Structure] Imihlahlandlela lemicabango yokuhlaziya imibhalo [Theories and Views of Analysing Literature]
ChiShona	
CSS103	Mutinhiro neDudziramutauro weChiShona
CSS104	[Phonetics and ChiShona Grammar] Pfungwa dzoKuongorora Uvaranomwe
CSS105	[Theories of Literary Criticism] Kuvandudzwa koMutauro weChiShona [Standardisation of the ChiShona Language]

Mathematics

CSMT103 Advanced Calculus

CSMT105 Curriculum Issues in Mathematics

CSMT109 Linear Mathematics

Chemistry

CSCH101   Analytical Chemistry

CSCH103   Environmental Chemistry

CSCH104	General Chemistry
Physics	
CSPH101	Fundamentals of Physics
CSPH105	Vector Calculus
CSPH106	Electricity
Biology	
CSB104	Plant Kingdom
CSB105	Animal Kingdom

CSB106	Zoology

Textiles and Clothing

CSF101   Introduction to Textile Science and Technology
CSF102   Introduction to Pattern Making and Garment Construction
CSF106   Interior Design and Cultural Perspective

Food and Nutrition

CSFN101	Food and Human Nutrition
CSFN104	Human Physiology
CSFN106	Introduction to Food Science

Music

CSTA101	Transcription and Analysis
CSNU101	Ethnomusicology and Ethnography
CSTA102	Theory of Music

Accounting

CSAC101	Accounting concepts, principles and procedures
CSAC102	Financial Reporting for Small Business
CSAC103	Pedagogical issues in Accounting

Business Studies

CSBS101	Business and the Environment
CSBS102	Economics 1
CSBS103	Pedagogical issues in Business Studies

Economics

CSES101	Economics 1
CSES102	Labour Economics
CSEC103	Pedagogical issues in Economics

Agriculture

CSAG108	Soil Science
CSAG109	Plant Physiology
CSAG110	Crop Protection

Physical Education

CSPE103   Foundations of Physical Education and Sport
CSPE104   Introduction to Sport Science
CSPE102   Gymnastics

Xichangana/Xitsonga

CSXCH105 MatimuyaNhluvukowaRirimi (History and Development of Xichangana)
CSXCH104 MihlavuteloyoxopaxopaMatsalwa (Theories of Literature) CSXCH103
FonetikinaFonoloji (Phonetics and Phonology)

Nambya	
CSNS105	Ibhatuko lyembudililo yolulimi lwechiNambya. (History and Development of the Nambya)
CSNA104	Indangalilo jamakwalo. (Theories of Literature)
CSNA 104*	Umbambilo nontimbo wamawhi olulimi Ibhatuko
CSNA103	(Phonetics and Phonology)
Tonga	
CSTO105	Kumazwido aakusumpuka kwamulaka (History and Development of Tonga)
CSTO104	Mizeezo yamalembe (Theories of Literature)
CSTO103	Kugwisigwa kwamajwi (fonetikisi afonoloji) (Phonetics and Phonology)
Kalanga	
CSK105	Nhubelelelo yepfumbidzo yendimi (History and Development of Kalanga)
CSK104	Luzibo gwebapali gwakalingisina nezwinokwagwa (Theories of Literature)
CSK103	Bumbiwa kwemabala nemisindo yawo Phonetics and Phonology)
TshiVenda	
CSV105	ivhazwakale ya Mveledziso ya Luambo (History and Development Vhenda)
CSV104	hyiori dza Ma walwa (Theories of Literature)
CSV103	Fonetiki na Fonolodzhi (Phonetics and Phonology)

Sign Language

CSSL105   Zimbabwean Sign Language 1

CSSL102   Deaf Culture and Deaf Education

CSSL101   Linguistic and Language Teaching

LEVEL ONE SEMESTER TWO
Each Student shall study a total of six [6] modules:
Three [3] compulsory modules
Three [3] modules in the area of specialisation

Compulsory modules
EF103   Philosophy of Education
CSCT102   Curriculum Theory
BHS101   **Introduction to Zimbabwean History**
        OR
BAC101   African Philosophy and Thought

Modules in the area of specialisation

English
 CSE106   Zimbabwean Literature
 CSE107   African Literature
 CSE108   Oral Literature

Geography

CSG104   Climatology
CSG105   Regional Development
CSG106   Population Geography

Art Education

CSAE112	Introduction to Visual Aesthetics
CSAE114	African Art History
CSAE115	Figure Drawing

History

CHS102	History of Zimbabwe Since 1890
CSH108	West Africa 1800-1945
CSH109	Southern Africa Since 1800

Religious Studies

CSRS106	African Traditional Religion in Zimbabwe
CSRS107	Sociology of Religion
CSRS108	Contemporary Issues in Religious and Moral Studies

Ndebele

CSN111	Ukuhumutshela [Translation]
CSN113	Imibhalo yesiNdebele ephathelene lempilo yakulezinsuku (Ndebele Contemporary Literature)
CSN114	Amasiko lengculaza [Culture, HIV and AIDS]

ChiShona

CSDD108	Dudziramutauro reChiShona [ChiShona Grammar]
CSS109	Kupepeta Zvinyorwa Zvakanyorwa neChiShona
CSS109	[Editing ChiShona Texts]
CSS110	Mapazi eMitauro yevaShona [Shona Dialects]

Mathematics

CSMT111	Fundamentals of Ethnomathematics
CSMT113	Abstract Algebra
CSMT114	Probability Theory 1

Chemistry

CSCH106 Physical Chemistry
CSCH107 Soil Chemistry
CSCH108 Natural Products Chemistry

Physics

CSPH107 Magnetism
CSPH108 Environmental Physics
CSPH109 Waves and Vibrations

Biology

CSB107   Genetics
CSB108   Biotechnology
CSB109   Evolution

Textiles and Clothing

CSF105   Children's Wear
CSF107   Fabric Design
CSF108   Textiles and Clothing Curriculum in the Secondary School

Food and Nutrition

CSFN105   Energy Metabolism
CSFN107   Food Science and Technology in Traditional and Contemporary Society
CSFN108   Health Promotion

Music

CSMU103 Introduction to Music Technology
CSMU104 Practical Performances
CSMU105 Comparative Musicology

Accounting

CSAC104 Financial Accounting for Companies
CSAC105 Practical Accounting Data processing
CSAC106 Accounting System in a Computer Environment

Business Studies

CSBS104 Human Resources Management
CSBS105 Management and Organisational Behaviour
CSBS106 Business Law

Economics

CSEC104 Economics 2
CSEC105 Macroeconomics 1
CSEC106 Introduction to Economics Statistics

Agriculture

CSAG104 Animal Physiology
CSAG103 Animal Nutrition
CSAG111 Animal Breeding and Genetics

Physical Education

CSPE105 Pedagogical issues in Physical Education
CSPE106 Human Anatomy and Physiology
CSPE107 Practice Individual Sport

Xichangana/Xitsonga

CSXCH106	Vuvulavuri (Grammar)
CSXCH110	Marin`wana (Dialects)
CSXCH109	VuhleribyaMatslwa (Editing Texts)

Tshivenda

CSV110   Girama (Grammar)

CSV108   Nyambotavhi (Dialects)

CSV109   U Dzudzanya Dzibugu (Editing Texts)

Tonga

CSTO110 Kusiyana kujanika mumulaka (Dialects)

CSTO108 Mbambwemulaka (Grammar)

CSTO109 Kuzyotolola akupupulula malembe (Editing Texts)

Kalanga

CSK108   Milayoyakalingisananehigisiwakwelulimi. (Grammar)

CSK109   Lingisisiwakwewhalo   (Editing   texts)

CSK110   Ndimi dzinosebelana (Dialects)

Nambya

CSNA110   Indinyana (Undebelekelo) (Dialects)

CSNA108   lwechiNambya   mundayijo   yopasi   (Grammar)

CSNA109   Kupyeka makwalo (Editing Texts)

Zimbabwean Sign Language

CSSL105   Zimbabwean Sign Language 1

CSSL102   Deaf Culture and Deaf Education

CSSL109   Theories of Language Arts

LEVEL TWO SEMESTER ONE

Each student shall study a total of five (5) modules;

Two (2) compulsory modules

Three (3) modules in the area of specialisation

Compulsory courses

EF201   Educational Psychology

EF202   Sociology of Education

Modules in the area of Specialisation

English

CSE202	Language Planning

CSE203	English Language and the School Curriculum
CSE207	Applied Linguistics

Geography

CSG205	Geographical Methods and Applications
CSG206	Geomorphology
CSG207	Soils Geography

Art Education

CSAE203	Colour and Colour Theory
CSAE205	Design Dynamics
CSAE211	Graphic Design

History

CSH202	Pedagogical Issues in History
CSH205	Colonial Africa
CSH203	International Relations Since 1945

Religious Studies

CSRS202	Pedagogical Issues in Religious Studies
CSRS203	Religion and Ethics
CSRS204	The Life and Teaching of Jesus Christ in the Gospels

Ndebele

CSN210	Ukuhlaziya amaNoveli [Analysis of Novels]
CSN211	Izichazamazwi [Lexicography)
CSN213	Ilithiritsha yesiNdebele leyesiZulu Engalotshwanga [Ndebele and Zulu Oral Literature]

ChiShona

CSS201	Uvaranomwe hwevaShona Husakanyorwa [Shona Oral Literature]
CSS202	Uvaranomwe hweChiShona Hwakanyorwa [ChiShona Written Literature]
CSS206	Kudzidzisa ChiShona kuSekondari [Teaching ChiShona at Secondary Level]

Mathematics

CSMT205	Ordinary Differential Equations
CSMT206	Fundamentals of Analysis
CSMT211	Statistical Inference

Chemistry

CSCH202	Inorganic Chemistry
CSCH203	Chemistry Education
CSCH205	Atomic Structure

Physics

CSPH201	Physics Education

CSPH205	Electric Circuits
CSPH207	Indigenous and Modern Physics

Biology

CSB206	Biology Education
CSB206	*Botany*
CSB206	Ecology

Textiles and Clothing

CSF201   Textile Science and Technology

CSF202   Pattern Making and Garment Construction

CSF204   Dress and Culture

Food and Nutrition

CSFN202   Management and Teaching Methodology in Food and Nutrition

CSFN204	Community Nutrition
CSFN203	Catering

Music

CSMU201	Ethnomusicology and Ethnography 2
CSOG201	Organology
CSMU202	Musical Performances, Management and Adjudication

Accounting

 CSAC201   General Financial reporting

 CSAC202 Cost Accounting and Control Systems   CSAE203

Management Accounting Techniques

Business Studies

CSBS201	Principles of Marketing
CSBS202	Business Communication
CSBS203	Operations Management

Economics

CSES201	Macroeconomics 2
CSEC202	Zimbabwean Economic Indicators
CSEC203	Mathematics for Economics

Agriculture

CSAG204   Crop production

CSAG208   Animal   Production

CSAG209   Horticulture

Physical Education

CSPE201   Sport Nutrition

CSPE204   Indigenous Games

CSPE206   Sports Coaching and Methodology

Xichangana/Xitsonga

CSXCH201 MfuwowaRixaka (Oral Literature)	
CSXCH202 Matsalwa (Written Literature)	
CSXCH206 Ku dyondzisaekantangha yaSekondari (Teaching at Secondary Level)	

Tonga	
CSTO201	Zyabasikale Atunsiyansiya (Culture and Traditions)
CSTO202	Kutolekelwa Malembe (Literature)
CSTO206	Kuyiisya kuSekondali (Teaching at Secondary level)
Tshivenda	
CSV201	#itheretsha ya Sialala/ itheretsha ya Ora a (Oral Literature)
CSV202	itheretsha yo walwaho (Written Literature)
CSV206	Ngudo ya Murole wa Sekhondari (Teaching at Secondary level)
Kalanga	
CSK201	Tjidiyotjakalingisananengano (Culture and Ttraditions)
CSK206	Diyabanamuzwikwelezwipehhugwi (Teaching at Secondary Level)
CSK202	Ma walwa (Literature)
Nambya	
CSNA201	Makwalo okuwha. (Oral Literature)
CSNA202	Makwalo. (Written Literature)
CSNA206	Kulayija muzwikolo zwendayijo yopezhulu (Teaching at Secondary Level)

Sign Language

CSSL211   Language Planning

CSSL206   ZSL and the School Curriculum

CSSL207   Applied Linguistics

LEVEL TWO SEMESTER TWO

Each student shall study five (5) modules:

Two [2] compulsory modules

Three [3] modules in the area of specialization

Compulsory modules

 RMS201   Research Methods and Statistics

CSSNE301 Introduction to Special Needs Education

Courses in the area of specialisation

English

CSE212	African-American Literature
CSE214	Caribbean Literature

CSE213	Women in Literature

Geography

CSG208	Biogeography
CSG209	Introduction to Geographic Information Systems (GIS)
CSG210	Environmental Management

Art Education

CSAE214	Fabric and Textile Design
CSAE214	Computer Aided Design
CSAE215	Craftwork in Zimbabwe

History

CSH204	Women in African History
CSH206	History of Modern Russia
CSH207	Modern Europe 1900-1945

Religious Studies

CSRS205	Religion and HIV and AIDS
CSRS206	Religion and Politics in Africa
CSRS207	Religion and Conflict Resolution

Ndebele

CSN212	Inkondlo lezibongo zamakhosi
CSN215	[Traditional and Contemporary Poetry] Ukuhlahlela imibhalo yesiNdebele etshiyeneyo (Practical Criticism in Ndebele Texts)
CSN216	Ukuqhutshwa kwezifundo zesiNdebele ebangeni leSekhondari [Methods of Teaching Ndebele at Secondary Level]

ChiShona

CSS211	Mitemo yezveMitauro muZimbabwe [Language Policy and Planning in Zimbabwe]
CSS212	Ukama Hwemutauro Pfungwa neNharaunda (Psycho and Socio Linguistic Issues)
CSS213	Dudziro dzeManzwi (Semantics)

Mathematics

CSMT208	Mechanics
CSMT212	Probability Theory 2
CSMT215	Fundamentals of Numerical Methods

Chemistry

CSCH206	Introduction to Organic Chemistry
CSCH207	Drug Metabolism
CSCH208	Instrumental Analysis

Physics

CSPH206	Nuclear Physics
CSPH208	Thermodynamics

CSPH209	Electronics

Biology

CSB204	Microbiology
CSB207	Mycology
CSB208	Plant Physiology

Textile and Clothing

CSF205   Management and Teaching Methodology in Textiles and Clothing
CSF206   Entrepreneurship in Textile and Clothing
CSF207   Tailoring **Food**

and Nutrition

CSFN206	Indigenous Food systems and Food Security
CSFN207	Bakery
CSFN208	Project Planning and Evaluation in Nutrition

Music

CSMU202	Curriculum Issues in Music Education
CSMU203	Instrument of Specialisation
CSMU204	Music Technology

Accounting

CSAC204	Distinctive Financial Reporting
CSAC205	Group Financial Reporting
CSAC206	Financial Analysis, Valuation and Restructuring

Business Studies*

CSBS204   Project Management
CSBS205   Business Finance and Accounting
CSBS206   Management Accounting Techniques

Economics*

CSEC204   International Economic Issues
CSEC205   Development Economics
CSEC206   Monetary Economics

Agriculture

CSAG210   Forestry and Wildlife Management
CSAG211   Agricultural Economics
CSAG212   Agricultural Engineering

Physical Education*

CSPE207   Sport Management and Administration
CSPE208   Individual and Team Sport
CSPE209   Socio Psychology of Sport

Xichangana/Xitsonga

CSXCH212 Vuxakaniswamiehleketoekaswaririmi (Socio-PsychoLinguistics) CSXCH211 MatirhiseloniVukunguhatibyaTindzimietikwenira Zimbabwe (Language Policy in Zimbabwe) CSXCH213 Semantiki (Semantics)	
Kalanga	
CSK212	Zwidiyo zwakalingisana nezwinotungamila ndimi Zwinongatjaba (Socio-Psycholinguistics)
CSK211	Nlayo unotungamila ndimi muZimbabwe (Language Policy in Zimbabwe)
CSK213	Tjidiyo tjakalingisana nenhabi dzakasiyana dzelulimi (Semantics)
Nambya	
CSNA212	Imhande jolilimi lwechiNambya jilonangana nemiyeyo namagalilo abanhu (Socio-psycho Linguistics)
CSNA211	Milawu yokushingiswa kwendimi nokulongwa kwajo muZimbabwe (Language Policy in Zimbabwe)
CSNA213	Kupandululwa kwendebo (Semantics)
Tonga	
CSTO212	Zyabusongo Abulidilane Bwamilaka (Socio-Psycho Linguistics)
CSTO211	Mulawu Wamulaka MuZimbabwe (Language Policy in Zimbabwe)
CSTO213	Zyaamba Mabala (Semantics)
Tshivenda	
CSV212	Kushumisele kwa Luambo kha Lushaka (Pyscho-Socio-Linguistics)
CSV211	Milayo ya Kushumiselwe kwa zwa Luambo Zimbabwe (Language Policy in Zimbabwe)

 CSV213   (Semantics)

Sign Language
 CSSL212   Zimbabwean Sign Language 2
 CSSL213   Sign   Language   Interpretation   1
CSSL201   Oral Literature

LEVELTHREE SEMESTER ONE
Each student shall study a total of three [3] modules:
One [1] compulsory module
Two [2] modules in the area of specialisation.

Compulsory modules
RPM260   Research Project/ Tsvakurudzo/ Isichwayisiso

Courses in the area of Specialisation

English

CSE301	English Literature
CSE302	Russian Literature
CSD301	Geography
CSG302	Agricultural and Industrial Geography

Cultural Geography

Art Education

CSAE301   Three   Dimensional   Designing

CSAE302   Advanced Painting and Drawing

History

CSH302   Contemporary Africa

CSH304   The United States of America Since 1750

Religious Studies

CSRS301	The Apostolic Age
CSRS302	Religion and Gender Issues
Ndebele	
CSN301	Imidlalo yesiNdebele [Ndebele Drama]
CSN302	Ubulili Emibhalweni [Gender in Literature]
ChiShona	
CSS302	Kuumba Zvinyorwa (Creative Writing)
CSS303	Kuturikira Zvinyorwa (Translation]

Mathematics

CSMT301   Fundamentals   of   Mathematical   Modelling

CSMT302   Complex Variables

Chemistry

 CSCH301   Further Organic Chemistry

CSCH302	Biochemistry
Physics	
CSPH301	Optics and Lasers
CSPH302	Electromagnetism
Biology	
CSB301	Animal Physiology
CSB302	Biochemistry

Textiles and Clothing

CSF301   Lingerie and Sportswear
CSF302   Dress and Fashion Trends

Food and Nutrition

CSFN301	Nutrition Assessment and Health Surveillance
CSFN302	Food Processing and Post Harvest Loss Control
Music	
CSMU301	Music Business and Copyrights
CSMU302	Music Acquisition
Accounting	
CSAC301	Financial Planning and Control
CSAC302	Advanced Management Accounting Techniques

Business Studies*
 CSBS301   Information for Decision Making
 CSBS302   Strategic Management

Economics*
 CSEC301   International Trade
 CSEC302   Public Economics

Agriculture *
 CSAG301   Pedagogic issues in Agriculture
 CSAG302   Sustainable Agriculture and Value Chain Management

Physical Education*
 CSPE301   Biomechanics of Sport
 CSPE302   Field and Track Athletics

Xichangana/Xitsonga
CSXCH301 VutsaribyaVutshila (Creative Writing)
CSXCH302 Vuhundzuluxi (Translation)

TshiVenda
CSV301   Vhutsila ha Ma walwa (Creative Writing)

CSV302	Vhupinduleli (Translation)
Nambya	
CSNA301	Kukwalwa kwenyaya jokuzwibumbila. (Creative Writing)
CSNA302	Kutolika. (Translation)
Kalanga	

CSK301	Tjidiyotjekwalanebunyambi (Creative writing)
CSK302	Tolika (Translation)
Tonga	
CSTO301	Zyakulifulila (Creative writing
CSTO302	Kutolekela (Translation)

Sign Language

CSSL301   Zimbabwean Sign Language 3

CSSL302   Audiology and Speech in Education

7.   ASSESSMENT

See Section 6 of School Regulations.

8.   PROVISIONS FOR PROGRESSION

See Section 8 of the School Regulations.

9.   DEGREE CLASSIFICATION AND WEIGHTING

See Section 11 of the School Regulations.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

REGULATIONS FOR THE BACHELOR OF EDUCATION (HONOURS) DEGREE IN EARLY CHILDHOOD DEVELOPMENT (B.Ed. Hons. ECD) PRE-SERVICE FULL-TIME

1.   PREAMBLE

These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regulations which supersede Department Regulations.

2.   GENERAL DESCRIPTION OF THE PROGRAMME

Bachelor of Education (Honours) Degree in Early Childhood Development is a four [4] year programme of study designed for post 'A' level candidates who want to pursue a career in teaching at early childhood level.

3.   OBJECTIVES

3.1   To produce teacher researchers sensitive to the dynamic cultural contexts of child development.

3.2   To develop practitioners with critical, analytical and reflective skills in Early Childhood Development in different cultural contexts.

3.3   To develop practitioners who can design, implement and evaluate developmentally appropriate curricula for Early Childhood Development; and

3.4   To enhance the teachers' understanding of early childhood education, culture and heritage from an African perspective.

4.   CAREER PROSPECTS

Graduates of the programme will be employed as Early Childhood Development (ECD) teachers in kindergartens, public and private schools.

5.   ENTRY REQUIREMENTS

For admission into the programme, a candidate must normally have:

5.1   at least five [5] 'O' level passes at grade C or better or their equivalent including English Language and Mathematics.

5.2   In addition, a candidate must have at least two [2] 'A' level passes; or other qualifications acquired by a candidate that may be approved by Senate.

6.   STRUCTURE OF PROGRAMME

6.1   A candidate shall be required to study thirty-eight [38] modules over four [4] years in accordance with the following breakdown:

   6.1.1   Six [6] foundation modules;

   6.1.2   Four [4] compulsory modules;

   6.1.3   Twenty-five [25] specialisation modules; 6.1.4 Internship equivalent to two [2] modules; and

   6.1.5   A research project.

6.1.6 Level One of the programme consists of fourteen [14] modules.

6.1.7 Level Two of the programme consists of twelve [12] modules.

6.1.8 Level Three of the programme is an internship, which is equivalent to two [2] modules.

6.1.9 Level Four [4] of the programme consists of nine [9] taught modules and a research project.

6.2 MODULES

LEVEL 1 SEMESTER I

A candidate shall study seven [7] modules as follows:

ECDP101	Psychological Foundations of Early Childhood Development
ECDP113	Philosophical Foundations of Early Childhood Development
ECDP103	Sociological Foundations of Early Childhood Development
ECDP114	Historical Foundations of Early Childhood Development
EF105	Information and Communication Technology in Early Childhood Development
HAPC101	Academic and Professional Communication
BHS110	Introduction to Zimbabwean Culture and Heritage

LEVEL 1 SEMESTER II

A candidate shall study seven [7] modules as follows:

ECDP111	Introduction to Child Development in Traditional and Contemporary Societies
ECDP105	Theories of Child Development and Learning in Early Childhood 1
ECDP106	Early Childhood Development Curriculum
ECDP112	Culture, Health, Safety and Nutrition in Early Childhood
ECDP108	Play as a Process of Learning in Early Childhood Development
ECDP110	Curriculum Design, Implementation and Evaluation in Early Childhood Development
BHS101	Introduction to Zimbabwean History

LEVEL 2 SEMESTER 1

A candidate shall study six [6] modules as follows:

ECDP201	Philosophical Issues of Teaching and Learning in Early ChildhoodDevelopment
ECDP202	Psychology and Sociology of Teaching and Learning in Early Childhood Development
ECDP213	Mathematics and Science Education in Early Childhood Development
ECDP204	Language Arts in Early Childhood Development
ECDP214	Professional Studies in Early Childhood Development
ECDP 212	Media Science in Early Childhood Development

LEVEL 2 SEMESTER 2

A candidate shall study six [6] modules as follows:

ECDP215	Social Sciences in Early Childhood Development
ECDP208	Art Education in Early Childhood Development

ECDP209	Music and Movement in Early Childhood Development
ECDP216	Micro Teaching in Early Childhood Development
ECDP211	Planning, Teaching and Assessment in Early Childhood Development

RMS201   Research Methods and Statistics

LEVEL 3 SEMESTER 1
ECDP301   Pre-School Internship.

LEVEL 3 SEMESTER 2
ECDP302   Infant School Internship.

LEVEL 4 SEMESTER 1
A candidate shall study five (5) modules as follows:

ECDP401   Theories of Child Development and Learning in Early Childhood 2

ECDP402   Special Needs Education in Early Childhood Development

ECDP403   Managing Early Childhood Settings

ECDP404   Physical Education in Early Childhood Development

ECDP405   Community Development and Early Childhood Programmes

LEVEL 4 SEMESTER 2
A candidate shall study four (4) modules and does a research project as follows:

ECDP407   HIV and AIDS in Early Childhood Development

ECDP408   Child and Family Counselling in Early Childhood Development

ECDP409   Models of Early Childhood Development Programmes

ECDP410   Children at Risk in Different Cultural Settings

EFD209   Research Project

7.   WORK RELATED LEARNING

See Section 7 of the School Regulations.

8.   ASSESSMENT

See Section 6 of the School Regulations.

9.   PROVISIONS FOR PROGRESSION

See Section 8 of the School Regulations.

10.   DEGREE CLASSIFICATION AND WEIGHTING

See Section 11 of the School Regulations.

REGULATIONS FOR THE BACHELOR OF EDUCATION (HONOURS) DEGREE IN EARLY CHILDHOOD DEVELOPMENT [B.Ed Hons. ECD] IN-SERVICE FULL-TIME/BLOCK RELEASE

Note on terminology: The term "Early Childhood" is used to cover the whole age range of children from preschool to Grade Three, that is age range of 0 –8 years.

1.   **PREAMBLE**
        These Regulations should be read in conjunction with the General Academic Regulations for undergraduate degrees, hereinafter referred to as General Regulations and School Regulations which supersede Department Regulations.

2.   **GENERAL DESCRIPTION OF THE PROGRAMME**
        The Bachelor of Education [Honours] Degree in Early Childhood Development is a two [2] year full- time and two-and-half [2½] year block release programme designed for qualified teachers who have background study in Early Childhood Development.

3.   **OBJECTIVES**
        3.1   To produce teacher researchers sensitive to the dynamic cultural context of child development in the 0-8 year group;
        3.2   enhance the teachers' critical, analytical and reflective skills so as to be effective decision makers in Early Childhood Development in different cultural contexts;
        3.3   help the teachers to plan, design, implement and evaluate developmentally appropriate curricula for Early Childhood Development;
        3.4   to enhance the teachers' awareness of the developmental needs of children and the educational trends in Early Childhood Development; and
        3.5   enhance the teachers' understanding of early childhood education, culture and heritage from an African perspective.

4.   **CAREER PROSPECTS**
        4.1   Graduates of the programme will be employed as Early Childhood Development [ECD] teachers in kindergartens, public and private schools.

5.   **ENTRY REQUIREMENTS**
        5.1   **Normal Entry**
                To be eligible for admission to the programme, an applicant must normally have:
                5.1.1   at least five [5] 'O' level passes including English Language, 'A' level passes are an added advantage;
                5.1.2   a teaching certificate/diploma in either Pre-School or Infant Education or its equivalent recognised by the University;
                5.1.3   attained a satisfactory standard of performance on any entrance test which the University may devise for the purpose of entry; and
                5.1.4   completed at least two [2] years of post-training educational experience recognised by the University.

        5.2   **Special Entry**
                Refer to Section 4.2 of the School Regulations.

6.   **STRUCTURE OF PROGRAMME**

6.1　　Each student will be required to take a total of twenty-five [25] modules over the duration of the programme in accordance with the following breakdown:

6.1.1　Five [5] School wide modules.

6.1.2　Four [4] Foundation modules.

6.1.3　Fifteen [15] specialisation modules.

6.1.4　A Research Project.

6.2　　**MODULES**

FULL-TIME PROGRAMME MODULES

LEVEL 1 SEMESTER 1

Each student shall study seven [7] modules as outlined below:

HAPC101　　Academic and Professional Communication

ECD108	Philosophical Foundations of Early Childhood Development
ECD109	Psychological Foundations of Early Childhood Development
ECD110	Community Development and Early Childhood Programmes
ECD111	Curriculum Design, Planning, Teaching and Assessment Processes in Early Childhood Development
BHS110	Introduction to Zimbabwean Culture and Heritage
ECD104	Theories of Child Development and Learning in Early Childhood

LEVEL 1 SEMESTER 2

Each student shall study six [6] modules as outlined below:

RMS101	Research Methods and Statistics
EF105	Information and Communication Technology
ECD112	Historical Foundations of Early Childhood Development
ECD114	Children at Risk in Different Cultural Settings
ECD115	Sociological Foundations of Early Childhood Development
BHS101	Introduction to Zimbabwean History

LEVEL 2 SEMESTER 1

Each student shall study six [6] modules as outlined below:

ECD201	Administering Early Childhood Development Settings
ECD202	Science and Mathematics in Early Childhood Development
ECD203	Child and Family Counseling In Early Childhood Development
ECD204	HIV and AIDS Education in Early Childhood Development
ECD205	Special Needs Education in Early Childhood Development
ECD213	Social Sciences in Early Childhood Development

LEVEL 2 SEMESTER 2

Each student shall study five [5] taught modules and do a research project as outlined below:

ECD206 Language Arts in Early Childhood Development

ECD211 Culture, Health, Safety and Nutrition in Early Childhood

ECD208 Play as a Process of Learning in Early Childhood Development

ECD209 Expressive Arts in Early Childhood Development

ECD212 Models of Early Childhood Development Programmes

EFD209 Research Project

BLOCK RELEASE PROGRAMME MODULES
LEVEL 1 SEMESTER 1
 Each student shall study six [6] modules as outlined below:
HAPC101   Academic and Professional Communication

ECD108	Philosophical Foundations of Early Childhood Development
ECD109	Psychological Foundations of Early Childhood Development
ECD110	Community Development and Early Childhood Programmes
BHS110	Introduction to Zimbabwean Culture and Heritage
ECD104	Theories of Child Development and Learning in Early Childhood

LEVEL 1 SEMESTER 2
Each student shall study five [5] courses as outlined below:

RMS101	Research Methods and Statistics
EF105	Information and Communication Technology
ECD112	Historical Foundations of Early Childhood Development
ECD115	Sociological Foundations of Early Childhood Development
BHS101	Introduction to Zimbabwean History

LEVEL 2 SEMESTER 1
Each student shall study five [5] modules as outlined below:

ECD111	Curriculum Design, Planning, Teaching and Assessment Processes in Early Childhood Development
ECD114	Children at Risk in Different Cultural Settings
ECD201	Administering Early Childhood Development Settings
ECD202	Science and Mathematics in Early Childhood Development
ECD213	Social Sciences in Early Childhood Development

LEVEL 2 SEMESTER 2
Each student shall study five [5] modules as outlined below:

ECD203	Child and Family Counseling In Early Childhood Development
ECD204	HIV and AIDS Education in Early Childhood Development
ECD205	Special Needs Education in Early Childhood Development
ECD206	Language Arts in Early Childhood Development
ECD211	Culture, Health, Safety and Nutrition in Early Childhood

LEVEL 3 SEMESTER 1
Each student shall study three [3] modules and do a research project as outlined below:

ECD208	Play as a Process of Learning in Early Childhood Development
ECD209	Expressive Arts in Early Childhood Development
ECD212	Models of Early Childhood Development Programmes
EFD209	Research Project

7.   ASSESSMENT

Refer to Section 6 of the School Regulations.

8.   **PROVISION FOR PROGRESSION**
Refer to Section 8 of the School Regulations.

9.   **DEGREE CLASSIFICATION AND WEIGHTING**
Refer to Section 11 of the School Regulations.

REGULATIONS FOR THE BACHELOR OF EDUCATION IN EDUCATIONAL LEADERSHIP AND MANAGEMENT (HONOURS) DEGREE [BEd. ELM HONOURS]

1. **PREAMBLE**

   These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regualtions which supersede Departmental Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   2.1 The programme is designed to impart management and leadership skills on educational managers and leaders at various levels of management and leadership.

   2.2 It seeks to produce graduates with an appreciation of Zimbabwean history, culture and heritage in the context of leadership and management so that positive change and innovation in educational organisations can be realised.

3. **OBJECTIVES**

   3.1 To acquaint students with educational Leadership and Management skills which enables them to function effectively in the 21st century society.

   3.2 To produce graduates with an appreciation of Zimbabwean history, culture and heritage in the context of leadership and management.

   3.3 To develop innovative and dynamic leadership capable of transforming educational organisations.

4. **CAREER PROSPECTS**

   Graduates of the programme will be employed as teachers in public and private schools.

5. **ENTRY REQUIREMENTS**

   5.1 **Normal Entry**

      To be eligible for admission applicants must normally:

      5.1.1 have passed at least five [5] '0' level subjects including English language. A pass at 'A' level is an added advantage;

      5.1.2 be holders of a diploma in education, a teaching degree, or any other relevant qualification.

      5.1.3 have completed at least two [2] years post qualification experience in a relevant field.

      5.1.4 Registration shall normally be held at the beginning of the academic year and shall be effected in accordance with the provisions of the General Regulations.

   5.2 **Special Entry**

      Refer to Section 4.2 of the School Regulations.

6. **STRUCTURE OF PROGRAMME**

   6.1 A candidate shall be required to study at least twenty – five [25] modules in accordance with the following breakdown:

6.1.1   at Level one, a candidate shall register for ten [10] modules;

6.1.2   at Level two, a candidate shall register for ten [10] modules.

6.1.3   at Level three, a candidate shall register for five [5] modules of which one is a research project.

LEVEL 1 SEMESTER 1

A candidate shall study five [5] modules, one of which is a compulsory university-wide niche related module, as follows:

BHS110	Introduction to Zimbabwean Culture and Heritage
EFELM101	Sociological Perspectives in Management
EFELM102	Education and the law
EF105	Information and Communication Technology
CSED101	Communication Studies.

LEVEL 1 SEMESTER 2

A candidate shall study five [5] modules, one of which is a compulsory university-wide niche related module, as follows:

BHS101   Introduction to Zimbabwean History

EFELM103   Educational Management Theories

EFELM104 Work Motivation Theories and Practices

EFELM105   Human Resources Management in Education

EFELM106 Gender and Leadership in Education

LEVEL 2 SEMESTER 1

A candidate shall study five [5] modules as follows:

EFELM201	Organisational Development
EFELM202	Strategic Management.
EFELM203	Indigenous and Contemporary Leadership Systems
EFELM204	Managing interpersonal relationships
RMS201	Research Methods and Statistics

LEVEL 2 SEMESTER 2

A candidate will study five modules as follows:

EFELM205 Results Based Management

EFELM206 Introduction to Policy Studies

EFELM207 Assessment and Evaluation

EFELM208 Financial Management

EFELM209 The School as an Organisation

LEVEL 3 SEMESTER 1

A candidate shall study five [5] modules including a research project as follows:

EFELM301 Total Quality Management

EFELM302   Managing Change in Organisations

EFELM303   Management of Material Resources

EFELM304   Cross- Cultural Management

EFELM305   Research Project

7.   ASSESSMENT
Refer to Section 6 of the School Regulations.

8.   PROVISIONS FOR PROGRESSION
Refer to Section 8 of the School Regulations.

9.   DEGREE CLASSIFICATION AND WEIGHTING
Refer to Section 11 of the School Regulations.

REGULATIONS FOR THE BACHELOR OF EDUCATION IN PHILOSOPHY (HONOURS) DEGREE (B.Ed. PHIL) IN-SERVICE (FULL-TIME/BLOCK RELEASE)

1.   PREAMBLE
These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regulations which supersede Departmental Regulations.

2.   GENERAL DESCRIPTION OF THE PROGRAMME
The Bachelor of Education in Philosophy [Hons] [B.Ed. Phil] is a two [2] year full-time and two and a half [2½] year block release programme designed for qualified teachers who have a background study in Education.

3.   OBJECTIVES
3.1   To help the teachers to plan, design, implement and evaluate appropriate curricular in Philosophy and Culture of Education;
3.2   To enhance the teachers' critical, analytical and reflective skills so as to be effective decision makers in educational issues;
3.3   To enhance the teachers' awareness of the philosophical, cultural, sociological and psychological needs of learners and contemporary issues in education and
3.4   To produce teacher researchers sensitive to the dynamic context of the society.

4.   CAREER PROSPECTS
Graduates of this programme will be employed as teachers in public and private schools.

5.   ENTRY REQUIREMENTS
5.1   **Normal Entry**
For admission into the programme, a candidate must normally have: -
5.1.1   at least five (5) 'O' level passes at Grade C or better or the equivalent a Certificate or Diploma in Education or
5.1.2   any other qualifications acquired by a candidate that may be approved by Senate
5.2   **Special Entry**

Refer to Section 4.2 of the School Regulations.

6. STRUCTURE OF PROGRAMME

6.1 A candidate shall be required to study twenty-five [25] modules over two [2] years full time or two and a half [2½] years block release in accordance with the following breakdown: -

6.1.1 Five [5] school wide modules;

6.1.2 Fourteen [14] specialisation modules;

6.1.3 Five [5] modules from other disciplines:

6.1.4 Educational Management; Introduction to Educational Psychology, Introduction to Sociology of Education, Psychology of Teaching and Learning and Sociology of the Classroom.

6.1.5 A Research Project

6.2 FULL-TIME PROGRAMME MODULES

LEVEL 1 SEMESTER 1

A candidate shall study seven [7] modules as outlined below:

BHS110	Introduction to Zimbabwean Culture and Heritage
EFPH101	Introduction to Philosophy of Education
EFS114	Introduction to Sociology of Education
EFPS101	Introduction to Educational Psychology
HAPC101	Academic and Professional Communication
EFPH102	Anthropology of Education
EFPH104	African Philosophical Thought and Education

LEVEL 1 SEMESTER 2

A candidate shall study six [6] modules as outlined below:

EFS216	Sociology of the classroom
EF105	Information and Communication Technology
EFPH105	Classical Theories of Educational Philosophy and African Indigenous Education
FPH106	Ubuntuism/unhuism
EFPS106	Psychology of Teaching and learning
BHS101	Introduction to Zimbabwean History

LEVEL 2 SEMESTER 1

A candidate shall study six [6] modules as outlined below:

EFPH201 Philosophical Analysis of Human Rights Issues

EFPH202 Morality and Religion

EFPH107 Philosophy for Children

EFPH204 Educational Management

RMS201 Research Methods and Statistics

EFPH205 Introduction to Logic

LEVEL 2 SEMESTER 2

A candidate shall study six [6] modules as outlined below:

EFPH206	Dynamics of African Indigenous Knowledge Systems
EFPH207	Colonial Education, Liberation and the African Heritage
EFPH208	Citizenship Education
EFPH203	Contemporary Issues in Philosophy of Education
EFPH210	Reconstructionism and Education
EFD209	Research Project

6.3   BLOCK RELEASE PROGRAMME MODULES

LEVEL I SEMESTER I

A candidate shall study six [6] modules as outlined below:

BHS110   Introduction to Zimbabwean Culture and Heritage EFPH101
        Introduction to Philosophy of Education

EFS114   Introduction to Sociology of Education

CSED101   Communication Studies

EFPH105   Classical Theories of Educational Philosophy and African
            Indigenous Education

EFPS101   Introduction to Educational Psychology

LEVEL 1 SEMESTER 2

A candidate shall study five [5] modules as outlined below:

EFPH102	Anthropology of Education
EF105	Information and Communication Technology
BHS101	Introduction to Zimbabwean History
EFPS106	Psychology of Teaching and Learning
EFS216	Sociology of the Classroom

LEVEL 2 SEMESTER 1

A candidate shall study five [5] modules as outlined below: EFPH107
        Philosophy for Children

EFPH106   Ubuntuism/unhuism

EFPH201   Philosophical Analysis of Human Rights Issues

EFPH204   Educational Management

EFPH104   African Philosophical Thought and Education

LEVEL 2 SEMESTER 2

A candidate shall study five [5] modules as outlined below:

EFPH205   Introduction to Logic

EFPH202   Morality and Religion

EFPH203   Contemporary Issues in Philosophy of Education

RMS201   Research Methods and Statistics

EFPH207   Colonial Education, Liberation and the African Heritage

LEVEL 3 SEMESTER 1

A candidate shall study four [4] modules as outlined below:

EFPH206   Dynamics of African Indigenous Knowledge Systems

EFPH208   Citizenship Education

EFPH210   Reconstructionism   and   Education

EFD209   Research Project

7.   ASSESSMENT

Refer to Section 6 of the School Regulations.

8.   PROVISIONS FOR PROGRESSION

Refer to Section 8 of the School Regulations.

9.   DEGREE CLASSIFICATION AND WEIGHTING

Refer to Section 11 of the School Regulations.

REGULATIONS FOR THE BACHELOR OF EDUCATION (HONOURS) DEGREE IN PSYCHOLOGY DEGREE (B.Ed. Hons. PSY) IN-SERVICE FULL-TIME AND BLOCK RELEASE

1. **PREAMBLE**

   These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regualtions which supersede Departmental Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The Bachelor of Education Degree in Psychology is a two [2] year full-time and two and half [2½] years part-time programme designed for qualified teachers who have a background study in Education.

3. **OBJECTIVES**
   - 3.1 To help the teachers to plan, design, implement and evaluate appropriate curricular in Educational Psychology
   - 3.2 To enhance the teachers' critical, analytical and reflective skills so as to be effective decision makers in educational and cultural issues
   - 3.3 To Enhance the teachers' awareness of the psycho-social and cultural needs of learners including contemporary issues in education and
   - 3.4 To produce teacher researchers sensitive to the dynamic context of the individual and society in different cultural settings.

4. **CAREER PROSPECTS**

   Graduates of the programme will be employed as teachers in public and private schools.

5. **ENTRY REQUIREMENTS**
   - 5.1 **Normal Entry**

      For admission into the programme, a candidate must normally have: 5.1.1
      At least five (5) 'O' level passes at Grade C or better or the equivalent
      - 5.1.2 A Certificate or Diploma in Education or;
      - 5.1.3 Other qualifications acquired by a candidate that may be approved by Senate.

   - 5.2 **Special Entry**

      Refer to Section 4.2 of the School Regulations.

6. **STRUCTURE OF PROGRAMME**
   - 6.1 A candidate shall be required to study twenty- five [25] courses over two [2] [full-time] and over two and half [2½] years block release in accordance with the following breakdown: -
      - 6.1.1 Four [4] school wide courses;
      - 6.1.2 Fifteen [15] specialisation courses;
      - 6.1.3 Introduction to philosophy of Education,
      - 6.1.4 Ubuntuism Unhuism,

     6.1.5   Introduction to Sociology of Education,

     6.1.6   Sociology of the Classroom

     6.1.7   Management in Education

     6.1.8   Research Project

All modules carry the same weight

    6.2   **FULL TIME PROGRAMME MODULES**

LEVEL 1 SEMESTER 1

Each candidate shall study six [6] courses as outlined below: -

EFPS101	Introduction to Educational Psychology
HAPC101	Academic and Professional Communication
EFPS102	Psychological Issues in Gender Studies
EFPH101	Introduction to Philosophy of Education
EFS114	Introduction to Sociology of Education
BHS110	Introduction to Zimbabwean Culture and Heritage

LEVEL 1 SEMESTER 2

Each candidate shall study six [6] courses as outlined below: -

EFPS107	Management in Education
EFPH106	Ubuntuism/Unhuism
EFS216	Sociology of Classroom
EF105	Information and Communication Technology
EFPS106	Psychology of Teaching and Learning
BHS101	Introduction to Zimbabwean History

LEVEL 2 SEMESTER 1

Each candidate shall study six [6] courses as outlined below: -

EFPS201	Humanistic Psychology;
EFPS205	Personality Theories and Development
EFPS203	Early Childhood Development
EFPS204	Community Psychology
EFPS210	Social Psychology
RMS201	Research Methods and Statistics

LEVEL 2 SEMESTER 2

Each candidate shall study seven [7] courses as outlined below: -

EFPS202	Educational Guidance and Counselling;
EFPS206	Abnormal Psychology
EFPS208	Cognitive Psychology
EFPS207	Language Issues in Psychology
EFPS301	Measurement and Evaluation
EFPS302	Comparative Educational Psychology
EFD209	Research Project

2.3 BLOCK RELEASE PROGRAMME MODULES

LEVEL 1 SEMESTER 1

Each candidate shall study six [6] courses as outlined below: -

EFPS101	Introduction to Educational Psychology
HAPC101	Academic and Professional Communication
EFPS102	Psychological Issues in Gender Studies
EFPH101	Introduction to Philosophy of Education
EFS114	Introduction to Sociology of Education
BHS110	Introduction to Zimbabwean Cultures and Heritage

LEVEL 1 SEMESTER 2

Each candidate shall study five [5] courses as outlined below: -

EFPS107	Management in Education
EFPH106	Ubuntuism/Unhuism
EFS216	Sociology of Classroom
EF105	Information and Communication Technology
EFPS106	Psychology of Teaching and Learning
BHS101	Introduction to Zimbabwean History

LEVEL 2 SEMESTER 1

Each candidate shall study five [5] courses as outlined below: -

EFPS210	Social Psychology
EFPS205	Personality Theories and Development
EFPS203	Early Childhood Development
EFPS103	Special Needs education
RMS201	Research Methods and Statistic

LEVEL 2 SEMESTER 2

Each candidate shall study five [5] courses as outlined below

EFPS201	Humanistic Psychology
EFPS204	Community Psychology
EFPS206	Abnormal Psychology
EFPS208	Cognitive Psychology;
EFPS207	Language Issues in Psychology

LEVEL 3 SEMESTER 1

Each candidate shall study four [4] courses as outlined below: EFPS303
        Educational Guidance and Counselling
EFPS301   Measurement and Evaluation
EFPS302   Comparative Educational Psychology
EFD209   Research Project

7.   **ASSESSMENT**
        Refer to Section 6 of the School Regulations.

8.   **PROVISIONS FOR PROGRESSION**
        Refer to Section 8 of the School Regulations.

9.   **DEGREE CLASSIFICATION AND WEIGHTING**
        Refer to Section 11 of the School Regulations.

REGULATIONS FOR THE BACHELOR OF EDUCATION (HONOURS) IN SOCIOLOGY DEGREE (B.Ed. SOC) IN-SERVICE (FULL-TIME/BLOCK RELEASE)

1. **PREAMBLE**
   These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regulations which supersede Departmental Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**
   The Bachelor of Education Degree in Sociology is a two [2] year full-time and two and a half [2½] year block release programme designed for qualified teachers who have a background study in Education.

3. **OBJECTIVES**
   3.1   To produce teachers who are appreciative of their culture and heritage.
   3.2   To help the teachers to plan, design, implement and evaluate appropriate curricular in Sociology of Education;
   3.3   To enhance the teachers' critical, analytical and reflective skills so as to be effective decision makers in educational and cultural issues;
   3.4   To enhance the teachers' awareness of the sociological needs of learners and contemporary issues in education and
   3.5   To produce teacher researchers who are sensitive to the cultural, political and economic dynamics of the society.

4. **CAREER PROSPECTS**
   Graduates of the programme will be employed as teachers in public and private schools.

5. **ENTRY REQUIREMENTS**
    For admission into the programme, a candidate must normally have: -
   5.1.1   at least five [5] 'O' level passes at Grade C or better or the equivalent a Certificate or Diploma in Education or
   5.1.2   any other qualifications acquired by a candidate that may be approved by Senate

6. **STRUCTURE OF THE PROGRAMME**
   6.1   A candidate shall be required to study twenty-five [25] modules over two [2] years full time or two and a half [2½] years block release in accordance with the following breakdown: -
   6.1.1   Five [5] school wide courses;
   6.1.2   Sixteen [16] specialisation modules;
   6.1.3   Three [3] Optional modules: African Thought and Education, Educational Management and Social Psychology and
   6.1.4   A Research Project

6.1 FULL-TIME PROGRAMME MODULES LEVEL 1 SEMESTER 1

A candidate shall study seven [7] modules as follows:

HAPC101   Academic and Professional Communication

EFS111	Management in Education
EFS101	Perspectives in Sociology
EFS110	Sociology of African Culture
EFS103	Social Psychology
EFS104	Education and Social Stratification
BHS110	Introduction to Zimbabwean Culture and Heritage

 LEVEL 1 SEMESTER 2

A candidate shall study six [6] modules as follows:

EF105	Information and Communication Technology
EFS105	Families and Households
EFS107	Crime and Deviance
EFS108	Sociology of Sex and Gender
EFS109	Politics and Education
BHS101	Introduction to Zimbabwean History

LEVEL 2 SEMESTER 1

A candidate shall study six [6] modules as follows:

EFS201	Education, Work and Leisure
EFS202	Religion and Education
EFS203	Mass Media and Education
EFS204	Contemporary Social Issues in Education
EFS212	African Philosophical Thought and Education

RMS201   Research Methods and Statistics

LEVEL 2 SEMESTER 2

A candidate shall study six [6] modules as follows:

EFS205	Social and Economic Development in Africa
EFS208	Pedagogy and Sociology
EFS209	Cyber Culture and Education
EFS210	Multiculturalism and Education
EFS211	Social Movements, Change and Education
EFD209	Research Project

6.3   BLOCK RELEASE MODULES
LEVEL 1 SEMESTER 1

 A candidate shall study six [6] modules as follows:

HAPC01   Academic and Professional Communication

EFS111	Management in Education
EFS101	Perspectives in Sociology

EFS103	Social Psychology
EFS104	Education and Social Stratification
BHS110	Introduction to Zimbabwean Culture and Heritage

LEVEL 1 SEMESTER 2

A candidate shall study five [5] modules as follows:

EF105	Information and Communication Technology
EFS105	Families and Households
EFS108	Sociology of Sex and Gender
EFS109	Politics and Education
BHS101	Introduction to Zimbabwean History

LEVEL 2 SEMESTER 1

A candidate shall study five [5] modules as follows:

EFS201   Education, Work and Leisure

EFS202   Religion and Education

EFS203   Mass Media and Education

EFS212   African Philosophical Thought and Education

RMS201   Research Methods and Statistics

LEVEL 2 SEMESTER 2

A candidate shall study five [5] modules as follows:

EFS205	Social and Economic Development in Africa
EFS208	Pedagogy and Sociology
EFS209	Cyber Culture and Education
EFS210	Multiculturalism and Education
EFS211	Social Movements, Change and Education

LEVEL 3 SEMESTER 1

A candidate shall study four [4] modules as follows:

EFS107   Crime and Deviance

EFS204   Contemporary Social Issues in Education

EFS110   Sociology of African Culture

EFD209   Research Project

7.   **ASSESSMENT**

See Section 6 of the School Regulations.

8.   **PROVISIONS FOR PROGRESSION**

See Section 8 of the School Regulations.

9.   **DEGREE CLASSIFICATION AND WEIGHTING**

See Section 11 of the School Regulations.

REGULATIONS FOR THE BACHELOR OF ADULT AND CONTINUING EDUCATION (HONOURS) DEGREE [B.Ad.C.Ed (HONS)] BLOCK - RELEASE DEGREE

1. **PREAMBLE**

   These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regualtions which supersede Department Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**

   The Bachelor of Adult and Continuing Education Degree is a three [3] year Block - Release programme designed for practitioners in various professions who wish to train as Adult Educators.

3. **OBJECTIVES**

   3.1 To uphold the ideals of African culture and heritage in their careers;

   3.2 To improve their formal qualifications, theoretical knowledge, practical expertise and gain recognition for prior work experience;

   3.3 To facilitate the development of individuals, locally and globally, with regards to enterprise and industry;

   3.4 To plan, design, implement and evaluate appropriate developmental   programmes;

   3.5 To be analytical, critical and reflective so as to be effective decision makers in the Adult and Continuing Education spheres;

   3.6 To be researchers sensitive to the dynamic cultural context of Adult and Continuing Education; and

   3.7 To appreciate and integrate community cultural and heritage practices into developmental programmes

4. **CAREER PROSPECTS**

   Graduates of the programme will be employed as training officers, field officers and extension officers in private, public and non-governmental organisations.

5. **ENTRY REQUIREMENTS**

   5.1 **Normal Entry**

   To be eligible for admission, applicants must:

   5.1.1 have passed at least five (5) 'O' level subjects including English Language.

   5.1.2 A pass at A level shall be an added   advantage;

   5.1.3 possesses a Diploma in Adult and Continuing Education or any other recognised diploma qualification deemed suitable by the University.

   5.1.4 have at least one (1) year working experience in a relevant area of specialisation;

   5.1.5 current engagement in the practice of adult and tertiary education will be an added advantage;

   5.1.6 have attained a satisfactory standard in any entrance test which the University may deem necessary.

   5.2 **Special Entry**

Refer to Section 4.2 of the School Regulations.

5.3   Mature Entry
Refer to Section 4.3 of the School Regulations.

6.   STRUCTURE OF THE PROGRAMME 6.1

6.1   Duration

The normal duration of the programme shall be three [3] years Block Release.
Each candidate shall be required to take a total of twenty-five [25] modules as follows:

6.1.1   Twenty-two [22] compulsory modules including a Research Project
6.1.2   Three [3] optional modules

NB: Not all optional modules will be offered in any one particular semester

6.2   Level 1 Modules

SEMESTER 1
Each candidate shall take five [5] compulsory modules as follows:

Compulsory modules
HAPC101   Academic and Professional Communication

BAE110	Sociological Foundations of Adult and Contunuing Education
BAE109	Psychological Foundations of Adult and Continuing Education
BAE105	Philosophical Foundations of Adult and Continuing Education
BHS110	Introduction to Zimbabwe Culture and Heritage

SEMESTER 2
Each candidate shall take four [4] compulsory modules and one [1] optional module as follows:
Compulsory modules

RMS101	Research Methods and Statics
EF105	Information and Communication Technology
BAE102	Problems and Issues in Adult and Continuing Education
BHS101	Introduction to Zimbabwean History **OR**
BAC101	African Philosophy and Thought

Optional modules
Any one [1] of the following options
BAE106   Human Resources Management
BAE108   Culture and Performing Arts in Adult Education

Level 2 Modules
SEMESTER 1
Each candidate shall take four [4] compulsory modules and one [1] optional module as follows:

Compulsory modules
BAE201   Comparative Studies in Adult and Continuing Education

BAE203   Principles and Practice of Community Development
BAE213   Training Techniques in Adult and Continuing Education
BAE205   Design and Development of Instructional Materials

Optional modules
Any one [1] of the following options
BAE204   Interpreting the Bible [Homiletics]
BAE211   Capacity Building in Community Development Programmes
BAE212   Appropriate Technology in Community Development

SEMESTER 2
Each candidate shall take four [4] compulsory modules and one [1] optional module as follows:
Compulsory modules
BAE202   Organisation and Management in Adult and Continuing Education
BAE206   Project Planning, Implementation and Evaluation in Adult and Continuing Education I
BAE218   Comparative Studies in Adult and Continuing Education II
BAE215   Gender Studies

Optional modules
Any one [1] of the following options
BAE207   Church History
BAE209   Techniques and Practice in Self Directed Learning
BAE210   Community Health Planning and Ethics

Level 3 Modules
Each candidate shall take five [5] modules including a Research Project as follows:

SEMESTER 1

Compulsory modules
Each candidate shall take four [1] modules
BAE214   Guidance and Counselling in Adult and Continuing Education
BAE214   Project Planning, Implementation and Evaluation in Adult and Continuing Education II
BAE208   Public Relations
BAE216   Peace Education and Conflict Management

SEMESTER 2
BAE360   Research Project

7.   **ASSESSMENT**
        Refer to Section 6 of the School Regulations

8.   **PROVISIONS FOR PROGRESSION**
        Refer to Section 8 of the School Regulations.

9.   **DEGREE CLASSIFICATION AND WEIGHTING**
        Refer to Section 11 of the School Regulations.

JAIROS JIRI CENTRE FOR SPECIAL NEEDS EDUCATION

REGULATIONS FOR THE BACHELOR OF EDUCATION (SPECIAL NEEDS EDUCATION) HONOURS DEGREE (B. Ed S.N.E HONS)

1.   PREAMBLE

These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regulations which supersede Departmental Regulations.

2.   GENERAL DESCRIPTION OF THE PROGRAMME

2.1   The programme is an in-service programme designed for qualified   primary or secondary teachers with an interest in pursuing degree studies in Special Needs Education.

2.2   The B. Ed [S.N.E] Honours Degree will be offered on full-time study over a period of two academic years or block release study over a period of three academic years.

3.   OBJECTIVES

3.1   To train students in the practice of Special Needs Education.

3.2   To equip students with an overview of theories in Special Needs Education and disability issues.

3.3   To provide an in-depth study of specialisation in the areas of:

3.3.1   Mental Retardation

3.3.2   Hearing Impairment

3.3.3   Visual Impairment

3.3.4   Physical and Motor Disabilities

3.3.5   Learning Disabilities

3.3.6   Gifted, Creative and Talented Education

3.4   To equip the students with diagnostic and intervention skills applicable to children with exceptionalities.

4.   CAREER PROSPECTS

Graduates of the programme will be employed in special disability schools and inclusive schools in the public and private sector.

5.   ENTRY REQUIREMENTS

For acceptance on to the programme, applicants must normally have:

5.1   at least one [1] 'A' level pass plus, five [5] 'O' level passes or their equivalent including English Language;

5.2   a certificate or diploma in education;

5.3   a diploma in Disability Studies;

5.4   completed at least two [2] years of educational experience recognized by the University; and

5.5   attained a satisfactory standard of performance on any entrance test which the University may deem necessary.

6.   STRUCTURE OF THE PROGRAMME

6.1   A candidate shall study a total of twenty [24] courses as follows:

       6.1.1   Eighteen [18] specialisation modules;

       6.1.2   Four [4] compulsory School modules;

       6.1.3   A fifteen [15] week practicum which includes a 3 week laboratory work equivalent to one [1] module;

       6.1.4   A Research Project equivalent to one [1] module.

6.2   LEVEL 1 SEMESTER 1

A candidate shall study six [6] compulsory courses as follows:

BHS110	Introduction to Zimbabwean culture and heritage
SNE109	Foundations and Cultural Issues in Special Needs Education
SNE102	Curriculum Management in Special Needs Education
HAPC01	Academic and Professional Communication
SNE104	Assessment Issues in Special Needs Education.
SNE113	Cultural Issues in Inclusion.

LEVEL 1 SEMESTER 2

A candidate shall study five [5] compulsory modules and one elective module.

Compulsory modules:

RMS101	Research Methods and Statistics.
EF105	Information and Communication Technology.
SNE105	Hearing Impairment.
SNE108	Visual Impairment.
SNE106	Guidance and Counselling Issues in Special Needs Education

0ptional modules

BHS101   Introduction to Zimbabwean History

OR

BAC101   African Philosophy and Thought

LEVEL 2 SEMESTER 1

A candidate shall study five (5) compulsory modules and one elective.

Compulsory Modules

SNE215	Gifted, Creative and Talented Education.
SNE221	Specific Learning Disabilities.
SNE216	Cognitive, Social and Emotional Development within aCultural context.
SNE217	Intellectual Disabilities.
SNE218	Emotional and Behavioural Disorders.

Elective Modules

SNE219   Reading Difficulties within cultural dimensions.

SNE220   Early Intervention in exceptionality.

LEVEL 2 SEMESTER 2
A candidate shall study six [6] compulsory modules.

SNE213   Physical   and   Motor   Disabilities.
SNE214   Health Related Disabilities.

SNE207	Rehabilitation and Transition of Children and Youth with Disabilities.
SNE212	Comparative Issues in Special Needs Education.
SNE206	Practicum.
SNE260	Research Project.

6.3   BLOCK RELEASE DEGREE STRUCTURE LEVEL
1 SEMESTER 1

A candidate shall study four [4] modules.

BHS110   Introduction to Zimbabwe Culture and Heritage
SNE109   Foundations and Cultural Issues in Special Needs Education.
SNE102   Curriculum Management in Special Needs Education.
HAPC101   Academic and Professional Communication

LEVEL 1 SEMESTER 2
A candidate shall study three [3] compulsory modules and one [1] elective course.

RMS101   Research Methods and Statistics.
EF105   Information and Communication Technology.
SNE105   Hearing Impairment.
SNE108   Visual Impairment.

Elective Modules

BHS101   Introduction to Zimbabwean History
BAC101   African Philosophy and thought

LEVEL 2 SEMESTER 1
A candidate shall study four [4] compulsory modules.

SNE216   Cognitive, Social and Emotional Development within a cultural context. SNE221
        Specific Learning Disabilities.
SNE217   Intellectual Disabilities.
SNE108   Visual Impairment.

LEVEL 2 SEMESTER 2
A candidate shall study four [4] compulsory modules.

SNE215   Gifted, Creative and Talented Education.
SNE213   Physical and Motor Disabilities.
SNE214   Health Related Disabilities.
SNE207   Rehabilitation and Transition of Children and Youth with Disabilities.

LEVEL 3 SEMESTER 1
A candidate shall study three [3] compulsory and one [1] optional modules
Compulsory Modules

SNE104   Assessment issues in Special Needs Education
SNE113   Cultural Issues in Inclusion.

Optional Modules

SNE106	Guidance and Counselling Issues in Special Needs Education.
SNE107	Multiple Disabilities.
SNE219	Reading Difficulties within Cultural Dimensions.
SNE220	Early Intervention in Exceptionality.

LEVEL 3 SEMESTER 2
A candidate shall study four [4] compulsory modules as follows.

SNE206	Practicum.
SNE260	Research Project.
SNE212	Comparative Issues in Special Needs Education.
SNE218	Emotional and Behavioural Disorders.

7.   **WORK RELATED LEARNING**
        See Section 7 of the School Regulations.

8.   **ASSESSMENT**
        See Section 6 of the School Regulations.

9.   **PROVISIONS FOR PROGRESSION**
        See Section 8 of the School Regulations.

10.   **DEGREE CLASSIFICATION AND WEIGHTING**
        See Section 11 of the School Regulations.
DEPARTMENT OF TEACHER DEVELOPMENT

**REGULATIONS FOR THE BACHELOR OF EDUCATION [PRIMARY] [B.Ed P.ED]
PRESERVICE HONOURS DEGREE FULL –TIME**

**[Note on terminology. The term 'primary' is used to cover the whole range of grades from Grade 1
to Grade 7.]**

1.   **PREAMBLE**
        These Regulations should be read in conjunction with the General Academic Regulations for
        Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School
        Regulations which supersede Departmental Regulations.

2.   **GENERAL DESCRIPTION OF THE PRGRAMME**
        The Bachelor of Education [Primary] Honours degree is a four-year programme of study that is
        designed for post 'A' level candidates who want to pursue a career in teaching at primary school
        level

3.   OBJECTIVES

The Bachelor of Education [Primary] Honours degree aims to develop positive values on culture and heritage among students which must be cascaded to the teaching and learning across the Primary School Curricular.

4.   CAREER PROSPECTS

Graduates of this programme will be employed as teachers in public and private primary schools.

5.   ENTRY REQUIREMENTS

5.1   A candidate must normally have at least five [5] 'O' level passes at grade C or better [or approved equivalents] including English Language and Mathematics. In addition, a candidate must have at least two [2] 'A' level passes.

5.2   Subjects which are considered as valid are chosen from the approved lists of 'O' and 'A' level subjects and the normal restrictions against overlapping subjects will be observed as specified in the General Regulations for the undergraduate degrees.

5.3   **Special Entry**

See Section 4.2 of the School Regulations

5.4   **Mature Entry**

See Section 4.3 of the School Regulations

6.   STRUCTURE OF PROGRAMME

6.1   The normal duration of the programme shall be four [4] years of full-time study including a year of Teaching Practice attachment.

6.2   Each student shall be required to take a total of *thirty-eight [38*] modules in accordance with the following breakdown:

6.2.1   At level 1, a candidate shall register for *fourteen [14]* modules including a communication studies course;

6.2.2   At level 2, a candidate shall register for *twelve [12]* modules including one specialization course;

6.2.3   At level 3, a candidate is required to do Teaching Practice equivalent to one [1]module;

6.2.4   At level 4, a candidate shall register for eleven [11] modules including a Research Project equivalent to one module [1].

N.B Each candidate should opt for one [1] area of specialisation.

6.3   **MODULES**

A module shall have **thirty-six [36]** contact hours and candidates are required to pass all modules in each Level.

NB: In areas of specialisation candidates will continue with the chosen area to the next Level.

LEVEL ONE SEMESTER ONE MODULES

Each candidate shall study a total of seven [7] modules as follows:
School module - one [1] module
Educational Foundations - two [2] modules
Compulsory Module - one [1] module
Professional Studies - three [3] modules

Schoolmodule
BHS110   Introduction to Zimbabwean Culture and Heritage

Educational Foundations modules
TDEFP101   Introduction to Sociology of Education
TDEFP102   Introduction to Educational Psychology

Compulsory module
HAPC101   Academic and Professional Communication

Professional Studies modules
TDPSE101   Science Education
TDPES101   English Education Studies
TDPES102   Kudzidzisa ChiShona Kupuraimari (Teaching ChiShona in the Primary School)
      OR
TDPES103   Ukufundisa IsiNdebele Ebangeni Leprayimari (Teaching of IsiNdebele at Primary School)

LEVEL ONE SEMESTER TWO MODULES
Each candidate shall study a total of seven [7] modules as follows:
SchoolModule - one [1] module
Compulsory Module - one [1] module
Educational Foundations - one [1] module
Professional Studies - three [3] modules
Area of Specialisation - one [1] module to be chosen
SchoolModule

BHS101   Introduction to Zimbabwean History
      OR
BAC101   African Philosophy and Thought

Compulsory Module
TDEF105   Information and Communication Technology

Educational Foundations Module
TDEFP103   Introduction to Philosophy of Education

Professional Studies Module

TDPACP102	HIV and AIDS Education and Current Issues in

	Primary Education
TDPME101	Mathematics Education
TDPIP103	Professional Issues in Primary Education

Modules in Areas of Specialisation

Each candidate will study one [1] specialisation module from the subjects listed below:

Art and Design

TDPAD101		Foundations of Art and Design Education
English		
TDPEL101		Introduction to Linguistics and Language Teaching
ChiShona		
TDPCH101		Kuuya Nekuumbwa Kwemutauro weChiShona (The History and Development of ChiShona Language)

Environmental Science

TDPES104	Philosophy of Environmental Science and Education for Sustainable Development
Home Economics	
TDPHE101	Family Studies 1
Mathematics	
TDPMA101	Calculus
Music	
TDPMU101	Zimbabwean Folk Music and Traditional Dances
IsiNdebele	
TDPND101	Imbali Yolimi LwesiNdebele LokuthuthukaKwalo (History of the Ndebele Language and its Development)

Physical Education

TDPPE 102   Foundations of Physical Education and Sport

Religious & Moral Education

TDPRM 101   Old Testament Studies

Social Studies

TDPSS 101   The History and Philosophy of Social Studies

LEVEL 2 SEMESTER 1 MODULES

Each candidate shall study a total of six [6] modules as follows:
Compulsory Module - one [1] module.
Professional Studies - three [3] module.
Foundation Module - one [1] module.
Area of specialisation - one [1] module

Compulsory Module
RMS201   Research Methods and Statistics

Professional Studies Modules
TDPMAP201   Music and Art Education
TDPSSE203   Social Sciences Education
TDPPSE204   Physical Education and Home Economics

Foundation Module
TDPCT201   Curriculum Planning and Development

Modules in Areas of Specialisation
Each candidate will study one [1] specialisation modules from the subjects listed below:
Art & Design
TDPAD201 Drawing and Painting
ChiShona
TDPCH201   Tsika Nemagariro evaShona nevatema muAfrica (ChiShona and Some African Traditional
                       Oral Literature and Culture)

English
TDPEL201   Introduction to Modern English Grammar

Environmental Science
TDPES201   Principles of Environmental Science and Education for Sustainable Development

Home Economics
TDPHE201 Family Studies II

Mathematics
TDPMA201 Analysis
Music
TDPMU201 Foundations of Music

IsiNdebele
TDPND201 Ukuhumutshela (Translation)

Physical Education
TDPPE204   Introduction to Sport Science

Religious & Moral Education
TDPRM201 The History and Philosophy of Religious & Moral Education

Social Studies
TDPSS201   Natural, Environmental and Social Issues

LEVEL TWO SEMESTER TWO MODULES

Each candidate shall study a total of six [6] modules as follows:

Educational Foundations – one [1] module.

Professional Studies – two [2] modules.

Micro-teaching - one [1] module.

Area of specialization - two (2) modules.

Home Area Teaching Practice for two weeks before the Semester begins.

Educational Foundations Modules

TDEFP203   Psychology of Teaching and Learning

Professional Studies Modules

TDIMT201   Instructional Media and Technology

TDPMA202   Primary School Mathematics

TDPMT202   Micro-teaching Music and Art Education English/ ChiShona or Ndebele Education Social Studies / Religious and Moral Education Home Economics/Physical Education Mathematics Science Education

Modules in Areas of Specialisation

Each candidate will study two [2] modules from the subjects listed below:

Art and Design

TDPAD202   Graphic Design

TDPAD204 Textile and Fabric Design

ChiShona

TDPCH202   Pfungwa Huru Dzokuongorora Nadzo Uvaranomwe (Major Theories of Literature and Criticism)

TDPCH203   Ukama Nemisambo yekutaura MuChiShona (ChiShona Relationship Systems and Speech Styles)

English

TDPEL202 The English Language and the School Curriculum

TDPEL204   Orature and Zimbabwean Literature

Environmental Science

TDPES202   Principles of Teaching Environmental Science at Primary School

TDPES203   Economics of the Environment

Home Economics

TDPHE202 Introduction to Textiles

TDPHE203 Introduction to Food Technology

Mathematics

TDPMA203 Linear and Abstract Algebra

TDPMA206 Statistical Inference

Music
TDPMU202 Performance Studies 1
TDPMU203 Transcription and Analysis

IsiNdebele
TDPND202 Ukulotshwa kwesiNdebele (Ndebele Orthography)
TDPND203 Imihlahlandlela yelithritsha (Theories of Literature)

Physical Education
TDPPE203 Fundamental Skills and Techniques in the Individual and Team Sports
TDPPE206   Human Anatomy and Physiology

Religious & Moral Education
TDPRM203 New Testament
TDPRM205 History of Christianity and African Independent Churches in Zimbabwe

Social Studies
TDPSS202   World Political Systems and Institutions
TDPSS203   Emerging Issues in the Political Economy of SADC

LEVEL 3 SEMESTERS 1 AND 2 MODULES
Each candidate shall do Teaching Practice

Practicum Module
TDPTP301 Teaching Practice

LEVEL 4 SEMESTER 1 MODULES
Each candidate shall study a total of six [6] modules as follows:
Educational Foundations – four [4] modules.
Area of specialization - two [2] modules selected from the chosen area.

Educational Foundations Modules

TDEFP401   Sociology of Teaching and Learning

TDEFP402   Philosophical Issues in Teaching and Learning

TDECE403   Early Childhood Education

TDPCT401   Curriculum Evaluation, Change and Innovation

Modules in Areas of Specialisation

Each candidate will study two [2] modules from the subjects listed below:

Art & Design

TDPAD405	History of African and Western Art
TDPAD406 **ChiShona**	Craftwork in Zimbabwe
TDPCH401	Kuongorora Uvaranomwe HweChiShona (Criticism of Shona Literature)
TDPCH402	Mitauro Inoumba ChiShona Nemimwe Mitauro yomuZimbabwe (ChiShona Dialects and other Languages in Zimbabwe)

English

TDPEL401 Classroom Text and Discourse

TDPEL402 Children's Literature

Environmental Science

TDPES401   Environmental Impact Assessment

TDPES402   Environmental Chemistry

Home Economics

TDPHE401 Textiles

TDPHE402 Food Technology

Mathematics

TDPMA401 Mechanics

TDPMA405 Ethnomathematics

Music

TDPMU401 Performance Studies II

TDPMU402 Ethnomusicology and Analysis

IsiNdebele

TDPND401 Ukuhlaziywa kwemibhalo (Literary Criticism)

TDPND405 Ukubunjwa komthetho wolimi eZimbabwe (Formulation of Language Policy in Zimbabwe)

Physical Education

TDPPE401   Organisation and Administration of Sport

TDPPE405   Indigenous Games

Religious & Moral Education

TDPRM401 Liberation Theology

TDPRM402 African Traditional Religions

Social Studies

TDPSS401   Pedagogical and Methodological Issues in the Teaching of Social Studies Issues

TDPSS402   Emerging Issues in the Political Economy of Africa

LEVEL 4 SEMESTER 2 MODULES

Each candidate shall study a total of five [5] modules as follows:

Educational Foundations – two [2] modules.

Curriculum Studies – two [2] modules selected from the area of specialisation.

Research Project – equivalent to one [1] module.

Educational Foundations Modules

TDEFP403   Special Needs Education

TDEFP404   Educational Management

Courses in Areas of Specialisation

Each candidate will study two [2] modules from the subjects listed below:

Art and Design

TDPAD403	Three Dimensional Design
TDPAD404	Visual Aesthetics
ChiShona	
TDPCH403	Ukama HweMutauro neNharaunda uye Pfungwa (Psycho and Sociolinguistic Aspects of Language)
TDPCH404	Dudziro Dzemazwi uye Nemashandisirwo Awo (ChiShona Semantics and Pragmatics)
English	
TDPEL403	Theories of Language Arts
TDPEL404	African and Caribbean Literature

Environmental Science

TDPES403   Research and Current Trends in Environmental Science and   Education

TDPES404   Ecosystems and Environmental Management

Home Economics

TDPHE404 Interior Decoration and Home Soft Furnishing

TDPHE405   Catering and Ethnic Diets

Mathematics

TDPMA403 Ordinary Differential Equations

TDPMA404 Assessment and Evaluation in Mathematics

Music
TDPMU403 Performance Studies III TDPMU404
Dances

IsiNdebele
TDPND403 Isimo Lokubunjwa kolimi lwesiNdebele (Ndebele Language Structure and Syntax) TDPND404
Izichazamazwi (Lexicography)

Physical Education
TDPPE406   Gymnastics
TDPPE407   Current Trends and Issues in Physical Education and Sport

Religious & Moral Education
TDPRM403 Ethics and Emerging Issues in Religious and Moral Education
TDPRM404 Major Themes in World Religions

Social Studies
TDPSS403   Political Systems and Institutions in Africa
TDPSS404   Regional Groupings and World Politics
TDPRP401   Research Project

7.   WORK RELATED LEARNING
    See Section 7 of the School Regulations.

8.   ASSESSMENT
    See Section 6 of the School Regulations.

9.   PROVISIONS FOR PROGRESSION
    See Section 8 of the School Regulations.

10.   DEGREE CLASSIFICATION AND WEIGHTING
    See Section 11 of the School Regulations.

REGULATIONS FOR THE BACHELOR OF EDUCATION (SECONDARY) (B.ED SEC.) PRESERVICE HONOURS DEGREE FULL-TIME

1.   PREAMBLE
    These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and SchoolRegualtions which supersede Departmental Regulations.

2.   GENERAL DESCRIPTION OF THE PROGRAME

The Bachelor of Education (Secondary) Honours degree is a four year programme of study which is designed for post 'A' level candidates who want to pursue a career in teaching at secondary school level.

3.   OBJECTIVES
To develop positive values on culture and heritage among students which must be cascaded to the teaching and learning across the Secondary School Curricular

4.   CAREER PROSPECTS
Graduates of the programme will be employed as teachers in public and private secondary schools

5.   ENTRY REQUIREMENTS
To be admitted to the programme, applicants must normally have:
5.1   at least five [5] 'O' level subjects or their equivalent including English Language;
5.2   at least two [2] 'A' level passes; and
5.3   attained a satisfactory standard in any entrance test which the university may deem necessary.
5.4   Special Entry
         See Section 4.2 of the School Regulations.

6.   STRUCTURE OF PROGRAMME
6.1   The normal duration of the programme shall be four [4] years of full time study including a year of Teaching Practice attachment.
6.2   A candidate shall be required to take a total of *thirty-eight [38]* modules in accordance with the following breakdown:
    6.2.1   At Level I, a candidate shall register **four*teen [14]*** modules;
    6.2.2   At Level II, a candidate shall register for *twelve [12]* modules;
    6.2.3   At Level III, a candidate shall register for Teaching Practice which is equivalent to two [2] modules; and
    6.2.4   At Level IV, a candidate shall register for **ten[10]** modules including a Research Project equivalent to one [1] module.
    6.2.5   A module shall have *thirty-six [36]* contact hours.
    6.2.6   Some subjects may not be on offer in any academic year.
    6.2.7   In areas of specialisation, candidates will continue with the chosen subjects to the next Level.

    6.3   **MODULES**
LEVEL ONESEMESTER ONE
A candidate shall study seven [7] modules.
School modules -   two [2]
Foundation modules -two [2]
Compulsory module - one [1]
Specialisation modules - two [2]

School modules

BHS110   Introduction to Zimbabwean Culture and Heritage
HAPC101   Academic and Professional Communication

Compulsory module

TDSACP101 HIV&AIDS Education

Foundation modules

TDEFS101   Psychological   Foundations   of   Education
TDEFS102   Sociological Foundations of Education

Specialisation subjects

A candidate shall study two [2] modules from two [2] subjects of specialisation.

English

TDSEL101   Linguistics and Language Teaching

ChiShona

TDSCH103   Mhenenguro neDudziramutauro weChiShona (Practical Criticism and Shona Grammar)

Geography

TDSGE101   Nature, Scope and Methods of Geography

Art & Design

TDSAD101 Foundations of Art and Design Education

History

TDSHS101   History of Africa Since 1884

Religious Studies

TDSRS101   Philosophy of Religion

IsiNdebele

TDSND101 Imbali yolimi lwesiNdebele Lokuthuthuka Kwalo
                     (History of the Ndebele Language and its Development)

Mathematics

TDSMA103 Calculus

Chemistry

TDSCM101 Analytical Chemistry

Physics

TDSPH101   Fundamentals of Physics

Biology

TDSBL101   Plant and Animal Kingdom

Clothing & Textiles
TDSCT101   Introduction to Textile Science

Music
TDSMU101 Theories of Music

Food and Nutrition
TDSFN101   Introduction to Food Science

Building Technology & Design
TDSBTD101 Building Technology I

Agriculture
TDSAG101 Plant Physiology and Soil Science

Physical Education
TDSPE101   Foundations of Physical Education and Sport

Technical Graphics
TDSTG101   Plane and Solid Geometry
Business Studies
TDSBS101 Financial Accounting

Computer Science
TDSCS101 Introduction to Computers and Computer Architecture

LEVEL 1 SEMESTER 2
A candidate shall study seven [7] modules.
School   modules   -   two   [2]
Foundation modules - two [2]
Professional module - one [1]
Specialisation subjects - two [2]

School Modules
BHS101   Introduction to Zimbabwean History
OR
BAC101   African Philosophy and Thought
TDEF105   Information and Communication Technology

Foundation Modules
TDEFS103   Philosophical Foundations of Education
TDCTS104   Curriculum Planning and Development

Professional Module
TDIMT102 Instructional Media and Technology

Specialisation subjects
A candidate shall study two [2] specialisation modules from two [2] subjects listed below:

ChiShona
TDSCH102 Kuvandudzwa koMutauro weChiShona (The Development and Expansion of the Shona
Language)

Geography
TDSGE102 Aspects of Physical and Climate Geography

Art & Design
TDSAD103 Drawing

History
TDSHS102   Pre-colonial History of Zimbabwe

English
TDSEL102   Introduction to Grammar

Religious Studies
TDSRS103   African Traditional Religions

IsiNdebele
TDSND102 Ukuhumutshela (Translation)

Mathematics
TDSMA102 Linear and Abstract Algebra

Chemistry
TDSCM102 Physical Chemistry

Physics
TDSPH102   Electricity and Magnetism

Biology
TDSBL102   Genetics and Evolution

Clothing and Textiles
TDSCT102   Introduction to Pattern Making

Music
TDSMU102 Transcription and Analysis

Food and Nutrition
TDSFN102   Food Technology I

Building   Technology   &   Design
TDSBTD102 Trade and Technical Skills

Agriculture
TDSAG102 Farm Management and Agricultural Economics

Physical Education
TDSPE103   Human Anatomy and Physiology

Technical Graphics
TDSTG102   Graphic Illustration and Design

Metal Technology and Design
TDSMT102 Machine Shop Practice I

Business Studies
TDSBS102   Economics
Computer Science
TDSCS102   Introduction to Programming

LEVEL 2 SEMESTER 1
A candidate shall study six [6] modules.
School Module - one [1]
Foundation modules - three [3]
Specialisation subjects - two [2]

School Module
RMS201   Research Methods and Statistics

Foundation Modules
TDEFS201   Psychological Issues in Teaching and Learning
TDEFS202   Sociological Issues in Teaching and Learning
TDEFS203   Philosophical Issues in Teaching and Learning

Specialisation subjects
A candidate shall study two [2] modules from two [2] specialisation subjects.

English
TDSEL204   Orature and Zimbabwean Literature

ChiShona

TDSCH201   Uvaranomwe hweChiShona Husakanyorwa(Shona Traditional Literature)

Geography
TDSGE201 Aspects of Human Geography
Art & Desgn
TDSAD204 Painting

History
TDSHS201   Modern Europe 1789-1945

Religious Studies
TDSRS201   Old Testament Studies

Ndebele
TDSND201 Ukulotshwa kwesiNdebele (NdebeleOrthography)

Mathematics
TDSMA201 Probability and Statistics

Chemistry
TDSCM201 Organic and Natural Products Chemistry

Physics
TDSPH201   Waves and Optics

Biology
TDSBL201   Plant and Animal Physiology

Clothing & Textiles
TDSCT201   Textile Science

Nutrition
TDSFN201   Food Science

Building Technology & Design
TDSBT201   Fundamentals of Building Technology and Design

Music
TDSMU204 Performance Studies

Agriculture
TDSAG201 Crop and Animal Production

Physical Education
TDSPE204   Sport Injuries

Technical Graphics
TDSTG201   Auto Computer Aided Drawings

Metal Technology and Design
TDSMT201 Metal Technology and Design
Business Studies
TDSBS201   Commercial Law

Computer Science
TDSCS201 Data Structures I

LEVEL TWO SEMESTER TWO
A candidate shall study six [6] modules.
Pedagogic Studies - two [2]
Specialisation subjects - four [4]

Pedagogic Studies
A candidate shall study two [2] pedagogic modules from two [2] specialisation subjects:
PDSEL202   Pedagogic Studies in English
PDSCH202   Pedagogic Studies in ChiShona
PDSND202   Pedagogic Studies in IsiNdebele
PDSMA202   Pedagogic Studies in Mathematics
PDSSC202   Pedagogic Studies in Science (Chemistry, Physics and Biology)
PDSGE202   Pedagogic Studies in Geography
PDSHS202   Pedagogic Studies in History
PDSRS202   Pedagogic Studies in Religious Studies
PDSHE202   Pedagogic Studies in Home Economics (Clothing and Textiles and Food and Nutrition)
PDSAD202   Pedagogic Studies in Art & Design
PDSMU202   Pedagogic Studies in Music
PDSAG202   Pedagogic Studies in Agriculture
PDSPE202   Pedagogic Studies in Physical Education
PDSBT202   Pedagogic Studies in Building Technology & Design
PDSTG202   Pedagogic Studies in Technical Graphics
PDSMT202   Pedagogic Studies in Metal Technology & Design
PDSBS202   Pedagogic Studies in Business Studies
PDSCS202   Pedagogic Studies in Computer Science

Specialisation subjects
A candidate shall study two [2] modules from each of the subjects ofspecialisation.

English
TDSEL202 Literary Theory and Criticism
TDSEL203   Afro-American and Caribbean Literature

ChiShona

TDSCH202		Pfungwa Huru Dzokuongorora Nadzo Uvaranomwe (Major Theories of Literature and Criticism)
TDSCH203		Dudziro Dzemazwi Huye Nemashandisirwo Adzo ChiShona Semantics and Pragmatics)

IsiNdebele

TDSND202	Imihlahlandlela yelithritsha (Theories of Literature)
TDSND203	Ukuhlaziywa Kwemibhalo (Literary Criticism)

Art & Design

TDSAD205	Graphic Design
TDSAD206	Craftwork in Zimbabwe

History

TDSHS202	Southern Africa since 1870
TDSHS203	Post-colonial History of Zimbabwe

Religious Studies

TDSRS202	New Testament Studies
TDSRS203	World Religions and Phenomenology of Religions

Geography

TDSGE202	Ecosystems and Environmental Management
TDSGE203	Urban and Industrial Geography

Mathematics

TDSMA203	Assessment and Evaluation in Mathematics
TDSMA204	Analysis

Chemistry

TDSCM203 Atomic Structure
TDSCM203 Agricultural Chemistry

Physics
TDSPH202   Electricity and Magnetism
TDSPH203   Vector Analysis and Electromagnetism
TDSBL202   Botany
TDSBL203   Mycology

Clothing & Textiles

TDSCT202   Pattern Analysis and Design
TDSCT203   Introduction to Garment Construction

Food and Nutrition

TDSFN202   Food Technology II
TDSFN203   Food and Human Nutrition I

Building Technology & Design
TDSBT202 Building Technology II
TDSBT203   Building Drawing and Computer Aided Design

Music
TDSMU202 Zimbabwean Folk Music and Traditional Dances TDSMU203 Organology

Agriculture
TDSAG202 Agricultural Engineering and Mechanisation TDSAG203 Agronomy

Physical Education
TDSPE202   Sport Nutrition
TDSPE203   Individual and Team Sport

Technical Graphics
TDSTG202   Engineering Draughting and Design I
TDSTG203 Architectural Drafting and Design

Metal Technology and Design
 TDSMT202 Graphic Communication
TDSMT203 Machine Shop Practice II

Business Studies
 TDSBS202 Company Law and Practice

TDSBS203   Auditing

Computer Science
TDSCS202 Operating Systems
TDSCS203 Data Structures II

LEVEL THREE SEMESTER ONE AND TWOG
A candidate shall do Teaching Practice which is equivalent to two [2] modules.

TDSTP302   Teaching Practice

LEVEL FOUR SEMESTER ONE
A candidate shall study five [5] modules.
Compulsory module - one [1]
Foundation modules - two [2]
Specialisation modules - two [2]

Compulsory Module
TDSNE401   Special Needs Education

Foundation modules

TDEFS401   Educational Management
TDCTS402   Curriculum Evaluation, Change and Innovation

Specialisation subjects
A candidate shall study two [2] modules from two subjects listed below:
English
TDSEL401   Non-African Literature

ChiShona
TDSCH401 Uvaranomwe HweChiShona Hwakanyorwa (Criticism of ChiShona Written Literature)

IsiNdebele
TDSND401 Imibhalo yesiNdebele leyesiZulu(Ndebele and Zulu Literature)

Art & Design
TDSAD404 Visual Aesthetics

History
TDSHS401   International Relations Since 1945

Religious Studies
TDSRS401   Religion and Ethics

Geography
TDSGE401   Cultural Geography

Mathematics
TDSMA401 Mechanics

Chemistry
TDSCM401 Environmental Chemistry

Physics
TDSPH401   Modern Physics

Biology
TDSBL401   Cellular Biology and MicroBiology

Clothing & Textiles
TDSCT401   Pattern Technology

Food and Nutrition
TDSFN401   Food and Human Nutrition II

Building Technology & Design

TDSBTD401 Architectural Studies
Music
TDSMU401 Advanced Performance Specialisation

Agriculture
TDSARG401 Anatomy and Physiology of Farm Animals
Physical Education
TDSPE401   Field and Track Athletics

Technical Graphics
TDSTG401 Engineering Draughting and Design II

Metal Technology and Design
TDSMT401 Engineering and Material Science

Business Studies
TDSBS401   Tax Law Practice

Computer Science
TDSCS401   Computer Data Communications andNetworking

LEVEL FOUR SEMESTER TWO
A candidate shall study five [5] modules.
Specialisation modules - four [4]
Research Project - one [1]
Specialisation subjects
A candidate shall study two [2] modules from each of the subjects of specialization.
English

TDSEL402	African Literature
TDSEL403 **ChiShona**	Women in Literature
TDSCH402	Ukama HweMutauro NeNharaunda uye Pfungwa (Psycho and Sociolinguistic aspects of Language)
TDSCH403 **IsiNdebele**	Mitauro Inoumba ChiShona Nemimwe Mitauro yomuZimbabwe (ChiShona Dialects and other Languages in Zimbabwe)
TDSND402 Isimo Lokubunjwa kwolimi lwesiNdebele (Ndebele Language Structure and Syntax) TDSND403 Izichazamazwi (Lexicography)	

Art and Design
TDSAD405 Textile and Fabric Design
TDSAD406 History of African and Western Art

History
TDSHS402   Women in African History

TDSHS403   History of Zimbabwe since 1890

Religious Studies
TDSRS403   Emerging Issues in Religions and Moral Education
TDSRS404   History of Christianity
Geography
TDSGE402   Geographical Methods and Applications
TDSGE403   Population and Agricultural Geography

Mathematics
TDSMA403 Ordinary Differential Equations

TDSMA404 Ethnomathematics

Chemistry
TDSCM402   Emerging Issues in Chemistry
TDSCM403   Inorganic Chemistry

Physics
TDSPH402   Electric   Circuits   in   Physics
TDSPH403   Current Trends in Physics

Biology
TDSBL402 Emerging Issues in Biology

TDSBL403   Ecology and Zoology

Clothing & Textiles
TDSCT402 Garment Construction
TDSCT403   Interior Decoration and Home Soft Furnishing

Food and Nutrition
TDSFN402   Theory of Catering
TDSFN403   Meal Planning and Service

Building Technology & Design
TDSBT402 Current Trends in Building Technology and Design TDSBT403
        Quantity Surveying and Estimating

Music
TDSMU402 Emerging Issues in Music
TDSMU403 Ethnomusicology and Ethnography

Agriculture

TDSAG402 Horticulture and Natural Resources Management

TDSAG403 Ecology, Wildlife and Forestry

Physical Education
TDSPE403   Biomechanics of Sport
TDSPE404   Posture and Body Mechanics

Technical Graphics
TDSTG402 Engineering Mathematics and Science
TDSTG403   Project

Metal Technology and Design
TDSMT402 Emerging Issues in Metal Technology Design TDSMT403
Project

Business Studies
TDSBS402   Cost   and   Management   Accounting
TDSBS403   Accounting Information Systems

Computer Science
TDSCS402   Internet and Web Designing
TDSCS403   Systems Analysis and Design

Research Project
TDSRP402   Research Project

7.   WORK RELATED LEARNING
         See Section of the School Regulations.

8.   ASSESSMENT
         See Section 6 of the School Regulations

9.   PROVISIONS FOR PROGRESSION
         See Section 8 of the School Regulations.

10.   DEGREE CLASSIFICATION AND WEIGHTING
         See Section 11 of the School Regulations.

BRIDGING PROGRAMME REGULATIONS

DEPARTMENT OF ADULT AND CONTINUING EDUCATION

REGULATIONS FOR DIPLOMA IN ADULT AND CONTINUING EDUCATION [DIP. AND CONTINUING EDUCATION PART TIME]

1. **PREAMBLE**
    These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regulations which supersede Departmental Regulations.

2. **GENERAL DESCRIPTION OF THE PROGRAMME**
    2.1   The programme is a lifelong learning programme that seeks to train students from diverse professional background as adult educators.
    2.2   The programme is designed to meet the human resources needs for the successful implementation of the broad fields of Adult Education such as:
    2.2.1   Health
    2.2.2   Agriculture
    2.2.3   Training
    2.2.4   Education
    2.2.5   Commerce and Industry
    2.2.6   Theology/Religious Studies

3. **OBJECTIVES**
    To enable the acquisition of knowledge, attitudes and skills important and relevant to professional Adult Educators in their special fields.

4. **CAREER PROSPECTS**
    Graduates of the programme will be employed as training officers, field officers and extension officers   in private, public and non-governmental organisations.

5. **ENTRY REQUIREMENTS**
    To be eligible for admission, applicants must normally have:
    5.1   passed at least five 'O' level subjects including English Language. A pass at 'A' level will be an added advantage;
    5.2   possess qualifications accepted by the University as equivalent to the foregoing;
    5.3   attained a satisfactory standard of performance of an entrance test, which the University may devise for the purpose of entry and application; and
    5.4   at least two (2) years relevant experience and/ or qualification approved by the University.

6. **STRUCTURE OF THE PROGRAMME**
    6.1   **Duration**
            The normal duration of the Diploma in Adult and Continuing Education shall be two [2] years of part-time study.
    6.2   **Structure**
            Each candidate will be required to take a total of fifteen [15] modules in accordance with the following breakdown:
            6.2.1   At Level I, a candidate shall register for eight [8] modules including Information and Communication Technology [ITC].

6.2.2   At Level II, a candidate shall register for seven [7] modules of these five [5] are compulsory including a Research Project from a candidate's area of specialization and two [2] are optional.

6.3   **Modules**
6.3.1   A module comprises thirty-six [36] hours of contact time.
6.3.2   A module is assessed through continuous assessment and examination.
6.3.3   Not all modules shall be available in any one year and additional modules may be added from time to time.

6.4   **Modules**
Level   I   Modules
Semester 1
Each candidate will take four [4] modules as follows:

DAE110   Introduction for Foundations of Adult and Continuous Education.

HAPC1011 Academic and Professional Communication

DAE112   Introduction to World Religious and the Role of Religion in Human Development.

DAE114   Development Studies

Semester 2
Each candidate will take four [4] modules as follows:

DAE102   Design and Delivery of Instruction

DAE113   Programme Planning and Management in Adult and Continuing Education.

DAE107   Research Methods and Statistics

DAE115   Participatory Methodologies in Adult Education

Level II Modules
SEMESTER 2
Each candidate shall do three [3] compulsory modules and one [1] optional module from the following
Compulsory

DAE205	Gender Studies
DAE216	Supervision of Personnel in Adult and Continuing Education
DAE223	HIV and AIDS Education

Optional
Candidate choose one [1] module from the following:

DAE217	Agriculture Extension and Development
DAE221	Church History
DAE218	Community and Rural Development
DAE219	Understanding the Bible for Pastoral Work

SEMESTER 2
Each candidate shall be required to take two [2] compulsory modules including a research Project and one [1] optional module.

Compulsory

DAE215	Research Project
DAE211	Human Rights Education

Optional

DAE220	History of the African Church
DAE224	Counselling

7. ASSESSMENT

Refer to Section 6 of the School Regulations.

8. PROVISIONS FOR PROGRESSION

Refer to Section 8 of the School Regulations.

9. DEGREE CLASSIFICATION AND WEIGHTING

Refer to Section 11 of the School Regulations

DEPARTMENT OF CURRICULUM STUDIES

REGULATIONS FOR THE BRIDGING PROGRAMME INTO THE BACHELOR OF EDUCATION (B.Ed.) (SECONDARY) IN-SERVICE (HONOURS) DEGREE (BLOCK RELEASE)

1.   **PREAMBLE**
      These Regulations should be read in conjunction with the General Academic Regulations for Undergraduate Degrees and Diplomas, hereinafter referred to as General Regulations and School Regulations which supersede Departmental Regulations.

2.   **GENERAL DESCRIPTION OF THE PROGRAMME**
      The programme is an in-service programme designed for diploma holders from Polytechnic Colleges, Agricultural colleges, and recognised schools of Music and Theology wit h an interest in pursuing the Bachelor of Education Honours Secondary In-Service degree in their relevant areas of specialisation.

3.   **OBJECTIVES**
      3.1   To enable graduands with relevant diplomas to attain a professional teaching qualification
      3.2   enhancing the academic and practical qualifications of these teachers.
      3.3   familiarising secondary school teachers with vital cultural and heritage issues that have a bearing on today's education.

4.   **CAREER PROSPECTS**
      Candidates who go through the bridging programme will be able to pursuestudies in the Bachelor of Education Honours Secondary in-Service programme and be employed as qualified teachers in private and public secondary schools.

5.   **ENTRY REQUIREMENTS**
      To be eligible for admission applicants must have:
      5.1   Passed at least five (5) 'O' Level subjects or their equivalent including English Language;
      5.2   A 3 years certificate or diploma from a recognized institute of higher learning in the subject area to be studied;
      5.3   Attained a satisfactory standard in an entrance test which the University may deem necessary.

      5.4   **SPECIAL ENTRY**
             See Section 4.2 of the School Regulations.

6.   **STRUCTURE OF THE PROGRAMME**
      6.1   The normal duration of the programme shall be one year of part time study structured as follows:
             6.1.1   A candidate shall study a total of six [6] modules
             6.1.2   Pedagogic Module 1
             6.1.3   Content Module   2
             6.1.4   Introduction to Media Technology

6.1.5   Introduction to Educational Foundations

6.1.6   Teaching Practice-1 term

6.2   **Modules**

LEVEL   1   SEMESTER   1
Compulsory modules:
CSBEF01   Introduction to Educational Foundations
CSBMT01   Introduction to Media Technology

Specialisation Areas
A candidate shall study two modules in the area of specialisation.
Chemistry
CSBCH01   Pedagogic Studies in Chemistry
CSBCH02   Current Trends and Issues in Chemistry

Computer Science
CSBCS01   Pedagogic Studies in Computer Science
CSBCS02   Current Issues in Computer Science

Religious Studies
CSBR01   Pedagogic Studies in Religious Studies
CSBRS02   Current Issues in Religious Studies

Art and Design

CSBAD01	Pedagogic Studies in Art and Design
CSBAD02	Current Issues in Art and Design
Biology	
CSBB01	Pedagogic Studies in Biology
CSBB02	Current Issues in Biology
Music	
CSBMU01	Pedagogic Studies in Music
CSBMU02	Current Issues in Music

Food and Nutrition
CSBFN01   Pedagogic Studies in Food and Nutrition
CSBFN02   Current Issues in Food and Nutrition

Textile and Clothing
CSBTC01   Pedagogic Studies in Textiles and Clothing
CSBTC02   Current Issues in Textiles and Clothing

Agriculture

CSBAG01	Pedagogic studies in Agriculture

CSBAG02	Current Issues in Agriculture

 Accounting

CSBAC01	Pedagogic Studies in Accounting

CSBAC02	Current Issues in Accounting

Technical Graphics

CSBTG01	Pedagogic Studies in Technical Graphics

CSBTG02	Current Issues in Technical Graphics

Building Technology

CSBBT01	Pedagogic Studies in Building Technology

CSBBT02	Current Issues in Building Technology

Wood Technology

CSBWT01	Pedagogic Studies in Wood technology

CSBWT02	Current Issues in Wood Technology

Metal Technology and Design

CSBMTD01 Pedagogic Studies in Metal Technology and Design

CSBMTD02 Current Issues in Metal Technology and Design

Information Technology

CSBIT01	Pedagogic Studies in Information Technology

CSBIT02	Current Issues in Information Technology

NB: Subjects may be added to the list from time to time.

LEVEL ONE SEMESTER TWO

TEACHING PRACTICE

A candidate shall do Teaching Practice, which is equivalent to one module.
 The Teaching Practice shall be done within one school term.

**7.	ASSESSMENT**
	See Section 6 of the School Regulations.

**8.	PROVISIONS FOR PROGRESSION**
	See Section 8 of the School Regulations.

**9.	DEGREE CLASSIFICATION AND WEIGHTING**

See Section 11 of the School Regulations.

POST GRADUATE PROGRAMMES

SCHOOL REGULATIONS FOR TAUGHT MASTER OF EDUCATION DEGREES AND POSTGRADUATE DIPLOMAS

1.0   PREAMBLE

These regulations shall be read in conjunction with the Great Zimbabwe University's General Academic Regulations for Taught Masters Degrees and Postgraduate Diplomas, hereinafter referred to as General Regulations, which shall have precedence over School Regulations.

2.0   DEFINITION OF TERMS

Refer to **Section 1.7** of the General Academic Regulations for Taught Masters Degrees and Postgraduate Diplomas.

3.0   PROGRAMMES

Refer to **Section 2** of the General Academic Regulations for Taught Masters Degrees and Postgraduate Diplomas.

4.0   ENTRY REQUIREMENTS

4.1   Applicants must normally hold an appropriate Honours Degree.

4.2   Applicants holding a general degree or approved equivalent qualification may be considered by Senate on the recommendation of the Department(s) and Dean(s) concerned. Normally, such applicants should also possess relevant experience and may be required to pass a qualifying examination set by the University prior to Senate deciding on their acceptability for admission.

5.0   STRUCTURE OF THE TAUGHT MASTERS DEGREE AND POSTGRADUATE DIPLOMA PROGRAMMES

5.1   A Masters programme shall run for at least three (3) semesters.

5.2   A Post Graduate Diploma programme shall run for at least two (2) semesters

5.3   A Programme shall be divided into semesters.

5.4   Masters Programmes shall consist of a minimum of ten (10) modules including a dissertation equivalent to two (2) modules.

5.5   Post Graduate Diplomas shall consist of a minimum of nine (9) modules including a dissertation   equivalent to one (1) module.

5.6   The dissertation shall be subject to submission for marking one (1) month before the start of formal examinations of the final semester.

5.7   Programmes shall have compulsory and optional modules.

6.0   ASSESSMENT

6.1   Candidates shall be assessed on the basis of their performance in continuous assessment, formal examinations, practicum/internship and research components where applicable.

6.2   Examinations for modules shall be taken at the end of each semester.

6.3 To be admitted into the examination, a candidate shall have fulfilled continuous assessment requirements.

6.4 No candidate shall proceed to dissertation before passing Research Methods and Statistics RMS 501.

6.5 The examinations may require a candidate to attend a *viva voce* examination and/or write a special examination.

6.6 The continuous assessment and examination components shall comprise 30% and 70% for each module respectively.

7.0 PROVISIONS FOR PROGRESSION

Refer to **Section 8** of the General Academic Regulations for Taught Masters Degrees and Postgraduate Diplomas.

8.0 FAILUIRE TO SATISFY EXAMINERS

Refer to **Section 9** of the General Academic Regulations for Taught Masters Degrees and Postgraduate Diplomas.

9.0 AWARD OF THE MASTER OF EDUCATION DEGREES AND POSTGRADUATE DIPLOMAS

Refer to Section 16 of the General Academic Regulations.

10.0 MASTER OF EDUCATION DEGREE AND POSTGRADUATE DIPLOMA GRADING AND CLASSIFICATION

Refer to **Section 5** of the General Academic Regulations for Taught Masters Degrees and Post Graduate Diplomas.

DEPARTMENT OF CURRICULUM STUDIES

REGULATIONS FOR THE GRADUATE DIPLOMA IN EDUCATION [GRAD. D.E. FULL-TIME/ BLOCK RELEASE]

1.0 PREAMBLE

These regulations should be read in conjunction with the GeneralAcademic Regulations for Taught Masters and Post Gradaute Diplomas, here-in-after referred to as "General   Regulations" and School Regulations which shall have precedence over Department Regulations.

2.0 GENERAL DESCRIPTION OF THE PROGRAMME

The Post Graduate Diploma in Education is a one (1) year fulltime and one and half (1 ½) year Block Release programme of study designed to equip teachers with relevant pedagogic skills as well as familiarise them with vital cultural and heritage issues in education.

3.0 OBJECTIVES

The programme aims to:

3.1.   empower students with in-depth skills and knowledge in the teaching and learning of various subjects offered at the secondary school level;

3.2.   produce critical and reflective classroom practitioners in their different areas of specialisation;

3.3.   expose students to current practices and developments in their areas of specialisation;

3.4.   inculcate a culture of research in the students to enable them to adopt and adapt to a kaleidoscopic pedagogical terrain.

4.0   ENTRY REQUIREMENTS

To be eligible for admission; applicants must have;

4.1   obtained a first degree of this University or any other relevant degree, which is recognised by   the University;

4.2   a minimum of one [1] year of experience in approved educational work such as teaching, curriculum development and educational administration.

5.0   STRUCTURE OF THE DIPLOMA PROGRAMME

Full-time Study Programme

This is a one [1] year programme of study on a full-time basis.

A candidate shall study a total of nine [9] modules as indicated below:
- Compulsory modules – five (5)
- Pedagogic Studies - two [2] modules taken from two [2] selected   specialisation
  - subjects;
- Teaching Practice that is equivalent to one [1] module; ▪   Research Project.

6.0   MODULES

6.1.1 FOUNDATION MODULES

A candidate shall study five [5] compulsory modules as follows:

CGDEM301 Educational Management and Information Communication Technology
CGDPF301   Philosophical Foundations of Education and Curriculum Theory
CGDPS301   Psychological and Sociological Foundations of Education
GDRMS301 Research Methods and Statistics
BHS110   Introduction to Zimbabwean Cultures and Heritage

6.1.2 PEDAGOGIC STUDIES

A candidate shall choose two [2] modules in Pedagogic Studies from any of the following module options:

CGDCH301 Pedagogic Studies in Chemistry

CGDPH301 Pedagogic Studies in Physics

CGDE301   Pedagogic Studies in English

CGDG301   Pedagogic Studies in Geography

CGDCS301 Pedagogic Studies in Computer Science

CGDM301   Pedagogic Studies in Mathematics

CGDMB301 Pedagogic Studies in Management of Business

CGDB301   Pedagogic Studies in Biology

CGDBS301 Pedagogic Studies in Business Studies

CGDH301   Pedagogic Studies in History

CGDRS301 Pedagogic Studies in Religious Studies

CGDAD301 Pedagogic Studies in Art and Design

CGDMU301 Pedagogic Studies in Music

CGDTA301 Pedagogic Studies in Theatre Arts

CGDFN301 Pedagogic Studies in Food and Nutrition

CGDTC301 Pedagogic Studies in Textiles and Clothing

CGDAG301 Pedagogic Studies in Agriculture

CGDEC301 Pedagogic Studies in Economics

CGDAC301 Pedagogic Studies in Accounts

CGDCO301 Pedagogic Studies in Commerce

CGDTG301 Pedagogic Studies in Technical Graphics

CGDC301   Nzira Dzokudzidzisa Nadzo ChiShona

CGDN301   Izindlela Zokufundisa IsiNdebele

CGDSH301 Pedagogic studies in Shangaan   CGDV301
        Pedagogic Studies in Venda   CGDSOC301
Pedagogic Studies in Sociology

GDXCH 301 Tindlela ta Madyondziseloya Xichangana/Xitsonga (Pedagogic Studies in
                Xichangana/ Xitsonga)

CGDV 301   N ila dza u Gudisa Tshiven a (Pedagogic Studies in Tshivenda)

NB. Not all subjects may be on offer in any one year and other subjects may be added to the list from time to time.

6.1.3 CGDTP301 TEACHING PRACTICE

A candidate shall do Teaching Practice which is equivalent to one module. Teaching Practice shall be done in the second term of the schools calendar [May to August]

6.1.4 CGDRP301   RESEARCH PROJECT

A candidate shall do a research project equivalent to one [1] module.

7.0   PROGRAMME STRUCTURE

7.1   Block Release Programme

This is a one and half [1 ½] year programme of study on a block release basis.

Three [3] week compulsory sessions shall be held at the University in the April/May and the August/September school vacations and the rest over weekend schools extending from February to October during the first year of the programme.

A candidate shall study a total of eight [8] modules as indicated below:

Educational Foundations - four [4] compulsory modules;

Pedagogic Studies - two [2] modules taken from two [2] selected specialisation subjects;

Teaching Practice that is equivalent to one [1] module;

Research Project.

7.2   MODULES

FOUNDATION MODULES

A candidate shall study five [5] compulsory modules:

CGDEM301 Educational Management and Information Communication
               Technology

CGDPF301   Philosophical Foundations of Education and Curriculum Theory

CGDPS301 Psychological and Sociological Foundations of Education

CGDRMS301 Research Methods and Statistics

BHS110   Introduction to Zimbabwean Culture and Heritage

PEDAGOGIC STUDIES

A candidate shall choose two [2] modules in Pedagogic Studies from any of the following module options:

CGDCH301 Pedagogic Studies in Chemistry

CGDPH301 Pedagogic Studies in Physics   CGDE301 Pedagogic Studies in English

CGDG301   Pedagogic Studies in Geography

CGDCS301 Pedagogic Studies in Computer Science

CGDM301   Pedagogic Studies in Mathematics

CGDMB301   Pedagogic Studies in Management of Business

CGDB301   Pedagogic Studies in Biology

CGDBS301 Pedagogic Studies in Business Studies

CGDH301   Pedagogic Studies in History
CGDRS301 Pedagogic Studies in Religious Studies
CGDAD301 Pedagogic Studies in Art and Design
CGDMU301 Pedagogic Studies in Music
CGDTA301 Pedagogic Studies in Theatre Arts
CGDFN301 Pedagogic Studies in Food and Nutrition
CGDTC301 Pedagogic Studies in Textiles and Clothing
CGDAG301 Pedagogic Studies in Agriculture
CGDEC301 Pedagogic Studies in Economics
CGDAC301 Pedagogic Studies in Accounts
CGDCO301 Pedagogic Studies in Commerce
GDTG301   Pedagogic Studies in Technical Graphics
CGDC301   Nzira Dzokudzidzisa Nadzo ChiShona
        CGDN301   Izindlela Zokufundisa IsiNdebele
CGDXCH 301 Tindlela ta Madyondziseloya Xichangana/Xitsonga (Pedagogic Studies in Xichangana/ Xitsonga)

CGDV 301 N ila dza u Gudisa Tshiven a (Pedagogic Studies in Tshivenda)

NB. Not all subjects may be on offer in any one year and other subjects may be added to the list from time to time.

CGDTP301 TEACHING PRACTICE
A candidate shall do Teaching Practice which is equivalent to one [1] module.
The Teaching Practice shall be done during the last part of the programme [first term of the schools calendar.

CGDRP301 RESEARCH PROJECT
A candidate shall do a research project equivalent to one [1] module.

8.0   ASSESSMENT

   8.1   For general assessment refer to Section 6 of the School Regulations.

   8.2   Teaching Practice
      In the Teaching Practice module, a candidate shall be examined by averaging the last two [2] of the candidate's teaching performance marks in each subject.

   8.3   The Research Project shall be submitted to the department in accordance with the School Regulations.

9.0   PROVISIONS FOR PROGRESSION

   Refer to Section 7 of the School Regulations.

10.0   GRADING AND CLASSIFICATION OF THE DIPLOMA
   Refer to Section 10 of the School Regulations.

REGULATIONS FOR MASTER OF EDUCATION DEGREE IN CURRICULUM STUDIES [M.Ed. CS] PART-TIME

1.0 PREAMBLE
1.1   These regulations should be read in conjunction with General Academic Regulations for the Masters Degree by coursework, hereafter referred to as General Regulations.

2.0 GENERAL DESCRIPTION OF THE PROGRAMME
The Master of Education degree in Curriculum Studies is designed to produce professionally, competent, analytical and reflective educators, who show in-depth knowledge of the subjects content and the processes of learning and teaching.

3.0 OBJECTIVES
The Master of Education Degree in Curriculum Studies [M.Ed. CS] is a two (2) year part-time programme designed for qualified teachers, educational administrators and curriculum developers with the aim to:

3.1 produce teachers, administrators and researchers sensitive to the challenges of managing the curriculum in a dynamic environment;

3.2 empower curriculum developers with knowledge and skills in the development of user friendly curricula;

3.3 equip teachers and teacher educators with requisite knowledge and skills to interpret, plan, implement and evaluate curricula effectively; and

3.4 familiarise educational stakeholders with indigenous and contemporary issues in curriculum discourses.

4.0 EXPECTED LEARNING OUTCOMES

4.1 effective and efficient teachers

4.2 culturally conscious and morally upright teachers

4.3 problem solver

4.4 critical thinker

4.5 creative and innovative teachers

4.6 effective and efficient leaders

4.7 competent and independent researchers

4.8 self sufficient

5   .CAREER PROSPECTS
5.2 College and University Lecturers

5.3 ZIMSEC Subject managers

5.4 Public Service officers

5.5 Consultancy

5.6 Academia

5.7 NGOs

5.8 School Managers

5.9 Community Leaders

5.10   Curriculum Developers

5.11   Training Officers

5.12   Technicians/ Analysts

6   ENTRY REQUIREMENTS

To be admitted into the programme, a candidate must normally have a minimum of one (1) year experience in approved educational work such as teaching, curriculum development and educational administration and have obtained:

- a Bachelor of Education degree (B.Ed) of this University or an equivalent degree from any other institution acceptable to this University with a minimum of lower second division [2.2].
  OR
- a degree and a Graduate Certificate in Education or a Post Graduate Diploma in Education of this University or any other institution acceptable to this University with a 2.2 or better.
  OR
- a relevant degree qualification recognized by this University in which Curriculum Theory is one of the courses.

7   ASSESSMENT

7.2 Examinations shall be written at the end of each semester.

7.3 A candidate must have satisfactorily completed coursework requirements to be eligible for admission into the examination.

7.4 Candidates shall be required to sit for all papers in the module for which they are registered.

7.5 A candidate should submit a dissertation supervised by the lecturer.

7.6 Within each taught module, weighting of the coursework shall be 30% and that of the written examination 70%.

8.0 PROVISION FOR PROGRESSION

Progression to higher levels of study on the programme will be effected in accordance with the provisions of General Academic Regulations.

8.1 The Master of Education Degree in Curriculum Studies [M.Ed. CS] is a two (2) year part-time programme designed for qualified teachers, educational administrators and curriculum developers with the aim to:

8.2 produce teachers, administrators and researchers sensitive to the challenges of managing the curriculum in a dynamic environment;

8.3 empower curriculum developers with knowledge and skills in the development of user friendly curricula;

8.4 equip teachers and teacher educators with requisite knowledge and skills to interpret, plan, implement and evaluate curricula effectively; and

8.5 familiarise educational stakeholders with indigenous and contemporary issues in curriculum discourses.

9   DEGREE CLASSIFICATION AND WEIGHTING

9.1 The degree shall be classified using the average marks from modules at Level I and level II, the overall mark being the weighted average.

9.2 The following shall be the classification of the degree

80 – 100   = [1]   Distinction

70 – 79   = [2.1] Merit

60 – 69   = [2.2] Pass

50 – 59   = [3]   Pass

49 and below   Fail

The final classification of the degree will be based on the following weighting:

- 8 taught modules shall constitute   80%
- Dissertation shall constitute   20%
-

10 STRUCTURE OF THE PROGRAMME
10.1   Duration

The programme is a 2 year Block Release programme.

10.2   Degree Structure

10.2.1 The programme shall run for at least four (4) semesters.

10.2.1.1 Candidates shall be required to take and complete a total of ten [10] modules amounting to 300 credits over a period of two [2] years part-time study as follows:

10.2.1.1 A candidate shall take three [3] taught modules in Level 1 Semester 1,

10.2.1.2 three [3] taught modules in Level 1 Semester 2 and two [2] taught modules

10.2.1.3 Level 2 Semester 1 and a dissertation equivalent to two modules in Level 2 Semester 2 of the programme.

Level 1 Semester 1

Module	Contact hours					Non-Contact hours	Notional hours	Credits
	Lectures	**Tutorials**	**Presentations**	**Practicals**	**Field Work**			
C **CSTM501: C**urriculum Planning; Design and Development	60	80	40	-	-	100	280	28

CSCM501: Psychological and Sociological Foundations of the Curriculum	60	80	40	-	-	100	280	28
Semester Total								**56**
Commutative Total								**56**

Level 1 Semester 2

Module	Contact hours					Non-Contact hours	Notional hours	Credits
	Lectures	Tutorial	Presentations	Practicals	Field Work			
RSM5101: Research Methods and Statistics	60	80	60	-	-	100	300	30
CSCM502: Historical and Philosophical Foundations of the Curriculum	60	80	40	-	-	100	280	28
CSTM502: Curriculum Change and Innovation	60	80	40	-	-	100	280	28
Semester Total								**86**
Comulative Total								**142**

Level 2 Semester 1

Module	Contact hours					Non-Contact hours	Notional hours	Credits
	Lectures	Tutorial	Presentations	Practicals	Field Work			
CSTM503: Curriculum Evaluation	60	80	40	-	-	100	280	28
CSTM504: Curriculum Analysis	60	80	40	-	-	100	280	28
Optional Modules –to choose one module								
CSTM505: Comparative Education	60	80	40	-	-	100	280	28
CSTM506: Curriculum Policy Analysis in Post Colonial Africa	60	80	40	-	-	100	280	28
CSTM507: Current Themes and Issues in Education and the Curriculum	60	80	40	-	-	100	280	28
CSTM508: Instructional Studies								
Semester Total								**84**
Comulative Total								**226**

 NB Optional modules may be added from time to time
Level 2 Semester 2

Module	Contact hours					Non-Contact hours	Notional hours	Credits
	Lectures	Tutorial	Presentations	Practicals	Field Work			
CSDM501: Dissertation	20	160	40	80	300	300	600	60
Semester Total								**60**
Comulative Total								**286**

9.0 Credit system
9.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.
9.2 A single credit is equivalent to 10 notional hours of learning
9.3 The notional hours of learning of each module are made up of contact non-contact hours.
9.4 The contact hours include the lectures, practicals and tutorials
9.5 Non-contact hours include the hours for assignment preparation and writing tests, examinations and self-directed learning.
MODULE SYNOPSES

Level 1 Semester 1

CSL502 ADVANCED INFORMATION AND COMMUNICATION TECHNOLOGY (28 Credits)

This course is designed for students studying for a Master of Education Degree and is offered as one of the compulsory courses. The course assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this course at Postgraduate level. The course at Masters Level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

CSTM 501 CURRICULUM PLANNING, DESIGN AND DEVELOPMENT (28 Credits)
The concept curriculum (models, forces am and elements). Curriculum planning processes and approaches; Patterns of curriculum organisation; Curriculum Implementation and Issues in Curriculum planning.

CSCM 501 PYSCHOLOGICAL AND SOCIOLOGICAL FOUNDATIONS OF THE CURRICULUM(28 Credits)
Curriculum foundations e.g. Sociological and Psychological, Political and social perspectives, sociological perspectives e.g. Functionalism, Conflict theory and Social Interactionism. Psychological theories e.g. behavioural theories of Curriculum and Teaching, Cognitivism, Phenomenology and Humanism; Social linguistic theories of teaching

Level 1 Semester 2

RMS501   RESEARCH METHODS AND STATISTICS (30 Credits)

Theories of research as well as the practical skills of undertaking researches. Statistics and Research methods, e.g. Inferential and descriptive statistics and T. Tests. Types of research design as well as data gathering and analysis.

CSCM 502 HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF THE CURRICULUM (28 Credits)

The nature of History education; Narrative study of educational systems, e.g. British education, Pre literate African education; Colonial education and its ordinances; Post-independence education. Socialist education. Philosophies of Plato, Rousseau, Dewey and Nyerere; Selected philosophes of education and implications for Curriculum, e.g. Idealism, Realism Naturalism Pragmatism reconstructionism etc. etc.

CSTM 502 CURRICULUM CHANGE AND INNOVATION (28 Credits)

Curriculum change, Curriculum innovation. Planned change in school programmes; Agents of change; Management of change. Teachers in curriculum change, strategies of curriculum change and innovation. Curriculum change projects e.g. EWP, ZINTEC, STEM

Level 2 Semester 1

CSTM 503 CURRICULUM EVALUATION (28 Credits)

Educational evaluation: meaning, purposes and processes. Evolution of Curriculum evaluation. Personnel for evaluation, Outcomes of evaluation. Forms of evaluation: Illuminative, responsive, bureaucratic and meta-evaluation. Study of evaluation projects e.g. ZINTEC, ECD.

CSTM504 CURRICULUM ANALYSIS (28 Credits)

Images of curriculum analysis; functions of curriculum analysis; governance issues in curriculum analysis; procedures and techniques; quality assurance, assessment and comparative analysis of curriculum. Analysing the curriculum. Curriculum Analysis tools, i.e. historical antecedents, philosophy, sociology and psychology. Curriculum analysis frameworks, i.e. Tyler, Johnson, Posner and Stake, Processes of curriculum analysis.

CSTM507 CURRENT THEMES AND ISSUES IN EDUCATION AND THE CURRICULUM (28 Credits)

Sources, forms and pressures of different educational development. Global context of current educational themes, national and global challenges affecting curriculum. STEM in the curriculum; Curriculum Review; Gender issues, ICT and Curriculum; HIV & AIDS in the curriculum.

Level 2 Semester 2

CSDM 501   DISSERTATION (weighs as 2 modules) (60 credits)

REGULATIONS FOR THE MASTER OF EDUCATION LANGUAGES [M.Ed. LANG] DEGREE FULL TIME/BLOCK RELEASE

1.0 PREAMBLE

These regulations should be read in conjunction with General Academic Regulations for the Masters Degree by coursework, hereafter referred to as General Regulations.

2.0 GENERAL DESCRIPTION OF THE PROGRAMME

The Master of Education degree in Languages is designed to produce professionally, competent, analytical and reflective educators, who show in-depth knowledge of the subjects content and the processes of learning and teaching.

3.0 OBJECTIVES

On completion of the M.Ed programme the student should be able to:
- (i)   exhibit subject content mastery in their teaching;
- (ii)   conduct research to improve classroom teaching;
- (iii)   produce papers for seminars, workshops and conferences;
- (iv)   demonstrate an understanding of the implementation of the curriculum.

4.0 EXPECTED LEARNING OUTCOMES

4.1 Effective and Efficient teachers

4.2 Culturally conscious and morally upright teachers

4.3 Problem solver

4.4 Critical thinker

4.5 Creative and innovative teachers

4.6 Effective and efficient leaders

4.7 Competent and independent researchers

4.8 Self sufficient

5.0 CAREER PROSPECTS

5.1 College and University Lecturers

5.2 ZIMSEC Subject managers

5.3 Public Service officers

5.4 Consultancy

5.5 Academia

5.6 NGOs

5.7 School Managers

5.8 Community Leaders

5.9 Curriculum Developers

5.10   Training Officers

5.11   Technicians/ Analysts

6.0 ENTRY REQUIREMENTS

To be admitted into the programme, a candidate shall normally have:

- obtained a Bachelor of Education degree in a relevant area of specialization from this University or its equivalent from other institutions recognized by this University, with a minimum pass of a lower second division [2.2];

- obtained a relevant degree and a Graduate Certificate in Education of this University or approved equivalent qualifications from a recognised university , or any other institution recognised by this University with a minimum pass of a lower second division [2.2]; and

- a minimum of one [1] year of experience in approved educational work such as   teaching, curriculum development and educational administration.

7.0 ASSESSMENT

7.1 Examinations shall be written at the end of each semester.
7.2 A candidate must have satisfactorily completed coursework requirements to be eligible for admission into the examination.
7.3 Candidates shall be required to sit for all papers in the module for which they are registered.
7.4 A candidate should submit a dissertation supervised by the lecturer.
7.5 Within each taught module, weighting of the coursework shall be 30% and that of the written examination 70%.

8.0 PROVISION FOR PROGRESSION

Progression to higher levels of study on the programme will be effected in accordance with the provisions of General Academic Regulations

8.1 The Master of Education Degree in Languages [M.Ed. Lang] is a two (2) year part-time programme designed for qualified teachers, educational administrators and curriculum developers with the aim to:
8.2 produce teachers, administrators and researchers sensitive to the challenges of managing the curriculum in a dynamic environment;
8.3 empower curriculum developers with knowledge and skills in the development of user friendly curricula;
8.4 equip teachers and teacher educators with requisite knowledge and skills to interpret, plan, implement and evaluate curricula effectively; and
8.5 familiarise educational stakeholders with indigenous and contemporary issues in curriculum discourses.

9.0 DEGREE CLASSIFICATION AND WEIGHTING

9.1 The degree shall be classified using the average marks from modules at Level I and Level II, the overall mark being the weighted average.

9.2 The following shall be the classification of the degree

80 – 100   = [1]   Distinction

70 – 79   = [2.1] Merit

60 – 69   = [2.2] Pass

50 – 59   = [3]   Pass

49 and below Fail

The final classification of the degree will be based on the following weighting:

- 8 taught modules shall constitute   80%
- Dissertation shall constitute   20%

10.0   STRUCTURE OF THE PROGRAMME

10.1   Duration

The programme is a 2 year Block Release programme.

10.2   Degree Structure

10.2.1 The programme shall consist of a minimum of 8 modules a dissertation which is equivalent to two modules amounting to sixty (60) credits.

10.2.2 This is a two [2] year programme of study on a block release basis.

10.2.3 A candidate shall take three [3] taught modules in Part 1 Semester 1, three [3] taught modules in Part 1 Semester 2 and two [2] taught modules in Part 2 Semester 1 and a dissertation equivalent to two modules in Part 2 Semester 2 of the programme.

Level 1 Semester 1

Module	Contact hours					Non-Contact hours	Notional hours	Credits
	Lectures	Tutorial	Presentations	Practicals	Field Work			
CSL501: Emerging Issues in Curriculum Education	60	80	40	-	-	100	280	28
CSL502:Advanced Information and Communication	60	60	20	20	-	100	280	28
ChiShona								
CSLC501:Mabasa Ekuvandudzwa Nekusimudzirwa KwemutauroWavaShona	60	40	80	-	-	100	280	28
English								
CSLE 503 /	60	80	40	-	-	100	280	28

CSLE 507 / CSLE 508: The Psycho-Socio Linguistics of Language / Applied Linguistics Language Planning & Policy Issues in Education	60	80	40	-	-	100	280	28
Ndebele								
CSLN 501: Imihlahlandlela Yokufunda Lokufundiswa kwesiNdebele	60	50	50	-	-	120	280	28
Semester Total								**84**
Comulative Total								**84**

Level 1 Semester 2

Module	Contact hours					Non-Contact hours	Notional hours	Credits
	Lectures	**Tutorial**	**Presentations**	**Practicals**	**Field Work**			
RMS501: Research Methods and Statistics	60	80	60	-	-	100	300	30
ChiShona								
CSLC504: Mbongorori Dzeuvaranomwe muChiShona.	60	40	80	-	-	100	280	28
CSLC506: Mutinhiro Wemutauro WavaShona	60	40	80	-	-	100	280	28
English								
CSLE 504 / CSLE 506 /	60	80	40	-	-	100	280	28
CSLE 505: Theories of Literature & Criticism Genre Studies Curriculum Design, Implications & Evaluation in English Language	60	80	40	-	-	100	280	28
Ndebele								
CSLN 506: Ukuhumutshela Lokubunjwa kwesiNdebele	60	50	40	-	10	130	280	28
CSLN 507: Ukuhlola Lokuvivinya esiNdebeleni	60	50	40	-	-	130	280	28
Semester Total								
Comulative Total								**86**

Level 2 Semester 1

Module	Contact hours					Non-Contact hours	Notional hours	Credits
	Lectures	Tutorial	Presentations	Practicals	Field Work			
ChiShona								
CSLC507 : Tsika Nemagariro evaShona	60	40	80	-		100	280	28
CSLC 503: Nhongerera Mupfungwa Neukama Hwemutauro Nenharaunda	40	40	80	-		100	280	28
English								
CSLE 503 / **CSLE 507 /**	60	80	40	-	-	100	280	28
CSLE 508 The Psycho-Socio Linguistics of Language / Applied Linguistics Language Planning & Policy Issues in Education	60	80	40	-	-	100	280	28
Ndebele								
CSLN 503: Intuthuko EsiNdebeleni Lekutshoyo Ezifundweni	60	50	40	-	10	120	280	28
CSN 508: Amasiko Lokweluleka EsiNdebeleni	60	50	40	-	-	130	280	28
Semester Total								**56**
Cumulative Total								**224**

Level 2 Semester 2

Module	Contact hours					Non-Contact hours	Notional hours	Credits
	Lectures	Tutorial	Presentations	Practicals	Field Work			
CSL504: Dissertation/Tsvagurudzo/ Isichwaisiso	20	160	40	80	300	300	600	60
Semester Total								**60**
Cumulative Total								**286**

11.0 Credit system

11.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

11.2 A single credit is equivalent to 10 notional hours of learning

11.3 The notional hours of learning of each module are made up of contact non-contact hours.

11.4 The contact hours include the lectures, practicals and tutorials

11.5 Non-contact hours include the hours for assignment preparation and writing tests, examinations and self-directed learning.

MASTER OF EDUCATION LANGUAGES [CHISHONA]

Level 1 Semester 1

CSL 501 EMERGING ISSUES IN CURRICULUM EDUCATION (28 credits)

Curriculum planning and development; Foundations of the curriculum; curriculum implementation; change and innovation; curriculum evaluation. Themes and issues in Curriculum and education: e.g. issues of access, equity, quality and relevance in education. Language and the Curriculum, Media and Language Development in Zimbabwe, Development of Minority languages and education, etc.

CSL502 ADVANCED INFORMATION AND COMMUNICATION TECHNOLOGY (30 Credits)

This course is designed for students studying for a Master of Education Degree and is offered as one of the compulsory courses. The course assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this course at Postgraduate level. The course at Masters Level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

CSLC 501   MABASA EKUVANDUDZWA NEKUSIMUDZIRA MUTAURO (28 Credits)

Tsanangudzo, maonerwo emitauro yevatema, kukosha kwemitauro, mabasa ekusimudzira nekusimbisa mutauro, zvinzvimbo zvemutauro, mashandisirwo emutauro, zviga zvekuvandudza mutauro, mitemo yemitauro, mabumbiro okunyora, maduramazwi, dudziramutauro, ChiShona neimwe mitauro, yananiso

Level 1 Semester 2

RMS 501 RESEARCH METHODS AND STATISTICS (30 Credits)

It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The course is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers.

CSLC 504   MBONGORORI DZEUVARANOMWE MUCHISHONA (28 Credits)

Tsananguro, mabasa ekuongorora uvaranomwe, zvinotarisirwa kuvanyori, maonero echitema, maonero echichena, maonero ekuwana nekushaya, chimiro chechinyorwa, chizvinozvino, unhukadzi neunhurume, upenyu hwemunyori, pfungwa huru dzekuongorora uvaranomwe, kunan'anidza nekuenzanisa mbongorori dzechitema nedzechichena

CSLC506   MUTINHIRO WEMUTAURO WEVASHONA (28 Credits)

Chidzidzo chino chakanangana nokutsanangudza uye kujekesa mutinhiro womutauro takanangana nechiShona. Chinodungana nemaumbirwo mitinhiro inoti nzvanyira nenzvovera zvinowanikwa mumutauro weChiShona. Chidzidzo ichi chinopa vadzidzi mikana yokudonongodza maumbirwo namatsanangurirwe emitinhiro yadonwa. Maumbirwo ayo uye kukosha kwekudzidza nezvemaumbirwo emitinhiro yemutauro. Chidzidzo ichi chakanakira kuti vadzidzi vanodzidza nekuedzesera izvo zvinoita kuti vanyatsoona maumbirwo, fanano nesiyano pakati penzvanyira uye kusiyana pakati penzvanyira nenzvovera.

Level 2 Semester 1

CSLC 507   TSIKA NEMAGARIRO EVASHONA (28 Credits)

Zvidzidzo zvino zvetsika nemagariro avaShona zvidzidzo zvenhoroondo inonyanyowanikwa isina kunyorwa pasi. Zvinotsvaga kupa mudzidzi ruzivo neunyanzvi hwekuti anzwisise zvakadzama hubvo hwevaShona serudzi, zvavanofarira,zvavanotya, zvanoshuva nezvakavakoshera muraramo yavo.Zvakakosha kunzvera pfungwa huru dzinobuda muongororo yetsika nemagariro evaShona pamwe nekuongorora tsika idzi senhoroondo yeupenyu nemararamiro erudzi rwevanhu vanonzi nhasi uno vaShona.

CSLC 503 NHONGORERAMUPFUNGWA NEUKAMA HWEMUTAURO NENHARAUNDA   (28 Credits)

Tsanangudzo, chinonzi mutauro, yemitauro neyemhuka neyevanhu, pfungwa huru dzemabatiro anoita vana mutauro waamai, chibarirwo, kutapa nharaunda, kubarirwa munharaunda, kudzidza waamai, mutauro wechipiri, ukama hwemutauro nepfungwa, marongerwe emutauro mupfungwa, pfungwa dzemaverengerwe ezvinyorwa, unyanzvi hwekutaura nehunyanzvi hwekukurukura, kushambadza, gwasharutsigiro, ndimi nendiminyana, musiyano pakati pemutauro nebazi, kugona kutaura mitauro mizhinji, kukurukura, kugarisana kwemitauro, kusanganisa mitauro, kuronga mashandisirwo emitauro munyika, yananiso yemapazi, mutauro neunhurume neunhukadzi, kutairira kwemutauro, mutaurosvorwa.

Level 2 Semester 2

CSL504 DISSERTATION/TSVAGURUDZO/ISICHWAISISO (weighs as 2 modules) (60 credits)

MASTER OF EDUCATION LANGUAGES [ENGLISH] MODULE SYNOPSES

Level 1 Semester 1

CSL 501 EMERGING ISSUES IN CURRICULUM EDUCATION (28 Credits)

Curriculum planning and development; Foundations of the curriculum; curriculum implementation; change and innovation; curriculum evaluation. Themes and issues in Curriculum and education: e.g. issues of

access, equity, quality and relevance in education. Language and the Curriculum, Media and Language Development in Zimbabwe, Development of Minority languages and education, etc. etc.

CSL502 Advanced Information and Communication Technology (28 Credits)

This course is designed for students studying for a Master of Education Degree and is offered as one of the compulsory courses. The course assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this course at Postgraduate level. The course at Masters Level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

CSLE 501   THEORIES OF LANGUAGE TEACHING (28 credits)

Approach , methods, design and procedure explored; History of language teaching ;Grammar Translation ; The Direct Method; The audio Lingual Method ;The Audio Visual Method ;Cognitive Code Learning ;Communicative language teaching

Level 1 Semester 2

RMS 501 RESEARCH METHODS AND STATISTICS (30 Credits)

It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The course is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers.

CSLE 504   THEORIES OF LITERATURE AND CRITICISM (28 Credits)
Different genres of literature, Orature and its manifestations,; Oral literature compared to written literature.

CSLE 506   GENRE STUDIES (28 Credits)
Greek influence, novel and its development, Orature and the Written text, children's literature, novella and novelette..

Level 2 Semester 1

CSLE 503   PSYCHO & SOCIO LINGUISTIC ASPECTS OF LANGUAGE (28 Credits)
The module is aimed at equipping language educators with an in-depth understanding of the relationship between language and the processes of the brain at one level and a thorough grounding of the study of language as a living, dynamic and complex social apparatus that is ever evolving, on the other.

CSLE 508   LANGUAGE PLANNING AND POLICY ISSUES IN ENGLISH (28 Credits)
The module affords students the forum to debate issues that have shaped and influenced Language Planning in various set-ups in education. Analysis of the obtaining issues shall enable students to appreciate the centrality of language in both education and human existence. As such, it is hoped that students will be able to discuss and explain the reasons why language can be a battlefield for various communities and races.

Various theories in Language Planning shall be examined to establish their link with the reality as experienced by the students.

Level 2 Semester 2

CSL504   DISSERTATION (weighs as 2 modules) (60 Credits)

MASTER OF EDUCATION LANGUAGES [NDEBELE]

Level 1 Semester 1
CSL 501 EMERGING ISSUES IN CURRICULUM EDUCATION (28 Credits)
Curriculum planning and development; Foundations of the curriculum; curriculum implementation; change and innovation; curriculum evaluation. Themes and issues in Curriculum and education: e.g. issues of access, equity, quality and relevance in education. Language and the Curriculum, Media and Language Development in Zimbabwe, Development of Minority languages and education.

CSL502 Advanced Information and Communication Technology   (28 Credits)
This course is designed for students studying for a Master of Education Degree and is offered as one of the compulsory courses. The course assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this course at Postgraduate level. The course at Masters Level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

CSLN 501   IMIHLAHLANDLELA YOKUFUNDA LOKUFUNDISWA KWESINDEBELE (THEORIES OF NDEBELE LEARNING AND TEACHING) (28 Credits)
Ukuchaza ulimi, ukupha ingcazelo yomhlahlandlela, ukuchaya imihlahlandlela yokufunda lokundiswa kolimi, ukuchasisa ukuqakatheka kokuqedisia ngemihlahlandlela yokufundwa lokufundiswa kolimi

Level 1 Semester 2

RMS 501 RESEARCH METHODS AND STATISTICS (30 Credits)
It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The course is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers.

CSLN 506 UKUHUMUTSHELA LOKUBUNJWA KWESINDEBELE (TRANSLATION AND LEXICOGRAPHY IN NDEBELE) (28 credits)
Ukuchaza ukuhumutshela, ukwethula imihlobo etshiyeneyo yokuhumutshela, ukulonda imbali yokuhumutshela, ukuhlolisisa imihlahlandlela yokuhumutshela, ukupha ingcazelo yesichazamazwi,

ukuchaya ukuqakatheka kwezichazamazwi elimini, ukubalula ingqubo yokuqoqwa lokuhlelwa kwamabala achazwayo, ukwethula imihlobo etshiyeneyo yezichazamazwi, ukuxoxa ngokusetshenziswa kwezichazamazwi

CSLN 507 UKUHLOLA LOKUVIVINYA ESINDEBELENI (TESTING AND EVALUATION IN NDEBELE) (28 credits)

Ukupha ingcazelo yokuhlola lokuvivinya, ukuphawula ukuqakatheka kohlola lokuvivinya ezifundweni zolimi lwesiNdebele, ukwethula imihlobo etshiyeneyo yokuhlola lokuvivinya,ukuhlaziya inhlupho okuhlanganwa lazo ekuhloleni lekuvivinyeni abafundi bolimi lwesiNdebele

Level 2 Semester 1
CSLN 503 INTUTHUKO ESINDEBELENI LEKUTSHOYO EZIFUNDWENI (DEVELOPMENTS IN NDEBELE LANGUAGE: IMPLICATIONS FOR THE CURRICULUM) (28 credits)

Ukuchaza ulimi, ukwethula isimo solimi lwesiNdebele ekudabukeni kwalo, ukuchaya inguquko esibekhona elimini lwesiNdebele, ukuveza izimbangela zokuuguquka kolimi lwesiNdebele, ukwethula imithetho ephathelene lokufundwa kolimi lwesiNdebele, ukwambula inguquko esibekhona ekuhloleni abafundi bolimi lwesiNdebele

CSLN 508 AMASIKO LOKWELULEKA ESINDEBELENI (CULTURE AND COUNSELLING IN NDEBELE) (28 credits)

Ukuchaza amasiko lokweluleka njengemiqondo emqoka, ukbalula ukuqakatheka kwamasiko ekwelulekeni, ukwambula imihlahlandlela yokweluleka esikhona, ukuveza izimbangela zokuguka kwamasiko lezindlela zokweluleka, ukuqathanisa izindlela obekuselulekwa ngazo lezalamuhla

Level 2 Semester 2

CSL504   DISSERTATION/TSVAGURUDZO/ ISICHWAISISO (weighs as 2 modules) (60 credits)

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

REGULATIONS FOR THE MASTER OF EDUCATION DEGREE IN EARLY CHILDHOOD DEVELOPMENT (M.ED ECD) BLOCK RELEASE

1.0   PREAMBLE

1.1.   The programme is in response to the increasing demand for highly qualified and competent ECD practitioners. This is also in response to the need to complement the efforts of other universities in Zimbabwe and elsewhere who are offering similar programmes as a way of improving the human resource base of ECD practitioners which currently is depleted.

1.2   It is also in line with EFA Goal number one which advocates for comprehensive early childhood education and care, therefore highly qualified personnel is most likely to be involved in training and consultancy work.

20   GENERAL DESCRIPTION OF THE PROGRAMME

The Masters in Early Childhood Development is a 2 year course. Everyone takes eleven (11) compulsory modules outlined in the programme. These provide a sound base from which to specialise.

3.0   OBJECTIVES
The programme aims to achieve the following objectives:

3.1   produce teacher researchers sensitive to the dynamic cultural contexts of early childhood development.

3.2   enhance the teachers' critical, analytical and reflective skills so as to be effective decision makers in early childhood development issues.

3.3   develop practitioners who can plan, design, implement and evaluate developmentally appropriate curricula for Early Childhood Development in different cultural contexts.

3.4   To enhance the teacher understanding of early childhood education, culture   and heritage from an African context.

4.0   CAREER PROSPECTS
Lectureship, Consultancy work on early childhood development issues, Advocacy for young children, consultancy work with Non- Governmental Organisations, training officers in public health.

5.0   ENTRY REQUIREMENTS

To be admitted into the programme, a candidate must normally have:

5.1   attained a minimum of Lower Second Division at B.Ed. (ECD) level of this University or other universities

5.2   attained a satisfactory standard on any entrance test, which the University may   deem necessary

6.0   STRUCTURE OF THE PROGRAMME

6.1   Each student shall be required to take and complete a total of eleven [11] modules over a period of two [2] years part time study in accordance with the following breakdown:

6.2   Eight [8] taught modules

6.3   Internship equivalent to one module

6.4   A research dissertation equivalent to two [2] modules.

7.0   ASSESSMENT

7.1   Each taught module shall be given a percentage mark.

7.2   The weighting shall be:

    Coursework   30%

    Examination   70%

7.3   Each student will get a percentage mark for the dissertation and internship.

8.0   DEGREE CLASSIFICATION AND WEIGHTING

8.1   The degree classification shall be an average of the candidate's   performance in all the courses studied.

8.2   The degree shall be classified in the following divisions:-

80% and above -   Distinction

70%-79%   -   Merit

50% - 69%   -   Pass

Below 50%   -   Fail

9.0   MODULES

LEVEL 1 SEMESTER 1

Students are required to take eleven (11) modules including three (3) university wide modules

CODE	MODULE DESCRIPTION	CONTACT TIME			NON CONTACT TIME	NOTIONAL HRS	CREDITS
LEVEL 1 SEMESTER 1		Lectures	Presentation/ Practical Skills	Tutorials			
ECDM 501	Theories of Infant and Toddler Development	60	20	40	180	300	30
ECDM509	Comparative Education in Early Childhood Development	60	20	40	160	280	28
ECDM 503	Technology and Early Childhood Development	60	20	40	160	280	28
SEMESTER TOTAL						**860**	**86**
LEVEL 1 SEMESTER 2							
RMS 501	Research Methods and Statistics	60	20	40	180	300	30
ECDM 504	Culture and Early Childhood Development	60	20	40	160	280	28
ECDM 502	Social Justice and Early Childhood Development	60	20	40	160	280	28
SEMESTER LEVEL						**860**	**86**
CUMMULATIVE TOTAL						**1720**	**172**
LEVEL 2 SEMESTER 1							
ECDM 505	Contemporary Issues in Early Childhood Development	60	20	40	160	280	28
ECDM 506	Management of Early Childhood Programmes	60	20	40	160	280	28
ECDM 508	Early Childhood Literacies	60	20	40	160	280	28
SEMESTER TOTAL						**840**	**84**
CUMMULATIVE TOTAL						**2560**	**256**
LEVEL 2 SEMESTER 2							
EFDM501	Dissertation				600	600	60
ECDM 507	Internship and Community Development	40	25	45	130	240	24
SEMESTER LEVEL						**840**	**84**
CUMMULATIVE TOTAL						**3400**	**340**
PROGRAMME TOTAL						**3400**	**340**

10.0   CREDIT SYSTEM

   10.1   Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

   10.2   A single credit is equivalent to 10 notional hours of learning.

   10.3   The notional hours of learning of each module are made up of contact and non- contact hours.

   10.4   The contact hours include the lectures, practicals and tutorials.

   10.5   Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

MODULE SYNOPSIS

LEVEL 1 SEMESTER 1

ECDM 501   Theories of Infant and Toddler Development   (30 CREDITS)

The Module ECDM 501: Theories of Infant and Toddler Development is designed for students undertaking the Master of Education in Early Childhood Development covering basic theories of child development and learning in the early childhood phase (0-8 years). The course focuses on factors affecting the physical, cognitive and psychosocial development of a child from birth to age three. Topics include: the effect of adult-child relationship on an infant's development; practical application of developmental theories in relation to infant/toddler group care; dealing sensitively with cultural issues in the child care setting and developmental appropriate environmental for positive infant and toddler developmentally appropriate environments for positive infant and toddler development. As a course offered at Master's Degree level, ECDM 501 is based on a student's prior knowledge, skills, competencies and attitudes consistent with caring, nurturant, sensitive and responsive educators working in a dynamic and challenging environment.

ECDM 503   Technology and Early Childhood Development   (28 CREDITS)

This course is designed for students studying for a Master of Education Degree and is offered as one of the compulsory courses. The course assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this course at Postgraduate level. The course at Masters Level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

ECDM509   Comparative Education in Early Childhood Development   (28 CREDITS)

The module provides an overview of major concepts and theories in the field of comparative and international education in early childhood development. It raises discourses in relation to the approaches, methodologies, models and specific methods appropriate to the field. Major views from historical and contemporary scholars and studies will be examined to develop students' understandings of the conceptual and methodological issues. In particular, the module focuses on particular issues in educational systems, contexts, regions or nations, and the competing theoretical positions, policies and debates that underpin as well as surround these lines of research. Content includes students' study of identified case-studies, applying particular theories and discussing their findings.

LEVEL 1 SEMESTER 2

RMS 501   Research Methods and Statistics   (30 CREDITS)

It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The course is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers.

ECDM 502   Social Justice and Early Childhood Development   (28 CREDITS)
The module ECDM 502 focuses on introducing students to 'social justice' issues in early childhood development, themes and topics. As a module offered at Master's Degree level it is based on prior knowledge from undergraduate studies; and on the experience that the student brings to the programme. Module themes and topics cover contemporary issues and research in the field of social justice and early childhood development

ECDM 504   Culture and Early Childhood Development   (28 CREDITS)
The module ECDM504: Culture and Early Childhood Development is designed for students undertaking the Master of Education Degree in Early Childhood Development covering the fundamental role and influence of culture in the development of children in the early childhood phase (0-8 years). The course looks at culture as a key aspect in the development of children's cognition, child-rearing patterns and societal divergence as well as multi-cultural practices in view of the world becoming a global village. The course exposes students to an array of cultural issues and their relevance in contemporary society as well as provide them with the opportunity to compare and contrast different cultural contexts and their effect on young children's development. The course will equip students with skills to handle multi-cultural ECD settings in ways that benefit all children.

LEVEL 2 SEMESTER 1

ECDM 505   Contemporary Issues in Early Childhood   Development   (28 CREDITS)
The module aims to introduce students to a number of contemporary issues in Early Childhood Development. Examine current policies in relation to contemporary issues in Early Childhood Development. Further understand and support children's development and learning. Enhance their understanding of Early Childhood Education and care from birth to eight years. Study International developments in Early Childhood Development. Develop research skills and conduct small-scale research studies.

ECDM 506   Management of Early Childhood Programmes   (28 CREDITS)
This module is designed for students taking the Master's Degree in Early Childhood Development. The aim of the module is to examine issues and responsibilities related to the management of early childhood development programmes. As a result this module is structured in such a way so that it provides students with an insight, knowledge, skills and attitudes in the management of schools for young children. The module will specifically focus on general theories and practices of management and supervision that will

allow students to manage planning, organisation, curriculum evaluation, resources, finance and programmes relationships in Early Childhood Development Programmes

ECDM 508   Early Childhood Literacies   **(28 CREDITS)**

The module ECDM 508: Early Childhood Literacies is designed for students undertaking the Master of Education in Early Childhood Development. This module focuses on how literacy develops in young children and the ways in which educators can encourage the natural emergence of early reading and writing. It provides a critical examination of the major areas of speaking, listening, reading, and writing experiences of young children. Current research in language and literacy development with an emphasis on effective strategies (such as phonemic awareness and decoding), educational practice, and instructional materials will be analyzed in relation to different theoretical views of the language arts. Special emphasis will be placed on integrating the language arts skills for early literacy development. The module also surveys theories of oral language acquisition and development and the role of language as a foundation for literacy. Attention to the role of talk across the curriculum and a survey of principles and practices for supporting a language-rich curriculum is focused. Methods of assessing and responding to individual children's language differences are highlighted.

LEVEL 2 SEMESTER 2

ECDM 507   Internship and Community Development   **(24 CREDITS)**

The internship programme is compulsory for students taking the Master of Education (Early Childhood Development programme), the major aim being to put theory into practice. The course exposes students to the applicability and relevance of the Master of Education (Early Childhood Development) degree. Dimensions of the internship include the following: Attending an internship workshop Attachment at a Teachers' College, Government administrative structure or Children's Organisation, Attachment to a preschool/infant school and ECD Community Development Project The internship and community development module is done over a semester.

EFDM 501   Dissertation   **(60 CREDITS)**

The module provides a platform for students to administer research by applying skills in the broad area of education.

REGULATIONS FOR THE MASTER OF EDUCATION IN ==SOCIOLOGY== (M.ED. SOC) FULL TIME AND BLOCK RELEASE

1.0 PREAMBLE

1.1 The regulations should be read in conjunction with the general academic regulations for Postgraduate degrees, here in after referred to as General Regulations.

1.2 The Senate has the prerogative to change, cancel or replace any of these regulations.

1.3 A student who has enrolled in a programme following one set of regulations shall not be affected by regulations adopted subsequently unless agreed to in writing by the student.

2.0 GENERAL DESCRIPTION OF THE PROGRAMME

The Masters of Education Degree [M.ED ED. PHIL./SOC& PSY.] is a full-time and part-time programme designed for qualified teachers who have a background study in education. The Master of Education degree (M.Ed.) program prepares teachers, administrators and those working in education related environments to serve their schools and communities.

The programme provides a strong background for those wishing to specialise in programmes related to Sociology of Education at Doctoral level. All candidates shall be required to pass all core modules. No candidate shall proceed to dissertation before passing Research Methods and Statistics RMS 501. A module shall have sixty [60] contact hours and candidates are required to pass all taught modules in each part. Each candidate is required to pass the dissertation in part three. New modules may be introduced from time to time. All Students take core, Faculty wide and optional modules throughout the programme. The programme enables students to apply sociological insights in their practice. Graduates will be prepared to bring a culturally-responsive approach and undertake research in their various areas of practice.

3.0 OBJECTIVES

3.1 develop teacher researchers sensitive to the dynamic context of human development and culture.

3.2 enhance the teachers' critical, analytical and reflective skills so as to be effective decision makers in educational issues in different cultural settings.

3.3 help the teachers to plan, design, implement and evaluate developmentally appropriate and culturally relevant curricula in Educational Psychology, Philosophy of Education and Sociology of Education.

3.4 enhance the teacher's awareness of the developmental needs of learners and contemporary issues in education.

2.0 CAREER PROSPECTS

School Administrators, Curriculum Designers, Corporate Training Officers, Teaching, Lectureship, Working in and with Non-Governmental Organisations, research and administrative work in the Ministry of Education.

5.0   ENTRY REQUIREMENTS

To be admitted to the programme, a candidate must normally have had experience in approved educational work such as curriculum development, Schools Psychological Services, lecturing, teaching and have obtained:

5.1 a B.Ed. Degree of this University or such a degree from another approved university with a minimum overall grade of 2.2.

OR

5.2 a degree and a Graduate Certificate in Education of this University or approved equivalent qualifications, with a minimum overall grade of 2.2.

OR

5.3 any other relevant degree qualification recognized by this university where education was taken as a major academic subject with a good pass.

6.0   STRUCTURE OF THE PROGRAMME

6.1 Each student shall be required to take and complete a total of eleven [11] modules over a period of two [2] years part-time study and one and half (1 ½) years full-time in accordance with the following breakdown:

       6.1.1   Nine [9] taught modules including one [1] optional module.

       6.1.2   A research dissertation equivalent to two [2] modules.

       6.1.3   The six (6) specialisation modules and RMS501 will have a higher weight than the optional module and EFSM501

7.0   ASSESSMENT

       7.1   In addition to the dissertation, a candidate will be required to write one three-hour examination paper in each of the eight taught modules for   which they are registered.   The dissertation must be submitted not later than 30 September of the final year of the degree programme.

       7.2   Each module as well as the dissertation shall be marked out of 100%. For the dissertation an oral or practical examination may be required at the discretion of the panel of examiners.

       7.3   The final classification of the degree will be based on the following weighting:

Eight (8) taught courses   80%
Dissertation   20%

8.0   SUPPLEMENTARY EXAMINATIONS

Supplementary examinations may be allowed in accordance with the provisions of the General Regulations.

9.0   DEGREE CLASSIFICATION AND WEIGHTING

9.1   The degree classification shall be an average of the candidate's   performance in all the courses studied.

9.2   The degree shall be classified in the following divisions:-

80% and above -   Distinction

70%-79%   -   Merit

50% - 69%   -   Pass

Below 50%   -   Fail

10.0   CORE MODULES
Each candidate shall study the following core modules:

Research Methods and Statistics	RMS501
Information and Communication Technology	EFM503
Dissertation (equivalent to two modules)	EFDM501

10.1   OPTIONAL MODULE

One module will be chosen from a subject area other than the area of specialisation chosen.

10.2   SUBJECT AREAS OF SPECIALISATION

Each candidate shall study six (6) modules from one of the following areas of specialisation.

11.0   MODULES

LEVEL 1 SEMESTER 1

Students are required to take eleven (11) modules including three (3) university wide modules

Regulations for the Master of Education in Sociology Degree (M.Ed. Soc) In-Service (Full-time/Block release)

CODE	MODULE DESCRIPTION	CONTACT TIME			NON CONTACT TIME	NOTIONAL HRS	CREDITS
LEVEL 1 SEMESTER 1		Lectures	Presentation / Practical Skills	Tutorials			
EFSM 501	Historical And Theoretical Perspectives	60	20	40	180	300	30
EFSM 503	Education, Social And Economic Development In The Developing World	60	20	40	180	300	30

Code	Module					Total	Credits
EFM 503	Advanced Information And Communication Technology	60	20	20	180	280	28
SEMESTER TOTAL						**880**	**88**
LEVEL 1 SEMESTER 2							
RMS 501	Research Methods And Statistics	60	20	40	180	300	30
EFSM 504	Contemporary Social Problems In Education	60	20	40	180	300	30
OPTIONAL MODULES (To choose ONE)							
EFPM 510	Guidance and Counselling	60	20	20	180	280	28
EFPM 503	Personality Theories and Development	60	20	20	180	280	28
EFPHM 505	Morality And Education	60	20	20	180	280	28
EFPHM 507	Educational Thought & Practice in Traditional African Societies	60	20	20	180	280	28
SEMESTER TOTAL						**880**	**88**
CUMMULATIVE TOTAL						**1760**	**176**
LEVEL 2 SEMESTER 1							
EFSM 505	Sociology Of Knowledge And The Curriculum	60	20	40	180	300	30
EFSM 506	Education And Social Change	60	20	40	180	300	30
EFSM 507	Social Institutions And Education	60	20	40	180	300	30
SEMESTER TOTAL						**900**	**90**
CUMMULATIVE TOTAL						**2260**	**266**
LEVEL 2 SEMESTER 2							
EFDM 501	Dissertation				600	600	60
SEMESTER TOTAL						**600**	**60**
CUMMULATIVE TOTAL						**3260**	**326**
PROGRAMME TOTAL						**3260**	**326**

12.0 CREDIT SYSTEM

12.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

12.2 A single credit is equivalent to 10 notional hours of learning.

12.3   The notional hours of learning of each module are made up of contact and non- contact hours.

12.4   The contact hours include the lectures, practicals and tutorials.

12.5   Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

MODULE SYNOPSIS

LEVEL 1 SEMESTER 1

EFSM501   Theoretical and Historical Perspectives   (30 CREDITS)

This course covers the main sociological theories and attempts to show their relevance and importance on the development of education. Sociological theories form the bedrock of all sociological understanding and imagination. With the understanding of these theories, students will then be expected to apply them in their coursework, especially in the presentation of their work.

EFM503   Information and Communication Technology   (28 CREDITS)

This course is designed for students studying for a Master of Education Degree and is offered as one of the compulsory courses. The course assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this course at Postgraduate level. The course at Masters level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

EFSM503   Education, Social and Economic Development in the Developing World
                                                (30 CREDITS)

This course considers the various meanings associated with the concept of development. The methods of achieving development are equally issues of debate and disagreement. Education is seen as a necessary condition for development, an indicator of development levels and an outcome of development itself. The role of education in the process of development is equally problematic. The question is on the nature of education which is relevant for social and economic development.

LEVEL 1 SEMESTER 2

EFSM504   Contemporary Social Problems and Education   (30 CREDITS)

This course is designed to deepen students' understanding of Sociology of Education especially the contemporary social issues in education. The students, who are teachers, shall gain cogent insight into the current issues in education. Concomitantly, the students taking this course will be sensitised to critically reflect on teaching and learning.

RMS501   Research Methods and Statistics   (30 CREDITS)

It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The course is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers.

EFPM510 Guidance and Counselling   (28 CREDITS)

The human society is grappling with a myriad of challenges ranging from psychological difficulties, academic failure, the HIV /AIDS pandemic, marital problems, unstable relationships, unemployment, low remuneration, poor health and various forms of abuse. Therefore, guidance and counselling of affected individuals and groups is an integral component of the educational mission of higher learning institutions. This module is designed to impart a diversity of professional counselling techniques to students so that they will be better positioned to address some of these challenges through guidance and counselling in Zimbabwean educational institutions and beyond. The use of psychological theories during counselling will be greatly emphasised.

EFPHM505 Morality and Education   (28 CREDITS)
This is a Master of Education (Philosophy) course outline. It is designed to equip post graduate students with adequate skills, attitudes and character that enable them to become effective reflective scholars. It covers aims, objectives, methodology, content as well as assessment.

LEVEL 2 SEMESTER 1

EFSM507   Social Institutions and Education   (30 CREDITS)
The module is designed to enhance students' understanding and knowledge of the teaching and learning situations as they obtain in the various schooling settings. It is also designed to give students a deeper and broader understanding of educational issues such as the role of cultures, subcultures and counter cultures in society and their implications to education.

EFSM505   Sociology of Knowledge and the Curriculum   (30 CREDITS)

This course is designed to deepen students' understanding of Sociology of Education in the sphere of knowledge and the curriculum. During this course macro and micro sociological perspectives will be applied to the critical analysis of knowledge in order to fully expose students to the polemical nature of sociology. The major focus of the course is the school, the social organisation of knowledge or what counts as knowledge, the school curriculum and the relationship between knowledge and society.

EFSM506   Education and Social Change   (30 CREDITS)

This course considers the various ideas associated with the concept 'social change'. Particularly, the course analyses the various theoretical perspectives of social change, directions, sources, processes, patterns and

consequences of social change. Education as a factor that stimulates or hinders social change is centrally discussed. Emphasis is placed on the unintended consequences and costs of both planned and unplanned change.

EFDM501   Dissertation   (60 CREDITS)

The module provides a platform for students to administer research by applying skills in the broad area of education.

REGULATIONS FOR THE MASTER OF EDUCATION IN <mark>EDUCATIONAL PSYCHOLOGY</mark> (M.ED EDU. PSY) FULL TIME AND BLOCK RELEASE

3   PREAMBLE

3.4 The regulations should be read in conjunction with the general academic regulations for Postgraduate degrees, here in after referred to as General Regulations.
3.5 The Senate has the prerogative to change, cancel or replace any of these regulations.
3.6 A student who has enrolled in a programme following one set of regulations shall not be affected by regulations adopted subsequently unless agreed to in writing by the student.

2.0   GENERAL DESCRIPTION OF THE PROGRAMME

The Masters of Education Degree [M.ED ED. PHIL./SOC& PSY.] is a   full-time   and   part-time programme designed for qualified teachers who have a background study in education. The Master of Education degree (M.Ed.) program prepares teachers, administrators and those working in education related environments to serve their schools and communities.

The programme provides a strong background for those wishing to specialise in programmes related to Sociology of Education at Doctoral level. All candidates shall be required to pass all core modules. No candidate shall proceed to dissertation before passing Research Methods and Statistics RMS 501. A module shall have sixty [60] contact hours and candidates are required to pass all taught modules in each part. Each candidate is required to pass the dissertation in part three. New modules may be introduced from time to time. All Students take core, Faculty wide and optional modules throughout the programme. The programme enables students to apply sociological insights in their practice. Graduates will be prepared to bring a culturally-responsive approach and undertake research in their various areas of practice.

3.0   OBJECTIVES

3.2 develop teacher researchers sensitive to the dynamic context of human development and culture.
3.2 enhance the teachers' critical, analytical and reflective skills so as to be effective decision makers in educational issues in different cultural settings.

3.3 help the teachers to plan, design, implement and evaluate developmentally appropriate and culturally relevant curricula in Educational Psychology, Philosophy of Education and Sociology of Education.

3.4 enhance the teacher's awareness of the developmental needs of learners and contemporary issues in education.

3.0   CAREER PROSPECTS

School Administrators, Curriculum Designers, Corporate Training Officers, Teaching, Lectureship, Working in Non-Governmental Organisations, research and administrative work in the Ministry of Education.

5.0   ENTRY REQUIREMENTS

To be admitted to the programme, a candidate must normally have had experience in approved educational work such as curriculum development, Schools Psychological Services, lecturing, teaching and have obtained:

5.1 a B.Ed. Degree of this University or such a degree from another approved university with a minimum overall grade of 2.2.

                               OR

 5.2a degree and a Graduate Certificate in Education of this University or approved equivalent qualifications, with a minimum overall grade of 2.2.

                               OR

5.3any other relevant degree qualification recognized by this university where education was taken as a major academic subject with a good pass.

6.0   STRUCTURE OF THE PROGRAMME

6.1 Each student shall be required to take and complete a total of eleven [11] modules over a period of two [2] years part-time study and one and half (1 ½) years full-time in accordance with the following breakdown:

6.1.1   Nine [9] taught modules including one [1] optional module.

6.1.2   A research dissertation equivalent to two [2] modules.

6.1.3   The six (6) specialisation modules and RMS501 will have a higher weight than the optional module and EFSM501

7.0   ASSESSMENT

7.1   In addition to the dissertation, a candidate will be required to write one   three-hour examination paper in each of the eight taught modules for   which they are registered.   The dissertation must be submitted not later   than 30 September of the final year of the degree programme.

7.2   Each module as well as the dissertation shall be marked out of 100%. For the dissertation an oral or practical examination may be required at the discretion of the panel of examiners.

7.3   The final classification of the degree will be based on the following weighting:

Eight (8) taught courses	80%
Dissertation	20%

8.0   SUPPLEMENTARY EXAMINATIONS

Supplementary examinations may be allowed in accordance with the provisions of the General Regulations.

9.0   DEGREE CLASSIFICATION AND WEIGHTING

9.1   The degree classification shall be an average of the candidate's performance in all the courses studied.

9.2   The degree shall be classified in the following divisions:-

80% and above -		Distinction
70%-79%	-	Merit
50% - 69%	-	Pass
Below 50%	-	Fail

10.0   CORE MODULES

Each candidate shall study the following core modules:

Research Methods and Statistics	RMS501
Information and Communication Technology	EFM503
Dissertation (equivalent to two modules)	EFDM501

10.1   OPTIONAL MODULE

One module will be chosen from a subject area other than the area of specialisation chosen.

10.2   SUBJECT AREAS OF SPECIALISATION

Each candidate shall study six (6) modules from one of the following areas of specialisation.

11.0   MODULES

LEVEL 1 SEMESTER 1

Students are required to take eleven (11) modules including three (3) university wide modules

Regulations for the Master of Education in Educational Psychology Degree (M.Ed. Educ. Psychology)

In-Service (Full-time/Block release)

CODE	MODULE DESCRIPTION	CONTACT TIME			NON CONTACT TIME	NOTIONAL HRS	CREDITS
LEVEL 1 SEMESTER 1		lectures	Presentation/ Practical Skills	Tutorials			
EFPM501	Human Development	60	20	40	180	300	30
EFM503	Advanced Information and Communication Technology	60	20	20	180	280	28
EFPM505	Human Learning and Performance	60	20	40	180	300	30
SEMESTER TOTAL						**880**	**88**
LEVEL 1 SEMESTER 2							
RMS501	Research Methods and Statistic	60	20	40	180	300	30
EFPM503	Personality Theories and Development	60	20	40	180	300	30
Optional Modules							
EFPHM505	Morality and Education	60	20	20	180	280	28
EFPHM508	Educational Thought and Practice in Traditional African Societies	60	20	20	180	280	28
EFSM508	Sociology of the School	60	20	20	180	280	28
EFSM502	Social Determinants of Education	60	20	20	180	280	28
SEMESTER TOTAL						**880**	**88**
CUMMULATIVE TOTAL						**1760**	**176**
LEVEL 2 SEMESTER 1							
EFPM506	Educational Tests and Measurement	60	20	40	180	300	30
EFPM507	Special Needs Education	60	20	40	180	300	30
EFPM510	Guidance and Counselling	60	20	40	180	300	30
SEMESTER TOTAL						**900**	**90**
CUMMULATIVE TOTAL						**2660**	**266**
LEVEL 2 SEMESTER 2							
EFDM 501	Dissertation				600	600	60
SEMESTER TOTAL						**600**	**60**
CUMMULATIVE TOTAL						**3260**	**326**
PROGRAMME TOTAL						**3260**	**326**

12.0   CREDIT SYSTEM

12.1   Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

12.2   A single credit is equivalent to 10 notional hours of learning.

12.3   The notional hours of learning of each module are made up of contact and non- contact hours.

12.4   The contact hours include lectures, practicals and tutorials.

12.5   Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

MODULE SYNOPSIS

LEVEL 1 SEMESTER 1

EFPM501   Human Development   (30 CREDITS)

This module   delves into the biological and psychological aspects regarding human development throughout the entire lifespan, that is, from womb to tomb. Detailed attention will be directed at prenatal development, infancy, childhood, adolescence and adulthood. In essence, human development focuses on all the aspects of the processes of growing up or unfolding of learners' natural qualities and capabilities. The module aims to develop, in students, a basic understanding of the existing major research findings and the fundamental concepts in human development, the ability to analyse and evaluate theoretical and practical issues in the field and the skills to undertake teaching to learners from diverse communities. Classroom practitioners bear the daunting task of catering for the developmental needs of learners under their custody. Such a mammoth task can only be successfully accomplished when one an unwavering knowledge of psychological theories. The module also prepares student teachers to work with learners of virtually all age groups from diverse racial, cultural, ethnic, socioeconomic, religious backgrounds and sexual orientations.

EFM503   Informational and Communication Technology   (28 CREDITS)

This course is designed for students studying for a Master of Education Degree and is offered as one of the compulsory courses. The course assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this course at Postgraduate level. The course at Masters Level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

EFPM505   Human Learning and Performance   (30 CREDITS)

The main thrust of this module is to delve into the fundamental learning issues and problems that pervade teaching and learning situations at different educational tiers. Various psychological learning theories and research provide a framework for understanding learning issues. The module is designed to elevate students' sensitivity to thematic and scholarly psychological principles and debates so as to ultimately enhance the quality of teaching and learning in educational settings. The module intends ensure that students comprehend learning issues and dilemmas that impede children's performance and appreciate the importance of research in as far as it seeks to provide solutions to learning problems as well as relate theory to practice.

LEVEL 1 SEMESTER 2

EFPM503   Personality Theories and Development   (30 CREDITS)

Classroom practitioners at virtually all the tiers of education are habitually perplexed by the diversity of unique attributes of their students. Such educators are sometimes left wondering how people in the same geographical setup exhibit utterly different traits. This course is designed to impart to the students an unwavering knowledge of the various personality theories and how personality development occurs in human beings as hypothesised by various theorists. While several theories have been advanced to explain how personality development occurs from a Western point of view, this course will also explore personality development from an African perspective. The course aims to widen and deepen the students' knowledge of the various personality theories belonging to different psychological paradigms and the nature of personality development as postulated by the different personality theorists as well as the applicability of personality theories to teaching and learning situations.

RMS501   Research Methods and Statistics   (30 CREDITS)

It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The course is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers. The course aims at helping students to appreciate the diversity, roles and limitations of various research paradigms, research designs and research instruments, understand the stages of the research process and to gain skills related to the research process including the use of various statistical procedures.

EFPHM505   Morality and Education   (28 CREDITS)

This is a Master of Education (Philosophy) course outline. It is designed to equip postgraduate students with adequate skills, attitudes and character that enable them to become effective and reflective scholars. It covers aims, objectives, methodology, content as well as assessment.

EFSM508   Sociology of the School   (28 CREDITS)

The course is designed to enhance students' understanding and knowledge of the teaching and learning situations as they obtain in the various schooling settings. The sociological theories will be employed to gain an understanding of the internal and external environment of the school and how they impact on the performance of the school actors.

LEVEL 2 SEMESTER 1

EFPM506   Educational Tests and Measurement   (30 CREDITS)

This module endeavors to shed light on the advanced principles of test planning, test constriction, test administration, test scoring and the use of test results. It further explores how measurement enhances the quality of teaching and learning process and the ultimate decisions which are made by various stakeholders such as parents, guardians, curriculum planners, classroom practitioners and the employment sector. Most critical educational decisions are often based on the subjective beliefs of parents and educators yet appropriate educational decision-making must be based on objective information and facts about a learner's scholastic

performance. This module exposes student teachers to advanced skills in test development, test use and analysis in educational settings. Furthermore, the module encourages students to apply more sophisticated methods to develop and improve their own skills in testing as well as evaluating the role of measurement in any education system.

EFPM510   Guidance and Counselling   (30 CREDITS)

Modern society is battling with a multiplicity of challenges ranging from the HIV and AIDS pandemic, marital problems, unstable relationships, unemployment, low remuneration, poor health, academic failure and the various forms of abuse. This course is designed to impart a diversity of professional counselling techniques to students so that they will be better positioned to address some of these challenges through guidance and counselling in Zimbabwean educational institutions and even beyond. The use of psychological theories during counselling will be greatly emphasised. The course aims to widen and deepen the students' knowledge of the role of guidance and counselling in educational institutions and the fundamental counselling techniques anchored on psychological theories as well as how to help learners to overcome the various challenging facing them.

EFPM507   Special Needs Education   (30 CREDITS)

The module introduces students of Educational Psychology to the social-emotional context of the inclusive education of pupils with exceptionalities. The module discusses inclusive education from the perspective of successful participation in knowledge acquisition in various settings rather than from a placement perspective. Curriculum and assessment adaptations that enable acquisition and assessment of knowledge will be explored in the module.

LEVEL 2 SEMESTER 2

EFDM501   Dissertation   (60 CREDITS)
The module provides a platform for students to administer research by applying skills in the broad area of education.

REGULATIONS FOR THE MASTER OF EDUCATION IN PHILOSOPHY (M.ED PHIL) FULL TIME AND BLOCK RELEASE

4   PREAMBLE

4.4 The regulations should be read in conjunction with the general academic regulations for Postgraduate degrees, here in after referred to as General Regulations.
4.5 The Senate has the prerogative to change, cancel or replace any of these regulations.
4.6 A student who has enrolled in a programme following one set of regulations shall not be affected by regulations adopted subsequently unless agreed to in writing by the student.

2.0   GENERAL DESCRIPTION OF THE PROGRAMME

The Masters of Education Degree [M.ED ED. PHIL./SOC& PSY.] is a full-time and part-time programme designed for qualified teachers who have a background study in education. The Master of Education degree (M.Ed.) program prepares teachers, administrators and those working in education related environments to serve their schools and communities.

The programme provides a strong background for those wishing to specialise in programmes related to Sociology of Education at Doctoral level. All candidates shall be required to pass all core modules. No candidate shall proceed to dissertation before passing Research Methods and Statistics RMS 501. A module shall have sixty [60] contact hours and candidates are required to pass all taught modules in each part. Each candidate is required to pass the dissertation in part three. New modules may be introduced from time to time. All Students take core, Faculty wide and optional modules throughout the programme. The programme enables students to apply sociological insights in their practice. Graduates will be prepared to bring a culturally-responsive approach and undertake research in their various areas of practice.

3.0   OBJECTIVES

3.1 produce teacher researchers sensitive to the dynamic context of human development and culture.

3.2 enhance the teachers' critical, analytical and reflective skills so as to be effective decision makers in educational issues in different cultural settings.

3.3 help the teachers to plan, design, implement and evaluate developmentally appropriate and culturally relevant curricula in Educational Psychology, Philosophy of Education and Sociology of Education.

3.4 enhance the teacher's awareness of the developmental needs of learners and contemporary issues in education.

4.0   CAREER PROSPECTS

School Administrators, Curriculum Designers, Corporate Training Officers, Teaching, Lectureship, Consultancy work with Non-Governmental Organisations, research and administrative work in the Ministry of Education.

5.0   ENTRY REQUIREMENTS

To be admitted to the programme, a candidate must normally have had experience in approved educational work such as curriculum development, Schools Psychological Services, lecturing, teaching and have obtained:

5.1   a B.Ed. Degree of this University or such a degree from another approved university with a minimum overall grade of 2.2.

OR

5.2 a degree and a Graduate Certificate in Education of this University or approved equivalent qualifications, with a minimum overall grade of 2.2.

OR

5.3 any other relevant degree qualification recognized by this university where education was taken as a major academic subject with a good pass.

6.0   STRUCTURE OF THE PROGRAMME

6.1 Each student shall be required to take and complete a total of eleven [11] modules over a period of two [2] years part-time study and one and half (1 ½) years full-time in accordance with the following breakdown:

4.1.1   Nine [9] taught modules including one [1] optional module.

4.1.2   A research dissertation equivalent to two [2] modules.

4.1.3   The six (6) specialisation modules and RMS501 will have a higher weight than the optional module and EFSM501

7.0   ASSESSMENT

7.1   In addition to the dissertation, a candidate will be required to write one   three-hour examination paper in each of the eight taught modules for   which they are registered.   The dissertation must be submitted not later   than 30 September of the final year of the degree programme.

7.2   Each module as well as the dissertation shall be marked out of 100%. For the dissertation an oral or practical examination may be required at the discretion of the panel of examiners.

7.3   The final classification of the degree will be based on the following   weighting:

Eight (8) taught courses   80%
Dissertation   20%

8.0   SUPPLEMENTARY EXAMINATIONS

Supplementary examinations may be allowed in accordance with the provisions of the General Regulations.

9.0   DEGREE CLASSIFICATION AND WEIGHTING

9.1   The degree classification shall be an average of the candidate's   performance in all the courses studied.

9.2   The degree shall be classified in the following divisions:-

80% and above -   Distinction

70%-79%   -   Merit

50% - 69%   -   Pass

Below 50%   -   Fail

10.0   CORE MODULES

Each candidate shall study the following core modules:

Research Methods and Statistics   RMS501
Information and Communication Technology   EFM503
Dissertation (equivalent to two modules)   EFDM501

10.1   OPTIONAL MODULE

One module will be chosen from a subject area other than the area of specialisation chosen.

10.2   SUBJECT AREAS OF SPECIALISATION

Each candidate shall study six (6) modules from one of the following areas of specialisation.

11.0   MODULES

LEVEL 1 SEMESTER 1

Students are required to take eleven (11) modules including three (3) university wide modules

Regulations for the Master of Education in Philosophy Degree (M.Ed. Philosophy) In-Service (Full-time/Block release)

CODE	MODULE DESCRIPTION	CONTACT TIME			NON CONTACT TIME	NOTIONAL HRS	CREDITS
LEVEL 1 SEMESTER 1		lectures	Presentation/ Practical Skills	Tutorials			
EFPHM501.	Classical philosophies of education	60	20	40	180	300	30
EFPHM510.	African epistemology and the curriculum	60	20	40	180	300	30
EFM503	Information and communication technology	60	20	20	180	280	28
SEMESTER TOTAL						**880**	**88**
LEVEL 1 SEMESTER 2							
EFPHM 504.	Modern Philosophies of education	60	20	40	180	300	30
RMS501.	Research methods and statistics	60	20	40	180	300	30
Optional Modules							
EFPM510	Guidance and counselling	60	20	20	180	280	28
EFPM503.	Personality theories and development.	60	20	20	180	280	28
EFSM502.	Social determinants of education	60	20	20	180	280	28

Or EFSM 508.	Sociology of the school	60	20	20	180	280	28
SEMESTER TOTAL						**880**	**88**
CUMMULATIVE TOTAL						**1760**	**176**
LEVEL 2 SEMESTER 1							
EFPHM506.	Reasoning and meaning in traditional African societies.	60	20	40	180	300	30
EFPHM511.	Globalisation And African heritage.	60	20	40	180	300	30
EFPHM512.	African philosophy and religion.	60	20	40	180	300	30
SEMESTER TOTAL						**900**	**90**
CUMMULATIVE TOTAL						**2660**	**266**
LEVEL 2 SEMESTER 2							
EFDM 501	Dissertation					600	60
SEMESTER TOTAL							**60**
CUMMULATIVE TOTAL							
PROGRAMME TOTAL						**3260**	**326**

12.0 CREDIT SYSTEM

12.1 Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

12.2 A single credit is equivalent to 10 notional hours of learning.

12.3 The notional hours of learning of each module are made up of contact and non - contact hours.

12.4 The contact hours include lectures, practicals and tutorials.

12.5 Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

MODULE SYNOPSIS

LEVEL 1 SEMESTER 1

EFPHM501   Classical Philosophies of Education   (30 CREDITS)
The course serves to induct students into the historical development of philosophical thought. An analysis of developments in the River of Thought from its identified source through to the present age is going to be done. Emphasis will be placed on how these philosophies and philosophical ideas have impacted the practice of education then and in the contemporary age.

EFPHM510   African Epistemology and the Curriculum   (30 CREDITS)

The module is designed to equip students with adequate skills and attitudes to function as effective and reflective practitioners. It explores curriculum issues as reflected in the educational practices and pre-colonial Africa. An attempt to fuse practice then with the modern approaches is a critical component the module interrogates.

EFM503   Information and Communication Technology   (28 REDITS)

This course is designed for students studying for a Master of Education Degree and is offered as one of the compulsory courses. The course assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this course at Postgraduate level. The course at Masters level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

LEVEL 1 SEMESTER 2

EFPHM504   Modern Philosophies of Education   (30 CREDITS)

This module examines philosophies and philosophers guiding educational thought and practice in the contemporary era. It is meant to acquaint students with modern philosophies and philosophers. It also serves to encourage students to formulate their own theories of educational practices in keeping with demands of the 21st century society.

RMS501   Research Methods and Statistics   (28 CREDITS)

It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The course is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers.

EFPM510   Guidance and Counselling   (28 CREDITS)

The human society is grappling with a myriad of challenges ranging from psychological difficulties, academic failure, the HIV /AIDS pandemic, marital problems, unstable relationships, unemployment, low remuneration, poor health and various forms of abuse. Therefore, guidance and counselling of affected individuals and groups is an integral component of the educational mission of higher learning institutions. This module is designed to impart a diversity of professional counselling techniques to students so that they will be better positioned to address some of these challenges through guidance and counselling in Zimbabwean educational institutions and beyond. The use of psychological theories during counselling will be greatly emphasised.

EFSM508   Sociology of the School   (28 CREDITS)

The course is designed to enhance students' understanding and knowledge of the teaching and learning situations as they obtain in the various schooling settings. The sociological theories will be employed to gain an understanding of the internal and external environment of the school and how they impact on the performance of the school actors.

LEVEL 2 SEMESTER 1

EFPHM506   Reasoning and Meaning in Traditional African Societies (30 CREDITS)

The module provides stakeholders a platform to explore philosophical discourse as practiced in traditional African societies. It explores the very nature of philosophy as an open field to all people groups. The module thus serves to enliven the debate on the river of thought.

EFPHM511   Globalisation and African Heritage   (30 CREDITS)

This module explores educational debates from a cosmopolitan thrust. It challenges stakeholders to reflect on the possibility of interrogating thought and practice from a 'glocal' perspective. The module also examines the impact of globalization on people groups' identities and cultural heritage.

EFPHM512   African Philosophy and Religion   (30 CREDITS)

The module interrogates African philosophical thought and religious practices. It is meant to develop in students an appreciation of the contribution of Africa to the global understanding of both philosophy and religion. The module also explores the basis of the African value systems and how these help in developing the 21st century society citizenry.

LEVEL 2 SEMESTER 2

EFDM501   Dissertation   (60 CREDITS)
The module provides a platform for students to administer research by applying skills in the broad area of education.

REGULATIONS FOR THE POST-GRADUATE DIPLOMA IN HIGHER AND TERTIARY EDUCATION (PGDHTE)

1.0   **Preamble**
        These regulations should be read in conjunction with The General Regulations for Post-   Graduate Diplomas hereinafter referred to as the General Regulations.

2.0   **GENERAL DESCRIPTION OF THE PROGRAME**

The Post Graduate Diploma in Higher and Tertiary Education is a block release programme. The duration of the programme shall be one (1) year of study including six (6) weeks of internship during the second semester. It is meant to develop discipline specialists into professional educators.

3.0 OBJECTIVES
3.1 To equip discipline specialists with pedagogical and andragogical skills.
3.2 To advance the cause for the scholarship of teaching and learning.
3.3 To enhance the quality of instruction in tertiary institutions.

4.0 CAREER PROSPECTS
School Administrators, Curriculum Designers, Corporate Training Officers, Teaching, Lectureship, Consultancy work with Non-Governmental Organisations, research and administrative work in the Ministry of Education.

5.0 ENTRY REQUIREMENTS
To be eligible for admission, a candidate shall normally have:
 5.1   A degree in any discipline from a recognized university.
5.1   Teaching related experience in higher and tertiary education.

6.0 STRUCTURE OF THE PROGRAMME
6.1 Three (3) compulsory sessions shall be held at the University in the January/ February and June/ August university vacations and the rest over weekend schools extending from February to October of the year.
6.2   A candidate shall be required to take and register for a total of ten (10) modules as follows:
6.2.1   Eight (8) taught modules
6.2.2   A project equivalent to one (1) module.
6.2.3   Internship equivalent to one (1) module.

6.3A taught module shall have forty eighty (48) contact hours.
6.4   A candidate shall study all the following nine (9) modules including internship.

7.0 ASSESSMENT
Each candidate shall be assessed on the following:
7.1 Coursework in each of the taught modules in 4.1 above.
7.2 A portfolio showcasing the students' work on each of the taught modules.
7.3 Within each taught module, the weighting of the course work shall be 30% and that of the portfolio 70%.

7.4 Internship.
7.5 Research project.

8.0 DEGREE CLASSIFICATION AND WEIGHTING

8.1   To successfully complete the diploma, each candidate should pass all modules   assessed in the programme.

8.2   A candidate who fails one (1) or two (2) modules within supplementable range will be allowed to re-submit their portfolio.

8.3   A candidate who fails three or more modules will be deemed to have failed and   may   be allowed to repeat the failed modules.

80-100 (1)	Distinction
70-79 (2.1)	Merit
60-69 (2.2)	Pass
50-59 (3)	Pass
49 and below	Fail

9.0   MODULES

LEVEL 1 SEMESTER 1
Students are required to take eleven (11) modules.

REGULATIONS FOR POSTGRADUATE DIPLOMA IN HIGHER AND TERTIARY EDUCATION

CODE	MODULE DESCRIPTION	CONTACT TIME			NON CONTACT TIME	NOTIONAL HRS	CREDITS
		lectures	Presentation/ Practical Skills	Tutorials			
LEVEL 1 SEMESTER 1							
PGDHTE501	Psychology of Teaching and Learning in Higher and Tertiary Education	60	20	40	180	300	30
PGDHTE502	Introduction to Philosophy of Education	60	20	40	180	300	30
PGDHTE503	Introduction to Sociology of Education	60	20	40	180	300	30
PGDHTE504	Curriculum and Educational Technology in Higher and Tertiary Education	60	20	40	180	300	30
PGDHTE505	Planning and Management in Higher and Tertiary Education	60	20	40	180	300	30
PGDHTE511	Researching in Higher and Tertiary Education	60	20	40	180	300	30
SEMESTER TOTAL						**1800**	**180**
LEVEL 1 SEMESTER 2							
PGDHTE506	Assessment and Evaluation in Higher and Tertiary Education	60	20	40	180	300	30
PGDHTE507	Pedagogics and Didactics in Higher and Tertiary Education	60	20	40	180	300	30

PGDHTE508	Dynamics of Higher and Tertiary Education Systems	60	20	40	180	300	30
PGDHTE509	Internship	60	20	40	180	300	30
PGDHTE510	Research Project				300	300	30
SEMESTER TOTAL						**1500**	**150**
CUMMULATIVE TOTAL						**3300**	**330**
PROGRAMME TOTAL						**3300**	**330**

10.0   CREDIT SYSTEM

10.1   Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.2   A single credit is equivalent to 10 notional hours of learning.

10.3   The notional hours of learning of each module are made up of contact and non- contact hours.

10.4   The contact hours include lectures, practicals and tutorials.

10.5   Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

MODULE SYNOPSIS

LEVEL 1 SEMESTER 1

PGDHTE501 PSYCHOLOGY OF TEACHING AND LEARNING IN HIGHER AND TERTIARY EDUCATION

(30 CREDITS)

This module will introduce you to the fundamental principles of psychology and to the major subjects of psychological inquiry. It has been designed to not only provide you with the tools necessary for the study of psychology but to present you with a sampling of the major areas of psychology research. The module begins with a short overview of how psychology developed as an academic discipline and an introduction to a number of the principle methodologies most commonly deployed in its study. The subsequent units are arranged around broad areas of research, including emotion, development, memory, and psychopathology. We will focus on well-substantiated research and current trends within each of these categories.

PGDHTE502 INTRODUCTION TO PHILOSOPHY OF EDUCATION   (30   CREDITS)

The module is about the philosophical aspects of education. It explains that the philosophy of education is the branch of philosophy that addresses philosophical questions concerning the nature, aims, and problems of education. The module examines the problems concerning the aims and guiding ideals of education. It also

explores the problems concerning students' and parents' rights, the best way to understand and conduct moral education, and the character of purported educational ideals.

PGDHTE503 INTRODUCTION TO SOCIOLOGY OF EDUCATION   (30 CREDITS)

This course is designed to introduce you to a range of basic sociological principles so that you can develop your own sociological imagination. You will learn about the origins of sociology as a discipline and be introduced to major sociological theories and methods of research. You will also explore such topics as sex and gender, deviance, and racism. As you move through the course, try to develop your sociological imagination by relating the topics and theories you read about to your own life experiences.

PGDHTE504 CURRICULUM AND EDUCATIONAL TECHNOLOGY IN HIGHER AND TERTIARY EDUCATION

                                                              (30 CREDITS)

Students will understand technology as a human activity and the contribution of technology education to general education. They will investigate curriculum documents relevant to technology education and develop related knowledge and skills. They will apply pedagogical approaches appropriate to technology education as the basis for planning and adapting relevant learning activities. The module will emphasise experiential learning, including through the integration of ICT, appropriate to technology education by engaging students in individual and collaborative activities.

PGDHTE505 PLANNING AND MANAGEMENT IN HIGHER AND TERTIARY EDUCATION (30 CREDITS)

This module introduces the field of educational administration largely through perspectives drawn from the field of organisation theory. Students are introduced to the development of thought in the field of educational administration and to a study of the two major paradigms; the functionalist and interpretive paradigms. Students are then introduced to the concept of a post-modern organisation and explore the post-modernist perspective on organisation theory. While the focus of this module is on educational administration, the theory base draws from organisational theory that can be applied to most service organisations.

PGDHTE511 RESEARCHING IN HIGHER AND TERTIARY EDUCATION   (30 CREDITS)

It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The course is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers.

LEVEL 1 SEMESTER 2

PGDHTE506 ASSESSMENT AND EVALUATION IN HIGHER AND TERTIARY EDUCATION (30 CREDITS)

This module endeavors to shed light on the advanced principles of test planning, test constriction, test administration, test scoring and the use of test results. It further explores how measurement enhances the quality of teaching and learning process and the ultimate decisions which are made by various stakeholders such as parents, guardians, curriculum planners, classroom practitioners and the employment sector. Most critical educational decisions are often based on the subjective beliefs of parents and educators yet appropriate educational decision-making must be based on objective information and facts about a learner's scholastic performance. This module exposes student teachers to advanced skills in test development, test use and analysis in educational settings. Furthermore, the module encourages students to apply more sophisticated methods to develop and improve their own skills in testing as well as evaluating the role of measurement in any education system.

PGDHTE507 PEDAGOGICS AND ANDRAGOGICS IN HIGHER AND TERTIARY EDUCATION (30 CREDITS)

The module is designed to acquaint stakeholders with the pedagogical and andragogical knowledge. It explores the role of the educator where it involves the young and the adult learner. It thus equips the student with instructional skills demanded by any given teaching and learning situation.

PGDHTE508 DYNAMICS OF HIGHER AND TERTIARY EDUCATION SYSTEMS (30 CREDITS)

This module provides higher education practitioners with the opportunity to explore meaningful learning and teaching issues within their own professional environment, from the perspective of their current and anticipated teaching role(s). Participants will reflect on their values, context and practice, and design and implement an evidence-based learning and teaching activity or artefact. Peer feedback and individual reflection will be used to evaluate this design and implementation process. Students undertaking this module are required to have access to learning and teaching environments in a higher education setting.

PGDHTE509 INTERNSHIP   (30 CREDITS)

The Internship programme is designed to serve as a culminating experience for students who are in their last semester of the Post Graduate Diploma in Higher Tertiary Education. The supervised internship assists in the preparation of students for administering instruction at tertiary level.

PGDHTE510   RESEARCH PROJECT   (30 CREDITS)

The module provides a platform for students to administer research by applying skills in the broad area of education.

JAIROS JIRI CENTRE FOR SPECIAL NEEDS EDUCATION

REGULATIONS FOR THE MASTER OF EDUCATION DEGREE IN SPECIAL NEEDS EDUCATION (M.ED SNE) BLOCK RELEASE

1.0 PREAMBLE

1.1.   The programme is in response to the increasing demand for highly qualified and competent SNE practitioners. This is

 also in response to the need to complement the efforts of other universities in Zimbabwe and elsewhere who are offering similar programmes as a way of improving the human resource base of SNE practitioners which currently is depleted.

1.2   It is also in line with EFA Goal number one which advocates for comprehensive early childhood education, inclusive and special needs education and pastoral care, therefore highly qualified personnel are most likely to be involved in training and consultancy work.

20 GENERAL DESCRIPTION OF THE PROGRAMME

The Masters in Special Needs Education is a 2 year course. Students takes ten (10) compulsory modules outlined in the programme. These provide a sound base from which to specialise.

3.0 OBJECTIVES
The programme aims to achieve the following objectives:

3.1   produce teacher- researchers sensitive to the dynamic cultural contexts of special needs education.

3.2   enhance the teachers' critical, analytical and reflective skills so as to be effective decision makers in inclusive and special needs education issues.

3.3   develop practitioners who can plan, design, implement and evaluate developmentally appropriate curricula for learners with SEN in different cultural contexts.

3.4   To enhance teacher understanding of Special Needs Education and inclusive early childhood education, culture   and heritage

 from an African context.

4.0 CAREER PROSPECTS
Lectureship, Consultancy work on Inclusive and Special early childhood development issues, Advocacy for young children, consultancy work with Non- Governmental Organisations, training officers in public health. Rehabilitation technicians, social workers

5.0 ENTRY REQUIREMENTS

To be admitted into the programme, a candidate must normally have:

5.1   attained a minimum of Lower Second Division at B.Ed. (SNE) or assessed equivalent /level of this University or other universities

5.2   attained a satisfactory standard on any entrance test, which the University may   deem necessary

6.0   STRUCTURE OF THE PROGRAMME

6.1   Each student shall be required to take and complete a total of ten [10] modules over a period of two [2] years part time study in accordance with the following breakdown:

6.2   Seven [7] taught modules

6.3   Internship equivalent to one module

6.4   A research dissertation equivalent to two [2] modules.

7.0   ASSESSMENT

7.1   Each taught module shall be given a percentage mark.

7.2   The weighting shall be:

Coursework   30%

Examination   70%

7.3   Each student will get a percentage mark for the dissertation and internship.

8.0   DEGREE CLASSIFICATION AND WEIGHTING

8.1   The degree classification shall be an average of the candidate's   performance in all the courses studied.

8.2   The degree shall be classified in the following divisions:-

80% and above -   Distinction

70%-79%   -   Merit

50% - 69%   -   Pass

Below 50%   -   Fail

9.0   MODULES

LEVEL 1 SEMESTER 1

CODE	MODULE DESCRIPTION	CONTACT TIME			NON CONTACT TIME	NOTIONAL HRS	CREDITS
LEVEL 1 SEMESTER 1		Lectures	Presentation/ Practical Skills	Tutorials			

SNEM 101	Assessment and curriculum issues in SNE	60	20	40	180	300	30
SNEM 104	Disability issues in Gender, HIV and Aids	60	20	40	160	280	28
SNEM 107	Social and cultural context of SNE	60	20	40	160	280	28
SEMESTER TOTAL						**860**	**86**
LEVEL 1 SEMESTER 2							
SNEM 105	Research Methods and Statistics	60	20	40	180	300	30
SNEM 108	Communication systems in SNE	60	20	40	160	280	28
SNEM 109	Community based rehabilitation, guidance and counselling	60	20	40	160	280	28
SEMESTER LEVEL						**860**	**86**
CUMMULATIVE TOTAL						**1720**	**172**
LEVEL 2 SEMESTER 1							
SNEM 201	Practicum	60	20	40	160	280	28
ELECTIVE	**MODULES**						
SNEM 204	Visual Disability Studies	60	20	40	160	280	28
SEMESTER TOTAL						**560**	**56**
CUMMULATIVE TOTAL						**2560**	**256**
LEVEL 2 SEMESTER 2							
SNEM 210	Dissertation				600	600	60
SEMESTER LEVEL						**600**	**60**
CUMMULATIVE TOTAL						**3400**	**340**
PROGRAMME TOTAL						**3400**	**340**

10.0   CREDIT SYSTEM

10.1   Each module is assigned credits that represent the total number of notional hours of learning that a student is expected to be engaged in for their particular module.

10.2   A single credit is equivalent to 10 notional hours of learning.

10.3   The notional hours of learning of each module are made up of contact and non- contact hours.

10.4   The contact hours include the lectures, practicals and tutorials.

10.5   Non-contact hours include the hours for assignment preparation and writing, tests, examinations and self-directed learning.

MODULE SYNOPSIS

LEVEL 1 SEMESTER 1
SNEM 101: Assessment and Curriculum issues in SNE

The module covers curriculum innovation and industrialisation models and approaches in Inclusive and Special Needs Education. In-depth theoretical, ethical principles and criteria underpinning curriculum modification, industrialisation and curriculum management of learners in a changing world will be explored.

SNEM 104: Disability Issues in Inclusive and Special Needs Education.
The module will cover the interface between disability, gender, HIV and AIDS. Intervention models, opportunities and facilitators in community participation will be analysed using an acceptance of diversity approach. Legal and policy issues as well as criticisms of related gender, HIV & Aids interventions will be examined in the Zimbabwean and global contexts

SNEM 107: Social and cultural context of Special Needs Education.
The module will cover socio-cultural theories relevant to Inclusive and Special Needs Education. It will analyse the relevance of ecological, socio-cultural and familial theories and aspects in managing learners with special educational needs in various learning contexts.

LEVEL 1 SEMESTER 2

SNEM 105: Research Methods and Statistics   (30 CREDITS)

It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The course is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers.

SNEM 108: Communication systems in Special Needs Education.

The module will cover communication systems and assistive devices and interventions for learners with Communication difficulties. Computer based applications for children with communication disorders, wireless communication systems for children with severe communication difficulties, Picture Exchange Communication Systems, Bliss symbolism and others shall be examined.

SNEM 109: Community Based Rehabilitation, guidance and counselling

The module will cover quality of Life index issues in Community based rehabilitation (CBR) and school to career schemes. The CBR matrix will be analysed in relation to disability service provision in Zimbabwean communities and the global context. Individual, familial and group counselling and guidance services shall be covered in conjunction with needs analysis.

LEVEL 2 SEMESTER 1
SNEM 206: Practicum

The module entails practical engagement in Inclusive and Special Needs Education aspects. Students will be equipped with the ability to undertake needs analysis and action research approaches in solving or alleviating challenges encountered by people with disabilities in the communities they serve.

ELECTIVES/ OPTIONAL MODULES
SNEM 202: Severe learning and communication difficulties
The module covers causes, types, characteristics and management strategies for learners with severe learning and communication difficulties. Theories underpinning the understanding of severe learning and communication challenges shall be examined and critiqued for sustainable learning outcomes

SNEM 204: Visual disability studies
The module covers causes, types, characteristics and impact of vision loss upon learners. Technological requirements, special considerations for learning, mobility and orientation training as well as assessment of vision loss shall be explored.

SNEM 203: Deaf and hard of hearing studies
The module covers aspects of Deaf Culture, Deaf Education, Zimbabwean Sign Language and Bilingual education. Theoretical and practical aspects of Zimbabwean Sign Language shall be explored as well as audiological aspects.
SNEM 208: Inclusive early childhood development
The module covers inclusive service models in early childhood. The need for early identification and intervention. Models, theories, approaches and perspectives to inclusive early childhood education shall be discussed.

SNEM 209: Inclusive and Special Needs Education management and change.

Regulations, funding, specialist advice, support services and partnership in management of Inclusive and special needs education shall be discussed. Career development, school practices, statutory instruments, assessment and monitoring shall be examined in the Zimbabwean and global contexts.

LEVEL 2 SEMESTER 2

SNEM 210: Dissertation

The module is a supervised research where the student undertakes original empirical research applying knowledge and skills of research methods and statistics. The student should demonstrate independent thinking and rigorous collection and evaluation of research findings consistent with Inclusive and Special Needs Education.

MODULE SYNOPSES BY DEPARTMENT

JAIROS JIRI CENTRE FOR SPECIAL NEEDS EDUCATION

BACHELOR OF EDUCATION (SPECIAL NEEDS EDUCATION) HONOURS DEGREE FULLTIME

MODULE SYNOPSES

SNE102 Curriculum Management in Special Needs Education.

The module will introduce curriculum dimensions in Special Needs Education. Management of the curriculum will be discussed within classroom inclusive contexts.

SNE104 Assessment in Special Needs Education.

The module will cover models and assessment tools for learners with special educational needs. Assessment procedures for different disabilities will also be highlighted. Evaluation tools will be discussed.

SNE109 Foundations and Cultural Issues in Special Needs Education

The module will introduce psychological, social cultural and historical frameworks related to disability and Special Needs Education. The impact of historical and contemporary contexts on the provision of special needs education on theories and paradigms will be examined. The influence of international treaties on local Special Needs Education will be assessed.

SNE105 Hearing Impairment.

The module will examine issues related to education of students with hearing impairment within the global and Zimbabwean context. Hearing loss will be examined in a cultural – historical context. Common medical issues and cultural concerns of the deaf and hard hearing will be covered. The impact of the hidden impairment on the individual will be discussed. Family support and enhancement of cultural competencies will provide the general direction of the module.

SNE106 Guidance and Counseling Issues in Special Needs Education.

This module will focus on foundations in guidance and counseling issues related to Special Needs Education. Theories related to counseling and career perspective will also be covered.

SNE108 Visual Impairment.

This module will provide an overview of issues relating to blindness and low vision. The education of learners with visual impairment from a cultural and inclusive perspective will also be examined. Technologies used by individuals with visual impairment will be covered. Perceptions of visually impaired individuals in families, educational and community contexts will be examined.

SNE113Cultural Issues in Inclusion.

The module will cover cultural perspectives in Special Needs Education. Models and challenges of inclusion will also be included. The Zimbabwean context of including learners with special needs shall also be highlighted. Exceptionality will be examined in a cultural diversity context. Classifications alternatives, legal and policy issues will be covered. Criticisms of inclusion will be examined. Hearing Impairment and the Zimbabwean Cultural Contexts

SNE114 Hearing Impairment and Audiometry

The module will examine issues related to education of students with hearing impairment within the global and Zimbabwean context. The educational and audiometric needs of learners who are deaf and hard of hearing will be analysed. Students will learn about the anatomy of the ear and physiology of hearing as well as the physics of sound. They will learn how to screen for hearing loss and interpret a basic audiogram for teaching purposes.

SNE 115 Zimbabwean Sign Language 1

The module will cover cultural perspectives of Deaf Education. The socio-cultural perspective will be used to ground students of Special Needs Education in Deaf culture and Zimbabwean Sign Language. Native users of the language will be employed as role models to take the students beyond Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Level Processing (CALP). The language is meant to be taught to a level where it can be used as a medium of instruction and as a subject at both primary and secondary school level.

SNE 116: Braille 1

The module will cover Braille skills development. Students of Special Needs Education will learn how to train pupils who are novices in Braille pre-writing skills, use of the slate and stylus as well as Perkins Braille machine. The module emphasizes improvisation in skill development in the absence of sophisticated technology. Students will learn how to transcribe grade 1Braille and use various types of Braille embossers. Students will also learn how to develop media of a tactile nature for teaching purposes.

SNE207 Rehabilitation and Transition of Children and Youth with Disabilities.

The module will cover issues related to the rehabilitation and transition of children and Youth with disabilities. Challenges faced by these children as well as learning outcomes will be covered.

SNE213 Physical and Motor Disabilities.

This module will cover the different types of physical and motor disabilities. Levels relating to these disabilities will be examined. The impact of these on children's learning will be looked at.

SNE214 Health Related Disabilities.

The module will cover concepts related to the education of learners with health related disabilities. Management and intervention models shall also be examined. Challenges and contemporary issues in service provision for these learners will be reviewed.

SNE207 Rehabilitation and Transition of Children and Youth with Disabilities.

The module will cover issues related to the rehabilitation and transition of children and Youth with disabilities. Challenges faced by these children as well as learning outcomes will be covered.

SNE215 Gifted, Creative and Talented Education.

The module will focus on the education of gifted, creative and talented students. Learning and teaching strategies will be discussed.

SNE221Specific Learning Disabilities.

Types, classifications difficulties, and assessment of learning difficulties will be covered. Pedagogical issues related to learning disability will be examined. Pedagogical strategies employed for children with learning disability will be dealt with.

SNE216 Cognitive Social and Emotional Development within a Cultural Context.

The module will introduce students to social-emotional context and cultural meanings of cognitive social and emotional development. Significant theories relating to cognitive, emotional and social development will be covered. Biological, social and cultural influences impinging on development of children with exceptionality will be examined.

SNE217 Intellectual Disabilities.

This module will introduce students to causes, diagnoses, classification and interventions for children with intellectual disabilities. Motivation, vocational training and employment issues will be covered on the module. Organisations and resources in the area of intellectual disability will be reviewed.

SNE220 Early Intervention in Exceptionality.

The module will cover early detection and diagnosis of disability. Intervention procedures within classroom and inclusive context will be examined. Legislation and policies related to early intervention will be sampled. Services and supports available to parent, family and community involvement in early intervention will be covered.

SNE219 Reading Difficulties within Cultural Dimension.

This module will cover reading difficulties, causes, diagnosis and intervention. Cultural dimensions in L1 and L2 comprehension difficulties will be examined. Ethno cultural dimensions in the acquisition of multilingual literacy will be looked at. Significant problems of reading in content areas will also be covered. Practical approaches to integrating cultural dimensions into reading programs will be explored.

MASTER OF EDUCATION (SPECIAL NEEDS EDUCATION) DEGREE

MODULE SYNOPSES

SNEM 104 Disability Issues in Gender, HIV and AIDS.
The module will cover the interface between disability, gender and HIV and AIDS. It takes a cultural perspective of the issues and challenges as well as opportunities in intervention. Models and challenges of participating in communities will be analysed and discussed using an acceptance of diversity approach. Legal and policy issues will be covered. Criticisms of inclusion will be examined. Hearing Impairment and the Zimbabwean Cultural Contexts

SNEM101 Assessment and Curriculum Issues in Special Needs Education.

1.1 Social and Cultural Context of Special Needs. SNEM107
Social Theories Relevant to Special Needs Education
Vygotsky's educational theory in a cultural context
Analysing social and cultural exclusion
Role of the family in partnerships for education of children with special needs
Developmental milestones in a cultural context

1.2 Communication Systems in Special Needs Education. SNEM108
Communication Aids for Children with special Needs
Interventions for Autistic and Communication Handicapped Children
Computer based apps for children with disabilities
Wireless communication systems for children with disabilities.
Picture Exchange Communication Systems
Blissymbolics

1.3 Community Based Rehabilitation, Guidance and Counselling. SNEM109
Quality of Life analysis
Issues in Community based rehabilitation
School to career schemes, policies
Community based management of disability services
Analyses of community based rehabilitation services
Individual counseling services

1.4 Management Issues in Special Needs Education. SNEM211
Regulations
Funding
Oversight Issues in special needs education
Career development in special needs education
Managing school practice in special needs education
Statutory assessments and monitoring
Specialist advice and support services

Partnerships with health and social services

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

BACHELOR OF EDUCATION (HONOURS) DEGREE IN EARLY CHILDHOOD DEVELOPMENT (PRE-SERVICE)

Module Synopses

ECDP 101: Psychological Foundations Of Early Childhood Development

This module is designed for undergraduates who wish to undertake early childhood development as a module. The module, therefore, offers the student some extensive reviewing of selected psychological paradigms, theories and processes in an effort to comprehend possible implications and applications in teaching and learning.

ECDP103: Sociological Foundations Of Early Childhood Development.

This module introduces students to the foundations and development of sociology and sociology of education. The module aims to apply sociological insights, methods and discipline to the study of educational and social problems that are of concern to Early Childhood Development teachers in Zimbabwe. An endeavour would be made to promote discussion on topical social and educational issues. The context of the module is largely the Zimbabwean society though reference to foreign education systems will be encouraged. An analysis of the major sociological perspectives will be undertaken with emphasis on their application to early childhood development.

ECDP 113: Philosophical Foundations Of Early Childhood Development

This module serves to introduce pre-service students to the philosophical base upon which ECD is founded. An examination of the different schools of philosophy and how these influence educational practice in general and early childhood education in particular forms the base of the interactive process where the class operates as a community of inquiry.

ECDP 114: Historical Foundations Of Early Childhood Development.

Historical foundations of early childhood development are a module for undergraduate students specializing in early childhood development. The module exposes students to the historical perspectives and trends in early childhood education.

ICCT100: Information And Communication Technology.

This is an introductory module to studies in computer based information systems. Emphasis is placed on the nature and relevance of information Communication Technology. The module serves to introduce students to the area of research by reflecting on both qualitative and quantitative methods. The main objective being to promote research in education.

HAPC101: Academic And Professional Communication

This module serves to equip students with communication skills critical to an academic setup. It focuses on the elements of communication, communication in traditional and modern societies, organisations, communication and heritage in traditional Zimbabwe. Emphasis will be placed on the application of communication models to traditional and modern Zimbabwe.

BHS 110Introduction to ZimbabweanCulture and Heritage

The module examines the concepts culture and cultural heritage. Emphasis will be placed on the values of social historical architectural or scientific significance which encompass historic heritage given to items and places that are

significant to a people. Exploration of landscapes that contain cultural heritage for example those associated with knowledge, songs, stories, art objects and human remains will be carried out.

Level 1 Semester 2
ECDP105: Theories Of Child Development And Learning In Early Childhood Development
The module is designed for post 'A' level students who have enrolled for a pre-service Bachelor of Education degree programme in Early childhood Development. The module intends to provide students with appropriate theoretical knowledge which informs the physical, cognitive, social, emotional and moral development of young children.

ECDP 106: Early Childhood Development Curriculum
This module is the study of the aspects of planning and implementing group care for infants and toddlers, preschool and infant school children including developmental issues, routines and transitions in care giving; curriculum activities, environmental designs, equipment and materials; and working with parents. The module equips students with skills in planning, developing and applying early childhood curriculum in the different early childhood development subsections.

ECDP 108: Play As A Process Of Learning In Early Childhood
The module Play as a Process of Learning in early childhood development is designed for undergraduate students specialising in early childhood development. The module reviews the concept play and the role of play in child development and learning. The module also aims to engage students to undertake an intensive study of theories of play, functions of play and issues on learning and development through play.

ECDP 110: Curriculum Design, Planning, Implementation And Evaluation In Early Childhood Development.
This module is intended for Undergraduates who are holders of an 'A' level certificate and who are enrolled for a PreService module in Early Childhood Development. The module exposes students to some of the fundamental theories and issues underlying early childhood development curriculum practice. It also informs students on contemporary issues that have a bearing on the early childhood curriculum. Some curriculum approaches used in Early Childhood Development will be examined to enable students to effectively implement a developmentally appropriate curriculum.

ECDP 111: Introduction To Child Development In Traditional And Contemporary Societies.
This module is a core module designed for post 'A' Level students doing the Bachelor of Education Honours Degree in Early Childhood Development. It provides students with the understanding of a child during prenatal and postnatal phases of development and the general development and care until age 8. It is hoped that through this theoretical exposure, students will be able to understand and relate prenatal and postnatal development to overall child development care giving.

ECDP 112: Culture, Health, Safety And Nutrition In Early Childhood Development
The module Culture, Health, Safety and Nutrition in early childhood development is designed for undergraduate students specialising in early childhood development. The module reviews current concepts in the field of culture, health, safety and nutrition and their relationship to the growth and development of the young child. The module is also intended to help students to assist young children to develop good habits and attitudes, and to assume lifelong responsibility for their own well-being.

BHS 101:   Introduction To Zimbabwean History.
The module traces the history of Zimbabwe spanning from the pre-colonial era through to the post-colonial era. It also explores concepts neo-colonialism and cultural imperialism.

Level 2 Semester 1

ECDP 201   Philosophical Issues of Teaching and Learning in Early Childhood Development

This module serves to introduce pre-service students to key aspects defining the practice of education.
It focuses on the traditions of educational thought the curriculum structure, educator – educand relationship among other key drivers. Emphasis will be placed on how these issues relate practice in ECD.

ECDP 202   Psychology and Sociology of Teaching and Learning in Early Childhood Development

The teaching and learning scenario has been pervaded by a diversity of psychology theories with the sole intention of establishing how best classroom practitioners can execute their professional duties (Mangal 2002). This module therefore is directed to students taking the Psychology of Teaching and Learning module with the intention of ultimately becoming practitioners at ECD level. It can be argued that an unwavering knowledge of learning theories will enable teachers to predict the relationship between learning conditions and learning outcomes(Johnson and Johnson, 1975) as well as manipulating all the available resources for the ultimate benefit of the learners (Dworetzky, 1988;Mangal, 2002).

ECDP 213   Mathematics and Science Education in Early Childhood Development

Science and Mathematics in Early Childhood Development is a core module designed for students to undertake an indepth study of philosophical considerations, theoretical perspectives and pedagogical issues in Science and Mathematics in Early Childhood Development. The module aims at equipping students with skills on how to teach environmental science and mathematics competently at Early Childhood Development level in Zimbabwe.

ECDP 204   Language Arts in Early Childhood Development

The Module Language Arts in Early Childhood Development is designed for Pre-service and post Diploma (in-service) students undertaking the Bachelor of Education Degree in Early Childhood Development. The module enables students to engage in an in-depth study of language acquisition theories, understand the concept language and how young children master receptive and expressive language skills. The module also enables students to design child-centred language arts environments (centres/classrooms) and engage in developmentally appropriate practice.

ECDP 212   Media Science in Early Childhood Development

This module aims to develop a competent teacher who is reflective, innovative and effective in designing educational media for the teaching/learning situations at both preschool and infant school levels. The module is intended for undergraduates who are holders of an 'A' level certificate who are enrolled for a Pre-Service Module in Early Childhood Development. It aims to promote and sharpen both intellectual and practical classroom skills, which enhance meaningful teaching and learning for Early Childhood Development pupils. The use of instructional media is critical for early childhood development children.

ECDP 214   Professional Studies in Early Childhood Development

This module is intended to provide useful insights to pre-service student teachers with regard to their professional development and growth at primary school level. A thorough understanding of ethical, legal, technical and professional requirements will adequately prepare students who pursue teaching as a career. The module provides a link between theory and practice and prepares student teachers to accept and play meaningful roles both as student teachers and as qualified practitioners in the teaching profession.

Level 2 Semester 2
ECDP 215   Social Sciences in Early Childhood Development

This module is an attempt to examine ways in which students can be exposed to the Social Sciences discipline by compelling them to relate to their situation first before expanding their vista to the wider world. The module looks at the rationale for the inclusion of Social sciences in the national school curriculum, the nature of the discipline, the concepts in the teaching of the discipline, the sources which serve as its raw materials, the various methodologies employed in order to boost interest in the subject and the evaluation of the module.

ECDP 208   Art Education in Early Childhood Development
The module reviews the concept art and its elements. It also enables students to understand the value of art in the child's total development and how young children use the visual arts to represent their life experiences.

ECDP 209   Music and Movement in Early Childhood Development
This module is intended for undergraduate holders of an "A" level certificate or equivalent qualifications who have enrolled for a Preservice module in Early Childhood Development. An educationally rich early childhood music and movement curriculum lays solid foundation for all later educational experiences. The current emphasis on early childhood education is a prerequisite for entry into formal education as realisation that a good start in life provides easy ascend of the educational ladder.

ECDP 216   Micro Teaching in Early Childhood Development
The module enables students to put theory into practice at preschool and infant school level. The module also exposes students to skills such as lesson planning and presentation, class management and assessment of children's progress.

ECDP 211   Planning, Teaching and Assessment in Early Childhood Development
Module ECDP 211, which covers planning, teaching and assessment is designed to equip students with knowledge, skills as well as familiarise them with processes inherent in good teaching.

RMS 101   Introduction to Research Methods and Statistics
This module is directed at students taking educational research and statistics as a module for the first time. It seeks to provide the students with basic skills in identifying and stating problems in education as well as collecting, analyzing and interpreting qualitative and quantitative data. Emphasis in the module is on statistical reasoning within the context of designing, producing and reading research papers rather than merely accurate, out-of-context statistical computations. In light of this, research methods topics are, as much as possible, infused with relevant statistical processes. However, in order to mirror the organization of the final examination, the module is clearly divided into research methods topics and statistics topics.

Level 3 Semester 1
ECDP301   Pre-school internship.
This is a practical module where students are attached to preschools and apply theory to practice. It exposes students to the dynamics of preschool education, planning and assessment.

Level 3 Semester 2
ECDP302 Infant School Internship
This is a practical module where students are attached to infants grades and apply theory to practice. It exposes students to the dynamics of infant education, planning and assessment.

Level Semester 1
ECDP401 Theories of Child Development and Learning in Early Childhood 2
This module further exposes students to theories of child development and learning as well as those that explain contexts where the development takes place and the influence of such contexts on the development of children within the age range of 0-8 years.
The module intends to provide students with appropriate theoretical knowledge which informs development of young children in the different domains with more emphasis on the development of the sense of self.

ECDP402 Special Needs Education in Early Childhood Development
This module is intended to sharpen students' understanding and provision of special needs education in the context of cultural beliefs and myths.

ECDP403 Managing Early Childhood Settings

Managing Early Childhood Settings serves to induct students to the issues and responsibilities related to the administration of quality early childhood settings. The module enables students to explore theoretical and practical issues in the administration of early childhood settings that are fundamental such as: quality childcare, philosophical basis for programme development and the influence of some of the management and leadership theories in the administration of early childhood settings.

ECDP404 Physical Education in Early Childhood Development

The module Physical Education in early childhood development–ECDDP404 is designed for Bachelor of Education [Primary] Pre-service students undergoing a module to empower them to teach in early childhood development in the primary school. The module intends to introduce and equip students with basic components and comprehensive body of knowledge on the theoretical and practical importance/essentials of Physical education aspects that will empower them to effectively teach physical education at infants level.

ECDP405 Community Development and Early Childhood Programmes

The module places emphasis on interdependence of family, culture and community on the development and education of children from newborn through age eight. The module explores the benefits of ECD Programmes to the community and society in general. furthermore, community involvement and its impact on the quality of early childhood is examined. The module enables students to harness indigenous knowledge systems in the development of early childhood settings in their communities.

Level 4 Semester 2
ECDP407   HIV and AIDS in Early Childhood Development

The module is designed to equip students with knowledge and skills on how to manage HIV and AIDS of the affected and infected victims in learning environments and society in general.

ECDP408   Child and Family Counselling in Early Childhood Development

Modern society is battling with a diversity of challenges which entail the HIV and AIDS pandemic, marital problems, unstable relationships, unemployment, low remuneration, poor health, academic failure and the various forms of abuse. This module is designed to impart a multiplicity of professional counselling techniques to students so that they will be better positioned to address some of these challenges through child and family counselling early childhood (ECD) in Zimbabwean educational institutions in particular and in the society in general. Emphasis will be placed on professional counselling anchored on psychological theories.

ECDP409   Models of Early Childhood Development Programmes

The module engages students in an in depth study of various curriculum models and how they have influenced contemporary early childhood development. It also enables students to apply suitable curriculum models' content to various programme philosophies at early childhood development level. The module assists students to explore how curriculum models support quality and best practices in programs for young children.

ECDP410   Children at Risk in Different Cultural Settings

Children at risk in different cultural settings exposes students to categories of children at risk and the theoretical framework relating to such children. Students will also be exposed to the legal framework guiding responses to children at risk at international, regional and national level. The module also exposes students to the different intervention strategies that can be employed in dealing with children at risk. Students will also explore cultural practices that place children to different risks and how these could be minimized

EFD209   Research Project

The module provides a platform for students to administer research by applying skills in the broad area of education.

BACHELOR OF EDUCATION (HONOURS) DEGREE IN EARLY CHILDHOOD DEVELOPMENT IN-SERVICE

Module Synopses

ECD 110   Community Development and Early Childhood Programmes

The module places emphasis on interdependence of family, culture and community on the development and education of children from newborn through age eight. The module explores the benefits of ECD Programmes to the community and society in general. furthermore, community involvement and its impact on the quality of early childhood is examined. The module enables students to harness indigenous knowledge systems in the development of early childhood settings in their communities.

HAPC101   Academic and Professional Communication

This module serves to equip students with communication skills critical to an academic setup. It focuses on the elements of communication, communication in traditional and modern societies, organisations, communication and heritage in traditional Zimbabwe. Emphasis will be placed on the application of communication models to traditional and modern Zimbabwe.

ECD 109: Psychological Foundations Of Early Childhood Development.

An educationally rich early childhood programme lays a solid foundation for all later educational experiences. The current emphasis on early childhood education as a pre-requisite for entry into formal education is a realization that a good start in life provides ease ascends of the education ladder.

This module, offered in 48 hours, aims to enhance students' knowledge of psychological foundations of early childhood education. The module endeavours to equip students with skills in applying psychological knowledge in teaching/learning situations.

ECD 104: Theories Of Child Development And Learning In Early Childhood Development.

This module exposes students to theories of child development and learning that explain the development of children within the age range of 0-8 years.

The module intends to provide students with appropriate theoretical knowledge which informs development of young children in the different domains with more emphasis on the development of the sense of self.

ECD 108: Philosophical Foundations Of Early Childhood Development

This is a Bachelor of Education (In-Service) Early Childhood Development Honours Degree module outline. It is designed to equip holders of Diploma in Education (ECD) with various skills, habits and attitudes to enable them to become critical, effective and reflective early childhood educators. This module outline covers aims, objectives, methodology, content and assessment.

BHS110   Introduction to Zimbabwean Culture and Heritage

The module examines the concepts culture and cultural heritage. Emphasis will be placed on the values of social historical architectural or scientific significance which encompass historic heritage given to items and places that are significant to a people. Exploration of landscapes that contain cultural heritage for example those associated with knowledge, songs, stories, art objects and human remains will be carried out.

RMS 101   Research Methods and Statistics

This module is directed at students taking educational research and statistics as a module for the first time. It seeks to provide the students with basic skills in identifying and stating problems in education as well as collecting, analyzing and interpreting qualitative and quantitative data. Emphasis in the module is on statistical reasoning within the context of designing, producing and reading research papers rather than merely accurate, out-of-context statistical computations. In light of this, research methods topics are, as much as possible, infused with relevant statistical processes. However, in order to mirror the organization of the final examination, the module is clearly divided into research methods topics and statistics topics.

ICCT100 Information And Communication Technology.

This is an introductory module to studies in computer based information systems. Emphasis is placed on the nature and relevance of information Communication Technology. The module serves to introduce students to the area of research by reflecting on both qualitative and quantitative methods. The main objective being to promote research in education.

ECD 112 Historical Foundations of Early Childhood Development

Historical foundations of early childhood development are a module for undergraduate students specializing in early childhood development. The module exposes students to the historical perspectives and trends in early childhood education.

It is hoped that through this module students will gain a theoretical exposure which will enable them to investigate the past and explain current practices in early childhood development. In understanding the module students will be able to examine the present in order to understand its historical significance for the future.

ECD115 Sociological Foundations of Early Childhood Development

This module introduces students to the foundations and development of sociology and sociology of education. The module aims to apply sociological insights, methods and discipline to the study of educational and social problems that are of concern to Early Childhood Development teachers in Zimbabwe. An endeavour would be made to promote discussion on topical social and educational issues. The context of the module is largely the Zimbabwean society though reference to foreign education systems will be encouraged. An analysis of the major sociological perspectives will be undertaken with emphasis on their application to early childhood development.

BHS101 Introduction to Zimbabwean History

The module traces the history of Zimbabwe spanning from the pre-colonial era through to the post-colonial era. It also explores concepts neo-colonialism and cultural imperialism.

ECD 111 Curriculum Design, Planning, Teaching and Assessment Processes in Early Childhood Development

This module is intended for Undergraduates who are holders of an 'A' level certificate and who are enrolled for a Pre-Service module in Early Childhood Development. The module exposes students to some of the fundamental theories and issues underlying early childhood development curriculum practice. It also informs students on contemporary issues that have a bearing on the early childhood curriculum. Some

curriculum approaches used in Early Childhood Development will be examined to enable students to effectively implement a developmentally appropriate curriculum.

ECD114 Children at Risk in Different Cultural Settings

Children at risk in different cultural settings exposes students to categories of children at risk and the theoretical framework relating to such children. Students will also be exposed to the legal framework guiding responses to children at risk at international, regional and national level. The module also exposes students to the different intervention strategies that can be employed in dealing with children at risk. Students will also explore cultural practices that place children to different risks and how these could be minimized

ECD 201 Administering Early Childhood Development Settings

Administering Early Childhood Settings serves to induct students to the issues and responsibilities related to the administration of quality early childhood settings. The module enables students to explore theoretical and practical issues in the administration of early childhood settings that are fundamental such as: quality childcare, philosophical basis for programme development and the influence of some of the management and leadership theories in the administration of early childhood settings.

ECD 202 Science and Mathematics in Early Childhood Develop

Science and Mathematics in Early Childhood Development is a core module designed for students to undertake an in-depth study of philosophical considerations, theoretical perspectives and pedagogical issues in Science and Mathematics in Early Childhood Development. The module aims at equipping students with skills on how to teach environmental science and mathematics competently at Early Childhood Development level in Zimbabwe.

ECD 213 Social Sciences in Early Childhood Development

This module is an attempt to examine ways in which students can be exposed to the Social Sciences discipline by compelling them to relate to their situation first before expanding their vista to the wider world. The module looks at the rationale for the inclusion of Social sciences in the national school curriculum, the nature of the discipline, the concepts in the teaching of the discipline, the sources which serve as its raw materials, the various methodologies employed in order to boost interest in the subject and the evaluation of the module.

ECD203 Child and Family Counseling In Early Childhood Development

Modern society is battling with a diversity of challenges which entail the HIV and AIDS pandemic, marital problems, unstable relationships, unemployment, low remuneration, poor health, academic failure and the various forms of abuse. This module is designed to impart a multiplicity of professional counselling techniques to students so that they will be better positioned to address some of these challenges through child and family counselling early childhood (ECD) in Zimbabwean educational institutions in particular and in the society in general. Emphasis will be placed on professional counselling anchored on psychological theories.

ECD204 HIV and AIDS Education in Early Childhood Development

The module is designed to equip students with knowledge and skills on how to manage HIV and AIDS of the affected and infected victims in learning environments and society in general.

ECD 205   Special Needs Education in Early Childhood Development
This module is intended to sharpen students' understanding and provision of special needs education in the context of cultural beliefs and myths.

ECD 206   Language Arts in Early Childhood Development
The Module Language Arts in Early Childhood Development is designed for Pre-service and post Diploma (in-service) students undertaking the Bachelor of Education Degree in Early Childhood Development. The module enables students to engage in an in-depth study of language acquisition theories, understand the concept language and how young children master receptive and expressive language skills. The module also enables students to design child-centred language arts environments (centres/classrooms) and engage in developmentally appropriate practice.

ECD 211   Culture, Health, Safety and Nutrition in Early Childhood
The module Culture, Health, Safety and Nutrition in early childhood development is designed for undergraduate students specialising in early childhood development. The module reviews current concepts in the field of culture, health, safety and nutrition and their relationship to the growth and development of the young child. The module is also intended to help students to assist young children to develop good habits and attitudes, and to assume lifelong responsibility for their own well-being.

ECD 208   Play as a Process of Learning in Early Childhood Development
The module Play as a Process of Learning in early childhood development is designed for undergraduate students specialising in early childhood development. The module reviews the concept play and the role of play in child development and learning. The module also aims to engage students to undertake an intensive study of theories of play, functions of play and issues on learning and development through play.

ECD 209   Expressive Arts in Early Childhood Development
This module is designed for post diploma students specialising in early childhood development (ECD). The module seeks to instil essential knowledge, values and attitudes to promote the teaching and learning of Expressive Arts in early childhood development. It examines the constituent components of Expressive Arts and explores the rationale for the discipline in early childhood development. It also exposes students to various theories, themes and methods in Expressive Arts.

ECD 212   Models of Early Childhood Development Programmes
The module engages students in an in depth study of various curriculum models and how they have influenced contemporary early childhood development. It also enables students to apply suitable curriculum models' content to various programme philosophies at early childhood development level. The module assists students to explore how curriculum models support quality and best practices in programs for young children.

EFD 209   Research Project
The module provides a platform for students to administer research by applying skills in the broad area of education.

MASTER OF EDUCATION DEGREE IN EARLY CHILDHOOD DEVELOPMENT (M.ED ECD)

Module Synopsis

ECDM 501   Theories of Infant and Toddler Development

The Module ECDM 501: Theories of Infant and Toddler Development is designed for students undertaking the Master of Education in Early Childhood Development covering basic theories of child development and learning in the early childhood phase (0-8 years). The module focuses on factors affecting the physical, cognitive and psychosocial development of a child from birth to age three. Topics include: the effect of adultchild relationship on an infant's development; practical application of developmental theories in relation to infant/toddler group care; dealing sensitively with cultural issues in the child care setting and developmental appropriate environmental for positive infant and toddler developmentally appropriate environments for positive infant and toddler development. As a module offered at Masters Degree level, ECDM 501 is based on a student's prior knowledge, skills, competencies and attitudes consistent with caring, nurturant, sensitive and responsive educators working in a dynamic and challenging environment.

ECDM 503   Technology and Early Childhood Development

This module is designed for students studying for a Master of Education Degree and is offered as one of the compulsory modules. The module assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this module at Postgraduate level. The module at Masters level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

ECDM509   Comparative Education In Early Childhood Development

The module provides an overview of major concepts and theories in the field of comparative and international education in early childhood development. It raises dismodules in relation to the approaches, methodologies, models and specific methods appropriate to the field. Major views from historical and contemporary scholars and studies will be examined to develop students' understandings of the conceptual and methodological issues. In particular, the module focuses on particular issues in educational systems, contexts, regions or nations, and the competing theoretical positions, policies and debates that underpin as well as surround these lines of research. Content includes students' study of identified case-studies, applying particular theories and discussing their findings.

RMS 501   Research Methods and Statistics

It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The module is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers.

ECDM 502   Social Justice and Early Childhood Development

The module ECDM 502 focuses on introducing students to 'social justice' issues in early childhood development, themes and topics. As a module offered at Masters Degree level it is based on prior knowledge from undergraduate studies; and on the experience that the student brings to the programme. Module themes and topics cover contemporary issues and research in the field of social justice and early childhood development

ECDM 504   Culture and Early Childhood Development

The module ECDM504 : Culture and Early Childhood Development is designed for students undertaking the Master of Education Degree in Early Childhood Development covering the fundamental role and influence of culture in the development of children in the early childhood phase (0-8 years). The module looks at culture as a key aspect in the development of children's cognition, child-rearing patterns and societal divergence as well as multi-cultural practices in view of the world becoming a global village. The module exposes students to an array of cultural issues and their relevance in contemporary society as well as provide them with the opportunity to compare and contrast different cultural contexts and their effect on young children's development. The module will equip students with skills to handle multi-cultural ECD settings in ways that benefit all children.

ECDM 505   Contemporary Issues in Early Childhood   Development

The module aims to introduce students to a number of contemporary issues in Early Childhood Development. Examine current policies in relation to contemporary issues in Early Childhood Development. Further understand and support children's development and learning. Enhance their understanding of Early Childhood Education and care from birth to eight years. Study International developments in Early Childhood Development. Develop research skills and conduct small-scale research studies.

ECDM 506   Management of Early Childhood Programmes

This module is designed for students taking the Masters Degree in Early Childhood Development. The aim of the module is to examine issues and responsibilities related to the management of early childhood development programmes. As a result this module is structured in such a way so that it provides students with an insight, knowledge, skills and attitudes in the management of schools for young children. The module will specifically focus on general theories and practices of management and supervision that will allow students to manage planning, organisation, curriculum evaluation, resources, finance and programmes relationships in Early Childhood Development Programmes

ECDM 508   Early Childhood Literacies

The module ECDM 508: Early Childhood Literacies is designed for students undertaking the Master of Education in Early Childhood Development. This module focuses on how literacy develops in young children and the ways in which educators can encourage the natural emergence of early reading and writing. It provides a critical examination of the major areas of speaking, listening, reading, and writing experiences of young children. Current research in language and literacy development with an emphasis on effective strategies (such as phonemic awareness and decoding), educational practice, and instructional materials will be analyzed in relation to different theoretical views of the language arts. Special emphasis will be placed

on integrating the language arts skills for early literacy development. The module also surveys theories of oral language acquisition and development and the role of language as a foundation for literacy. Attention to the role of talk across the curriculum and a survey of principles and practices for supporting a language-rich curriculum is focused. Methods of assessing and responding to individual children's language differences are highlighted.

ECDM 507   Internship and Community Development

The internship programme is compulsory for students taking the Master of Education (Early Childhood Development programme), the major aim being to put theory into practice. The module exposes students to the applicability and relevance of the Master of Education (Early Childhood Development) degree. Dimensions of the internship include the following: Attending an internship workshop Attachment at a Teachers' College, Government administrative structure or Children's Organisation, Attachment to a preschool/infant school and ECD Community Development Project The internship and community development module is done over a semester.

EFM 503   Dissertation

The module provides a platform for students to administer research by applying skills in the broad area of education.

BACHELOR OF EDUCATION DEGREE IN SOCIOLOGY

MODULE SYNOPSES

BHS110 :   Introduction To Zimbabwean Culture And Heritage
The module examines the concepts culture and cultural heritage. Emphasis will be placed on the values of social historical architectural or scientific significance which encompass historic heritage given to items and places that are significant to a people. Exploration of landscapes that contain cultural heritage for example those associated with knowledge, songs, stories, art objects and human remains will be carried out.

HAPC101: Academic And Professional Communication
This module serves to equip students with communication skills critical to an academic setup. It focuses on the elements of communication, communication in traditional and modern societies, organisations, communication and heritage in traditional Zimbabwe. Emphasis will be placed on the application of communication models to traditional and modern Zimbabwe.

EFS101:   Perspectives In Sociology
This module introduces student to the historical development of sociology and sociological theorizing. It is the bedrock of the programme and the foundation on which sociological knowledge is built. The module exposes students to macro and micro sociological theories. The strengths and limitations of sociological theories in explaining human interaction shall be explored as well. With the understanding of these theories students will then be expected to apply them in their work.

EFS103:   Social Psychological Issues In Education
Every human being is like every other human being, like some other human beings, like no other human being (Kluckohn and Murray, 2004). I am because we are and since I am, therefore we are (Mbiti, 1983). This is an Afro centric view of how personality develops, yet the Euro centric view will lament – 'corgito-ego sum' – 'I think I am' indicating individualism. This module is premised on these basic ideas and the convergent point is how far society shapes our thinking by providing answer to the questions of what, how and why of our behaviour and problems. The module should help students discuss a variety of issues related to theories in social psychology, examining the underlying assumptions and valuing concrete applications of each theory in relevant aspects of human behaviour.

EFPH101: Introduction to Philosophy Of Education
This module serves to guide students attain philosophical insight into the practice of education. An examination of the relationship between Philosophy and Education and how this informs classroom practice forms the base upon which the interactive process where the parties in this module operate as a community of inquiry.

EFS111:   Management In Education
The module is intended to introduce students to basic educational management theory and practice in preparation for their future roles as managers and administrators in education. The module equips the

students with the conceptual, technical and human skills that will enable them to professionally undertake such roles.

Level 1 Semester 2

BHS101:   Introduction to Zimbabwean history

The module traces the history of Zimbabwe spanning from the pre-colonial era through to the post-colonial era. It also explores concepts neo-colonialism and cultural imperialism

ICCT100: Introduction to computers and computer technologies

This is an introductory module to studies in computer based information systems. Emphasis is placed on the nature and relevance of information Communication Technology. The module serves to introduce students to the area of research by reflecting on both qualitative and quantitative methods. The main objective being to promote research in education.

EFS108:   Sociology of sex and gender

The module is designed to enhance students' understanding of the issues surrounding sex and gender. The sociological perspectives on sex and gender are going to be explored to interrogate the relationship between sex and gender, gender and educational attainment, gender and occupation as well as gender and development. The module also mitigates the manifestation of gender ideology on education and other institutions.

EFPS106: Psychology of teaching and learning

Secondary school classroom practitioners bear on their shoulders the daunting task of catering for the developmental and educational needs of the adolescent learners who are in their custody in the school setting. Such a mammoth task arguably requires an unwavering knowledge of a multiplicity of psychological theories. This module is designed to deepen and widen the prospective secondary school teachers' spectrum of psychological theories as well as issues and principles which are directly applicable to teaching and learning situations. The module endeavours to broaden and deepen students 'knowledge of the various psychological theories and various allied contemporary thematic issues regarding teaching and learning particularly at secondary school level.

EFPH106 :Ubuntuism/unhuism

The module serves to introduce students to the African perspective on education through an examination of the unhu/ubuntu philosophy. Emphasis is placed on how the philosophy informs or should inform educational thought and practice in Zimbabwe. It thus allows students to reflect on education in Zimbabwe, and, in the process, be in a position to develop and/or formulate own theoretical perspectives on education with the view of improving practice in keeping with socio-economic demands of contemporary Zimbabwe.

EFS104: Education and social stratification

The module introduces students to the concept of education and social stratification. The module aims to apply sociological insights and methods to the study of social inequalities in society which are of concern to teachers in Zimbabwe. It also aims to develop awareness in educators of the effects of social forces on schools and education.

EFS215 Education with Production, Employment and Recreation

The module is designed to enhance students' understanding of sociology of education especially the meaning, experience, management and organisation of work, employment and recreation in relation to education. The students most who are teachers will be equipped with sociological theories on education with production, employment and recreation. Themes such as education with production, employment and recreation are analysed in light of the historical development of education in Zimbabwe.

EFS212 Ideology, African Thoughts, Religion and Education

This module is designed to broaden students understanding of Sociology of Education especially the significance of ideology, African thought and religion as critical issues in education. The students, the majority who are teachers shall be equipped with sociological theories and concepts pertaining to religion, ideology and African thought.

EFS203   Mass Media and Education

The module outline is designed to enhance students' understanding of the link between the mass media and education. Different sociological theories are going to be applied to the study of the mass media and education in Zimbabwe.

RMS101   Research Methods and Statistics

This module is directed at students taking educational research and statistics as a module for the first time. It seeks to provide the students with basic skills in identifying and stating problems in education as well as collecting, analyzing and interpreting qualitative and quantitative data. Emphasis in the module is on statistical reasoning within the context of designing, producing and reading research papers rather than merely accurate, out-of-context statistical computations. In light of this, research methods topics are, as much as possible, infused with relevant statistical processes. However, in order to mirror the organization of the final examination, the module is clearly divided into research methods topics and statistics topics.

EFS211 Social Springs, Social Movement, Change and Education

This module considers the various ideas associated with the concepts 'social movement', 'change' and 'education'. The role of education in social movement and education will be examined. Emphasis is placed on the consequences and cost of social movements and change. The module also interrogates the theories of social movement and social change.

EFS210 Multiculturalism, Ethnicity, Language and Education

The module focuses on issues concerned with the creation of an egalitarian society. The major concern is to expose students to multicultural education. Multicultural education is an area of study whose main aim is to create equal educational opportunities for students from different ethnic, social class, racial and cultural groups. Among some of its some of its important goals is the inculcation in students of relevant skills, attitudes and knowledge needed to function fully in a heterogeneous society.

EFS214: sociology, Pedagogy and Didactics

This module is designed to deepen students' understanding of Sociology of Education especially the pedagogical and didactic issues. The students, who are teachers shall be equipped with pedagogical and

didactic skills that are largely informed by sociological theory. Concomitantly, the students partaking this module will be conscientised to critically reflect on teaching and learning.

EFS109: Sociology and Curriculum Issues in Education

The module is designed to give students' understanding of Sociology of education and the curriculum issues. Macro and micro sociological perspectives will be applied to the critical analysis curriculum issues in order to fully expose students to the polemical nature of Sociology of Education. The major focus of the module is the school, the social organisation of knowledge and the curriculum.

EFS213   Social, Economic and Political Development in Africa.

This module deals with the various ideas and meanings associated with the concepts 'power', 'politics' and 'education'. The major concern is to expose students to the dynamics of power and education. Theories of power, politics and education are examined in detail especially those that highlight the place of politics in education. The manifestation of the political ideology in education is closely looked at.

EFS112   Social Institutions and Education

The module focuses on issues relating to social institutions and education. These include educational issues such as the role of culture, subcultures, counter cultures in society and their implication on education. It also interrogates how institutions such as family, mass media, judiciary, polity among others shape human behaviour. The processes of cultural innovation and cultural stability in various institutions and settings are discussed.

EFS 107 Deviance and Social Control

The module introduces students to the concepts 'deviance' and 'social control'. The module aims to apply sociological insights and methods to the study of social control and deviance as pertinent issues to teachers in Zimbabwe.   An analysis of the major sociological perspectives will be undertaken with emphasis on their application to social control and deviance.

EFS 204 Contemporary Social Issues and Education

This module is designed to equip students with sociological knowledge and insight to analyse contemporary social problems that affect educational practice in Zimbabwe. The students, who are teachers, shall gain cogent insight into the current issues in education. Concomitantly, the students taking this module will be sensitised to critically reflect on teaching and learning.

EFD209   Research Project

The module provides a platform for students to administer research by applying skills in the broad area of education.

BACHELOR OF EDUCATION DEGREE IN EDUCATIONAL PSYCHOLOGY

MODULE SYNOPSES

EFPS101   Introduction to Educational Psychology

This is an introductory module which is meant to revive students' knowledge of the essence of Educational Psychology and its utility to the teaching and learning fraternity. Emphasis is placed on imparting to students knowledge regarding the major psychological paradigms such as psychoanalysis, behaviourism, cognitivism, humanism, as they are applied on the aspects of human development such as the physical, emotional, intellectual, personality, social and moral domains. The eclectic nature of psychological theories in the education fraternity will also be emphasised. The goals of psychology which include describing, explaining, predicting and controlling behaviour, as well as the applicability of each of the outlined psychological theory to teaching and learning will also be given a high premium in this module.

HAPC101   Academic and Professional Communication

This module serves to equip students with communication skills critical to an academic setup. It focuses on the elements of communication, communication in traditional and modern societies, organisations, communication and heritage in traditional Zimbabwe. Emphasis will be placed on the application of communication models to traditional and modern Zimbabwe.

EFPS102   Psychological Issues in Gender Studies

To keep abreast with current gender trends, this module exposes students to the contemporary dynamics in the area of gender. Psychological theories such as the gender schema theory, Bandura's social learning theory, Karen Horney's feminine psychology and Gilligan's views on the morality of women will take centre stage. The ultimate aim of this module is to elevate the student teachers' levels of gender sensitivity so that they can bring about positive gender transformations in the schools principally because classroom practitioners are agents of transformation in the education system.

BHS 110   Introduction to ZimbabweanCulture and Heritage

The module examines the concepts culture and cultural heritage. Emphasis will be placed on the values of social historical architectural or scientific significance which encompass historic heritage given to items and places that are significant to a people. Exploration of landscapes that contain cultural heritage for example those associated with knowledge, songs, stories, art objects and human remains will be carried out.

EFPH 101 Introduction to Philosophy of Education

This module serves to guide students attain philosophical insight into the practice of education. An examination of the relationship between Philosophy and Education and how this informs classroom practice forms the base upon which the interactive process where the parties in this module operate as a community of inquiry.

EFS114   Introduction to Sociology of Education

The module outline is designed to enhance students' understanding and knowledge of the teaching and learning as they obtain in the various school settings. The sociological perspectives will be employed to enable students gain a deeper understanding of the sociological issues affecting teaching and learning in schools.

EFPS 107   Management in Education

The module serves to introduce students to principles of management. It discusses management theories and concepts such as motivation, evaluation, supervision, decision making, policy making, quality, strategic management and leadership.

EFS216   Sociology of the Classroom

The module outline is designed to enhance students' understanding and knowledge of the teaching and learning as they obtain in the various school settings. The sociological perspectives will be employed to enable students gain a deeper understanding of the sociological issues affecting teaching and learning in schools.

ICCT100:Introduction to computers and computer technologies

This is an introductory module to studies in computer based information systems. Emphasis is placed on the nature and relevance of information Communication Technology. The module serves to introduce students to the area of research by reflecting on both qualitative and quantitative methods. The main objective being to promote research in education.

EFPH 106*Ubuntuism/unhuism*

The module serves to introduce students to the African perspective on education through an examination of the unhu/ubuntu philosophy. Emphasis is placed on how the philosophy informs or should inform educational thought and practice in Zimbabwe. It thus allows students to reflect on education in Zimbabwe, and, in the process, be in a position to develop and/or formulate own theoretical perspectives on education with the view of improving practice in keeping with socio-economic demands of contemporary Zimbabwe.

EFPS 106:   Psychology of Teaching And Learning

Secondary school classroom practitioners bear on their shoulders the daunting task of catering for the developmental and educational needs of the adolescent learners who are in their custody in the school setting. Such a mammoth task arguably requires an unwavering knowledge of a multiplicity of psychological theories. This module is designed to deepen and widen the prospective secondary school teachers' spectrum of psychological theories as well as issues and principles which are directly applicable to teaching and learning situations. The module endeavours to broaden and deepen students 'knowledge of the various psychological theories and various allied contemporary thematic issues regarding teaching and learning particularly at secondary school level.

BHS 101 Introduction to Zimbabwean History

The module traces the history of Zimbabwe spanning from the pre-colonial era through to the post-colonial era. It also explores concepts neo-colonialism and cultural imperialism.

EFPS210   Social Psychology

Every human being is like every other human being, like some other human beings, like no other human being (Kluckohn and Murray, 2004). I am because we are and since I am, therefore we are (Mbiti, 1983). This is an Afrocentric view of how personality develops, yet the Euro centric view will lament - 'corgi to-ego sum' - 'I think I am' indicating individualism. This module is premised on these basic ideas and the convergent point is how far society shapes our thinking by providing answers to the questions of what, how and why of our behaviour and problems.

EFPS205   Personality Theories and Development

Classroom practitioners at virtually all the levels of education are habitually perplexed by the diversity of unique attributes of their learners. Such educators are sometimes left wondering how people in the same geographical setup exhibit utterly different characteristics. This module is designed to impart to the students an unwavering knowledge of the various personality theories and how personality development occurs in human beings as hypothesised by various theorists. While several theories have been advanced to explain how personality development occurs from a Western point of view, this module will also explore personality development from an African perspective. The module aims to widen and deepen the students' knowledge of the various personality theories belonging to different

psychological paradigms, the nature of personality development as postulated by the different personality theorists and the applicability of personality theories to teaching and learning situations.

EFPS203   Early Childhood Development

The module Early Childhood Development is intended for undergraduates who are pursuing a Bachelor of Education Degree. The module exposes students to contemporary philosophical, sociological and psychological considerations in Early Childhood Development. It is hoped that through this theoretical base students will be equipped with appropriate skills, not only to analyse current practice in the learning of young children, but to effect meaningful changes.

EFPS103   Special Needs education

This module is intended to sharpen students' understanding and provision of special needs education in the context of cultural beliefs and myths.

RMS101   Introduction to Research Methods and Statistics

This module is directed at students taking educational research and statistics as a module for the first time. It seeks to provide the students with basic skills in identifying and stating problems in education as well as collecting, analyzing and interpreting qualitative and quantitative data. Emphasis in the module is on statistical reasoning within the context of designing, producing and reading research papers rather than merely accurate, out-of-context statistical computations. In light of this, research methods topics are, as much as possible, infused with relevant statistical processes. However, in order to mirror the organization of the final examination, the module is clearly divided into research methods topics and statistics topics.

Level 2 Semester 2
EFPS201   Humanistic Psychology

The psychoanalytic paradigm, which is also called *the first force* and behaviourism, which is also referred to as *the second force*, once dominated the teaching and learning endeavours in different parts of the world. However, midway through the twentieth century, a new psychological paradigm, the humanistic perspective, emerged in America as a fervent reaction to the loopholes of both psychoanalysis and behaviourism. This module is designed to impart an unwavering knowledge of the various theories which belong to the humanistic paradigm to students so that they will be better positioned to implement the diverse humanistic principles to teaching and learning situations in Zimbabwean educational institutions. The module aims to widen and deepen the students' knowledge of the position of the humanistic perspective relative to other psychological paradigms, the fundamental theories which belong to the humanistic perspective and how to apply the diverse humanistic principles to teaching and learning situations in Zimbabwe.

EFPS204   Community Psychology

Community psychology studies the individuals' contexts within communities and the wider society and the relationships of the individual to communities and society. It employs various perspectives within and outside of psychology to address issues of communities, the relationships within them and related peoples' attitudes and behaviour. This field is centered on taking immediate action to solve problems, improving the lives of individuals and society as a whole and empowering people within their communities, integrating social, cultural, economic, political, environmental and international influences to promote positive change, health and empowerment at individual and systemic levels. Thus it aims to enhance quality of life through collaborative research and action. This module is premised on these basic ideas and the convergent point is how far community shapes our thinking by providing answer to the questions of what, how and why of our behaviour and problems.

EFPS206   Abnormal Psychology

In one's quest for normal human development, one usually battles with a myriad of challenges which include abnormality and the school setting is not an exception. Abnormality is virtually an elusive term which is sometimes misused. The main thrust of abnormal psychology is to familiarise student teachers with the four Ds, which are deviant, distress, dysfunction and danger. With the ever escalating number of dysfunctional families, distressed classroom practitioners, deviance in the school setting, it is imperative that classroom practitioners be grounded in the concepts of Abnormal Psychology. It is when classroom practitioners are capable of diagnosing abnormality among learners that the teachers can ultimately be instrumental in taking corrective measures to tackle the abnormality.

EFPS208   Cognitive Psychology

It remains arguably true that educators at the various educational tiers are at least interested in knowing what actually happens to the various forms of intellectual stimuli which they impart to learners. This justifies the need to understand

the symbiotic relationship between cognitive psychology and educational psychology. Cognitive psychology is a scientific branch of psychology which explores the internal mental processes such as perception, memory, language, intelligence and problem-solving. The module is meant to widen and deepen the students' understanding of the various internal mental processes so that they can subsequently improve the way they execute their professional duties as classroom practitioners. A significant number of psychological theories on cognitive psychology will be explored. This module aims to broaden the spectrum of the students' knowledge of the utility of cognitive psychology to educational practice as postulated by a variety of psychological theorists so as to ultimately improve the quality of teaching and learning activities.

EFPS105   Language Issues in Psychology

The subject of language has attracted a lot of attention in a diversity of learning disciplines principally because language is used as the medium of instruction in the teaching and learning context. Zimbabwe, by virtue of being a multi-lingual country, to some extent grapples with the educational dilemma pertaining to the most appropriate language to use as a medium of instruction for a particular group of learners. Psychological theories such as the Sapir-Whorf hypothesis, Vygotsky's sociocultural theory and the views on Skinner and Chomsky take centre stage in this module. Therefore, the main thrust of this module is to widen and deepen student teachers' knowledge of language as postulated by a multiplicity of psychological theories and subsequently derive meaningful and vital educational implications for classroom practice.

Level 3 Semester I
EFPS202   Educational Guidance and Counselling

Modern society is battling with a diversity of challenges which entail the HIV and AIDS pandemic, marital problems, unstable relationships, unemployment, low remuneration, poor health, academic failure and the various forms of abuse. This module is designed to impart a multiplicity of professional counselling techniques to students so that they will be better positioned to address some of these challenges through guidance and counselling in Zimbabwean educational institutions in particular and in the society in general. Emphasis will be placed on professional counselling anchored on psychological theories. The module aims to widen and deepen the students` knowledge of the role of guidance and counselling in educational institutions, the fundamental counselling techniques anchored on psychological theories and how to help learners to overcome the various challenging facing them.

EFPS 307   Measurement and Evaluation

For educators, the underlying premise for the value of knowledge on assessment is that it is necessary for sound educational decision-making. It further explores how measurement enhances the teaching and learning process. Most critical educational decisions are often based on the subjective beliefs of parents and educators' yet appropriate educational decision-making must be based on objective information and facts about a learner's performance. It is through the use of test scores that have been properly generated that educational stakeholders can make objective decisions. This module exposes students to advanced skills in test planning, test construction, test administration, test scoring, and test use and item analysis in educational settings. The module encourages students to apply more sophisticated methods to develop and improve their own skills in testing as well as evaluating the role of measurement in any education system.

EFPS 302 Comparative Educational Psychology

Comparative educational psychology is a discipline in the sub-field of social psychology which involves the analysis and comparison of   psychological theories and systems applied to pedagogy and andragogy. In comparative educational psychology, analysts are interested in the systems that individual nations use to educate their citizens. The analysts examine the application, strengths and weaknesses of the different systems and might compare and contrast those in two or more nations. Another area of interest is in creating comparisons within a single nation over time, looking at how changes in the system have influenced educational outcomes, as well as examining variations in the systems from region to region. The module should help students discuss a variety of issues related to comparative educational psychology, comparing and contrasting educational systems, application of theories in different settings.

EFD 209 Research Project

The module provides a platform for students to administer research by applying skills in the broad area of education.

MASTER OF EDUCATION DEGREE IN EDUCATIONAL PSYCHOLOGY

MODULE SYNOPSES

EFPM501   Human Development

This module delves into the biological and psychological aspects regarding human development throughout the entire lifespan, that is, from womb to tomb. Detailed attention will be directed at prenatal development, infancy, childhood, adolescence and adulthood. In essence, human development focuses on all the aspects of the processes of growing up or unfolding of learners' natural qualities and capabilities. The module aims to develop, in students, a basic understanding of the existing major research findings and the fundamental concepts in human development, the ability to analyse and evaluate theoretical and practical issues in the field and the skills to undertake teaching to learners from diverse communities. Classroom practitioners bear the daunting task of catering for the developmental needs of learners under their custody. Such a mammoth task can only be successfully accomplished when one an unwavering knowledge of psychological theories. The module also prepares student teachers to work with learners of virtually all age groups from diverse racial, cultural, ethnic, socioeconomic, religious backgrounds and sexual orientations.

EFM503   Informational and Communication Technology

This module is designed for students studying for a Master of Education Degree and is offered as one of the compulsory modules. The module assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this module at Postgraduate level. The module at Masters level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

EFPM505   Human Learning and Performance

The main thrust of this module is to delve into the fundamental learning issues and problems that pervade teaching and learning situations at different educational tiers. Various psychological learning theories and research provide a framework for understanding learning issues. The module is designed to elevate students' sensitivity to thematic and scholarly psychological principles and debates so as to ultimately enhance the quality of teaching and learning in educational settings. The module intends ensure that students comprehend learning issues and dilemmas that impede children's performance and appreciate the importance of research in as far as it seeks to provide solutions to learning problems as well as relate theory to practice.

EFPM503   Personality Theories and Development

Classroom practitioners at virtually all the tiers of education are habitually perplexed by the diversity of unique attributes of their students. Such educators are sometimes left wondering how people in the same geographical setup exhibit utterly different traits. This module is designed to impart to the students an unwavering knowledge of the various personality theories and how personality development occurs in human beings as hypothesised by various theorists. While several theories have been advanced to explain how personality development occurs from a Western point of view, this module will also explore personality development from an African perspective. The module aims to widen and deepen the students' knowledge of the various personality theories belonging to different psychological paradigms and the nature of personality development as postulated by the different personality theorists as well as the applicability of personality theories to teaching and learning situations.

RMS501   Research Methods and Statistics

It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained

if the concerned educators are intellectually inquisitive and research-oriented. The module is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers. The module aims at helping students to appreciate the diversity, roles and limitations of various research paradigms, research designs and research instruments, understand the stages of the research process and to gain skills related to the research process including the use of various statistical procedures.

EFPM506   Educational Tests and Measurement

This module endeavours to shed light on the advanced principles of test planning, test constriction, test administration, test scoring and the use of test results. It further explores how measurement enhances the quality of teaching and learning process and the ultimate decisions which are made by various stakeholders such as parents, guardians, curriculum planners, classroom practitioners and the employment sector. Most critical educational decisions are often based on the subjective beliefs of parents and educators yet appropriate educational decision-making must be based on objective information and facts about a learner's scholastic performance. This module exposes student teachers to advanced skills in test development, test use and analysis in educational settings. Furthermore, the module encourages students to apply more sophisticated methods to develop and improve their own skills in testing as well as evaluating the role of measurement in any education system.

EFPM510   Guidance and Counselling

Modern society is battling with a multiplicity of challenges ranging from the HIV and AIDS pandemic, marital problems, unstable relationships, unemployment, low remuneration, poor health, academic failure and the various forms of abuse. This module is designed to impart a diversity of professional counselling techniques to students so that they will be better positioned to address some of these challenges through guidance and counselling in Zimbabwean educational institutions and even beyond. The use of psychological theories during counselling will be greatly emphasised. The module aims to widen and deepen the students' knowledge of the role of guidance and counselling in educational institutions and the fundamental counselling techniques anchored on psychological theories as well as how to help learners to overcome the various challenging facing them.

EFPM507   Special Needs Education

The module introduces students of Educational Psychology to the social-emotional context of the inclusive education of pupils with exceptionalities. The module discusses inclusive education from the perspective of successful participation in knowledge acquisition in various settings rather than from a placement perspective. Curriculum and assessment adaptations that enable acquisition and assessment of knowledge will be explored in the module.

EFPHM505   Morality and Education

This is a Master of Education (Philosophy) module outline. It is designed to equip postgraduate students with adequate skills, attitudes and character that enable them to become effective and reflective scholars. It covers aims, objectives, methodology, content as well as assessment.

EFSM508   Sociology of the School

The module is designed to enhance students' understanding and knowledge of the teaching and learning situations as they obtain in the various schooling settings. The sociological theories will be employed to gain an understanding of the internal and external environment of the school and how they impact on the performance of the school actors.

EFDM501   Dissertation

The module provides a platform for students to administer research by applying skills in the broad area of education.

BACHELOR OF EDUCATION DEGREE IN PHILOSOPHY

Module Synopsis

BHS 110Introduction to ZimbabweanCulture and Heritage
The module examines the concepts culture and cultural heritage. Emphasis will be placed on the values of social historical architectural or scientific significance which encompass historic heritage given to items and places that are significant to a people. Exploration of landscapes that contain cultural heritage for example those associated with knowledge, songs, stories, art objects and human remains will be carried out.

EFPH 101Introduction to Philosophy of Education
This module serves to guide students attain philosophical insight into the practice of education. An examination of the relationship between Philosophy and Education and how this informs classroom practice forms the base upon which the interactive process where the parties in this module operate as a community of inquiry.

EFS114   Introduction to Sociology of Education
The module outline is designed to enhance students' understanding and knowledge of the teaching and learning as they obtain in the various school settings. The sociological perspectives will be employed to enable students gain a deeper understanding of the sociological issues affecting teaching and learning in schools.

EFPS 101Introduction to Educational Psychology.
The teaching and learning scenario has been pervaded by a diversity of psychological theories with the sole intention of ensuring that learners are adequately empowered to be the best they can be through education. This module is designed to introduce students to the broad field of Psychology and Educational Psychology in particular. The students need to be equipped with an unwavering knowledge of fundamental psychological theories and how this can be gainfully applied in education.

HAPC101: Academic and professional communication
This module serves to equip students with communication skills critical to an academic setup. It focuses on the elements of communication, communication in traditional and modern societies, organisations, communication and heritage in traditional Zimbabwe. Emphasis will be placed on the application of communication models to traditional and modern Zimbabwe.

EFPH 102Anthropology of Education
The module seeks to examine the concepts culture, family, community and nation. Group culture (nhimbe/humwe) and cultural imperialism will also be explored. The module aims at producing teacher researchers who are sensitive to the dynamic context of human development and culture.

EFPH 104 African Philosophical Thought and Education
The module considers the African world-view, African Traditional Religion and Traditional African Education. The development of critical thinking from an African perspective will also be discussed. The

module also endeavours to make students understand the historical background and Traditional African Educational thought and practice.

EFS216 Sociology of the Classroom

The module outline is designed to enhance students' understanding and knowledge of the teaching and learning as they obtain in the various school settings. The sociological perspectives will be employed to enable students gain a deeper understanding of the sociological issues affecting teaching and learning in schools.

ICCT100 Introduction to computers and computer technologies

This is an introductory module to studies in computer based information systems. Emphasis is placed on the nature and relevance of information Communication Technology. The module serves to introduce students to the area of research by reflecting on both qualitative and quantitative methods. The main objective being to promote research in education.

EFPH 105 C lassical Theories of Educational Philosophy and African Indigenous Education

The module serves to introduce students to the historical development of philosophical thought by reflecting on idealism, realism, pragmatism and the renaissance from both African and Western perspectives.

EFPH 106 Ubuntuism/unhuism

The module serves to introduce students to the African perspective on education through an examination of the unhu/ubuntu philosophy. Emphasis is placed on how the philosophy informs or should inform educational thought and practice in Zimbabwe. It thus allows students to reflect on education in Zimbabwe, and, in the process, be in a position to develop and/or formulate own theoretical perspectives on education with the view of improving practice in keeping with socio-economic demands of contemporary Zimbabwe.

EFPS 106:   Psychology Of Teaching And Learning

Secondary school classroom practitioners bear on their shoulders the daunting task of catering for the developmental and educational needs of the adolescent learners who are in their custody in the school setting. Such a mammoth task arguably requires an unwavering knowledge of a multiplicity of psychological theories. This module is designed to deepen and widen the prospective secondary school teachers' spectrum of psychological theories as well as issues and principles which are directly applicable to teaching and learning situations. The module endeavours to broaden and deepen students 'knowledge of the various psychological theories and various allied contemporary thematic issues regarding teaching and learning particularly at secondary school level.

BHS 101   Introduction to Zimbabwean History

The module traces the history of Zimbabwe spanning from the pre-colonial era through to the post-colonial era. It also explores concepts neo-colonialism and cultural imperialism.

EFPH 201   Philosophical Analysis of Human Rights Issues

The module interrogates the concept human rights and its historical background. It also discusses Women and Children's rights as human rights. The link between African culture and human rights will also be explored. The module is designed to equip learners with adequate skills to enable them to become effective and reflective scholars.

EFPH 202   Morality and Religion

The module will take an in-depth approach to the analysis of the relationship between religion and morality and how this informs practice in contemporary Zimbabwe. Thus the module affords students an opportunity to engage in debate over issues to do with the place of religion in enhancing a nation's moral fibre.

EFPH 107 Philosophy for Children

The module provides stakeholders with an opportunity to experience use of philosophical tools of inquiry through a more concrete and practical manner. It is an attempt to introduce students to the feasibility of deliberately exposing elementary grade children to instruction in thinking skills. It is a programme borne of the realisation of the need for education to produce individuals capable of making reasoned decisions. The main thrust of the programme is to induct the students into the exercise of producing instructional materials for introduction of philosophy for children in Zimbabwe.

EFPH 204 Educational Management

The module serves to introduce students to principles of management. It discusses management theories and concepts such as motivation, evaluation, supervision, decision making, policy making, quality, strategic management and leadership.

RMS 101 Introduction to Research Methods and Statistics

This module is directed at students taking educational research and statistics as a module for the first time. It seeks to provide the students with basic skills in identifying and stating problems in education as well as collecting, analyzing and interpreting qualitative and quantitative data. Emphasis in the module is on statistical reasoning within the context of designing, producing and reading research papers rather than merely accurate, out-of-context statistical computations. In light of this, research methods topics are, as much as possible, infused with relevant statistical processes. However, in order to mirror the organization of the final examination, the module is clearly divided into research methods topics and statistics topics.

EFPH 205 Introduction to Logic

This module traces the historical development of logic by considering aspects such as deductive reasoning. Inductive reasoning and fallacies. The module is designed to equip learners with adequate skills to enable them to become effective and reflective teachers.

EFPH 206 Dynamics of African Indigenous Knowledge System

The module presents a platform for students to analyse topical issues such as indigenous knowledge systems culture and cultural change, conflict. It also considers how the modern school reflects on the knowledge systems of the indigenes of Africa. It thus acquaints stakeholders with the key drivers of the African Indigenous knowledge systems.

EFPH 207 Colonial Education, Liberation and African Heritage

In this module the historical development of education stretching from the pre-colonial through to the postcolonial era is examined. Concepts colonial education and African heritage. The role of missionaries in education and its impact on the African heritage shall be explored. The module endeavours to enable students to acquire academic and professional excellence in educational practice.

EFPH 208 Citizenship Education

The module allows students an opportunity to reflect on contemporary topical, socio-political issues in the context of education. It demands that students examine the arms of education in general, and in the process, appraise Zimbabwe's education and its aims. The module thus focuses at education for citizenship with the intention of developing an informed citizenship.

EFPH 203 Contemporary Cultural Issues in Philosophy of Education

The module endeavours to explore the concepts schooling, education, sex education, discipline and gender issues in Education. The module aims at enhancing the teacher's critical, analytical and reflective skills so as to be effective decision makers in educational issues in different cultural settings.

EFPH 210 Reconstructionism and Education

The module highlights the place of reconstructionist philosophy as a critical tool for social engineering in the context of education.

EFD 209 Research Project

The module provides a platform for students to administer research by applying skills in the broad area of education.

MASTER OF EDUCATION DEGREE IN PHILOSOPHY

MODULE SYNOPSES

EFPHM501 Classical Philosophies of Education
The module serves to induct students into the historical development of philosophical thought. An analysis of developments in the River of Thought from its identified source through to the present age is going to be done. Emphasis will be placed on how these philosophies and philosophical ideas have impacted the practice of education then and in the contemporary age.

EFPHM510 African Epistemology and the Curriculum
This is a Master of Education (Philosphy) module outline. It is designed to equip postgraduate students with adequate skills, attitudes to enable them to become effective and reflective scholars. It covers aims, objectives, methodology, content as well as assessment

EFM503   Information and Communication Technology
This module is designed for students studying for a Master of Education Degree and is offered as one of the compulsory modules. The module assumes that students have studied ICT at Undergraduate level and have covered the basics needed for studying this module at Postgraduate level. The module at Masters level intends to build upon the basic computer skills so as to equip students with advanced computer skills needed to manage their professional and personal lives.

EFPHM504 Modern Philosophies of Education
This module will examine philosophies and philosophers of significance in education during the past two centuries. Give students an insight into philosophies and philosophers of education currently driving educational practice worldwide. Encourage students to formulate their theory and practice in education guided by theory and practice elsewhere. Encourage students to compare and contrast theory and practice of education in Zimbabwe to others. Assist students uplift the educational practice in Zimbabwe to international standards.

RMS501   Research Methods and Statistics
It can be tentatively argued that the professional endeavours of classroom practitioners can only be relevant and effective if the classroom practitioners remain abreast with the emerging educational trends. This can only be attained if the concerned educators are intellectually inquisitive and research-oriented. The module is meant to expose students to the fundamental concepts and statistical skills related to and required in educational research so as to ultimately become effective and independent educational researchers.

EFPM510   Guidance and Counselling
The human society is grappling with a myriad of challenges ranging from psychological difficulties, academic failure, the HIV /AIDS pandemic, marital problems, unstable relationships, unemployment, low remuneration, poor health and various forms of abuse. Therefore, guidance and counselling of affected individuals and groups is an integral component of the educational mission of higher learning institutions. This module is designed to impart a diversity of professional counselling techniques to students so that they

will be better positioned to address some of these challenges through guidance and counselling in Zimbabwean educational institutions and beyond. The use of psychological theories during counselling will be greatly emphasised.

EFSM508   Sociology of the School

The module is designed to enhance students' understanding and knowledge of the teaching and learning situations as they obtain in the various schooling settings. The sociological theories will be employed to gain an understanding of the internal and external environment of the school and how they impact on the performance of the school actors.

EFPHM506 Reasoning and Meaning in Traditional African Societies

The module provides stakeholders with an opportunity to experience use of philosophical tools of inquiry through a more concrete and practical manner. It is an attempt to introduce students to the current debates with regard the true history of Africans told by Africans. The exercise of revealing existence of reasoning in precolonial Africa is meant to burst the myth that Africans had no philosophy, no education and thus could not think. The main thrust of the programme is to produce African scholars who are well versed in their African heritage and are thus proud of their identity. Such individuals may negotiate for their own voices and space in the global village.

EFPHM511 Globalisation and African Heritage

This is a Master of Education (Philosophy) module outline. It is designed to equip post graduate students with adequate skills, attitudes and character that enable them to become effective reflective scholars. It covers aims, objectives, methodology, content as well as assessment. Understand the background of Globalisation and African heritage. Master the key trends of contemporary philosophy demonstrating their relevance to the contemporary education system in Zimbabwe.
Acquire academic and professional excellence in educational practice.
Appreciate the participatory teaching and learning processes in the society.

EFPHM512 African Philosophy and Religion

This is a Master of Education (Philosophy) module outline. It is designed to equip postgraduate students with adequate skills, attitudes to enable them to become effective and reflective scholars. It covers aims, objectives, methodology, content as well as assessment.
Understand the background and African Philosophy and Religion. Master the key concepts of communalism, ubuntu philosophy and the African value systems in the Traditional African society. Acquire academic and professional excellence in educational practice
Appreciate the participatory teaching and learning processes in the society

EFDM501   Dissertation

The module provides a platform for students to administer research by applying skills in the broad area of education.

BACHELOR OF EDUCATION DEGREE IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

MODULE SYNOPSES

BH110 Introduction to Zimbabwean Culture and Heritage

The module includes definition of culture and cultural heritage. It focuses on values of social, historic, architectural or scientific significance which encompass historic heritage given to items and places that are significant to a people. The study also covers exploration of landscapes that contain cultural heritage, e.g. those associated with knowledge, songs, stories, art, objects, places, events, buildings, and human remains. It involves analysis of natural elements of the landscape that hold meaning for a particular people and carry cultural heritage value e.g. landforms, minerals and biodiversity. The topic also incorporates the study of the continuity of a group's culture, values and attitudes from one generation to another. It also covers an assessment of the importance of cultural heritage and social significance by involving communities in providing their explanation of why something is of cultural and social importance to them.

EFELM 101   Sociological Perspectives in Management

The module focuses on the origin of social living and the nature of modern society. Emphasis is placed on the significance of the study of sociology to the practices of education, training, and management. Education and training as a socialization process. It covers the concepts of culture and the role of education and training in cultural development. Pluralism and the socio-political aspects affecting education, management and training are included. The study also includes the concepts of equality, equity, equalization, incompatibilities, and imbalances on education, management and training in organisations. Sociological perspectives such as Functionalism, Marxism, Feminism, Interactionism and post modernism impact the conduct of institutional manager depending on the perspective they subscribe to.

EFELM 102 Education and the Law

The module looks at constitutional provisions relating to Education, The Education Act and the attendant Statutory Instruments. The module explains the legal basis of education, training and management and its place within the legal order. It focuses on the relationship between local and central government authorities and their role in crafting and enforcing education policies and directives.

ICCT100:Introduction to computers and computer technologies

This module focuses on the application of computer based information systems for more effective organisational planning, decision making and control. Emphasis is placed on the nature and relevance of information communication technology. Components of computer systems i.e. hardware and software and their application in training and management settings are discussed. The component also covers the use and functions of modern communication systems and technology e.g. internet, email, websites, etc., in organisations. Application of different information technologies for different management levels and scenarios in education and training are included in the module.

HAPC101: Academic and professional communication

The module defines the concept 'communication'. Focus is on elements of communication, communication in traditional and modern societies and organizations, communication and heritage in traditional Zimbabwe, and application of communication models to traditional and modern Zimbabwe. It also covers non-verbal communication and culture, barriers to effective communication, and intercultural communication.

Emphasis is on acquiring the following skills - academic and professional writing skills, reading skills, speaking skills and listening skills. Preparing and writing examinations are also covered.

EFELM 103   Educational Management Theories

The module focuses on Educational Management Theories such as Bureaucratic, Collegial, Political, Subjective, Ambiguity and Cultural models.

EFELM 104 Work Motivation Theories and Practices

The module focuses on theories of motivation in relation to transactional and transformational relationships between managers and subordinates. Emphasis is on theories of work motivation such as Herzberg's two factor theory, Maslow's hierarchy of needs and McGregor's theory X and Y.

EFELM 105 Human Resource Management

This part defines human resource management. It focuses on aspects of human resource planning and management e. g. job analysis, recruitment, selection, appointment, induction, performance appraisal, staff development, and staff appraisal issues. The module examines staff rights, welfare matters and processes, e.g. conditions of work, remuneration, leave, disciplinary procedures as well as termination of service, retirement, collective bargaining, labour rights, grievance procedure, statutes, and staff welfare. It also incorporates occupational health issues, labour relations and their implications to management and training in organisations.

BHS101   Introduction to Zimbabwean History

Synopsis to be obtained from subject specialist.

EFELM 211 Gender and Leadership in Education

The module defines the concepts of gender in relation to culture. Focus is on theories of gender and culture e.g. behaviouralist, social learning theories, cognitive theories etc and their applicability to management and training. It examines gender main streaming i.e. theconcept of a pluralistic approach that values the diversity among both women and men; gender equality, equity and culture; gender , culture and development.

EFELM 201 Organizational Development

The module defines organisational culture development (OD). It focuses on organisational development models e.g. The Force Field Analysis, Greiner's, Lewin, Kotler Models, etc. The study includes implications of these models on educational management. OD and organisational subsystems (i.e. the goals and values, tactical, psychological, and technical subsystems) and their implications to educational and training management are also covered. It examines OD and people cultures (i.e. power distance; collectivism versus individualism; masculinity versus feminism; and uncertainty and avoidance cultures) as well as their relevance to educational and training management. It includes benefits and limitations of organisational development.

EFELM 202 Strategic Management

The module defines strategy, strategy formulation and strategic management. It also examines the various levels of strategy formulation e.g. corporate level strategy i.e. strategy formulation by top management to oversee the interests and operations of multiple organisations; business–unit strategy e.g. Porter's Framework—forces governing competition in organisations and their implications to the management of educational and training institutions. Emphasis is on application of these concepts and practices in organisations involved in management and training.

EFELM 203 Indigenous and Contemporary Management Systems

The module defines management strategies. Focus is on an overview of managing strategy; tasks, concepts, and process in indigenous and western organizational environments. It also discusses the cycle of strategy management i.e. developing a vision and a mission; setting objectives; crafting a strategy; strategy implementation and execution; evaluating performance; reviewing the situation; initiating corrective adjustments. The strategic function of board of directors as well as the role and tasks of strategic planners in indigenous and western organizational situations are examined. Emphasis is on the benefits of a strategic approach to managing indigenous and westernorganization systems.

EFELM 204 Managing Interpersonal Relationships

The module covers the definition of interpersonal relations and group relations. It includes a historical study of interpersonal relationships in African and Western contexts; development of interpersonal relationship models; techniques for promoting effective interpersonal relationship in African and Western contexts; and understanding nonfunctional interpersonal relationship actions. It also examines stages, theories and models of group formation and dynamics; interaction involvement and interpersonal distance zones and culture; and conflict management and resolution.

RMS101 Introduction to Research Methods and Statistics

Emphasis is on the application of research methods and statistics to the field of education, training and management. The main objective is to promote research on organisational issues.

EFELM 205 Results Based Management

The module provides a conceptualization of Results Based Management. It examines performance variables i.e. ability, effort and skill; performance gaps; formal and informal performance appraisal systems; components of the performance appraisal process. The study includes various performance indicators, evaluating performance, appropriate feedback processes and the reward systems. Emphasis is on practice of the above in African and international contexts.

EFELM 206 Introduction to Policy Studies

The module focuses on the policy formulation processes, policy implementation and evaluation.

EFELM 207 Assessment and Evaluation in Management

The module defines the concepts of measurement, evaluation and assessment. Emphasis is on the models of evaluations e.g., goal-orientated models, CIPP model, Tylerian model and decision facilitation models and judgmental models and their applicability to management in organisations. It also examines contemporary evaluation systems in Zimbabwe and their implications on organisational effectiveness.

EFELM 208 Financial Management in Organisations

The module defines the nature, scope and purpose of financial management in organisations. It focuses financial planning procedures, basic principles of accounting e.g. double-entry, book keeping, trial balance

and financial statements. Petty cash system and bank reconciliation are also discussed. The module examines budgeting and budget control systems; procurement systems and procedures; asset management and disposal systems and procedures together with financial evaluation and auditing. Emphasis is on application of these systems and procedures in African and Western organisations.

EFELM 212 The School as an Organisation
The module focuses on the organizational structure of the school, the school as a closed and an open organization, the school as a unique organization, and the school as a living organism.

EFELM 301 Total Quality Management
The module defines the concept of quality. It focuses on concepts of quality control, quality assurance, quality management, and continuous improvement. It also explains the stages of the overarching quality management model - quality definition, quality planning, quality control (QC), quality assurance (QA), and quality delivery (customer delight. The module discusses and compares some philosophies and their impact on quality (e.g. Deming's, Crosby's, Juran's philosophies). It analyses the different quality movements that have been developed since 1950 including Total Quality Management (TQM); Six Sigma; Cost of Quality or Zero Defect movement; Quality Standards: ISO 9000 and More; Capability of Quality: CMM and CMM; Gemba Kaizen: the Japanese Contribution to TQM; and Just In Time (JIT) - Lean Manufacturingapproaches. The module also examines quality information systems, quality management models, and developing a quality culture. All these aspects are looked at in relation to the management of indigenous and contemporary organisations.

EFELM 302 Managing Change in Organisations
The module defines the basic concepts of change, culture, and innovation. It discusses models of the change process e.g. Force Field Analysis. Focus is on the process of change; sources of resistance and overcoming resistance to change. Types of planned change, approaches to structural change, technological change, changing people, and the interdependence of the three approaches are examined. Emphasis is on establishing a climate for individual and organisational creativity and innovation, as well as managing creativity and innovation in different cultures. All these areas are examined in relation to the management of change, innovation, and culture in African and Western organisations.

EFELM 302 Management of material resources
The module focuses on the procurement, storage, maintenance, disbursement and inventory control of assets, (infrastructure, equipment and stock).

EFELM 304 Cross-cultural Management
Emphasis is on effective cross-cultural management and the challenges likely to be faced while working internationally. The module provides a systematic and critical coverage of 'culture' for international managers. It also examines the importance of national culture on decision-making and in management. Focus is on international organizational behaviour, human resource issues and practices in transnational organizations. The study covers the effects of culture on attitudes and behaviour; organizational and human resource issues such as teamwork, leadership, and negotiation; and preparation for working in international assignments.

EFELM 305 Research Project

Researching conducted on issues related to management and training in Zimbabwe. Appropriately bound report must be submitted as specified.

BACHELOR OF ADULT AND CONTINUING EDUCATION (HONOURS) DEGREE

MODULE SYNOPSAS

BAE110: Sociological Foundation of Adult Continuing Education

This module seeks to assist students to develop an understanding of the socio-cultural issues influencing adult education programmes. The module intends to give students a sociological imagination through sociological theories; issues of class, stratification, poverty and globalization with special regard to their implication on adult education provision in Zimbabwe.

BAE109: Psychological Foundations of Adult and Continuing Education

The module seeks to equip students with knowledge and skills to facilitate adult learning. It focuses on andragogy as an adult learning theory. The concept of psychology is explained along characteristics of adult learner, principles of learning and motivation theories. In relation to culture and heritage, the module underscores how modern practice of adult education is rooted in pre-colonial adult education by emphasizing methods used in facilitating learning such as group learning discussion and apprenticeship (learning through practice). The cultural dimension also captures the indigenous ways of knowing.

BAE105: Philosophical Foundation of Adult and Continuing Education

The module seeks to equip the educator with a precise and firm historical foundations of the philosophy of education as it relates to Euro-centric views. The idea will be to create an aware of man's holistic view of the worlds in which he/she lives. The module also deals with problems of reality (metaphysics) truth (epistemology0, and value axiology). On culture and heritage, the module seeks to infuse aspects of Afrocentric elements such as Ubuntu/hunhu, language, marriage rites, births rites leaderships, religion, and folklore. This goes further to include tangible cultural aspects like cultural monuments and their significance.

BAE102: Problems and Issues in Adult and Continuing Education

The module seeks to develop students with an in depth knowledge of Adult Education as a field of practice. It focuses the evolution, development and practice of adult education in both, industrialized and developing countries. The problems and issues relate to its organization, financing and providing agencies are extensively explores. This includes an analysis of the economic, political, cultural environments in which it is provided.

BAE106: Human Resources Management

The module will expose students to current human resources management principles and practices with a view to contributing practitioners with both cognition and practical skill for effective human resources management in a diverse range of organizations. It is meant to afford students to chance to interrogate and critically analyse current principles and practices through relevant study topics that include rationale

for Human Resources Management, departmentalization of Human Resources Management functions, specialization, and challenges of globalization and local solution to problems of human resources management.

BAE201: Comparative Studies in Adult and Continuing Education I

This module primarily seeks to equip students with knowledge of the historical development of comparative education and to promote skills of accurate analysis of the growth of adult education locally and globally in selected countries. It emphasizes the ability to accurately capture similarities with a view to solving common adult education problems in local settings. Cultural perspectives will feature prominently in the dismodule through topics such as factors influencing growth of adult education which will embody values, national strategic goals as key determinants.

BAE202: Organization and Management in Adult and Continuing Education

The module is intended to provide students with the opportunity to explore the interplay of issues pertaining to planning, organizing and managing of adult educational process and practices. Equipped with a clear and broad understanding of organization and management issues, adult educators will consequently be expected to analyse, solve and deliver quality service. In this modules, the following topics will be covered: major concepts; theories of management, leadership types, indigenous management perspectives ubuntu; resourcing the organization.

BAE203: Principles and Practice of Community Development

The module equips the student with insights on principles of community development which guide effective practice. It discusses concepts of community and development. Theories of both underdevelopment and development are examined. Key concepts of participatory extension approaches are discussed. The module also examines whit projects represent a vehicle that uses community development.

BAE213: Training Techniques in Adult and Continuing Education

The module seeks to familiarise the adult learner with various training techniques used during the training such as problem solving techniques, lesson presentation skills, ice breaking techniques, training games and communication skills. Methods that evolved from traditional practices are emphasized.

BAE206: Project Planning, Implementation and Evaluation in Adult and Continuing Education II

The module is designed to quip students with a broad understanding of projects as development interventions. The project cycle is described and each stage of the cycle is fully discussed. The logical framework is explained and its uses as a planning, implementation, monitoring and evaluation tool are explained. The module also addresses some important project management concepts such as resources control; shred leadership; project communication, problem solving and decision making.

BAE215: Gender Studies

Thee module seeks to conscientise student on gender disparities in society which are of global concern. The historical, social and cultural construction of gender is acknowledged. It also equips students with knowledge on various interventions that can be implemented to minimize these disparities. The patriarchal nature of most societies which tends to perpetuate gender inequalities is discussed. The module further discusses legislation, women empowerment and conventions such as Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW) as interventions by which nations seek to achieve gender equality.

BAE210: Community Health Planning Ethics

The module aims to develop students' understanding of social concepts and processes that influence health status and community health interventions. The module theories of health, organizations involved in health care; approaches to health care and community participation.

BAE214: Guidance and Counselling

Adults experience different types of problems in life. They may require expert guidance and counseling in order to achieve normalcy. The module therefore aims to equip adult educators with knowledge and skills on techniques of guidance and counselling. The module covers theories and strategies in counseling. It examines different approaches to counselling which include empty chair technique, transference, desensitization and people centered approach. It also identifies clients or groups of people who my need counselling services.

BAE108: Culture and Performing Art in Adult and Continuing Education

This module seeks to give adult learners an understanding of the various African performance forms including theatre, dance, music oral traditions and storytelling. Students are to examine the richness of these traditional ways of learning and how they inform Adult Education in pre-colonial, colonial and contemporary society.

BAE208: Public Relations

The module seeks to introduce adult learners to the concept of Public Relations whose main objective is to inform the public how it bring people together in understanding the functions of different publics like government and its citizens , the commodity producer and his/her consumers as well as the professional and their clients. The module also seeks to incorporate the aspects of culture in public relations such as - -- Ubuntu concept.

BAE218 Comparative Studies in Adult and Continuing Education II

The module provides students with knowledge and skills for conducting comparative skills for local, regional and international adult education systems. It emphasis the conduct of desk research in identifying and analyzing data in order to make judgements for the improvements of adult education systems based on scientific methods of comparative studies.

BAE216 Peace Education and Conflict Management

Adults experience many types of conflicts in the society they belong to. The module enables them to understand values embodied in peace education and conflict management. The ubuthu philosophy is a guiding principle in the development and use of strategies for sustainable peace. It also enables learners to understand and apply international and culturally principles for building a culture of peace.

BAE211 Capacity Building in Community Development Programmes

The module seeks to develop students with an in-depth knowledge of capacity building in development project with a focus on human resources capacity building. The module includes an analysis of such factors as economic and cultural variable that determines the success of community development.

BAE219 Project Planning, Implementation and Evaluation in Adult and Continuing Education II

This module is designed to equip students with an in depth understanding of key issues pertaining to the project concepts that were developed in phase 1 of the module. The emphasis is on socio cultural dimensions of selected project management cycles.

BAE205: Design and Development of Instructional Material

The module will introduce the basic concepts of instructional design and development of instructional material. Emphasis will be placed on analyzing basic models such as ADDIE and transformation of relevant knowledge into prototype learning material that are relevant to the local needs of adult learners. This is a practically – oriented module.

BHS 110 Introduction to Zimbabwean Culture and Heritage

The module exposes the learners to the country's cultural property, thus the tangible and intangible attributes of society, inherited from the past, maintained in the present and bestowed for social, economic and political advancement. Learners are introduced to the identification, preservation and safeguarding of Zimbabwean values (ubuntu/hunhu) and heritage in its diverse forms.

BHS 101 Introduction to Zimbabwean History.

The Module introduces first year students to the study of Zimbabwean history from the pre-colonial era to the present. It surveys how Zimbabwean social, economic and political institutions have developed. It builds the learner's capacity to make informed socio-economic and political choices in order to contribute constructively to society. It acquaints students with knowledge of the past which is a vehicle of understanding Zimbabwean experiences today and this knowledge engenders understanding of human agency, empowerment, nation building and nation identity.

HAPC101: Academic And Professional Communication

This module serves to equip students with communication skills critical to an academic setup. It focuses on the elements of communication, communication in traditional and modern societies, organisations, communication and heritage in traditional Zimbabwe. Emphasis will be placed on the application of communication models to traditional and modern Zimbabwe.

ICCT100: Information And Communication Technology.

This is an introductory module to studies in computer based information systems. Emphasis is placed on the nature and relevance of information Communication Technology. The module serves to introduce students to the area of research by reflecting on both qualitative and quantitative methods. The main objective being to promote research in education.

RMS101   Research Methods and Statistics

This module is directed at students taking educational research and statistics as a module for the first time. It seeks to provide the students with basic skills in identifying and stating problems in education as well as collecting, analyzing and interpreting qualitative and quantitative data. Emphasis in the module is on statistical reasoning within the context of designing, producing and reading research papers rather than merely accurate, out-of-context statistical computations. In light of this, research methods topics are, as much as possible, infused with relevant statistical processes. However, in order to mirror the organization of the final examination, the module is clearly divided into research methods topics and statistics topics.

DEPARTMENT OF CURRICULUM STUDIES

B.ED. SECONDARY IN-SERVICE (HONOURS) DEGREE

Css 103 mutinhiro Nedudziramutauro Wechishona
Pfupiso yechidzidzo

Chidzidzo chino chinoparurira vadzidzi zvakanangana nemutinhiro nedudziramutauro rechiShona. Chinojekesa mutinhiro weChiShona nokuratidza zvinhu zvitatu zvakakosha pamutinhiro wemutauro zvinoti; zviga zvokuumbisa mitinhiro, nhengo dzekutaurisa nematsanangurirwe emutinhiro. Chinobatawo basa remutinhiro pakuumba nyaudzirwa nezviga zvenyaudzirwa dzechiShona. Padudziramitauro reChiShona, chidzidzo chinobata mapazi acho ose ari matatu anoti; chizita, chiito nenyaudzosingwi chichijekesa maumbirwe, huye mashandisirwe emapazi ose aya edudziramutauro reChiShona zvichisanganisira tsanangudzo yechimwe nechimwe. Muchidimbu, chidzidzo chinopa mudzidzi mukana wekuvheneka mutauro weChiShona kubva pamutinhiro kusvika pamashoko endevo dziri muChiShona. Nokudaro chinojekesa mitemo yemitinhiro yemashoko ari muChiShona.

CSS 104 PFUNGWA DZEKUONGORORA UVARANOMWE

Pfupiso yechidzidzo

Zvidzidzo zveuvaranomwe zvakakosha chaizvo nekuti imwe nzira huru yekutsanangura upenyu nerudzi runoburitsa uvaranomwe. Saka kutaura uvaranomwe hweChiShona kuatura nezveupenyu nemararrmiro evaShona. Asi havasi vose vanhu vangaziva kana kumbofunga nezvenyanzvi kunodiwa kuti munhu anzwisise nekuyemura uvaranomwe. Kuti munhu anzi anoziva nekunakidzwa nezvidzidzo zveuvaranomwe hunge munhu iyeye achiziva pfungwa huru dzinogona kushandiswa pakuyemura nekuongorora zvinyorwa zveuvarnomwe. Saka zvidzidzo zvino zvakanangana nekupa mudzidzi udzamu hwepfungwa dzinowanikwa mukuongorora uvaranomwe hwese hwese zvahwo, kusanganisira hweChiShona.

CSS105KUVANDUDZWA KOMUTAURO WECHISHONA   Pfupiso yechidzidzo

ChiShona mutauro wakanga usina nhoroondo yokunyorwa sezvatava kuita mazuva ano. Nokudaro mutauro ungatorwa sewanga watosaririra zvokuti waitofanira kuvandudzwa nekusimudzirwa kusvika wasvika pamatanho akanga asvikwa neminwe mitauro anoti kunyorwa, kuva nemaduramazwi nemadudziramutauro. Idonzvo rezvidzidzo zvino kuzazanura zvisungo zvose memabsa ose akaitwa akanangana nemutauro weChiShona kuti uve zvauri nhasi. Izvi zvinoitwa vadzidzi vezvidzidzo zvino vari ivo vari mudariro rokudongodza mabasa aya ose akaitwa kubva kusangano reSRMC [1902], kuuya kwaMuzvinafundo Doke [1931] kusvika pazvisungo nezviitwa mazuva ano kusvika kune zvichiri kuitwa kuti mutauro wedu ugume wavawo chidadiso chedu. Zvinokosha kuti vadzidzisi sezvo vari nhengo dzinokosha mune remangwana reChiShona, vagone kuvheneka nekuongorora zvisungo zvose nemabasa ose ari kuitwa kusimudzira mutauro vagoguma vokwanisawo kupa pfungwa dzavo maonero nezvingade kunatsurudzwa, kuitwa patsva kana kuwedzerwa mumabasa ose emutauro weChiShona

CSS 108 Dudziramutauro Rechishona
Pfupiso yechidzidzo

Chidzidzo chino chinoparurira vadzidzi zvakanangana nedudziramutauro rechiShona. Chinojekesa maumbirwe, marongerwo nemashandisirwo emutauro weChiShona. Chidzidzo chino chinopa hwaro hwekutsanangura mutauro weChiShona kubva paChivakazwi kusvika kuchirevo. Chidzidzo chedudziramitauro rechiShona, chinobata mapazi acho ose ari matatu anoti; chizita, chiito nenyaudzosingwi chichijekesa maumbirwe, huye mashandisirwe emapazi ose aya edudziramutauro reChiShona zvichisanaganisira tsanangudzo yechimwe nechimwe. Muchidimbu, chidzidzo chinopa

mudzidzi mukana wekuvheneka mutauro weChiShona kubva pa pamashoko endevo dziri muChiShona. Chidzidzo ichi chinotarisavo kudyidzana kunoita zvizita, zviito nenyaudzosingwi mukushandiswa kwemutauro weChiShona.

CSS 109 Kupepeta Zvinyorwa Zvakanyorwa Nechishona   **Pfupiso yechidzidzo**

Chidzidzo chino chinotarisira kupa vadzidzi hwaro hwekupepeta zvinyorwa zveChiShona kuburikidza nokuonesa maonero akasiyana-siyana ekupepeta anopihwa nenyanzvi dzakasiyana-siyana. Chidzidzo ichi chinopa vadzidzi hunyanzvi hwose huripo hwekupepeta zvinyorwa zvakasiyana-siyana zvinosanganisira nganonyorwa, nyaya pfupi, nhetembo, mitambo nezvimwevo zvinyorwa zvisiri zveuvaranomwe.

CSS 110 Mapazi Emitauro Yevashona   **Pfupiso yechidzidzo**

ChiShona mutauro wakaumbwa kubva kumapazi/ mitauro midiki inotaurwa munzvimbo dzakasiyanasiyana dzenyika yeZimbabwe. Nokudaro mutauro sezvo uri iwo unodengezera tsika nemagariro avanhu, zvakakosha kuti tiongorore hwaro hwawo seimwe yenzira dzekuvhendenyura tsika nemagariro evaShona vari munzvimbo dzakasiyana dzenyika ino. Ruzivo rwemapazi awa ruchatigonesa kuyemura kupfuma kwemutauro uyu pamwe nokutionesa ramangwana rawo.

CSS 201 Uvaranomwe Hwevashona Husakanyorwa

Pfupiso yechidzidzo

Zvidzidzo zvino zveuvaranomwe hwetsika nemagariro avaShona zvidzidzo zvenhoroondo inonyanyowanikwa isina kunyorwa pasi. Zvinotsvaga kupa mudzidzi ruzivo neunyanzvi hwekuti anzwisisezvakadzama chinonzi uvaranomwe hwetiska nemagariro avaShona hwakangogara huripo chero amwe marudzi akazouya akasangana nevaShona asati auya. Zvidzidzo zvinoda kupa mudzidzi pfungwa huru dziripo nezveuvaranomwe uhwu, kuti agone kuhutsanangura, kuhuyemura nekuongorora senhoroondo yeupenyu nemararamiro erudzi rwevanhu vanonzi nhasi unova Shona. Inotsvaga kuti vadzidzi vayo vakwanise kuiziva nekuinzwisisa sezvakangogara zvaita kuvaridzi vayo kubva kareko. Zvakadaro, zvidzidzo zvino zvinogona kupa vadzidzi mukana wekuve nekumwe kuziva nekunzwisisa kwenhoroondo yetsika nemagariro kusingawanikwi muvanhu vakawanda nhasi uno.

CSS 202 Uvaranomwe HwaVaShona Hwakanyorwa

Pfupiso yechidzidzo

Zvidzidzo zvino zvinoparurira vadzidzi vazvo kuuvaranomwe hwavaShona hwakanyorwa. Zvakanyanya kunangana nekuyanika pachena uye kuumba nzwisiso izere kuti chii chinonzi uvaranomwe hwakanyorwa uye kuti hunobvepi, hwasikepi pamwe nekuti hunoita basa rei mukurarama kwevaShona. Zvidzidzo zvino zvinovavarirawo kukurukura maonerwo anoitwa uvaranomwe nemaonero nemamwe marudzi**.** Chinhu chikuru pamaitirwe ezvidzidzo zvino kupa vadzidzi vazvo mukana wekuvheneka uvaranomwe vachishandisa maonero ese anozikanwa kudzamara vagona kutsoropodza kodzero yemabhuku euvaranomwe ari kuzvikoro uye maongororero avanoita sevadzidzisi. Izvi zvinoguma zvovapa mamwe maonere anokosha kuti ivo vagume votsvaga nzira dzakanyanya kukodzera kushandiswa kudzidzisa basa reuvaranomwe kuzvikoro.

CSS 206 Kudzidzisa Chishona Kusekondari   **Pfupiso yechidzidzo**

Kudzidza ChiShona zvakanaka uye zvine mwero unogutsa kuSekondari chinhu chinotarisirwa uye ikodzero yemwana wese wese saka chinhu chinomakidzirwa kuti mudzidzisi wese weChiShona adzidzise neunyanzvi hwedanho repamusoro. Kuva neunyanzvi hwekudzidzisa ChiShona kunoita mudzidzisiagamuchirwe zvakazara nevana, chikoro uyewo nehurumende mubasa rake iye achigutsikanavo pabasa rake.Izvi zvinoita kuti mudzidzi azvivheneke nekuongorora zvaanodzidziswa nemadzidzisisire acho.Kugona kudzidzisa hachisi chinhu chekuzvarwa nacho asi chinhu chinotodzidzirwa kusvika munhu awana unyanzvi hwakazara.

CSS211Mitemo Yezvemitauro Muzimbabwe
Pfupiso yechidzidzo
Chidzidzo chino chinotsvaga kutarisa nekuongorora zvakadzama mitemo yezvemitauro muZimbabwe nemashandisirwo ayo senzira yekupa mudzidzi mukana wekunzwisisa chinonzi mutauro weChiShona nemaonerwo aunoitwa munyika. Chinoda kupa mudzidzi mitemo yacho iripo maererano nezvemitauro nekutsvaga kwainobva nezvaingareva, zvikuru kana takatarisa mashandisirwo emutauro weChiShona.Naizvozvo, chidzidzo chino chinoda kuongorora kana kunan'anidza maumbirwo nemauyiro emitemo yezvemitauro kubva varungu vasati vauya, munguva yekutongwa kwavanhu vatema nevachena kusvika nhasi uno. Naizvozvo, chidzidzo chinoda kupa nekuongorora mitemo yakadzikwa nehurumende yevachena neyevanhu vatema mushure mekuzvitonga kuzere nechinangwa chekuburitsa pachena chinzvimbo chemitauro yakasiyana muZimbabwe, asi kunyanya mutauro weChiShona. Nyaya ndeyekuti vadzidzi vechidzidzo chinovakwanise kuronda matanho akasiyana akatorwa munyika ino nezvemitauro yevachena pamwe chete neyevatema nezvazvinoreva kuvaridzi vemitauro nekune vanotonga vanoisa mitemo iyoyi..

CSS212 Ukama Hwemutauro, Pfungwa Nenharaunda:
Pfupiso yechidzidzo
Zvidzidzo zvino zviripo kupa mudzidzi ruzivo neunyanzvi hwekunzwisisa chinonzi mutauro kunyanya takanangana nezvinoitika mupfungwa neukama hunowanikwa pakati pemutauro neharaunda. Zvinod kupa mudzidzi unyanzvi hwekupenengura pfungwa idzi achishandisa maonero ake uye edzimwe nyanzvi. Nhongorera mupfungwa yemutauro inotsvaga kubatsira kunzwisisa chinonzi mutauro, musiyano wemutauro hwemhuka nevanhu, mubatiro nemadudziro anoita vana mutauro, ukama hwepfungwa nemutauro nezvimwewo. Chikamu chemutauro nenharaunda, ndimi nendiminyana, kushandiswa kwemitauro yakasiyana nezvazvingareva, masanganiswa emitauro muhurukuro nezvimwewo. Pane pfungwa zhinji kwazvo dzavepo nedziri kumuka maererano neruzivo rwechinanzi mutauro icho dzingabatsire vadzidzi pakunzwisisa ukoshi hweukama hwemutauro nenharaunda mukudzidzisa vana muchikoro nemuupenyu.

CSS213 Dudziro Dzemanzwi
Pfupiso yechidzidzo
Kuti nhaurwa dzifambe zvakanaka ndokunge vatauri vachinzwisisana. Izvi zvinongokwanisika chete kana vataurirani ivavo vane manzwisisiro mamwe ezvinorehwa namanzwi avanoshandisa. Kana izvi zvikashaikwa zvoreva kuti hapana mberi kungagona kuendwa nenhaurwa yacho sezvo panenge pasina kunzwisisana. Inzwi rimwe chete rinogona kureva zvakasiyana zvichibva nokuti rashandiswa sei uye papi zvinova zvinotova noukama nemisambo yokutaura mutsika namagariro avaShona. Nyaya yeshanduko yezvinorehwa nemanzwi nokuda kwezvikonzero zvakasiyana-siyana icharondwa zvakare muzvidzidzo zvino. Chimwe chichasimbiswa ndechokuti vadzidzi vaone kuti nguva zhinji inzwi kana pasina zvakarikomberedza dudziro yaro inganzi ndiyo chaiyo yezvarinoreva inogona kunetsa kubuda nayo.

Madonzvo enhaurwa achanyatsopenengurwa kuitira nzwisiso yevadzidzi.

CSS 302 Kuumba Zvinyorwa

Pfupiso yechidzidzo

Chidzidzo chino chinoparurira vadzidzi zviri maererano nekuumbwa kwezvinyorwa zvemhando ye(creative writing). Chinotsanangudza kuti kuumba zvinyorwa zvinomborevei. Chinotsanangudza izvizvi chisiyaniswa nezvinyorwa zvedzimwe mhando zvakadai sezvinyorwa zvinonyorwa zviri maererano nezvedzidzo. Chidzidzo chinojekesa kukosha kwekuumba zvinyorwa zvemhandoino, basa razvinoita muupenyu hwevanhu.Chinoparurirawo vana zviga zvechidzidzo, mhando dzacho uye zvinowanikwa mumhando dzakasiyana dziripo.

CSS303 Kuturikira Zvinyorwa

Pfupiso yechidzidzo

Chidzidzo chino chakanangana nenyaya yekuturikira mutauro weChiShona kubva pane imwe mitauro kana kuenda kune imwe mitauro. Chidzidzo chinoita kuti vadzidzi vave nomukana yokujekesa kudyidzana kwemitauro yakasiyana-siyana. Naizvozvo vadzidzi vachagadzirisa pfungwa dzavanga vanadzo maererano nokuonera imwe mitauro pasi imwe ichisimudzirwa. Nokudaro basa guru nderekutasanudza pfungwa kuitira kuti vadzidzi vadade nemutauro wavo.Kuturikira kunounza zvinhu zvitsva semazwi matsva kubva kune imwe mitauro izvo zvinovandudza mutauro wedu.Kuturikiravo kunokoshesa ruzivo rwetsika nemagariro zvemitauro iri kuturikirwa yacho uye kunopavo hunyanzvi hwekuongorora nekutsoropodza zvinyorwa zvakaturikirwa. Chidzidzo ichi chinoita kuti vana vave nehunyanzvi hwekunyatsoturikira nekududzira zvinyorwa nomazwo nenzira dzinoita kuti pasava nekurasikirwa kwakanyanya kweukoshi hwechinyorwa kubva kumutaurobviwa kuenda kumutauronangwa.

MUSIC EDUCATION

CSTA 101 Theory of Music

The module is meant to equip students with the necessary introductory concepts of their music with special emphasis on elements of music. Students are expected to demonstrate the art of writing and reading music from both the African and Western perspective. The origins and detailed forms of notating and preserving music is dealt with. All candidates should have done music at either Diploma level or other equivalent module on music theory. The module generally deals with theoretical issues of music such as analysis of given songs that directly expose students to issues of transposition, transcription and text analysis.

CSMU 206 Organology

This module deals with the origins and classification of musical instruments. The module seeks to address the following; the distribution of instruments, construction playing and tuning techniques, the musical and nonmusical functions of musical instruments. Students are expected to trace the history of selected instruments and should be able to classify them in their various musical religions.

CSMU 301 Musical Bussiness and Copyright

Music Business and Copyright deals with trends current and challenges in the music industry- issues like recording contracts, royalties, copyrights, piracy and distribution of musical recordings will be dealt with. The involvement of the state mechanism, police, immigration, arts council and music promoters will be looked at. general, the module dealt with music copyrights acts such as the teach act and other relevant copyright regulations that are internationally recognized.

CSMU 302 Music Acquisitions

The module looks at how the African child acquires musical taste and skills. It also covers the influence of the environment, technology and education. The issues of heredity and music aptitude will be also addressed. The student is expected to research on the impact and effects of technology on music acquisition.

CSTA 101 Transcription and Analysis

The module is meant to equip students with the necessary advanced concepts of transcription and analysis of musical pieces with special emphasis on selected given songs of various traditions. Students are expected to demonstrate their skills through analysis of given songs

CSMU 101 Ethnomusicology and Ethnography

This is a 60-hour module to students who are practicing secondary school teaching and are taking Music education as their area of specialization. The module seeks to equip students with skills on how to teach and carry out researches in ethnomusicology and ethnography.

CSMU 103 Introduction to Music Technology

Students taking this module are expected to learn basic technological skills in various aspects of music. The module seeks to equip students with relevant skills on how to use basic technological skills during instruction of musical instruments.

CSMU 105 Practical Performances

This module is designed for students to learn performance techniques in marimba, mbira, guitar, keyboard and singing. Students are expected to balance African and Western instruments. The main aim of this module is to expose students to performance techniques and musicianship of various musical instruments.

CSMU 105 Comparative Musicology

The module seeks to equip students with relevant background of the foundations comparative musicology. In this module students are expected to trace musicological works of various cultures across the globe.

CSMU 202 Musical Performances, Management And Adjudication

The module is designed for students who have done practical performances in their first year of the programme. Students are expected to play at least one Western instrument and one African instrument as well as learning choir management skills.

CSMU 202 Curriculum Issues In Music Education

This module is designed for those students doing Level 2 Semester 1 of the degree programme. This is an advanced skills module designed to equip secondary school music teachers with current, new, innovative approaches to music education. Students should also be able to design teaching content following current trends and consider the new paradigm shift from singing to music education.

CSMU 203 Instrument of Specialization

This module is designed for students to learn advanced performance techniques in musical instruments of their choice. The main aim of this module is to expose students to advanced performance techniques and musicianship.

CSMU 204 Music Technology

This module is designed for students who have done Introduction to Music Technology. Students are expected to learn how to use advanced techological skills in various aspects of musical performances and compositions.

CSH304 USA Since 1750

The module introduces students to America's early years of the Republic and the Constitution. Students will focus on the factors leading to American Revolution, Confederation, American nationalism, civil war, growth of industries and issues of significance in the politics of USA in general since 1570.

CSH203 International Relations Since 1945

The module is designed for students who intend to pursue studies leading to the Bachelor of Education (Secondary) degree by in-service and block release. The module seeks to examine the rise of current international power politics and conflicts since the end of the Second World War in 1945. Special attention will be given to ideological perspectives shaping the modern world, local, regional and international interactions with particular reference to their impact on small nations.

CSH108 West Africa 1800-1945

The module is intended to familiarise students with historical developments in West Africa with the objective of trying to promote understanding and unity among Africans.

CSH105 A Guide To Historical Methods

The module is intended to be an introduction to historiography and historical method. It involves the study of the nature and meaning of history; the central concepts of facts, evidence, explanation and objectivity in history; sources of historical evidence; the application methods used by historians to gather, assess, present and document historical evidence; history as an academic discipline and its importance to modern Zimbabwe; the development of the 'science of history' from ancient to modern times, and the distinctive contribution of certain historians to its development; schools of history and factors which influence different interpretations of History.

CSH107 Europe 1789-1900

The module is an introduction for Bachelor of Education students majoring in the study of History. The module introduces students to social, economic and political developments in modern Europe in the wake of the industrial and political revolutions which occurred since the 18th century. Attention of students will be drawn to the rise of contemporary ideals and concepts bequeathed by these developments to the international community.

CSH202Pedagogical Issues in History

This module is intends to enhance students' skills of teaching History effectively at Secondary School level. It focuses of issues of content and Methodology and the implementation of the History Curriculum.

CSH104 Pre-Colonial History Of Zimbabwe

The module examines the origins of the Zimbabwean polity and society by looking at the diverse historical forces and influences which constitute the basis of Zimbabwe's cultural, political, economic, political and social life from earliest times. The module is intended to sensitize student on the past in order to allow them to relate to what is modern Zimbabwe.

CSH205 Colonial Africa

The module is designed to enable students to understand the various developments and changes which occurred in different regions of Africa since the advent of colonial rule at the end of the 19 the century to the more recent times. It aims to develop an analytical mind which can make a comparative analysis of colonial events to explain Africa's current social, political and economic challenges and developments.

CSH206 Modern Russia

The module is designed to enable students to understand the various developments and changes that occurred in Russia from 1900 to present day. It aims to develop an analytical mind which can make a comparative analysis of policies employed by various Russian leaders on the road to modernization.

CSH109 Southern Africa Since 1800

The module is intended to allow students to understand the historical processes which shaped the social, economic and political development of the societies of Southern Africa from the beginning of the nineteenth to the more recent times. The module will concentrates on Botswana, Lesotho, Namaibia, South Africa, Swaziland and Zimbabwe.

CSH107   Europe 1789 – 1900

The module traces the module of social, economic and political developments in modern Europe in the make of the industrial and political revolutions which occurred since the end of the eighteenth century. The module will draw the attention of the students to the rise of contemporary ideas and concepts bequeathed by these developments to the international community.

CSH301   Modern Europe

This module is meant to trace the social, economic and political trends in Europe as indicated by two major events, the First and Second World Wars. The module draws the attention of students to the underlying factors which gave way to the two World Wars and examine the success of nations in post-conflict arrangements. The module aims at producing students who can analyse events, evaluate procedure and interpret developments. Issues central to the study of the module include the rise of dictatorship and the failure of collective security up to 1945.

CSH206 History of Modern Russia

The module is intended to expose students to historical developments in Russia and the Soviet Union since the nineteenth century. In the process, students are expected to grasp the political, social and economic factors that produced modern Russia. Emphasis will be given to the dictatorial/democratic processes in the emergence of USSR as a superpower. The role of USSR to the genesis of the Cold War will be examined.

CSH304 The United States Of America Since 1750

The module aims at acquainting students with historical developments in the United States of America from 1750 up to its rise as a world power in the twentieth century. Issues to be examined include the impact of the American civil war and reconstruction, Federalism, party politics and Jefferson. America and Jacksonian democracy will be examined. The role of America in the First and Second World Wars will be discussed. The impact of USA's rise as a super-power on the international scene is central in this module.

CSH108 West Africa, 1800-1945
The module is intended to familiarize students with historical developments in West Africa with the object of not only enhancing the knowledge of the students concerned but also as an attempt to promote understanding and unity among Africans.
Topics to be covered:

CSH105 Introduction to Historical Methods
The module is designed to introduce students to the theoretical and practical sides of studying and writing History and forms of foundation for the Research Project in Level 3. The module discusses issues on what History is and how it relates to other disciplines. It looks at historical sources and the nature of historical evidence such as facts, opinion, primary and secondary sources and written evidence.

CSH204 Women in African History
The module seeks to expose students to African women's history. The module embraces a wide variety of societies with different historical situations. In this range, some common threads are going to be explored against the background that women have been neglected are marginalized. The module is intended to expose students to an understanding of the place of women in past and contemporary societies. It therefore, assesses the role of women in primary and secondary resistance to colonialism. Cultural barriers to women involvement in social, economic and political events and processes will be examined. Women's emancipation through legislation in post-colonial Africa will be examined with a viewto create a gender sensitive student.

CSSS207 Human Rights Education
The module engages students with the functions of and key problems in human rights. The nature of human rights makes it an object of study, a matter of policy and intervention. The links between theory and practice will be discussed throughout this multidisciplinary module. The module applies a broad definition of human rights linking as it does three (3) usually separate areas: legal, philosophical and political perspectives of human rights.
The causes and control of grass human rights violations are also explored. It thus, examines fundamental human rights through an exploration of two (2) essential values of humanity i.e. human and civic rights. The module therefore, looks at justiceable rights such as civil, political, social and cultural rights. Constitutionalism in global states will be examined with a comparative tendency.

CSAC101 Accounting Concepts, Principles and Procedures
 This module intends to develop conceptual understanding of Accounting Concepts, principles and procedures.

CSAC102 Financial Reporting For Small Business
This module intends to develop conceptual understanding of financial reporting for small businesses

CSAC103 Pedagogical Issues in Accounting
This module intends to improve the practice of teaching in the areas of Accounting by highlight the current constructivist approaches to teaching

CSBS101 Business and The Environment

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This module seeks to develop a critical, strategic management understanding of the external and internal environment in which the business operates by carrying out macro, micro and internal analyses

CSBS102: Economics 1
Module Synopsis

This module is intended to be an introductory module in micro-economic analysis and seeks to help students develop a critical analytic mind to understand the importance of economic principles to make business decisions

CSBS103:   Pedagogical issues in Business Studies
Module Synopsis

This module intends to improve the practice of teaching in the areas of Business Studies by highlight the current constructivist approaches to teaching

B.EdECONOMICS
CSEC101:Economics 1
Module Synopsis

This module is intended to be an introductory module in micro-economic analysis and seeks to help students develop a critical analytic mind to understand the importance of economic principles to make business decisions

CSEC102:Labour Economics
Module Synopsis

This module seeks to develop an understand in the area of labour economics in which students are taught to understand the major causes and requirements for a functional demand and supply of labour in an Economy

CSEC103: Pedagogical issues in Economics
Module Synopsis

This module intends to improve the practice of teaching in the areas of Economics by highlight the current constructivist approaches to teaching

B.Ed (Hons) IN ACCOUNTING*
CSAC104: Financial Accounting for Companies
Module Synopsis

This module seeks to further improve the concepts of financial reporting by developing advances in financial reporting for companies in addition to that for small businesses

CSAC105: Practical Accounting Data processing
Module Synopsis

This module intends to train students in the practical accounting data processing using the computer-based systems using such software as Pastel and Quickbooks

CSAC106: Accounting System in a Computer Environment

Module Synopsis

This module is designed to instil understand of the concepts of accounting information systems that can be used in a computerised environment.

B.Ed (Hons) BUSINESS STUDIES*

CSBS104: Human Resources Management

Module Synopsis

This module seeks to develop conceptual understanding of the practices of human management in Zimbabwe and how the human resource management function can be structured in real practice and how its function can affect the operations of the whole organisation

CSBS105: Management and Organisational Behaviour

Module Synopsis

This module intends to develop a critical understanding of the concepts of management and organisational behaviour and how these can be applied in real life organisations and how the practices of management and organisational behaviour

CSBS106: Business Law

Module Synopsis

This module intends to develop an understanding of the concepts of business law and how the principles of law are used in business to ensure smooth running of business organisation

B.Ed (Hons) Economics

CSEC104: Economics 2

Module Synopsis

This module intends to further develop the micro-economic principles and how they affect individual firms in their decision making.

CSEC105: Macroeconomics 1

Module Synopsis

This module seeks to introduce the principles of macro-economics so that students will have an understand of the macro-economic fundamentals of unemployment, fiscal and monetary policy, interests rates, inflation

CSEC106: Introduction to Economics Statistics

Module Synopsis

This module intends to develop the basic economic statistical techniques to resolve economic problems and to be able to forecast economic fundamentals.

B.Ed (Hons)ACCOUNTING*

CSAC201: General Financial reporting

Module Synopsis

This module seeks to further develop the concepts of financial reporting by introducing the concepts of general financial reporting to prepare the consolidated financial statements.

CSAC202: Cost Accounting and Control Systems

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Module Synopsis

This module seeks to introduce the costing and control systems and how they are used in the ascertainment of costs for the production of a single unit of production or in the provision of a service.

CSAE203: Management Accounting techniques

Module Synopsis

This module aim to impart management accounting techniques and how these are used to aid management decision making in the organisation

B.Ed (Hons) BUSINESS STUDIES*

CSBS201: Principles of Marketing

Module Synopsis

This module endeavours to broaden marketing skills in the students and to teach them how to apply the marketing principles in decision-making

CSBS202: Business Communication

Module Synopsis

This module seeks to widen the knowledge of students in business communication, grooming and deportment to ensure that they are able to produce reports, letters and to produce adequate minutes of meetings

CSBS203: Operations Management

Module Synopsis

This module aims to outline the concepts of operations management and how they can be used in the organisation to adequately resource the production department with adequate facilities and operational controls for managerial decision-making

B.Ed (Hons)Economics*

CSEC201: Macroeconomics 2

Module Synopsis

This module intends to present an advanced understanding of the macro-economic fundamentals such as inflation, interest rates, IS-LM functions and the unemployment.

CSEC202: Zimbabwean Economic Indicators

Module Synopsis

This module endeavours to provide an analysis of the major economic indicators for the economy of Zimbabwe and how these affect the businesses organisations in the economy

CSEC203: Mathematics for Economics

Module Synopsis

This module aims to provide advanced mathematical concepts used in economics to solve and resolve advanced economic problems and to forecast and predict the economic factors.

Level 2 Semester 2

B.Ed (Hons) Accounting*

CSAC204: Distinctive Financial Reporting

Module Synopsis

This module intends to provide and advance analysis of the financial reporting for distinctive needs such as reporting for non-current assets and the recording of equity using the developed concepts of International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS)

CSAC205: Group Financial Reporting
Module Synopsis

This module seeks to develop advanced financial reporting concepts for holding companies and their subsidiaries and how consolidated financial statements are prepared in International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS)

CSAC206: Financial Analysis, Valuation and Restructuring
Module Synopsis

This module aims to provide a critical financial analysis of the financial reports of companies and how companies are valued using the various valuation methods

B.Ed (Hon) Business Studies
CSBS204: Project Management
Module Synopsis

This module intends to give a thorough understanding of the concepts of project management using CPA, PERT and other concepts in order to analyse the project valuations and cashflow projections

CSBS205: Business Finance and Accounting
Module Synopsis

This module seeks to provide an advanced grounding in the area of business finance and accounting and how these can be used to make decisions by management

CSBS206: Management Accounting Techniques
Module Synopsis

This module aims to impart management accounting techniques and how these are used to aid management decision making in the organisation

B.Ed (Hons) Economics
CSEC204: International Economic Issues
Module Synopsis
This module seeks to provide a thorough grounding in the analyses of the international economic issues and how they affect the economy of Zimbabwe, and how international markets affect the local economy

CSEC205: Development Economics
Module Synopsis

This module aims to provide a conceptual understanding and the critical thinking required in the area of development economics and the importance of the multi-lateral institutions and how they affect the economic development and economic growth of the economies of the world.

CSEC206: Monetary Economics
Module Synopsis

This module intends to give a thorough grounding in monetary economics and the determinants of supply of money and the interest rates as well as liquidity in the economy.

Level 3 Semester 1
B.Ed (Hons) Accounting
CSAC301: Financial Planning and Control
Module Synopsis
This module seeks to provide a conceptual skills and understanding in financial planning and control to ensure that the finances of the organisation are fully taken into consideration for the financial well-being of the organisation

CSAC302: Advanced Management Accounting Techniques
Module Synopsis
This module aims to give advanced analytical and evaluation skills in advanced management accounting techniques and how the concepts, techniques and skills are used to for decision making by management
B.Ed (Hons) Business Studies
CSBS301: Information for Decision Making
Module Synopsis
The module intends to develop the skills and techniques in the management of organisational information which is critical decision making for the organisation and the use of computer-based technologies in the analyses and interpretation of the information.

CSBS302: Strategic Management
Module Synopsis
This module aims to provide thorough grounding in the concepts of strategic management and how strategies are formulated, implemented and reviewed, to ensure that the organisation has a competitive edge in the market place

B.Ed (Hons) in Economics
CSEC301: International Trade
Module Synopsis
This module intends to develop critical understanding in the concepts of international trade and the impact of balance of payments on the performance of an economy

CSEC302: Public Economics
Module Synopsis
This module aims to provide the conceptual understanding of the basic tenets of public economics and how they relate to the fiscal policies, monetary policies and the provision of public goods and services in an economy.

CSAE 110 Western Art History
This module looks at the chronology of events in the Western art from classical period through renaissance to the present day. Areas to be covered are USA, Europe. The module looks at modern and post-modern Art and the philosophy aesthetics value of Art produced.

CSAE 203 Colour and Colour Theory

The module looks at colour as one of the fundamental elements of Art. It is therefore important for Art students to be exposed to colour theory and colour so that they will understand its function. This module is designed to assist students to be familiar with colour termlogy, its history and theorists associated with it. Students should be able to use colour in paintings and designs.

CSAE 212 Textile and Fabric Design

This module is intended to introduce students to fabric design and enable them to gain insights, develop knowledge understanding of traditional and contemporary methods and techniques. Historical issues related to the practice the scope of the module covers both theory and practice but more emphasis is on studio practice. Students are expected to develop their own styles and approaches, explore and experiment with a variety of media.

CSAE216 Design Dynamics

The module intends to familiarise students with trends and practice in the field of design. It intends the students to develop relevant problem solving skills in technical areas of illustrations, lettering, calligraphy, and advertising will be explored.

CSAE 302 Advanced Painting and Drawing

This module is for the enhancement of students' manipulative skills in painting and drawing. The students should be able to develop their own styles and use different mediums in exploring their own creativity and creative practices.

CSAE 103 Western Art History

This module looks at Western art from classical period through renaissance up to present. The workshop approaches in the teaching of art to western and European cultures and the influence of patrons-cum-brokers to the style and form of the art produced. The areas to be covered are: America, Europe, Italy, France, and Greece. The impact of the workshops on the genres of Western art today is closely looked at in this module. The module also looks at post-modern art which has the willingness to adopt new ideas from and long appreciation of innovation. The issues of hybridity, technology and boundary crossing are examined. Different philosophical, critique and aesthetic value of art produced in over time is examined Africa. The module exposes students to the rich diversity of origin of art and canonizing of art its heritage and culture. The technical skills used meanings imbedded, aesthetic and cultural value of the artifacts from the Western world. Students will be exposed to analysis of the circumstances leading to the making of the artifacts over and above narration of dates and events in the art movements.

CSAE 112 Introduction to Visual Aesthetics

An introduction to the intellectual basis of the visual arts. It lays a broad foundation for the study of design theory, the philosophy and the critical appreciation of visual art.

CSAE 114 African Art History

This module looks at African art during colonial period and postcolonial period. The workshop approaches in the teaching of art to Africans and the influence of patrons-cum-brokers to the style and form of the art produced. The areas to be covered are: West Africa; Central and Southern Africa. The impact of the workshops on the genres of African art today is closely looked at in this module. The module also looks at postcolonial African art which has the willingness to adopt new ideas from and long appreciation of innovation. The issues of hybridity, technology and boundary crossing are examined. Different

philosophical, critique and aesthetic value of art produced in Africa. The module exposes students to the rich diversity of African art heritage and culture

The technical skills used meanings imbedded, aesthetic and cultural value of the artifacts from the African culture. Students will be exposed to analysis of the circumstances leading to the making of the artifacts over and above narration of dates and events in the art movements.

CSAE 115 Figure Drawing

A practical module which traces explores the theoretical and practical skills of representing the human figure male or female using drawing or painting as the media of expression on various surfaces. Emphasis is on accurate representation as well as the expressive, aesthetic and humanistic content of drawings. The module explores traditional and contemporary methods of drawing and painting the human figure.

CSAE 211 Graphic Design

This practical module for undergraduates that traces and familiarizeswith trends and practices in the field of Graphic Design. It aims at developing knowledge and relevant skills in technical areas such as design, advertising and illustration using traditional and modern technology (digital & IT.) The module explores the developments taking place in these disciplines to enable the student to understand and become practically competent through practice and research.

CSAE 214 Computer Aided Design

This module is a practical module which offers students opportunity to explore various opportunities to solve visual problems using design computer software. Students will be exposed to software such as, Corel draw, pastel page maker, QuarkXPress etc. These will equip students with skills and capacities to design labels, logos, banners, animation, caricatures, designs for print, posters, business cards, packaging and so on.

CSAE 215Craft Work In Zimbabwe

The module traces the teleological and aesthetic value of traditional artifacts and craftwork in Zimbabwe. These are basketry, wood curving, sculpture, weaving, poetry and bead works and any other craftwork unique in Zimbabwe. The module considers and traces the historical origin of each craftwork and its relevance, sustainability and purpose in various cultural settings across Zimbabwe. Socio – cultural criticism theories are used to critique and interpret the meaning and aesthetic value of cultural artifacts produced in Zimbabwe.

CSAE 301 Three Dimensional Design

The module develops a deeper theoretical understanding and practical competence in the theory of 3 Dimensional worlds. It develops the manipulative techniques of 3Dimension media such as stone, wood, paper, wire, metal, clay, plaster and other found objects in creating art forms.

CSG 104 Climatology

The module focuses on the study of the average weather conditions over a period of time at a given place. It is concerned with the mean values and frequencies of the meteorological quantities. The meteorological aspects are described, explained and interpreted in order to give meaning to these quantities. It is concerned with the physical processes that take place in the atmosphere and how they interact to give various weather and climatic conditions. The study of climate can take place at different local, regional and at a global level.

The module equips students with interpretative skills through analysis of climatic graphs, charts and tables. The knowledge acquired assists students to solve problems that affect peoples' lives such as climate change.

CSG 105 Regional Development

The thrust of the module is to explain the spatial development of different regions. The socio-economic, political and environmental factors that give rise to different types and nature of regions are studied in detail. The module focuses on the theories of regional development and their application in various parts of the World. Case studies of regions are done to enhance the understanding and application of regional development theories.

CSG 206 Geomorphology

The module entails the scientific study of landforms and the factors and processes that shapes their form and development. The study seeks to explain why landforms are in their current form and attempt to predict their future development. It involves field observations, experimentation and modelling in an effort to describe and explain the spatial development and nature of landforms. It covers the practical applications of geomorphology such as hazard assessment and mitigation. The module emphasis also on how human activities have modified landscapes over time.

CSG207 Soils Geography

This module provides an introduction to pedology.It involves the study of physical properties of the soil. It focuses on the factors and processes that influence soil formation and their distribution. The module looks at ways of classifying soils. It also emphasis on the causes of soil deterioration and measures to reduce soil loss.

CSG208 Biogeography

The module involves the study of the distribution of species and ecosystems in geographic space and over time. It unites concepts and information from ecology, biology, geology and physical geography. It includes the study of plant and animal species in their past and present and how they survive within different environments. It deals with the location, distribution of species and reasons for their occurrence over space.

CSG209 Introduction to Geography Information Systems

The module is designed to study any information system that capture, stores, manipulate, manage and present all types of Geographical data. It involves the merging of cartography, statistical analysis and data base technology. It focuses on methods used to collect data and process it. The module is useful to learners in that it provides it provides theoretical and practical framework for students to acquire knowledge and skills in capturing and retrieving Geographical data. Skills in GIS are necessary in resource management and regional planning.

CSG301 Agriculture and Industrial Geography

The module explores the location, nature, distribution and spatial organisation of Agricultural and Industrial activities. Attention will be drawn to the socio-economic and physical factors underlying the spatial patterns of the economic activities. It involves the study of characteristics of different types of Agricultural and Industrial activities at different scales. Emphasis of the study is also based on theories that explain the spatial patterns of these economic activities.

CSG302 Cultural Geography

The module involves the study of cultural norms, values and beliefs and how they vary over space and time. It focuses on describing and analysing cultural elements such as religion, language, economy and other cultural aspects. It deals with how human beings function over space in terms of attitudes, practices and structure of power over different regions.

CSPH108 Environmental Physics

The module focuses on how living organisms respond to their environment. It looks at how modern technology affects the environment. It is concerned with how species of life survive and reproduce. It includes the mathematical analysis that describes the physics process of the environment and many biological processes. It looks at how the principles of physics can be applied to the study of the interactions between plants and animals and their environments. It includes concepts in ecology, hydrology, and concepts of atmospheric exchange of gases and energy between organisms and the atmosphere. It looks at environmental physics of animals and their environments as well as plant science.

CSCH 205Atomic Structure

The module involves the study of an atom as the basic unit of matter that consists of a dense central nucleus surrounded by a cloud of negatively charged electrons.It includes aspects such as atomic nucleus, protons,electromagnetic force, chemical elements and isotopes.It deals with the concept of an atom as an indivisible component of matter.It focuses on the historical perspective of how the internal structure of an atom was discovered.

CSCH 108Natural Products Chemistry

The module involves the study of chemical compounds or substances produced by a living organism found in nature that usually has a pharmacological or biological activity for use in pharmaceutical drug discovery design.It focuses on the extraction of natural products and chemistry of Giant molecules.It shall look also at the chemistry of traditional medicine-active ingredients isolation and purification for medicinal use.

CSCH 107Soil Chemistry

The module involves the study of the chemical characteristics of soil. It looks at the analysis of how soil chemistry is affected by mineral composition, organic matter and environmental factors. It enables students to predict the fate, when elements are initially released to soil with reference to contaminant toxicity. It focuses on reactions such as adsorption, precipitation, polymerization,complexation

CSCH106 Physical Chemistry

The module intends to look at simple kinetic theory, ideal and real   gases, chemical energetic, rates of reaction including catalysis, an introduction to chemical equilibria, redox equilibria, acid-base ,and phase diagram including Raoult'sLaw. The module helps students to understand chemical systems at both microscopic and macroscopic level with its main focus in aspects such as intermolecular forces, reaction kinetics, surface chemistry, thermodynamics, thermochemistry ,phase and colligative properties.

CSCH 206Introduction To Organic Chemistry

The module   looks at basic organic chemistry which includes aspects such as bonding, normenclatureand isomerism, and a discussion of organic acids and bases. It focuses on the introductory study of the structure, properties, and reactions of organic compounds and materials .It encompasses aspects on hydrocarbons, as

well as compounds and materials   containing other elements, especially nitrogen,oxygen,sulphur and phosphorus.

CSCH 208Instrumental Analysis

The module looks at how instruments used in analytical analysis function.It involves an analysis of how instruments can be used to identify substances to establish their functional groups and properties.Its main focus   is on mass spectroscopy, infrared, nmr, uv-vis and chromatography.It includes aspects such as instrument calibration,accuracy and precision principles.

CSCH301 Further Organic Chemistry

The module   involves   the extension study of organic chemistry aspects with the main focus on their physical and chemical reactivities.It includes their preparation by synthesis or by other means   as well as their subsequent reactivities,,,,both in the lab and via theoretical study.It looks at the range of applications of organic compounds, including plastics,drugs, petrochemicals,food, explosive material and paints.

CSCH 302Biochemistry

The module involves the study of the molecular basis of life.It focuses on the structure and function of biological molecules and employs techniques adopted from otherfielde like   biology,chemistry,physics and physiology.The module provides an introduction to the structure   and function of carbohydrates, lipids,amino acids,proteins and nucleic acids.

CSCH 203General Chemistry

This module is designed primarily as an introduction those who intend to pursue chemistry related modules.This caters even for those without prior experience in chemistry at schools.The purpose is to widen the student's analytical skills in chemistry background and expand his/her horizon as young chemists.It provides students with technical and intellectual skills and become an independent thinker who can approach chemistry problems from different directions. It includes the importance of chemistry as a branch of science, statistical analysis of data, chemical reactions involved. Thus, it focuses on the basic knowledge of chemistry concepts including aspects on physical, organic, inorganic and analytical chemistry which are necessary foundations for the in-depth knowledge of chemistry concepts.

CSCH207 Drug Metabolism

The module involves the study of the biochemical modification of pharmaceutical substances   or xenobiotics by living organisms. It focuses on the metabolic pathways that modify the chemical structure of xenobiotics and their biochemical transformations in the body.

CSPH208 Thermodynamics

The module focuses on heat and its relation to energy and work. It explains macroscopic variables such as temperature, internal energy and pressure that characterise materials and radiation and how they are related. It involves the concept of the physical temperature introduced the generalised zeroth law of thermodynamics necessarily leading to modification of Clausius'definition of the thermodynamic entropy. It is concerned with material and radioactive phenomena that are experimentally reproducible.

CGDB301Pedagogic Studies in Biology

The module focuses on the methods of teaching sciences and mathematics and geography education.

CGDG301Pedagogic Studies in Geography

The module focuses on the methods of teaching sciences and mathematics and geography education.

CGDCH301Pedagogic Studies in Chemistry

The module focuses on the methods of teaching sciences and mathematics and geography education.

CSMT   103Advanced   Calculus

Module synopsis:

This document is the module synopsis for Calculus to students who are taking mathematics as a major subject in the B.ED [PRIMARY] degree programme . The module shall be a foundation to Analysis concepts.

CSMT 105 Curriculum issues in Mathematics Education

Module synopsis:

This document is the module synopsis on Curriculum issues in Mathematics for students who are taking mathematics as a major subject in the B.ED [Secondary] degree programme . Main thrust is given to the current and topical issues in the learning and teaching of Secondary school mathematics.

CSMT 109 Linear Mathematics

The module intends to develop the concepts of vector spaces, complex numbers, matrix algebra, linear transformations, solution of linear equations and applications.

CSMT 113Abstract Algebra

The module intends to develop the concepts of groups , subgroups, group mappings, Rings and Fields. The module also considers applications of these concepts in other fields of mathematics.

CSMT 111 Fundamentals Of Ethnomathematics

Module synopsis

The module considers traditional and cultural applications of mathematics. The culture of learning and teaching mathematics in Zimbabwean schools is also an aspect of the module.

CSMT 114 Probability Theory 1

The module introduces the basic concept of Probability theory in one variable. The module also considers some applications of probability in everyday life.

CSMT 205 Ordinary Differential Equations

Module synopsis

The module aims to extend the knowledge of nth order linear and non-linear differential equations. It also aims at familiarizing students with methods of solving n^{th} order Ordinary Differential Equations.

CSMT 206 Findamentals of Analysis

The module aims to build the concepts of calculus of real functions on a firm logical foundation. Thrust is given to proof of mathematical statement in a logical manner.

CSMT 211 Statistical Inference

The module aims to introduce basic concepts of statistical inference, descriptive statistics, estimation theory and hypothesis testing and also to demonstrate the use of statistical inference in everyday life problems.

CSMT 212 Probability Theory 2

The module extends conceptualisation on random vectors , joint distributions, covariance and correlation, transformations and Jacobians, order statistics , sampling distributions and characteristic functions.

CSMT215 Fundamentals of Numerical Methods

The module considers numerical methods for solving equations, differentiation and integration. The module also demonstrates some applications of numerical analysis.

CSMT 208 Mechanics

The module introduces basic concepts of mechanics namely kinematics, dynamics and statics. The module also demonstrates some applications of mechanics in everyday life.

CSMT 301 Fundamentals of Mathematical Modelling

The module intends to extend the knowledge of applying mathematics to model situations and to familiarize students in gaining experience in problem solving by gathering, interpreting and analysing mathematical information.

CSMT 302 Complex Variables

The module introduces complex number theory and demonstrates some applications of complex number theory in differentiation and integration and solution of equations.

CSAG 106 Animal Health

Animal Health is a very broad module which covers a wide range of topics from adaptation of animals to diseases, parasites of farm animals, disease causation, disease transmission and control and the economic importance of diseases and parasites of farm animals. This module also introduces students to basic techniques of disease diagnosis and animal restraint methods. Common diseases of cattle, poultry, sheep and goats will be highlighted.

CSAG 111 Animal Breeding and Genetics

The animal breeding and genetics module focuses on general principles of genetics and application of genetics to animal breeding. The module concentrates on general genetics topics such as: genes, gene locus, chromosomes, genotype, phenotype, dominance, epistasis,sex determination,Gene mutation,variation, heritability and Mendel's Laws. It also looks at breedingsystems, selection methods, breeding and selection of beef and dairy cattle; performance and progeny testing in beef and dairy cattle and poultry. The students will learn the practicalmethodology on traits improvement through selection and proper mating systems. As a modulethat requires practical, the focus will be to impart useful skills on the students in order to enhancetheir breeding and selection literacy level and prepare them for their future in animal breeding and production.

CSAG 105 Beef Production

The beef production module prepares students to focus on improving the beef herd in this country and abroad as it is the main source of meat worldwide. It is intended to demonstrate the application and integration of biological, economic and management principles of husbandry and marketing of beef cattle. It also includes the genetic improved, systems of production and marketing of beef cattle.

CGDAG 301Pedagogic Studies in Agriculture
The module is designed for post graduate students with basic skills of teaching Agriculture effectively at secondary level. It also seeks to sensitize student in entrepreneurial skills in Agriculture. It also exposes students to issues of content, organisation and methodological approaches in the subject

CSN 213 Imisebenzi Yelithiritsha Yesindebele Leyesizulu Engalotshwanga (Ndebele And Zulu Oral Literature)
This module discusses Ndebele and Zulu oral literature which is an essential component in cultural heritage studies. However this will be accompanied through the study of both Ndebele and Zulu folktales, poetry, praise poetry, riddles and others which are significant in African communities. Through the study of orature covering such issues, students would come to appreciate and understand the close relationship that exists between the orature and these nationalities.

CSN 211 Izichazamazwi (Lexicography)
Basically the thrust of this module is on Dictionary- making and the significance of the dictionary and the study of a language. Through this module students will come to appreciate different types of dictionaries and how they are used.

CSN 212 Inkodlo Lezibongo Zamakhosi (Poetry And Praise Poetry)
This module focuses on the study of poetry in general and traditional praise poetry which are crucial in Ndebele culture. During the module students will understand and appreciate poetry and traditional praises through language use, evoked emotions, history or themes and stylistic devices. The module will also help develop in students analytic and critical skills which are indispensable in the study of poetry and traditional praises.

CSN 213   Imisebenzi Yelithiritsha Yesindebele Leyesizulu Engalotshwanga (Ndebele And Zulu Oral Literature)
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CSN 215 Ukuhlahlela Imibhalo Yesindebele Etshiyeneyo (Practical Criticism In Ndebele Texts)
The thrust in this module is on Practical Criticism of the various Ndebele written texts. During the module, students will be exposed to unseen texts from novels, poetry, drama, folktales and nursery rhymes. Furthermore the module is expected to equip students with appreciation of unseen texts through employment of analytical and interpretive skills.

CSN 301 Imidlalo Yesindebele (Ndebele Drama)

This module explores the study of Ndebele drama which is a crucial component of oral performance in African societies. The significance of this module is in that drama is used as a vehicle for influencing changes and also as a reflection of what obtains in the society. Through the study of this module, students will be empowered with knowledge and analytic skills of appreciating drama.

CSN 210 Ukuhlaziya Amanoveli (Analysis Of Novels)

The thrust of this module is on the study of different types of Ndebele novels. In the study of these novels, students are expected to critically appreciate and understand their themes, characterization, lessons and language usage. Which are essential in analyzing and interpreting novels.

CSN 211 Izichazamazwi (Lexicography)

Basically the thrust of this module is on Dictionary- making and the significance of the dictionary and the study of a language. Through this module students will come to appreciate different types of dictionaries and how they are used.

CSN 212 Inkodlo Lezibongo Zamakhosi (Poetry And Praise Poetry)

This module focuses on the study of poetry in general and traditional praise poetry which are crucial in Ndebele culture. During the module students will understand and appreciate poetry and traditional praises through language use, evoked emotions, history or themes and stylistic devices. The module will also help develop in students analytic and critical skills which are indispensable in the study of poetry and traditional praises.

CSN 111 Ukuhumutshela (Translation)

The study of this module will enable students to appreciate and understand changes and developments that have occurred to translation as a discipline. Furthermore, it will expose students to skills necessary in the process of translation. Through the study of this module, students will come to understand challenges encountered in the field

CSN 216 Ukuqhutshwa Kwezifundo Zesindebele Ebangeni Lesekhondari(Methods Of Teaching Ndebele At Secondary Level)

Izifundo zendlela zokufundisa ulimi lwesiNdebele kule ikhosi zizancedisa abafundi ngokubahlomisa ukuze bethule ulwazi ebafundini ngendlela efaneleyo. Ikhosi le izaphathisa ukuthuthukisa ubuciko, obudingakalayo ekusebenziseni indlela ezitshiyeneyo zokuqhuba izifundo zesiNdebele ebangeni lesekhondari. Izazama njalo ukuveza inhlupho ezitholakala ekusebenziseni indlela ezitshiyeneyo ekwethuleni izifundo zolimi lwesiNdebele. Kukhangelelwe ukuthi ukuqakatheka kwendimi zesiNtu ekufundeni kuvele ekuqhutshweni kwale ikhosi.

CSN 302 Ubulili Emibhalweni (Gender In Literature)

Ikhosi le igxile ekuhlaziyeni imibhalo ehlukeneyo kuhlolisiswa indlelay okwethula ubulili nxazonke. Imihlahlandlela efaneleyo izasetshenziswa ukucubungula izingwalo ezikhethiweyo. Abafundi bazathuthukisa ubuciko babo bokucubungula imibhalo yendulo leyakulezinsuku.

CSFN 301Nutrition Assessments and Health Surveillance

The module seeks to equip learners with skills necessary for the implementation of both normal and emergency nutritional surveys through the development of prerequisite data collection, analysis and evaluation skills. The processes and theoretical foundations of nutrition assessment and health surveillance education as well as research perspectives applicable to nutrition assessment, nutrition education, nutrition

surveys. The role of the community nutritionist in determining the nutrition needs of individuals and communities will be discussed giving a special thrust to the planning, delivering and evaluation of nutrition interventions.

CSFN 101 Foods and Human Nutrition

This module focuses on fundamental nutritional issues and nutritional problems affecting individuals, households, communities and the region. The module will attempt to improve the student's nutrition knowledge and were possible apply the knowledge to make nutritional assessments, meal planning, food preparation, cooking and serving. Candidates are expected to be able to handle the Advanced level Food Science syllabus comfortably.

CSFN 203 Catering

The module is intended to equip students with skills to plan, organise and run Food and Beverage Services in both small and large establishments. It will cover aspects of meal planning menu services, menu cycles and recipe standardization. Students are expected to improve their skills in marketing and use of ICT in the catering industry.

CSFN 208 Project Planning and Evaluation In Nutrition

The student aims at developing managerial and entrepreneurial skills in learners as well as developing appreciation in project appraisal, needs assessments, monitoring and evaluation. It also seeks to broaden students' appreciation of the skills in starting small enterprises in food and nutrition.

CSF 202 Pattern Making and Garment Costruction

The module is designed to further develop in students' pattern making and garment construction for bodices, dresses, and shirts in women, men and children's wear. The module intends to expose students to pattern development and garment construction

CSFN 202 Management and Teaching Methodology in Food And Nutrition

The module seeks to furnish students with knowledge and skills in teaching of theory and technical lessons in Food and Nutrition. The module will cover methods of teaching with emphasis on skill development. The module aims at developing managerial and supervisory skills.

CSF 205 Management and Teaching Methodology in Textiles And Clothing

The module seeks to furnish students with knowledge and skills in teaching of theory and technical lessons in Food and Nutrition. The module will cover methods of teaching with emphasis on skill development. The module aims at developing managerial and supervisory skills.

CSF 108 Textiles and Clothing Curriculum in The Secondary School

This module seeks to broaden student's knowledge of what Textile and clothing entails and how the subject knowledge is imparted to pupils as well. It is also intended to expose the students to tools that guide curriculum planning and development. The module is also expected to equip students with the knowledge and skills required in designing, planning, developing and evaluating the Textile and Clothing.

CSRS106 African Traditional Religion in Zimbabwe

This module explores African Traditional religious beliefs and practices in Zimbabwe. It makes an overview to the major trends in the study of the subject and how this relates to the teaching and learning of

religious and moral education. The module is interested in achieving knowledge and understanding on the significance of African traditional religious system in Zimbabwe.

CSRS 204 The Life And Teaching Of Jesus Christ In The Gospels

This module provides an overview of the four gospels (Matthew, Mark, Luke, and John) with emphasis on theChristological uniqueness of each gospel's portrait of Christ's history, ministry, person andwork. The module introduces the student to literary genres, structural analysis, and the practical use the literary critical tools for gospel research such as socio-historical and traditio-critical methodologies. The main focus of the module is how to apply to our lives of certain basic truths taught and demonstrated by Jesus Christ during His earthly ministry. This module helps the student to comprehend the essence of Christian gospel message throughstudying the Gospels and responds to various contemporary issues and challenges those Christian leaders and churches face today. The student will describe how the teachings ofJesus can be used in our very different circumstances today.

CSRS 203   Religion and Ethics

This study area specification provides for a program of study that encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs. The study area specification in Religion and Ethics helps students understand the personal, relational and spiritual dimensions of human experience. A search for meaning assists students from various cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews.

The study area specification enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It allows for flexible programs of study that recognize the varied needs and interests of students investigating topics such as the meaning of life, spirituality, purpose and destiny, commitment, life choices, moral and ethical issues and justice, and how these topics are dealt with in various religious and ethical traditions.

CSRS 301 The Apostolic Age

  This module is designed to introduce students to a study of the development of the first-century church aspresented in the book of Acts and the Pauline Epistles. Attention will be given to the historical, literary, and theological aspects of the biblical material. It intends to show the development of the church, its progress and problems of the Christian mission, including opposition and persecution from both Jews and Gentiles. The module seeks to equip students with content, knowledge and skills to teach religious studies.

CSRS 101   Philosophy of Religion

This module is a study of Philosophy of Religion. The module will expose you to issues relating to Religion and how philosophers consider them. The general aim of this module is to introduce you to how philosophy is involved in all aspects of religious life. During this module you will be learning the meaning of philosophy and Philosophy of Religion, the uniqueness of philosophy of Religion to society and the interest of philosophy, which is to examine the intellectual questions that arise in considering religious views.

CSRS 207 Religions and Conflict Resolution

This module is designed to introduce students to a study of religion and conflict resolution. It intends to help students to understand the ways in which religions of the world play a role in conflict and conflict

resolution. The module seeks to equip students with knowledge of skills to effectively teach Religious and Moral Education in the schools.

CSRS 105 Prophecy and Religion

Module CSRS 105 is an introductory module that focuses on the phenomenon of prophecy in a number of religions particularly in Zimbabwe. It is a trajectory of the interface between religion and prophecy. The module surveys socio-economic, political and cultural milieu under which religion and prophecy operate. It takes a comparative approach as it seeks to contextualise the phenomenon of prophecy in other regions such as Ancient Near East and Israel with the contemporary Zimbabwean religious landscape.

CSRS 102   African Initiated Churches

The module explores the history, growth and development of the AIC. It also examines the characteristics of the AIC Churches. It further explores the role of AICs in social, political, economic and religious issues.

CSRS107   Sociology of Religion

This module is a study of Sociology of Religion. The module will expose you to issues relating to Religion and how sociologists consider them. The general aim of this module is to introduce you to how religion is involved in all aspects of societal life. During this module you will be learning the meaning of sociology and sociology of Religion, the importance of Religion to society, the role of Religion in conflict transformation in Zimbabwe , gender, feminism and Religion ,Religion and social change as well as Religion in politics in Zimbabwe.

CSRS 108   Contemporary Issues in Religious and Moral Studies

This module is designed to introduce students to contemporary issues in Religious and Moral Studies. It indents to help students explore selected contemporary issues and analyze the responses given to these issues by selected religious traditions. Through the module, the students will gain knowledge and skills to effectively teach Religious and Moral Studies at secondary school level

CSRS 301   Religion and Gender Issues

This module intends to examine the place of religion in the context of gender issues in Zimbabwe. It intends to interrogate the relationship between religion and gender. Its purpose is to examine the statuses ascribed to men and women in religious traditions such as African Traditional Religion(s), Christianity, Islam and Judaism. It also explores the extent to which religious teachings and practices influence gender based violence.

CSRS 202Pedagogical Issues in Religious Studies

The rational of the module is to equip students with the knowledge and skills to effectively teach Religious Studies in Secondary schools. It also intends to enable students to comprehend the aims of teaching the subject, the structure and content of the Religious Studies syllabus, modern methods and approaches of teaching the subject. It also explores the contribution of developmental psychology to the teaching of Religious Studies.

CSRS302 Religion and HIV/AIDS

The module intents to examine the place of religion in the context of the HIV/AIDS   Zimbabwe . It intends to epidemic in Zimbabwe . It intends to interrogate the relationship between religion and HIV/AIDS in the transmission , fight and mitigation of HIV/AIDS and in   the care and counselling of the infected and affected.

CSCT102 :   Curriculum Theory

The module is designed for graduates pursuing a professional development programme in secondary education[B.Ed] in-service secondary.his is a foundational module meant to ground students in curriculum theory concepts relevant in making informed choices and decisions during teaching /learning.The module takes students through curriculum planning ,implementation,change and innovation and evaluation.

B.ED. PRIMARY IN-SERVICE (HONOURS) DEGREE

CSS 101 Nhoroondo Yezvemutauro Wavashona
Pfupiso yechidzidzo

ChiShona mutauro wakanga usina nhoroondo yokunyorwa sezvatava kuita mazuva ano. Nokudaro mutauro ungatorwa sewanga watosaririra zvokuti waitofanira kuvandudzwa nekusimudzirwa kusvika wasvika pamatanho akanga asvikwa neminwe mitauro anoti kunyorwa, kuva nemaduramazwi nemadudziramutauro. Chidzidzo chino chakanangana nenhoroondo yemutauro weChiShona kubva pawatanga kunyorwa pasi kusvika pari nhasi. Nhoroondo iyoyi zvinobatwa zvinosanganisira: Kukosha komutauro.

Nhoroondo yekuvandudzwa kweChiShona.

Ukama hweChiShona neimwe mitauro munyika muno.

Yananiso yemutauro

Zvinhu zvitatu zvinhu zvitatu zvinotaridza kuti mutauro wavandudzwa ndezvinoti bumbiro ramanyorerwo omutauro, maduramazwi huye madudziramutauro. Chidzidzo chino naizvozvo chinopa mukana wokubata nhoroondo yekugadzirwa kwebumbiro ramanyorerwo eChiShona kubva kubasa rakaitwa nedziSvondo, basa ramuzvinafundo Doke kusvika kubumbiro remanyorerwo emutauro weChiShona riri kushandiswa nhasi uno.

CSS 102 Kudzidzisa Zvakanaka Chishona Kupuraimari
Pfupiso yechidzidzo

Kudzidza nekudzidzisa ChiShona zvakanaka chinhu chakakosha zvikuru nekuti ishuviro yevana vose, vabereki vavo nehurumende yeZimbabwe. Mudzidzisi weChiShona wekupuraimari anotarisirwa kudzidzisa zvine unyanzvi hwedanho repamusoro izvo zvinoita kuti mudzidzisiagamuchirwe zvakazara nevana, chikoro uyewo nehurumende mubasa rake iye achigutsikanavo pabasa rake. Izvi zvinokwanisika kana zvidzidzo zveChiShona zvatsvagisa nekuongorora madzidzisirwe ari kuitwa ChiShona muzvikoro. Mudzidzisi anofanira kuzvivheneka nekuongorora zvaanodzidzisa nemadzidzisisire acho. Kugona kudzidzisa hachisi chinhu chekuzvarwa nacho asi chinhu chinotodzidzirwa kusvika munhu awana unyanzvi hwakazara.

CSS 104 Pfungwa Dzekuongorora Nadzo Uvaranomwe   Pfupiso
yechidzidzo

Zvidzidzo zveuvaranomwe zvakakosha chaizvo nekuti imwe nzira huru yekutsanangura upenyu nerudzi runoburitsa uvaranomwe. Saka kutaura uvaranomwe hweChiShona kuatura nezveupenyu nemararrmiro evaShona. Asi havasi vose vanhu vangaziva kana kumbofunga nezvenyanzvi kunodiwa kuti munhu anzwisise nekuyemura uvaranomwe. Kuti munhu anzi anoziva nekunakidzwa nezvidzidzo zveuvaranomwe hunge munhu iyeye achiziva pfungwa huru dzinogona kushandiswa pakuyemura nekuongorora zvinyorwa zveuvarnomwe. Saka zvidzidzo zvino zvakanangana nekupa mudzidzi udzamu hwepfungwa dzinowanikwa mukuongorora uvaranomwe hwese hwese zvahwo, kusanganisira hweChiShona.

CSS 108 Dudziramutauro Rechishona
Pfupiso yechidzidzo

Chidzidzo chino chinoparurira vadzidzi zvakanangana nedudziramutauro rechiShona. Chinojekesa maumbirwe, marongerwo nemashandisirwo emutauro weChiShona. Chidzidzo chino chinopa hwaro hwekutsanangura mutauro weChiShona kubva paChivakazwi kusvika kuchirevo. Chidzidzo chedudziramitauro rechiShona, chinobata mapazi acho ose ari matatu anoti; chizita, chiito nenyaudzosingwi chichijekesa maumbirwe, huye mashandisirwe emapazi ose aya edudziramutauro

reChiShona zvichisanaganisira tsanangudzo yechimwe nechimwe. Muchidimbu, chidzidzo chinopa mudzidzi mukana wekuvheneka mutauro weChiShona kubva pa pamashoko endevo dziri muChiShona. Chidzidzo ichi chinotarisavo kudyidzana kunoita zvizita, zviito nenyaudzosingwi mukushandiswa kwemutauro weChiShona.

CSS 109 Kupepeta Zvinyorwa Zvechishona   Pfupiso yechidzidzo

Chidzidzo chino chinotarisira kupa vadzidzi hwaro hwekupepeta zvinyorwa zveChiShona kuburikidza nokuonesa maonero akasiyana-siyana ekupepeta anopihwa nenyanzvi dzakasiyana-siyana. Chidzidzo ichi chinopa vadzidzi hunyanzvi hwose huripo hwekupepeta zvinyorwa zvakasiyana-siyana zvinosanganisira nganonyorwa, nyaya pfupi, nhetembo, mitambo nezvimwevo zvinyorwa zvisiri zveuvaranomwe.

CSS 111 Mutinhiro Wemutauro Wechishona   Pfupiso yechidzidzo

Chidzidzo chino chinoparurira vadzidzi zvakanangana nemutinhiro wemutauro wevaShona. Chinojekesa mutinhiro wechiShona nokuratidza zvinhu zvitatu zvakakosha pamutinhiro wemutauro zvinoti; zviga zvokuumbisa mitinhiro, nhengo dzekutaurisa nematsanangurirwe emutinhiro. Chinobatawo basa remutinhiro pakuumba nyaudzirwa nezviga zvenyaudzirwa dzechiShona. Muchidimbu, chidzidzo chinopa mudzidzi mukana wekuvheneka mutauro weChiShona kubva pamutinhiro kusvika pakujekesa mitemo yemitinhiro yemashoko ari muChiShona.

CSS 203 Uvaranomwe HwaVaShona
Pfupiso yechidzidzo

Zvidzidzo zvino zvinoparurira vadzidzi vazvo kuuvaranomwe hwavaShona hwakanyorwa. Zvakanyanya kunangana nekuyanika pachena zvinotarisirwa pakuongorora uvaranomwe hwakanyorwa uye kushandisa pfungwa huru dzekuongorora uvaranomwe kuvheneka mabhuku akasarudzwa.Chinhu chikuru pamaitirwe ezvidzidzo zvino kupa vadzidzi vazvo mukana wekuvheneka uvaranomwe vachishandisa maonero ese anozikanwa kudzamara vagona kutsoropodza kodzero yemabhuku euvaranomwe ari kuzvikoro uye maongororero avanoita sevadzidzisi. Izvi zvinoguma zvovapa mamwe maonere anokosha kuti ivo vagume votsvaga nzira dzakanyanya kukodzera kushandiswa kudzidzisa basa reuvaranomwe kuzvikoro.

CSS205 Tsika Nemagariro Evashona
Pfupiso yezvidzidzo

Zvidzidzo zvino zveuvaranomwe hwetsika nemagariro avaShona zvidzidzo zvenhoroondo inonyanyowanikwa isina kunyorwa pasi. Zvinotsvaga kupa mudzidzi ruzivo neunyanzvi hwekuti anzwisisezvakadzama chinonzi uvaranomwe hwetiska nemagariro avaShona hwakangogara huripo chero amwe marudzi akazouya akasangana nevaShona asati auya. Zvidzidzo zvinoda kupa mudzidzi pfungwa huru dziripo nezveuvaranomwe uhwu, kuti agone kuhutsanangura, kuhuyemura nekuongorora senhoroondo yeupenyu nemararamiro erudzi rwevanhu vanonzi nhasi unova Shona. Inotsvaga kuti vadzidzi vayo vakwanise kuiziva nekuinzwisisa sezvakangogara zvaita kuvaridzi vayo kubva kareko. Hazvinyanyonyorerekeri kune zvinotaurwa nevakanyora nezvayo, asi kuti zvinotsambidzira kunzwisisa nhoroondo iyi sezvayangonzwisisika kwainoitwa nevaridzi vayo seupenyu neraramo yayo. Zvidzidzo zvinoedza kuburitsa pachena nhoroondo iyi sezvayaitwa, zvayaifungwa nezvayaionekwa yakaita nevaShona kubva kareko vachena vasati vauya kuzogara pakati pavo. Naizvozvo, zvidzidzo zvino hazvikurudziri kuti mudzidzi amhanyire kunoshandisa maonero, mafungiro nemaitiro etsika dzacho semaonerwo adzingaitwa nhasi uni nemamwewo marudzi evanhu asingashandisi nekukudza nzwisiso

chaiyo yevaridzi venhoroondo iyoyi sezvavaionekwa pakuitevedzera seupenyu neraramo yavaridzi vadzo. Saka, zvidzidzo zvino zvichikurudzira vadzidzi kuona nekufunga seamonero nemafungiro uye maitiro evaridzi venhoroondo yacho. Zvinonzwisisa kuti panogona kunge paine zvakafanana kana kusiyna mutsika nemagariro evaShona nemamwewo marudzi evanhu vatema nevachena.

CSS 209 Kuturikira Mutauro
Pfupiso yechidzidzo

Chidzidzo chino chakanangana nenyaya yekuturikira mutauro weChiShona kubva pane imwe mitauro kana kuenda kune imwe mitauro. Chidzidzo chinoita kuti vadzidzi vave nomukana yokujekesa kudyidzana kwemitauro yakasiyana-siyana. Naizvozvo vadzidzi vachagadzirisa pfungwa dzavanga vanadzo maererano nokuonera imwe mitauro pasi imwe ichisimudzirwa. Nokudaro basa guru nderekutasanudza pfungwa kuitira kuti vadzidzi vadade nemutauro wavo.Kuturikira kunounza zvinhu zvitsva semazwi matsva kubva kune imwe mitauro izvo zvinovandudza mutauro wedu.Kuturikiravo kunokoshesa ruzivo rwetsika nemagariro zvemitauro iri kuturikirwa yacho uye kunopavo hunyanzvi hwekuongorora nekutsoropodza zvinyorwa zvakaturikirwa. Chidzidzo ichi chinoita kuti vana vave nehunyanzvi hwekunyatsoturikira nekududzira zvinyorwa nomazvo nenzira dzinoita kuti pasava nekurasikirwa kwakanyanya kweukoshi hwechinyorwa kubva kumutaurobviwa kuenda kumutauronangwa.

CSS210 Mutauro, Pfungwanenharaunda
Pfupiso yechidzidzo

Zvidzidzo zvino zviripo kupa mudzidzi ruzivo neunyanzvi hwekunzwisisa chinonzi mutauro kunyanya takanangana nezvinoitika mupfungwa neukama hunowanikwa pakati pemutauro neharaunda. Zvinod kupa mudzidzi unyanzvi hwekupenengura pfungwa idzi achishandisa maonero ake uye edzimwe nyanzvi. Nhongorera mupfungwa yemutauro inotsvaga kubatsira kunzwisisa chinonzi mutauro, musiyano wemutauro hwemhuka nevanhu, mubatiro nemadudziro anoita vana mutauro, ukama hwepfungwa nemutauro nezvimwewo. Chikamu chemutauro nenharaunda, ndimi nendiminyana, kushandiswa kwemitauro yakasiyana nezvazvingareva, masanganiswa emitauro muhurukuro nezvimwewo. Pane pfungwa zhinji kwazvo dzavepo nedziri kumuka maererano neruzivo rwechinanzi mutauro icho dzingabatsire vadzidzi pakunzwisisa ukoshi hweukama hwemutauro nenharaunda mukudzidzisa vana muchikoro nemuupenyu.

CSS211 Mitemo Yezvemitauro Muzimbabwe
Pfupiso yechidzidzo

Chidzidzo chino chinotsvaga kutarisa nekuongorora zvakadzama mitemo yezvemitauro muZimbabwe nemashandisirwo ayo senzira yekupa mudzidzi mukana wekunzwisisa chinonzi mutauro weChiShona nemaonerwo aunoitwa munyika. Chinoda kupa mudzidzi mitemo yacho iripo maererano nezvemitauro nekutsvaga kwainobva nezvaingareva, zvikuru kana takatarisa mashandisirwo emutauro weChiShona.Naizvozvo, chidzidzo chino chinoda kuongorora kana kunan'anidza maumbirwo nemauyiro emitemo yezvemitauro kubva varungu vasati vauya, munguva yekutongwa kwavanhu vatema nevachena kusvika nhasi uno. Naizvozvo, chidzidzo chinoda kupa nekuongorora mitemo yakadzikwa nehurumende yevachena neyevanhu vatema mushure mekuzvitonga kuzere nechinangwa chekuburitsa pachena chinzvimbo chemitauro yakasiyana muZimbabwe, asi kunyanya mutauro weChiShona. Nyaya ndeyekuti vadzidzi vechidzidzo chinovakwanise kuronda matanho akasiyana akatorwa munyika ino nezvemitauro yevachena pamwe chete neyevatema nezvazvinoreva kuvaridzi vemitauro nekune vanotonga vanoisa mitemo iyoyi.

CSS213:Dudziro Dzemanzwi

Pfupiso yechidzidzo

Kuti nhaurwa dzifambe zvakanaka ndokunge vatauri vachinzwisisana. Izvi zvinongokwanisika chete kana vataurirani ivavo vane manzwisisiro mamwe ezvinorehwa namanzwi avanoshandisa. Kana izvi zvikashaikwa zvoreva kuti hapana mberi kungagona kuendwa nenhaurwa yacho sezvo panenge pasina kunzwisisana. Inzwi rimwe chete rinogona kureva zvakasiyana zvichibva nokuti rashandiswa sei uye papi zvinova zvinotova noukama nemisambo yokutaura mutsika namagariro avaShona. Nyaya yeshanduko yezvinorehwa nemanzwi nokuda kwezvikonzero zvakasiyana-siyana icharondwa zvakare muzvidzidzo zvino. Chimwe chichasimbiswa ndechokuti vadzidzi vaone kuti nguva zhinji inzwi kana pasina zvakarikomberedza dudziro yaro inganzi ndiyo chaiyo yezvarinoreva inogona kunetsa kubuda nayo. Madonzvo enhaurwa achanyatsopenengurwa kuitira nzwisiso yevadzidzi.

MUSIC EDUCATION
CSME 104Transcription And Analysis
The module is meant to equip students with the necessary advanced concepts of transcription and analysis of musical pieces and songs with special emphasis on selected repertoire of various traditions.

CSME 107 Theory of Music
The module is designed for those students doing Level 1 Semester 1 of the degree programme. (All candidates should have done music at either Diploma or Certificate level as their Main Study Area). This is as advanced skills module designed to empower students with skills that will empower students with skills that will enable them to do research and teach music education effectively at primary school level.

CSME 108 History of Music
The module is designed for those students doing Level 1 Semester 1 of the degree programme. (All candidates should have done music at either Diploma or Certificate level as their Main Study).This is an advanced skill module designed to empower students with skills that will empower students with skills that will enable them to do research and teach music education effectively at Primary school level.

CSME 103: Ethnomusicology
The module basically studies people's culture through their music. Student will study culture, the presentation of culture, organology (i.e the study of musical instruments) and will research on the various ways of making music and the educational and cultural values of folktales. Music will be studied as a social commentary. The main trust of the module is on the way it deals with musical works of various ethnomusicologists and students will trace ethno musicological works of prominent ethnomusicologists such as Blacking and Van Hon Bostel.

CSME 106 : Ethnomusicology 2
The module will equip students with field work skills. Students will research on musical performances (African) gatherings, ceremonies and where possible ritual occasions. A detailed knowledge of the history of ethnomusicology is expected to help students to easily cultivate relevant research skills of ethnomusicological fields. Students will familiarized themselves with research instruments such as interviews, document analysis and participant observation. The module will also deal with various ethonomusicological works of chosen African religions such as West Africa, Southern Africa and East African. The issue of African musical religions will be looked at as students are expected to trace the relevance of Ethno musicological works of various researchers to the current field of Ethnomusicology.

CSME 202 Instrument of Major Specialization

This module is designed for students to learn advanced performance techniques in musical instruments of their choice. The main aim of this module is to expose students to advanced performance techniques and musicianship.

CSME 202 Methodology and Pedagogic Studies In Music

This module is designed to prepare music students doing B.ED in-service programme. This is a press forward module designed to equip students with practical and educational issues in Primary School music teaching. The module also aims to equip students with creative skills to design teaching content and implement the primary Music syllabus.

CSME 203 Practice And Appreciation

This module is designed for students to learn advanced performance techniques in marimba, mbira and singing.The main aim of this module is to expose students to advanced performance techniques and musicianship.

CSME 204 Choral Management

Choral Management deals with choir training management, education and performances competitions and arrangements of various occasions like graduations, assembly and various gatherings. The module will deal with tonic solfa in detail. Students will be exposed to issues of transpositions, transcription and mastering of singing techniques. In this module students will dwell much on typical practical work on how to develop choir managerial skills in various settings. These settings are realized through choir organization in class and various groups on campus. Lastly, the module also deals with performance techniques and dynamics.

CSMU 205:   Measurement and Evaluation In Music

The module seeks to evaluate the various theories and instrumental approaches to music teaching, also seeks to provide various ways of assessing different performances in the society. The module will also focus on work samples such as musical Achievement, Musical Aptitude, Performance, Music tests Analysis and Other Music Tests Analysis. Generally, the module will also deal with the relevance of technology in music assessment. Lastly, the module will address relevant topics on tests construction and key statistical tools that direcly affect the learning and teaching of music in general.

CSME 207 Multi-Cultural Music

This module is designed for those students doing Level 2 Semester 2 of the degree programme. It is divided geographically rather than chronologically to offer an in-depth study of selected cultures. The module focuses on the past and contemporary musical cultural achievements of the people of Africa, Asia, North America and Caribbean Islands.

CSSS206 Social and Economic Issues In Social Studies

The module deals with the manner in which communities have related to their environment on the economic and social fronts. The module as well exposes students to how, in the process of human-environment interaction, the environment shapes economic, social, cultural and political relations of these communities. The role of demographic pressures, man's greed and diseases on communities is explored together with how government policies attempt to exploit nature and control relations between communities.

CSSS106 Culture and Gender In Development Issues

The module exposes students to the development-gender nexus. Gender mainstreaming is thoroughly examined with a view to ensure that the fruits of progress (development) get shared between men and

women. The need to empower women and youths as critical segments of society in the development arena is analysed and evaluated. Peace and security (domestic and national), a reduction in rampant crime, social cohesion and solidarity are also examined as critical tenets for prosperity.

CSSS107 Conflict Management

The module interrogates desirable yet woefully elusive concepts of peace and conflict resolution. In the process, it seeks to promote and enable students to explore and understand such essential elements as harmony, stability, order, cooperation, tolerance and progress. The module thus examines such concepts as conflict prevention, conflict management and conflict resolution at community, national, regional continental and international levels.

CSSS207 Human Rights Education

The module engages students with the foundations of, and key problems in, human rights. The nature of human rights makes it an object of study, a matter of policy and intervention. The links between theory and practice will be discussed throughout this multi-disciplinary module. The module applies a broad definition of human rights linking as it does three usually separate areas: legal, philosophical and political perspectives of human rights. Causes and control of gross human rights violations are also explored and examined. It thus examines fundamental human rights through an exploration of two essential values of humanity i.e. human and civic rights. The module therefore looks at justiciable rights such as civil, political, social and cultural rights. Constitutionalism in global states will be examined with a comparative tendency.

CSSS201 Trends in Social Studies Research

This module exposes students to current developments in social studies research. It examines paradigms and axioms guiding social studies research. It prepares students for academic research.

CSSS101 History and Philosophy Of Social Studies

The module exposes students to the social studies discipline from both the parochial perspective and international look. The module explores the historical and philosophical interpretation of the discipline known as Social studies from its American cradle through to Europe. Asia and Africa. The module further delves in to the nature of the discipline, its relationships with other disciplines, its concepts, its aims and objectives as well as the reception of the subject by respective communities that have embraced the discipline on their nation curricula.

CSSS104: Pedagogical Issues in the Teaching of Social Studies at Primary School

The module examines the ways in which students can be exposed to the social studies discipline by compelling them to relate to their own situation first before expanding their vista to the wider world. It looks at various issues related to the teaching and learning of Social Studies, for example scope and sequence of social studies content, models of teaching the subject, concept formation and resources for the subject.

CSH204 Women in African History

The module exposes students to an understanding of the place of women in past and contemporary society. The module examines the role of women in resistance to imperialism and primary and secondary resistance to capitalism. Cultural barriers to women's involvement in social, economic and political events and processes will be discussed. Women emancipation through legislation in post-colonial Africa will be examined with the aim of creating a gender sensitive student

CSSS203 Race, Class and Ethnicity

This module examines ways in which race, class and ethnicity matter in society and the consequences of this on people's lives. The module expands critical reflection skills, make meaningful connections between sociological ideas and everyday experiences, and better understand how personal experiences of race, class and ethnicity interact with larger social and historical forces.

CSAE 101 Foundations of Art Education

The module focuses on fundamentals of teaching Art in the primary school. The module establishes the role played by art in the general education of the child with reference to social, philosophical and psychological theories that have developed over time. The module broadens understanding of curriculum issues, philosophy and psychological issues affecting and influencing art education. Comparative studies including developments in the Western countries, Sub –n Saharan Africa will help students understand local developments with the view to establish viable teaching programmes.

CSAE 107: Introduction to Drawing and Painting

This is an undergraduate practical module intended to develop sound theoretical knowledge about painting in Zimbabwe and the world over. Students should be able to explore their own creativity and expressive practice in drawing and painting using different medium. Students should come up with their own expressive styles . They should justify them in the context of historical and historical and current socio-cultural and religious trends. Drawing and painting is the basis of visual expression

CSAE 204 Fabric and Textile Design

This module is intended to introduce students to fabric design and enable them to gain insights, develop knowledge understanding of traditional and contemporary methods and techniques. Historical issues related to the practice the scope of the module covers both theory and practice but more emphasis is on studio practice . Students are expected to develop their own styles and approaches, explore and experiment with a variety of media.

CSAE205 Design Dynamics

The module intends to familiarise students with trends and practice in the field of design. It intends the students to develop relevant problem solving skills in technical areas of illustrations, lettering, calligraphy, and advertising will be explored.

CSAE 210 Advanced Drawing and Painting

This module is for the enhancement of students' manipulative skills in painting and drawing. The students should be able to develop their own styles and use different mediums in exploring their own creativity and creative practices.

CSAE106 History of Western Art

This module looks at chronology of events in Western art from classical period through renaissance up to present. The workshop approaches in the teaching of art to western and European cultures and the influence of patrons-cum-brokers to the style and form of the art produced. The areas to be covered are: America, Europe, Italy, France, and Greece. The impact of the workshops on the genres of Western art today is closely looked at in this module. The module also looks at post-modern art which has the willingness to adopt new ideas from and long appreciation of innovation. The issues of hybridity, technology and boundary crossing are examined. Different philosophical, critique and aesthetic value of art produced in over time is examined Africa. The module exposes students to the rich diversity of origin of art and

canonizing of art its heritage and culture. The technical skills used meanings imbedded, aesthetic and cultural value of the artifacts from the Western world. Students will be exposed to analysis of the circumstances leading to the making of the artifacts over and above narration of dates and events in the art movements.

CSAE 113 History of African Art

This module looks at the chronology of events African art during colonial period and postcolonial period. The workshop approaches in the teaching of art to Africans and the influence of patrons-cum-brokers to the style and form of the art produced. The areas to be covered are: West Africa; Central and Southern Africa. The impact of the workshops on the genres of African art today is closely looked at in this module. The module also looks at postcolonial African art which has the willingness to adopt new ideas from and long appreciation of innovation. The issues of hybridity, technology and boundary crossing are examined. Different philosophical, critique and aesthetic value of art produced in Africa. The module exposes students to the rich diversity of African art heritage and culture. The technical skills used meanings imbedded, aesthetic and cultural value of the artifacts from the African culture. Students will be exposed to analysis of the circumstances leading to the making of the artifacts over and above narration of dates and events in the art movements.

CSAE 108 Introduction To Visual Aesthetics

An introduction to the intellectual basis of the visual aesthetics. It lays a broad foundation for the study of design theory, the philosophy and the critical appreciation of visual art. It is generally intended that students will acquire a more sophisticated understanding and awareness of art and its theoretical, practical and critical context.

CSAE 109 Three Dimensional Design

The module develops a deeper theoretical understanding and practical competence in the theory of 3 Dimensional worlds. It develops the manipulative techniques of 3Dimension media such as stone, wood, paper, wire, metal, clay, plaster and other found objects in creating art forms.

CSAE 208 Graphic Design

This practical module for undergraduates that traces and familiarizes with trends and practices in the field of Graphic Design. It aims at developing knowledge and relevant skills in technical areas such as design, advertising and illustration using traditional and modern technology (digital & IT.) The module explores the developments taking place in these disciplines to enable the student to understand and become practically competent through practice and research.

CSAE 209 Craft Work In Zimbabwe

The module traces the teleological and aesthetic value of traditional artifacts and craftwork in Zimbabwe. These are basketry, woodcurving, sculpture, weaving, poetry and beadworks and any other craftwork unique in Zimbabwe. The module considers and traces the historical origin of each craftwork and its relevance, sustainability and purpose in various cultural settings across Zimbabwe. Socio – cultural criticism theories are used to critique and interpret the meaning and aesthetic value of cultural artifacts produced in Zimbabwe.

CSAE 213 Introduction to Computer Aided Design

This module is a practical module which offers students opportunity to explore various opportunities to solve visual problems using design computer software. Students will be exposed to software such as, Corel

draw, pastel. These will equip students with skills and capacities to design labels, logos, banners, animation, caricatures, designs for print, posters, business cards, packaging and so on.

B. ED. (SECONDARY IN-SERVICE) HONOURS (ENGLISH) MODULE SYNOPSES

CSE 101 Linguistics and Language Teaching

The module is an introduction for Bachelor of Education students majoring in the teaching of English. The module necessarily has to be broad based as it does introduce issues across the whole spectrum of linguistics and language learning and teaching. The module is intended to equip teachers of English as a Second Language (ESL) with knowledge about language which entails phonology, morphology, syntax, semantics and pragmatics. As specialists, they need to be able not only to diagnose learner problems but also to meaningfully assist them in alleviating them. Teachers can only do this when their own linguistic proficiency is sound. The module also enables the students to appreciate what both linguistics and language teaching mean to a teacher tasked with teaching secondary school students a second language.

CSE 103 Literature and Criticism

This module introduces students to literature and criticism. It is a module that seeks to equip students with knowledge of what literature is and the function of criticism in the study of literature. The module should lay the foundation for the study of specific literature types (papers) where a selection of specific texts shall be studied

CSE104 Theories of Language Arts

This module is, as the title suggests, in the domain of Theoretical Linguistics. This module is based on the Macrolinguistics level, that is, the broader issues of language and the mind and language and society. This is the module that should call upon students' experiences with language learning and methodology to become the cues of the nature of the relationships among language, thought and society. The central question therefore is to do with the relationship between language and thought or the mind and language and people or society. How do these relate? Inevitably this module, therefore, will culminate in theories of language acquisition, language function and language utility – competence and performance.

CSE106 Zimbabwean Literature

This module seeks to explore critical issues in Zimbabwean Literature written in English. It shall give students some in-depth knowledge and understanding of literature from Zimbabwe covering the pre-colonial, colonial and post-colonial periods. All genres of literature shall be studied. The module further aims at empowering the students to become, not only appreciative, but also critical of Zimbabwean literary works from informed view points. Texts to be selected for analyses shall reflect the complexities of the Zimbabwean culture(s) and heritage by virtue of the fact that they are written by Zimbabweans, about Zimbabweans and reflect Zimbabweans and their experiences.

CSE107 African Literature

The module is intended to expose students to literary works from different parts of the continent in terms of their handling of content and form. Through the module, students will be assisted to appreciate the common sensibilities discernible in such works as a result of the largely common experiences African people were subjected to such as slavery, colonialism as well as post colonial realities. Selection of texts shall spread across the continent to cover pillar-areas in the literary world of Africa i.e. West Africa, East Africa and Southern Africa.

CSE 108 Oral Literature

This module is to draw the students' attention to the value of African Oral Literature, which has for long been neglected in the Western educational systems which African students have gone through since the introduction of colonialism. By the end of the module, the students will be in a position to clearly appreciate the value of African oral literature as *a literature* and to reject any negative theories that attempt to relegate it to a position of inferiority.

CSE202:Language Planning

This module explores fundamental principles that underline language planning. It is meant to empower students to become aware of the basic elements in language planning that should ultimately make them function more effectively as English Language and Literature curriculum planners and teachers. The module looks at factors that affect language policy planning.

CSE203 English Language and the School Curriculum

This is a practical module, a module relating to students' experience, reality and practice in the teaching of ESL in the primary school. It is a module that seeks to clarify the background of the English Syllabus in order to provide students with a firm theoretical, as well as functional basis of the syllabus. The module is based on the study of the English Syllabus, its context and content and the theories and approaches that underpin it. This is expected to equip students with insight knowledge of the theory of curriculum design leading to the rationale for the type of syllabus and curriculum of English that is used in Zimbabwe.

CSE 207 Applied Linguistics

The module is an in-depth application of linguistics for Bachelor of Education students majoring in the teaching of English. The module is intended to equip teachers of English as a Second Language (ESL) with knowledge about language which entails phonology, morphology, syntax, semantics and pragmatics as well as the extra-linguistic domains: psycholinguistics and sociolinguistics.

CSE 212Caribbean Literature

This module aims at introducing students to the defining aspects of literature that comes from the Caribbean islands. It seeks to expose students to the distinctive aspects of Caribbean Literature that marks it as different from African-American and African Literature to which enduring relationships can be identified. An analysis of a selection of representative texts from the various genres – namely prose, poetry and drama by renowned
Caribbean writers shall be done. Issues of form (style), characterization and concerns shall be looked in

CSE 213:Women in Literature

The module seeks to explore the presentation of women in literary works. Through this module learners will be empowered to critically analyse given literary works to explore attitudes of given authors towards women's struggles perchance they may articulate and address the gender imbalances in their teaching of literary works in English. Analysis of selected texts should reveal to the students whether the presentations are authentic and fair as well as discussing the impact of such presentations on the students. Texts will be selected from a variety of genres picked from across the world.

CSE 214: African American Literature

This module is a survey of writings by African American authors across centuries ranging from prose, poetry, drama and autobiography. We will examine the formal connections of this tradition—how authors work and rework certain styles, techniques, genres, and structures. We will also examine how this tradition

explores a diverse body of ideas which nonetheless coalesce around the preoccupations of identity, freedom, mobility, and security. These concerns are closely connected to how the writing and culture of African Americans reflected on and helped to shape American history. Slavery and its abolition, the imposition of segregation and Jim Crow, the Great Migration, war, civil rights, and the feminist movement form key moments in this relationship. As well as giving this overview, the module will help you to practice and sharpen your abilities in critical reading and writing, and to make better arguments both orally and on the page.

CSE 301:English Literature

The module seeks to expose students to the historical, literary development of English Literature with a particular focus on the novel which is universally believed to be the foundation of present day fiction. Through the module, students shall be exposed to seminal works by prominent English novelists with the sole objective of getting them to appreciate the various developmental stages the novel has gone through.

CSE 302:Russian Literature

The module is intended to expose students to Russian Literature in terms of its handling of content and form. This module will assist learners to appreciate themes and sensibilities in Russian Literature. It is hoped that through this module students would be able to discuss similarities and differences between Russian Literature and other literatures from elsewhere. Through this module, students should be able to examine and discuss the historical development of literature in Russia in comparison to other places like Africa.

CSES 207Issues in Biotechnology

This module focuses on the application of biotechnology for the benefit of humanity and the environment. It harnesses organisms to provide foods and medicines, and for tasks such as cleaning toxic waste or detecting harmful substances. Biotechnology has roots in foods and agriculture, using yeast to make beer and bread and lactic acid bacteria to make cheese.

CSES106Environmental Pollution and Control

Environmental pollution is the unfavourable alteration of our surroundings, wholly or largely as a by-product of man's actions, through direct or indirect effects of changes in energy, patterns, radiation levels, chemical and physical constitution and abundance of organisms. These may affect man directly or through his supplies of water and of agricultural and other biological products, his physical objects or possessions or his opportunities for recreation and appreciation of nature.

This module deals with major problems of pollution of the atmosphere, water, the land surface and the food chain, it covers processes responsible for the occurrence and release of pollutants in the environment dispersion mechanisms, the hazards associated with different types of pollutant problems of accumulation of toxic substance and procedures for reduction of emissions and remediation of contaminated environments.

CSES 103 Biogeography

The module involves the study of the distribution of species and ecosystems in geographic space and over time. It unites concepts and information from ecology, biology, geology and physical geography. It includes the study of plant and animal species in their past and present and how they survive within different environments. It deals with the location, distribution of species and reasons for their occurrence over space. The module content covers:

CSES206Climatology and Geomorphology

The module involves the study of average weather conditions studied over a period of time in different environments. It looks at atmospheric processes and phenomena and how they contribute to various weather and climatic conditions

The module also introduces students to the study of landforms and processes that shapes the nature, development and distribution of these landforms. The module focuses on approaches to landform studies and theories attributed to the occurrence of these landforms.

CSES104Indigenous Knowledge Systems and Environmental Education

The module involves the study of our surroundings. The environment includes physical, chemical and biological. Environmental management is concerned with sustainable utilisation and conservation of resources within different environments. It covers methods applied to prevent or reduce the impact of environmental degradation.

CSES 105Environmental Physics

The module focuses on how living organisms respond to their environment. It looks at how modern technology affects the environment. It is concerned with how species of life survive and reproduce. It includes the mathematical analysis that describes the physics process of the environment and many biological processes. It looks at how the principles of physics can be applied to the study of the interactions between plants and animals and their environments. It includes concepts in ecology, hydrology, and concepts of atmospheric exchange of gases and energy between organisms and the atmosphere. It looks at environmental physics of animals and their environments as well as plant science.

CSES107General Chemistry

The module is designed primarily as an introduction to those who wish to pursue chemistry modules.This caters even for those with no prior chemistry experience at schools.The purpose of this module is to create or widen the student's analytical skills in chemistry and expand his/her horizon as a young chemist.It provides students with technical and intellectual skills .It includes the importance of chemistry as a branch of science, statistical analysis of data, and chemical reactions involved.Thus, it focuses on the basic knowledge of chemistry concepts including aspects on physical,organic,inorganic and analytical chemistry which are a necessary foundations for an in-depth study of other chemistry modules.

CSPH 207 Indigenous and Modern Physics

This module focuses on the indigenous methods used in the scientific physics concepts by the Indigenous people in their day to day activities such as locally made canoes,bridges,bows and arrows, iron smelting at home etc, while Modern physics deals with the post-Newtonian conception of physics ,the term implies that classical description of phenomenon are lacking and tha an accurate modern description of reality requires theories to encorporate elements of quantum mechanics or Einsteinian relativity or both.

CSMT 101 Issues in Primary School Mathematics Education
Module synopsis

This document is the module outline on Curriculum issues in Mathematics for students who are taking mathematics as a major subject in the B.ED [Primary] degree programme . Main thrust is given to the current and topical issues in the learning and teaching of primary school mathematics.

CSMT 112Pre-Calculus
Module synopsis

The module intends to reinforce the basic pre-calculus concepts and to introduce the learners to University mathematics.

CSMT 109 Linear Mathematics
Module synopsis

The module intends to develop the following concepts: vector spaces, linear equations, matrix algebra and applications.

Level 2 Semester 2
CSMT102   Calculus
Module synopsis:

This document is the module outline on Calculus for students who are taking mathematics as a major subject in the B.ED [PRIMARY] degree programme . The module shall be a foundation to Analysis concepts.

CSMT 106 Numerical Methods
Module synopsis

The module introduces numerical methods for solving equations, differentiation and integration and demonstrates some applications of numerical analysis.

CSMT 107 Introduction To Mathematical Modelling
Module synopsis

The module intends to extend the knowledge of applying mathematics to model situations and to familiarize students in gaining experience in problem solving by gathering, interpreting and analyzing mathematical information.

Level 2 Semester 2
CSMT   203:   Analysis
Module synopsis:

The module aims to build the concepts of calculus of real functions on a firm logical foundation. Thrust is given to proof of mathematical statement in a logical manner.

CSMT 204 Introduction to Probability And Statistics
Module synopsis:

The module aims to introduce basic concepts of probability theory , descriptive statistics, estimation theory and hypothesis testing and also to demonstrate the use of statistical inference in everyday life problems.

CSMT 214 Intrduction to Ordinary Differential Equations
Module synopsis

The module aims to extend the knowledge of nth order linear and non-linear differential equations. It also aims at familiarizing students with methods of solving n^{th} order Ordinary Differential Equations.

Level 2 Semester 2
CSMT 209 Ethnomathematics
Module synopsis

The module considers traditional and cultural applications of mathematics. The culture of learning and teaching mathematics in Zimbabwean schools is also an aspect of the module.

CSMT 210 Principles of Mechanics
Module synopsis
The module introduces basic concepts of mechanics namely kinematics, dynamics and statics. The module also demonstrates some applications of mechanics in everyday life.

CSMT 213 Trends in Mathematics Education
Module synopsis
In this module, students will trace developments taking place in mathematics education in the areas of: Teacher preparation , learning resources, curriculum content , assessment , instructional practices and research.

CSPE 107 Practical Individual Sports
This module is designed to expose and promote students' theoretical and practical understanding of a particular individual sport, in this case Athletics. Therefore, the module entails to cover skills' acquisition and techniques and an array of track and field events.

CSPE 104 Introduction to Sports Science
The module is intended to introduce to students scientific principles that are applied in sport activities with the aim of developing in students an in-depth knowledge of these principles and their applicability.

CSPE 204 Indigenous Games
The module aims at tracing the history of indigenous games and gain an understanding of local, regional and international indigenous games.

CSPE 102 Gymnastics
The module aims at equipping students with in-depth skills and knowledge of gymnastics as well as handling of gymnastics equipment.

CSPE105 Pedagogics in Physical Education
The module aims at equipping students with teaching methods of physical education and sport. The end products will be able to teach physical education at secondary school

CSPE 107 Practical Individual Sport
This module is designed to expose and promote students' theoretical and practical understanding of a particular individual sport, in this case Athletics. Therefore, the module entails to cover skills' acquisition and techniques and an array of track and field events.

CSPE106 Human Anatomy and Physiology
The seeks to expose students to in-depth knowledge of human anatomy the physiological processes and how these are relevant to physical education and sport.

CSHE 101 Home Economics Curriculum in the Primary School
This module seeks to broaden student's knowledge of what Home Economics entails and how the subject knowledge is imparted to pupils as well. It is also intended to expose the students to tools that guide curriculum planning and development. The module is also expected to equip students with the knowledge and skills required in designing, planning, developing and evaluating the Home Economics curriculum.

CSHE 105 Pattern Making and Garment Construction

This module is meant to introduce students to materials and equipment used in pattern making and garment construction. Major focus will be construction of skirts, trousers and shorts. Furthermore, the module intends to equip students with pattern, development and garment construction.

CSHE 207 Family Studies and Culture

The module seeks to empower students with skills necessary for effective management of families or households, schools and communities at the same time appreciating the diversity of cultures that exist in the families. It seeks to address ways of improving relations within families, proper parenting techniques, as well as dating and marriage procedures within the Zimbabwean perspective and beyond. Challenges facing families and conflict resolution strategies will be discussed.

CSHE 209 Pattern Making and Garment Costruction 2

The module is designed to further develop in students' pattern making and garment construction for bodices, dresses, and shirts in women, men and children's wear. The module intends to expose students to pattern development and garment construction.

CSHE 210Bakery

The module seeks to enhance the entrepreneurial skills of the learners by enhancing their bakery skills. Through experimentation techniques, the module seeks to improve consumer perception of traditional foods. Students will be involved in developing recipes using indigenous ingredients.

CSHE 205Community Nutrition

The module is an analysis of nutrition issues concerned with the health of individuals, communities, nations and at global level. The processes and theoretical foundations of nutrition education as well as research perspectives applicable to nutrition assessment, nutrition education, nutrition interventions and the evaluation of nutrition interventions will be examined. The role of the community nutritionist in determining the nutrition needs of individuals and communities will be discussed giving a special thrust to the planning, delivering and evaluation of nutrition interventions.

CSHE 107Human Physiology

The Module aims to present the fundamental principles and facts of human physiology from cellular biology to the whole body. Students will be given the opportunity to understand the science on the body's internal environment and homeostatic control systems that regulate metabolic processes. The module will again attempt to describe the various coordinated body functions and the role of the various specialized cells. The importance of the various recognition processes in digestion, immune system and the endocrine system are discussed.

CSHE206 Housing and Interior Design

This module introduces students to housing and interior design.   The module is meant to expose students to the development of house plans incorporating Zimbabwean architectural designs and those from other countries to come up with comfortable living environment. Through research students are exposed to ethnic and other designs and artifacts used in designing interiors e.g. use of clay products, wood. The module is meant to develop creativity in the students and principles of design. The module is also meant to furnish students with skills to handle interior design problems like dark sunless room, small rooms. The aim of this module is to enable students create homes or environments where people are able to live comfortably both physically and psychologically.

CSHE106 Textile Science and Technology

This module is meant to extend students knowledge on textiles used for clothing and household purposes. As teachers and consumers textiles, students are expected to gain knowledge which will assist them in developing a better understanding on the various aspects which contribute to fabric geometry. The module is expected to furnish students with knowledge in the selection of textiles for various uses. Through exposure to aspects like care labeling students are meant to improve in the way they use and care for their textile products. The module will incorporate the element of Textile design where students will apply both ethnic and other designs on fabrics.

CSHE104 Textile Science and Technology

The module is designed for students with either Fashion and Fabrics or Food and Nutrition background. The major aim of the module as for students to acquire detailed knowledge of fibre morphology, characteristics and properties of textile fibres. As teachers, the students are expected to gain knowledge of textile fibres, their use and care and fabric finishes so that they would be in a position to deliver the content effectively to their classes. Students should be also in a position to disseminate knowledge and skills on care of textile products to the members of the community basing on knowledge on care properties of fibres.

CSHE 103 Introductions to Food Science

The module seeks to improve student understanding of the relationship between nutrition, biology and chemistry by way of looking at the chemical components in a food product and the physical orientation of these chemical substances. The module would attempt to address ideas and concepts on how the chemistry offood stuff would influence its qualities during cooking, food preparation and preservation.

CSRM 208 Ethics and Emerging Issues in Religious and Moral Education

This module will look at various ethical theories pronounced in the past and how they can be applied to solve current problems. The module will provide students with an opportunity to explore emerging issues from the perspective of various ethical and religious traditions. It will help students demonstrate an awareness of ethical issues and debates currently affecting the peoples of the world in general and Southern Africa in particular. This module will also equip students with the knowledge and skills necessary for the effective teaching of Religious and Moral Education at Primary School level.

CSRM106 African Traditional Religion in Zimbabwe

This module explores African Traditional religious beliefs and practices in Zimbabwe. It makes an overview to the major trends in the study of the subject and how this relates to the teaching and learning of religious and moral education. The module is interested in achieving knowledge and understanding on the significance of African traditional religious system in Zimbabwe.

CSRM 205 Studies in World Religions

This module is intended to help students explore man's unending search for the meaning of life and knowledge of the 'force' that brought the universe into existence and sustains it. It explores the beliefs and practices of the world religions and investigates how the religious beliefs and practices shape the life of the believers. The module is also intended to assist students assess the role of religion in building morally responsible citizens, peace, justice and equality.

CSRM 104 Phenomenology of Religion

This module is intended to help students to understand the phenomenology of religion as a method of studying religious and moral education. The module also intends to assist students to discern the meaning of religion from a phenomenological perspective. The module further intends to acquaint students with skills that apply the phenomenological method in the teaching and learning of Religious and Moral Education in Zimbabwe.

CSRM 109 History of Christianity In Zimbabwe

This module is designed to introduce the students to a study of the history of Christianity in Zimbabwe. It intends to help students to understand the ways in which Christianity was introduced in Zimbabwe and how it was developed. The module seeks to equip students with knowledge and skills to effectively teach Religious and Moral Education in schools.

CSRM 108New Religious Movements in Zimbabwe

This module aims to equip bona fidePrimary School in-service students with knowledge on New Religious Movements, a phenomenon predominant on the Zimbabwean religious landscape. The module adopts a phenomenological approach in its provision of insights on New Religious Movements in Zimbabwe for a better comprehension of the phenomenon.

CSRM 101 History and Philosophy of Religious and Moral Education

This module provides an overview of the history and rationale for Religious and Moral Education in the curriculum in Zimbabwe. It attempts to do so from a historical perspective in order to bring out the dynamics of the process described. It shows that Religious and Moral Education is, and has always been, an integral part of change in many other African states and in Zimbabwe. This trajectory should enable students to appreciate the historical trajectory of Religious and Moral Education from the pre-colonial to what is in independent Zimbabwe.

CSRM 207 Religion and Gender Issues

This module intends to examine the place of religion in the context of gender issues in Zimbabwe. It intends to interrogate the relationship between religion and gender. Its purpose is to examine the statuses ascribed to men and women in religious traditions such as African Traditional Religion(s), Christianity, Islam and Judaism. It also explores the extent to which religious teachings and practices influence gender based violence.

CSRM 206 Psychology of Religion

The module seeks to expose students to debates and controversies within the psychological study of religion. The module also explores how religion informs an individual's worldview and social behaviours.

CSRM 210 Religion And HIV/AIDS

The module intents to examine the place of religion in the context of the HIV/AIDS   Zimbabwe . It intends to epidemic in Zimbabwe. It intends to interrogate the relationship between religion and HIV/AIDS in the transmission , fight and mitigation of HIV/AIDS and in   the care and counselling of the infected and affected.

CSRM 107 Religion And Conflict Resolution

 This module is designed to introduce students to a study of religion and conflict resolution. It intends to help students to understand the ways in which religions of the world play a role in conflict and conflict

resolution. The module seeks to equip students with knowledge of skills to effectively teach Religious and Moral Education in the schools

CS101 Curriculum Theory

The module is designed for undergraduates persuing a B.Ed [Primary Education] degreeprogramme. It is intended to expose studens to some fundamentamentalprinciples and issues obtaining in Zimbabwean primary schools.Focus will be on major themes incurriculum planning, implementation,change ,innovation and curriculum evaluation.

CSN 101 Imbali Yolimi Lwesindebele Lokuthuthuka Kwalo

History and developments of the Ndebele language

ISINGENISO

Ulimi lwesiNdebele olukhulunywa lamuhla solwehlukile aluba luqathaniswa lolwayizolo. Okumqoka ngolimi yikuthi lona kalumi ndawonye kodwa luhlezi luguquka njalo nje. Kwabanye linguquko isilethe umnotho omkhulu elimini lomdabuko lwesiNdebele kukanti kwabanye linguquko kayifanelanga yemkelwe loba ngasiphi isikhathi. Lokhu kusuke kuphe ingqobe ababalisi kanye lezingcwethi ezihlolisisa ngolimi ukuba zidingisise njalo zicubungule kabanzi imbali yolimi lwesiNdebele kanye lenguquko esibekhona.

CSN 106: Ukuhumutshela (Translation)

The study of this module will enable students to appreciate and understand changes and developments that have occurred to translation as a discipline. Furthermore, it will expose students to skills necessary in the process of translation. Through the study of this module, students will come to understand challenges encountered in the field of translation.

CSN 107Imihlahlandlela Yelithiritsha (Theories of Literature)

Ikhosi le ijonge ukwambulela abafundi imihlahlandlela eyinsika ekuzwisiseni lekuhlaziyeni imibhalo etshiyeneyo. Eminye imihlahlandlela ekuzafundwa ngayo ngebalisa iMarxism, feminism, formalism, Afrocentrism, Biographical, lesociological. Bangahlonyiswa ngale imihlahlandlela yelithiritsha, abafundisi bazakwenelisa ukuhlaziya ngcono imibhalo. (This module is intended to enlighten students on literacy theories are crucial in the appreciation and analysis of different texts. Among several literacy theories to be studied, the module will include Marxism, Feminism, Formalism, Afro-centrism and many others. Equipped with these literacy theories, students will be in a better position to handle the analysis of literacy texts in a scholarly manner).

CSN 109Izichazamazwi (Lexicography)

Umnkantsho wale ikhosi usekubunjweni kwezichazamazwi lokuqakatheka kwazo ekufundeni isiNdebele. Ikhosi le izakwenza abafundi bazwisise imihlobo etshiyeneyo yezichazamazwi lokusetshenziswa kwazo. Izabahlomisa njalo ngobuciko bokuqoqa lokuhlela izichazamazwi lokuhlaziya leyongqubo. (Basically the thrust of this module is on Dictionary- making and the significance of the dictionary and the study of a language. Through this module students will come to appreciate different types of dictionaries and how they are used. Furthermore, the module will equip students with skills of compiling dictionaries and critiquing the process).

CSN 110 Imisebenzi Yelithiritsha Yesindebele Leyesizulu Engalotshwanga (Ndebele And Zulu Oral Literature)

This module discusses Ndebele and Zulu oral literature which is an essential component in cultural heritage studies. However this will be accompanied through the study of both Ndebele and Zulu folktales, poetry, praise poetry, riddles and others which are significant in African communities. Through the study of orature covering such issues, students would come to appreciate and understand the close relationship that exists between the orature and these nationalities.

CSN 112: Amasiko Lokukhulumisana Esintwini (Culture And Communication)

Of significance about this module is that culture and communication are vital in society. The relationship between the two concepts is that communication is culture specific. However, culture and communication are dynamic as they change from time to time due to several factors. The module is further expected to empower students with knowledge and skills for appropriate communication in Ndebele which should be revived and preserved.

CSN 201: Indlela Zokufundisa Isindebele Esbangeni Laphansi Isingeniso

Sezaphela zatsholobela izinsuku lapho umbalisi wendimi zesiNtu ayekhangelelwa phansi njalo eseyiswa kakubi. Izifundo zendlela zokufundisa ulimi lwesiNdebele kule ikhosi zizancedisa abafundi ngokubahlomisa ukuze bethule ulwazi ebafundini ngendlela efaneleyo. Ikhosi le izaphathisa ukuthuthukisa ubuciko, obudingakalayo ekusebenziseni indlela ezitshiyeneyo zokuqhuba izifundo zesiNdebele ebangeni laphansi. Izazama njalo ukuveza inhlupho ezitholakala ekusebenziseni indlela ezitshiyeneyo ekwethuleni izifundo zolimi lwesiNdebele. Kukhangelelwe ukuthi ukuqakatheka kwendimi zesiNtu ekufundeni kuvele ekuqhutshweni kwale ikhosi.

CSN 206 Imisebenzi Yelithiritsha Yabantwana Yesindebele   (Ndebele Children's Literature)

The module explores culture and heritage through the study of Ndebele folktales, riddles, poetry, lullabies, taboos, myths and others which are pre-requisite in the field of literature (written and oral). The exposure of students to such crucial aspects of literature will certainly enhance their deeper understanding and appreciation of culture and heritage.

CSN 207 Ukuhlaziywa Kwamanoveli (Analysis of Novels)

The thrust of this module is on the study of different types of Ndebele novels. In the study of these novels, students are expected to critically appreciate and understand their themes, characterization, lessons and language usage. Which are essential in analyzing and interpreting novels. **CSN 208: Ukuhlelwa Kwenkulumo YesiNdebele**
 ISINGENISO

Ikhosi le iphathelene lesimo lokubunjwa kwenkulumo yesiNdebele. Kukhangelelwe ukuthi likhosi izahlomisa abafundi ngolwazi lokumiswa lokuhlelwa kwenkulumo okumqoka ezifundweni zesiNdebele. Phezu kwalokho izaphathisa abafundi ngobuciko langamakhono okunanzelela ingcazelo zenkulumo ezicatshileyo ekusetshenziswenii kwesiNdebele. Kukhangelelwe njalo ukuthi izancedisa kabanzi abafundi ekuthini baqedisise ngemihlahlandlela ephathelene lokufundwa kolimi okudingakalayo emfundweni yaphansi.

CSN 209Ukulaya Lokucebisana (Counselling and Guidance)

The focus of this module is counselling and guidance which are crucial concepts in people's lives. Through the module, students will be exposed to traditional and contemporary methods of guidance and counselling. It is also hoped that the teaching of this module will produce good and acceptable citizens in society.

CSN 214: Ukuhlelwa Komthetho Wolimi Ezimbabwe (Language Planning In Zimbabwe)

The emphasis of this module is on language planning which is necessary in its selection and upgrading for it to be formally studied. Through this module, students will be equipped with knowledge and understanding of various factors that influence language selection and upgrading during the process of planning.

MASTER OF EDUCATION IN LANGUAGES (MED. LANGUAGES)

M.ED LANGUAGES CHISHONA

CSLC 501   Mabasa Ekuvandudzwa Nekusimudzira Mutauro

Zvidzidzo zvinotarisa nekuongorora zvizere nyaya yekuvandudzwa kwemutauro weChiShona kuburikidza nekupa pamwe nekunan'anidza pfungwa huru dzinobuda pakurongwa kwemitauro yevatema. Kuvandudzwa nekukura kwemutauro umwe neumwe kunouya kwakaberekwa nemabasa ehurumende ane chokuita nemitauro munyika. Naizvozvo, zvidzidzo zvino zvinoda kubatsira mudzidzi kuti awane mukana wekufungisisa nenyaya dzezvingaitwa kuti mutauro weChiShona ukure nekuvandudzwa. Fungidziro huru ine zvidzidzo zvino ndeyekuti vadzidzi vanzwisise zvakazara kukosha kwemutauro nevatauri vawo zvinozoita kuti aremekedze mitauro yevamwe. Saka ishuviro huru yezvidzidzo zvino kuti zvikwidze mudzidzi pachikomo chekuziva kukosha kwemitauro nemabasa ose ekusimudzira nekusimbisa muatauro upi neupi zvawo mukati menyika.

Tarisiro yezvidzidzo zvino ndeyekuti mudzidzi averenge pfungwa dzakasiyana dzezvemitauro nemabasa ose ekukurudzira kukura nekusimbaradzwa kwemitauro inowanikwa munyika. Panotsvagwa pfungwa dzevanyori dzakasiyana nemitemo inosimwa nehurumende nezvemitauro munyika. Tinoda kuti mudzidzi agone kuburitsa izwi rakewo ega pazvinhu zvose zvaanosangana nazvo. Mudzidzi anofanira kushandisa maonero makuru anoremekedza vanhu vatema nezvinhu zvose zvavanomirira. Zvinoda kuti vadzidzi vagashire kuti vanhu vatema vanhuwo vakanaka nekushata semamwe marudzi.

CSLC 503   Nhongoreramupfungwa Neukama Hwemutauro Nenharaunda

Zvidzidzo zvinotarisa nekuongorora zvizere nyaya yemaonerwo makuru emutauro kunyanya takanangana nezvinoitika mupfungwa pamwe neukama hunowanikwa pakati pemutauro nenharaunda senhandarembiru mbiri dzingashandiswa pakunzwisisa mutauro. Nenharaunda. Nhongerera mupfungwa yemutauro inotsvaga kunzwisisa chinonzi mutauro, musiyano wemutauro wemhuka nevanhu, mabatiro nemadzidziro anoita vana mutauro, ukama hwemupfungwa nemutauro nezvimwevo. Chikamu chemutauro nenharaunda chinotarisa mashandisirwe emutauro nenharaunda, mhando dzemutauro, kugona kutaura mitauro yakasiyana nezvazvingareva, masanganiswa emitauro muhurukuro nezvimwevo. Zvichidaro, pane pfungwa zhinji kwazvo dzavepo nedziri kumuka maererano neruzivo rwechinonzi mitauro. Naizvozvo, zvidzidzo zvino zvinoda kubatsira mudzidzi kuti awane mukana wekufungisisa nenyaya dzezvingaitwa kuti mutauro weChiShona udzidziswe zvakanaka pane nhungamiro yepfungwa huru idzi. Fungidziro huru ine zvidzidzo zvino ndeyekuti vadzidzi vanzwisise zvakazara kukosha kwemutauro nevatauri vawo zvinozoita kuti aremekedze mitauro yevamwe. Saka ishuviro huru yezvidzidzo zvino kuti zvikwidze mudzidzi pachikomo chekuziva mviromviro dzemitauro uye ukama hwawo nenharaunda. Tarisiro yezvidzidzo zvino ndeyekuti mudzidzi averenge pfungwa dzakasiyana dzezvemitauro nekuziva pfungwa dzevanyori dzakasiyana uye kuti agone kuongorora zvakadzama pfungwa dzose dzaanowana mukuverenga kwake kuti agone kuburitsavo pfungwa dzake pachake nezvinhu zvose zvaanowana. Tinoda kuti mudzidzi agone kuburitsa izwi rakewo ega pazvinhu zvose zvaanosangana nazvo.

CSLC 504   Mbongorori Dzeuvaranomwe Muchishona

Zvidzidzo zvinotarisa nekuongorora zvizere nyaya yembongorori dzezvinyorwa zveChiShona kuburukidza nekupa pamwe nekunan'anidza pfunngwa huru dzinowanzoshandiswa nevanyori pamwe chete nembongorori dzeuvaranomwe. Izvi zvidzidzo zvinotsvaka kupa mudzidzisi udzamu hwekuziva kuti chii chinonzi uvaranomwe,chii chinonzi mbongorori uye kuti ipfungwa rudzii dzinowanzoshandiswa nevanyori veuvaranomwe pamwe chete nevanoongorora uvaranomwe hwakanyorwa. Zvidzidzo izvi zvinotsvaga kutesvera pfungwa dzevadzidzi dzekugona kuziva nekushandisa unyorwa hwose huripo hweuvaranomwe

hwevaShona .Zvidzidzo zvinoda kuti mudzidzi agone kuburitsa kukodzera kwepfungwa dzembongorori idzi kuvaShona nekuuvaranomwe hwavo. Kuongorora uvaranomwe kutoongororawo munyori nepfungwa dzake dzaanoshandisa,zvinyorwa nezvazvingareva,saka vadzidzi vanofanira kuva neruzivo rwezvinhu

zvinoumba maonero nemafungiro embongorori dzeuvaranomwe mubasa ravo. Vanofanira kugona kutsanangura pfungwa huru dzembongorori mukonyora kwavo nezveuvaranomwe hwevaShona,vachiburitsa pachena kwadzinobva,mashandisirwo adzo nezvazvinoreva kuva nepfungwa dzakadaro. Ngavazive kuti hakuna munyori asina pfungwa huru dzaakadengezera idzo dzinobva panhoroondo huru yemunyori yezvakaona.

CSLC 507   Tsika Nemagariro Evashona

Zvidzidzo zvino zvetsika nemagariro avaShona zvidzidzo zvenhoroondo inonyanyowanikwa isina kunyorwa pasi. Zvinotsvaga kupa mudzidzi ruzivo neunyanzvi hwekuti anzwisise zvakadzama hubvo hwevaShona serudzi, zvavanofarira,zvavanotya, zvanoshuva nezvakavakoshera muraramo yavo.Zvakakosha kunzvera pfungwa huru dzinobuda muongororo yetsika nemagariro evaShona pamwe nekuongorora tsika idzi senhoroondo yeupenyu nemararamiro erudzi rwevanhu vanonzi nhasi uno vaShona.

CSLC506   Mutinhiro Wemutauro Wevashona

Chidzidzo chino chakanangana nokutsanangudza uye kujekesa mutinhiro womutauro takanangana nechiShona. Chinodungana nemaumbirwo mitinhiro inoti nzvanyira nenzvovera zvinowanikwa mumutauro weChiShona. Chidzidzo ichi chinopa vadzidzi mikana yokudonongodza maumbirwo namatsanangurirwe emitinhiro yadonwa. Maumbirwo ayo uye kukosha kwekudzidza nezvemaumbirwo emitinhiro yemutauro. Chidzidzo ichi chakanakira kuti vadzidzi vanodzidza nekuedzesera izvo zvinoita kuti vanyatsoona maumbirwo, fanano nesiyano pakati penzvanyira uye kusiyana pakati penzvanyira nenzvovera.

CSE101   Linguistics and Language Teaching

The module is an introduction for Bachelor of Education students majoring in the teaching of English. The module necessarily has to be broad based as it does introduce issues across the whole spectrum of linguistics and language learning and teaching. The module is intended to equip teachers of English as a Second Language (ESL) with knowledge about language which entails phonology, morphology, syntax, semantics and pragmatics. As specialists, they need to be able not only to diagnose learner problems but also to meaningfully assist them in alleviating them. Teachers can only do this when their own linguistic proficiency is sound. The module also enables the students to appreciate what both linguistics and language teaching mean to a teacher tasked with teaching secondary school students a second language.

CSE103   Literature and Criticism

This module introduces students to literature and criticism. It is a module that seeks to equip students with knowledge of what literature is and the function of criticism in the study of literature. The module should lay the foundation for the study of specific literature types (papers) where a selection of specific texts shall be studied.

CSE104   Theories of Language Arts

This module is, as the title suggests, in the domain of Theoretical Linguistics. This module is based on the Macrolinguistics level, that is, the broader issues of language and the mind and language and society. This is the module that should call upon students' experiences with language learning and methodology to become the cues of the nature of the relationships among language, thought and society. The central question therefore is to do with the relationship between language and thought or the mind and language

and people or society. How do these relate? Inevitably this module, therefore, will culminate in theories of language acquisition, language function and language utility – competence and performance.

CSE105   Children's Literature

Teachers at primary school level teach and as such they need to be acquainted with developments in this new and growing field. The module focuses on the analysis, evaluation, and selection of literary works which meet the reading and/or listening interests of children. Assigned works will be from both "classic" and contemporary literature for children with a bias towards African and Zimbabwean art forms including orature, past and present. The module is designed to engage students in the careful reading and critical analysis of imaginative literature for the young. Through the close reading of selected texts, students are expected to deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The major focus of the module is the practical preparation of primary school English teachers in the aspects of reading and literary study for children up to fifteen years.

CSE106   Zimbabwean Literature

This module seeks to explore critical issues in Zimbabwean Literature written in English. It shall give students some in-depth knowledge and understanding of literature from Zimbabwe covering the pre-colonial, colonial and post-colonial periods. All genres of literature shall be studied. The module further aims at empowering the students to become, not only appreciative, but also critical of Zimbabwean literary works from informed view points. Texts to be selected for analyses shall reflect the complexities of the Zimbabwean culture(s) and heritage by virtue of the fact that they are written by Zimbabweans, about Zimbabweans and reflect Zimbabweans and their experiences.

CSE107   African Literature

The module is intended to expose students to literary works from different parts of the continent in terms of their handling of content and form. Through the module, students will be assisted to appreciate the common sensibilities discernible in such works as a result of the largely common experiences African people were subjected to such as slavery, colonialism as well as post colonial realities. Selection of texts shall spread across the continent to cover pillar-areas in the literary world of Africa i.e. West Africa, East Africa and Southern Africa.

CSE201   Literature and Classroom Text Selection

Teachers of English at primary school level need to have their knowledge of literature enhanced as part of their academic and professional growth which this module will do. The module also sensitizes teachers at primary school level on the often neglected area of the place of literature in the teaching of English as a Second Language. At that level teachers also need to select texts for their learners and to do this they need to be guided by sound pedagogical criteria. The module is aimed at exposing students majoring in English to literature and how it can assist the classroom practitioner to effectively teach English language. It is also aimed at equipping students with knowledge on the major genres of literature as well as on the critical approaches so invaluable in the appreciation of literature.Texts to be studied will be selected from Zimbabwe, Africa and the World, covering the three major genres of literature.

CSE203   English Language and The School Curriculum

This is a practical module, a module relating to students' experience, reality and practice in the teaching of ESL in the primary school. It is a module that seeks to clarify the background of the English Syllabus in order to provide students with a firm theoretical, as well as functional basis of the syllabus. The module is based on the study of the English Syllabus, its context and content and the theories and approaches that underpin it. This is expected to equip students with insight knowledge of the theory of curriculum design leading to the rationale for the type of syllabus and curriculum of English that is used in Zimbabwe.

CSE210   Poetry and Drama

The module intends to engage students in an in depth study of poetry and drama. Through this module, students will be enabled an opportunity to discuss critically, issues pertaining to poetry and drama. The module will set apart the two genres from the novel and other forms of literature showing points of departure.

Essential aspects such as structure, style, characterization and concerns in each of the selected texts from the two genres will be examined and commented on. Texts for analysis will be selected from different parts of the world.

CSE209   World Literature

The module is intended to expose students to varieties of literature from across the world. Through this module, students will be enabled to examine, with a view to comparing literature from different parts of the world. Comparison will be at various levels including thematic concerns, stylistic devices employed and the historical antecedents shaping and giving rise to given texts. The selection of literary works to be studied will include novels, drama and poetry.

CSE213   Women in Literature

This module introduces you to representative works by and about women from historical, social, and literary perspectives as it seeks to inform you about gendered identities. You will learn how gender roles develop and change and how women's views of themselves are reflected in their writing. You will read different literary forms, and you should become able to identify motifs, themes, and stereotypical patterns in that literature. Additionally, you will learn historical, philosophical, religious, and cultural information to help increase your understanding and appreciation of the works.

CSE202   Language Planning

This module explores fundamental principles that underline language planning. It si meant to empower students to become aware of the basic elements in language planning that should ultimately make them function more effectively as English Language and Literature curriculum planners and teachers. The module looks at factors that affect language policy planning.

MASTER OF LANGUAGE EDUCATION (ENGLISH)

MODULE SYNOPSES
CSLE 501   Theories of Language Teaching

The module introduces students to aim theoretical framework that have given shape to the various approaches, methods and techniques in language teaching over the years. Examination of these frameworks shall be aimed at enabling students to arrive at informed decision on their efficacy as they may encounter them in their professions. Theoretical underpinning shall be analysed to establish their effect on among others variables; syllabus, approach, method, type of learning and teaching activities as well as learner and

teacher roles in the classroom. Efforts shall be made to link theory with praxis from the students own experiences.

CSLE 503   Psycho & Socio Linguistic Aspects Of Language

The module is aimed at developing in the students an understanding of the relationship between language and the processes of the brain and mind at one level and to inculcate in the students an appreciation of language as a living, dynamic and complex system that is ever evolving on the other. The goal of the first part of this module is to provide the students with an in-depth knowledge of the field of psycholinguistics and provide them with an insight into the basic concepts of the area of study, namely, the acquisition, perception and comprehension of language, in order to explore the relationship between language, thought and culture. The second part of the module will provide the student with a thorough grounding of the study of sociolinguistics(the study of the relationships betweenlanguage and society). Included among the latter are situations of language contact (pidgins & creoles, multilingualism, etc.) and issues related to language in contact especially diglossia.

CSLE 504   Theories of Literature and Criticism

This Module introduces students to the debate around the different perceptions on literature and criticism. It seeks to widen students' knowledge of what literature is as well as giving them a firm grounding not only in the appreciation of literary theory but also in establishing the function and position of criticism in the study of literature. The module shall also seek to delve into a deeper analysis of different literary genres, their development as well as their appreciation over the years.

CSLE 506   Genre Studies

The goal of this module is to provide the students with an in-depth knowledge of the study of literary form. Focusing on the major literary genres of poetry, prose and drama, the module will examine ways of writing in English from a range of periods and cultural traditions including non-British and pre-twentieth century.

CSLE 508   Language Planning and Policy Issues in English

The module introduces students to issues that have shaped and influenced Language Planning in various setups in education. Analysis of the obtaining issues shall enable students to appreciate the centrality of language in both education and human existence. As such, it is hoped that students will be able to discuss and explain the reasons why language can be a battlefield for various communities and races. Various theories in Language Planning shall be examined to establish their link with the reality as experienced by the students.

CSLN 501 Imihlahlandlela Yokufunda Lokufundiswa Kwesindebele (Theories Of Ndebele Learning And Teaching)

Abafundi bazahlonyiswa ngobuciko bokusebenzisa imihlahlandlela ephathelane lokufundwa kolimi lwesiNdebele. Ikhosi le izabahlomisa njalo ngolwazi lwemihlahlandlela ngokwayo.

CSLN 506 UKUHUMUTSHELA LOKUBUNJWA KWESINDEBELE (TRANSLATION AND LEXICOGRAPHY IN NDEBELE)
ISINGENISO

Ikhosi le iphathelane lezifundo zokuhumutshela lokubunjwa kolimi lwesiNdebele. Ekuqhutshweni kwalikhosi kuzahlolisiswa indlela zokubunjwa kolimi kugxilwe ekuhumutsheleni.

CSLN 507 Ukuhlola Lokuvivinya Esindebeleni (Testing And Evaluation In Ndebele)

Isiqokoqela sekhosi le yikwethula izivivinyo ezimqoka ebafundini lokuveza ukuqakatheka kwakho. Imihlobo yezivivinyo izakwethulwa lokuhlaziywa. Imihlahlandlela yokuvivinya etshiyeneyo izahlolisiswa.

CSLN 503 INTUTHUKO ESINDEBELENI LEKUTSHOYO EZIFUNDWENI (developments in Ndebele Language: implications for the curriculum)

Okumqoka ngolimi yikuthi ilona kalumanga ndawonye kodwa luhlezi luguquka imihla ngemihla. Kwabanye linguquko isilethe umnotho omkhulu elimini lomdabu kukanti kwabanye ibonakala itshabalalisa ulimi okumele lulondolozwe. Kumele linguquko ihlolisiswe ukuze ibonakale ukuba itshoni ezifundweni zolimi lwesiNdebele.

CSLN 508 Amasiko Lokweluleka Esindebeleni (Culture And Counselling In Ndebele)

Amasiko ayinsika yesizwe ngesizwe njalo ziziqhenya ngamasiko azo okwenza ziwalondoloze. Kufanele kunanzelelwe ukuba amasiko kawamanga ndawonye kodwa aqhubeka eguquka kusiya ngembangela ezitshiyeneyo. Indlela zokweluleka zayizolo sezehlukile kwezalamuhla. Kungakho kuyadingeka ukubalezindlela zincedisane empilweni yabantu.

CSL501 Merging Issues in Curriculum Education

The moduleis meant to expose post graduate students to fundamental concepts and knowledge related to contemporary curriculum and educational issues. Given that most of the students are not well grounded in curriculum theory issues it is imperative to acquaint them with curriculum theories and the whole curriculum planning development issues before tackling emerging issues and themes in curriculum education.

MASTER OF EDUCATION DEGREE IN CURRICULUM STUDIES

CSL 501 Emerging Issues in Curriculum Education

This module is meant to expose postgraduate students to fundamental concepts and knowledge related to contemporary curriculum and educational issues. Given that most of the students are not well grounded in curriculum theory issues, it is imperative to acquaint them with critical theories and the whole curriculum and development processes before tackling emerging issues and themes in curriculum education.

CSTM 501 Curriculum Planning, Design and Development

The module attempts to put into clear perspective the concepts curriculum planning, design and development. It examines the principles and approaches to curriculum planning and critically analyses the major issues underlying it with a view of suggesting solutions. The module will also look at how Zimbabwean culture and heritage could be used to enrich curriculum development.

CSCM 501 Pyschological and Sociological Foundations Of The Curriculum

The module combines psychological and sociological foundations of the curriculum. The two disciplines are studied as half modules, 18 hours each in duration. The major purpose is to equip students with both psychological and sociological tools for analysing and understanding the premises on which curricula are based at different points in time.

CSCM 502 Historical and Philosophical Foundations Of The Curriculum

The module CSCM 502 combines Historical and Philosophical Foundations of the curriculum. The two disciplines are studied as half modules, 18 hours each in duration. The major purpose is to equip students with both historical and philosophical tools for analysing and understanding the premises on which curricula are based at different points in time.

RMS501   Research Methods and Statistics

This module is intended to equip students with the theories of research as well as the practical skills of undertaking researches. The module is divided broadly into two sections as follows: Statistics and Research methods. Students are expected to be conversant with inferential and descriptive statistics and other concepts in statistics. In qualitative research students are expected to be familiar with different types of design as well as data gathering and analysis.

CSTM 502 Curriculum Change And Innovation

This module seeks to put into perspective the concept curriculum change and how it differs from curriculum innovation. It emphasizes the need for planned change in school programmes. The rationale for curriculum change, agents of change and the management of change will be explored. The role of teachers in curriculum change will be considered and analyses of change strategies used in curriculum change and innovation projects will be made.

CSTM 503 Curriculum Evaluation

The module explores the meaning, purposes and processes of curriculum evaluation in its various forms. The personnel for evaluation and their role characterise are analysed. The module will operate on a pattern of lectures, paper presentations, class and seminar discussions and also directed and undirected personal reading on the part of the students.

CSTM504 Curriculum Analysis

This module is directed at students taking a Curriculum Studies programme at masters level. It provides the students with a deeper understanding, knowledge and research skills necessary in analysing curricula at professional and masters level. Students will be exposed to contemporary curriculum analysis concepts, frameworks and models.

CSTM507 Current Themes And Issues In Education And The Curriculum

This module is meant to for teacher educators, administrators and curriculum planners. It seeks to acquaint them with skills to analyse, synthesise and evaluate critical themes, issues and trends much as they impact on the curriculum in particular and education in general. The issues will identified will be looked at from a global perspective and the with special reference to Zimbabwe.

GRADUATE DIPLOMA IN EDUCATION (GRAD. D.E)

CGDC 301   Nzira Dzokudzidzisa Nadzo Chishona

Kudzidza ChiShona zvakanaka uye zvine mwero unogutsa kuSekondari chinhu chinotarisirwa uye ikodzero yemwana wese wese saka chinhu chinomakidzirwa kuti mudzidzisi wese weChiShona adzidzise neunyanzvi hwedanho repamusoro. Kuva neunyanzvi hwekudzidzisa ChiShona kunoita mudzidzisiagamuchirwe zvakazara nevana, chikoro uyewo nehurumende mubasa rake iye achigutsikanavo pabasa rake.Izvi zvinoita kuti mudzidzi azvivheneke nekuongorora zvaanodzidziswa nemadzidzisisire acho.Kugona kudzidzisa hachisi chinhu chekuzvarwa nacho asi chinhu chinotodzidzirwa kusvika munhu awana unyanzvi hwakazara.

CGDMU 301   Pedagogic Studies in Music

This module is designed for those students doing the Graduate Diploma in the Education programme. This is an advance module designed to equip students with methodological and pedagogical issues in Primary

and Secondary School music teaching. The module also aims to equip students with creative skills to design teaching content and implement the Primary and Secondary Music syllabus.

CGDH301   Pedagogics Studies in History

This module seeks to equip students with basic skills of teaching History effectively at secondary school level. It will expose students to issues of content and methodology in the subject.

CGDAC301:   Pedagogic Studies in Accounts

This module intends to improve the practice of teaching in the areas of Accounting by highlight the current constructivist approaches to teaching.

BUSINESS STUDIES
CGDBS301:   Pedagogic Studies in Business Studies

This module intends to improve the practice of teaching in the areas of Business Studies by highlight the current constructivist approaches to teaching

ECONOMICS
CGDEC301 Pedagogic Studies in Economics   CGDAC301
Pedagogic Studies in Accounts

CGDAE301Pedagogic in Art Education

This module intends to improve the practice of teaching in the areas of Art Education by highlight the current constructivist approaches to teaching

CGDE 301   Pedagogic Studies in English

This module aims at equipping student teachers with fundamental skills needed in the effective teaching of English Language and Literature at secondary school level. The module will therefore ,expose learners to basic theories of language learning and teaching as well as those of literature and criticism.

CGDN 301   Izindlela Zokufundisa Isindebele (Pedagogic Studies In Ndebele)

Izifundo zendlela zokufundisa ulimi lwesiNdebele kule ikhosi zizancedisa abafundi ngokubahlomisa ukuze bethule ulwazi ebafundini ngendlela efaneleyo. Ikhosi le izaphathisa ukuthuthukisa ubuciko, obudingakalayo ekusebenziseni indlela ezitshiyeneyo zokuqhuba izifundo zesiNdebele ebangeni lesekhondari. Izazama njalo ukuveza inhlupho ezitholakala ekusebenziseni indlela ezitshiyeneyo ekwethuleni izifundo zolimi lwesiNdebele. Kukhangelelwe ukuthi ukuqakatheka kwendimi zesiNtu ekufundeni kuvele ekuqhutshweni kwale ikhosi

CSGDFN 301   Pedagogic Studies in Food and Nutrition

The module seeks to furnish students with knowledge and skills in teaching of theory and technical lessons in Food and Nutrition. The module will cover methods of teaching with emphasis on skill development. Learners equipped with skills in planning, scheming and evaluation.

CSGDT 301   Pedagogic Studies in Textile and Clothing

The module seeks to furnish students with knowledge and skills in teaching of theory and technical lessons in Textile and Fabric. The module will cover methods of teaching with emphasis on skill development. Learners are equipped with skills in planning, scheming and evaluation both theory and practical lessons.

CGDRS 301   Pedagogical Issues in Religious Studies

The rational of the module is to equip students with the knowledge and skills to effectively teach Religious Studies in Secondary schools. It also intends to enable students to comprehend the aims of teaching the subject, the structure and content of the Religious Studies syllabus, modern methods and approaches of teaching the subject. It also explores the contribution of developmental psychology to the teaching of Religious Studies.

PGDEF 301 Curriculum Theories

The module is designed for post- graduates undergoing initial teacher training with opportunities to reflect and understand fundamendal principles and concepts which underlie curriculum dismodules throughout the world and in Zimbabwe. The module is meant to ground students in curriculum theory concepts relevant in making informed choices and decisions during teaching /learning.The module takes students through curriculum planning, implementation, change and innovation and evaluation.

DEPARTMENT OF TEACHER DEVELOPMENT

BACHELOR OF EDUCATION (PRIMARY) PRE-SERVICE HONOURS DEGREE

CHISHONA

TDPCH101 Kuuya Nekuumbwa Kwemutauro Wechishona

Zvidzidzo zvenhoroondo yemutauro waVaShona zvinovavarira kuronda nekutsanangura chinonzi mutauro waVaShona, kwawakabva nezvawakakoshera kuvatauri vawo. Zvinobatawo vakaita basa rose rekuumba mutauro uyu, zvikonzero zvavo zvekuita mabasa ose aya uye woukama hwemutauro weChiShona nemimwe mitauro.

TDPCH202 Pfungwa Huru Dzokungorora Nadzo Uvaranomwe

Zvidzidzo zvinovavarira kupa unyanzvi hwekunzwisisa nekukwanisa kupenengura uvaranomwe hweChiShona. Zvinopa mudzidzi ruzivo rwekunzwisisa mapenengurirwo angaitwa uvaranomwe nenzira

dzakasiyana-siyana. Zvinobata kukosha kweuvaranomwe, matangiro ahwo uye nzira dzakasiyana dzinoshandiswa kunongorora uvaranomwe.

TDPCH201 Uvaranomwe Hwechishona Husakanyorwa

Zvidzidzo zvinobata tsika dzevaShona, zvose zvinoonekwa mukutaura, mukufunga, kuona nemukuita kwevanhu vatema.Zvinopawo tsananguro yechinonzi tsika nemagariro avaShona, manzwisisirwo etsika nemagariro evatema nevachena uye zvinobata tsika dzavaShona dzakasiyana-siyana dzinosanganisira kuroorana, mitambo, ngano, kutonga, tsumo nemadimikira pamwe nezvitendero zvavaShona. Kusanduka kwetsika idzi kunoongororwawo.

TDPES102 Teaching Chishona In The Primary School

Zvidzidzo zvinovavarira kuumba madzidzisirwo eChiShona akanaka angaitwa pazvidzidzo zvose zvemagwaro ose ekupuraimari. Zvinobata chinonzi kudzidza paChiShona, unyanzvi hwemutauro, nzwisiso yezvidzidzo zvikuru zveChiShona uye madzidzisirwo angaitwa zvidzidzo izvi zvine chimuko.

TDPCH401 Kuongorora Uvaranomwe Hwevashona

Zvidzidzo zvinopa unyanzvi hwekunzwisisa zvakadzama maburitsirwo anoitwa vanhu muzvinyorwa zvenhetembo, mitambo yakanyorwa nenganonyorwa. Zvinobata mhando dzeuvaranomwe hweChiShona zvichienzaniswa nehumwewo uvaranomwe huripo. Zvinobva zvabatsira vadzidzi kuona kuti nei vanyori veunyorwa vachinyora sezvavanoita uye kuburitsa kuti izvi zvingarevei kuvanyori, kuzvinyorwa nekurudzirwe vaShona rwunonyorwa nezvarwo.

TDPCH203Ukama Nemisambo Yekutaura Muchishona

Zvidzidzo zvinopa kunzwisisa zvakadzama chinonzi ukama nemisambo yekutaura mutsika namagariro avaShona.Zvinotsanangura nekuongorora nhoroondo yeukama nemisambo yekutaura sezvayaiitwa nemaonerwo ayo nevaShona. Zvinoburitsa wokukosha kweukama pakati pavaShona, mhando dzemisambo yekutaura, tsika dzinofambirana nemusambo wogawoga, kuparara kwoita tsikai dziuye zvingaitwe kumutsiridza tsika idzi.

TDPCH201Tsika Nemagariro Evashona Nevatema Muafrica

Zvidzidzo zvinobata tsika dzevaShona, zvose zvinoonekwa mukutaura, mukufunga, mukuona nemukuita kwevanhu vatema.Zvinopawo tsananguro yechinonzi tsika nemagariro avaShona, manzwisisirwo etsika nemagariro evatema nevachena uye zvinobata tsika dzavaShona dzakasiyana-siyana dzinosanganisira kuroorana, mitambo, ngano, kutonga, tsumo nemadimikira pamwe nezvitendero zvavaShona.Kusanduka kwetsika idzi kunoongororwawo.

TDPCH402 Mitauro Inoumba Chishona Nemimwe Mitauro Yomuzimbabwe

Zvidzidzo zvinobata mapazi ose anoumba mutauro weChiShona, icho chiri chohunde. Zvinobata womimwe mitauro inoshandiswa muZimbabwe, vavariro kuri kutsvaga ukama nokudyidzana kwayo neChiShona.
Nhoroondo yekwakabva mutauro uyu inojekeswawo zvakare.

TDPCH404 Dudziro Dzemazwi Huye Nemashandisirwo Adzo

Zvidzidzo zvino zvakanangana nokubatsira vadzidzi kuti vadzamise ruzivo rwavo pamusoro pomutauro takanangana nedudziro dzemazwi huye nemashandisirwo awo.Nyaya yeshanduko yezvinorehwa nemazwi nezvikonzero zveshanduko yozvinorondwawo. Zviga zvenhaurwa yakanaka uye pfungwa huru yezvenhaurwa inopenengurwawo muzvidzidzo zvino.

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TDPCH403 Ukama Hwemutauro Nenharaunda Uye Pfungwa

Zvidzidzo zvino zvakanangana nokudzamisa ruzivo rwevadzidzi pamusoro pechinonzi mutauro takanangana nezvinoitika mupfungwa neukama hunowanikwa pakati pemutauro nenharaunda. Ukama hwemutauro mukugarisana, masanganiswa emitauro, ndimi nendimi nyana zvinonyatsojekeswa womuzvidzidzo zvino.

TDPCH202 Dudziramutauro Wechishona

Zvidzidzo zvino zvakanangana nokupa vana mukana wokupenengura maumbirwo nemashandisirwo omutauro weChiShona. Zvinobata nhurikidzwa nhatu dzinoti yezvizita, yezviito neyenyaudzosingwi.

CURRICULUM EVALUATION, CHANGE AND INNOVATION
TDPCT 401Curriculum Evaluation, Change And Innovation

The students will be acquainted with the following content areas: meaning of evaluation; forms/types of evaluation; curriculum evaluation procedures and the personnel for evaluation; role of different types of evaluation in the process of curriculum planning and development; meaning and definition of change and innovation; reasons for curriculum change; curriculum change agents; curriculum change and innovation strategies; changes/innovations that took place in the curriculum at and after Independence in Zimbabwe.

TDPCT201 Curriculum Planning and Development

The module content includes meaning and definition of curriculum; forces or factors that have shaped curricular content and Practice in Zimbabwe; issues of curriculum content selection and organization; diffusion and dissemination of curriculum content; meaning of curriculum implementation; key players at the implementation stage; factors influencing curriculum implementation. The module allows for the broadening of the student's mind on the whole process of curriculum development and its effect on the education system in Zimbabwe.

PROFESSIONAL STUDIESTDPIP103:
Professional Issues in Primary Education

This module is intended to provide useful insights to pre-service student teachers with regard to their professional development and growth at primary level. A thorough understanding of ethical, legal, technical and professional requirements will adequately prepare students who pursue teaching as a career. The module provides a link between theory and practice and prepares student teachers to accept and play meaningful roles both as student teachers and as qualified practitioners in the teaching profession.

ART AND DESIGN
TDPAD 101 Foundations of Art and Design Education

The module content includes scheming, crafting detailed lesson plans and designing teaching media ie focusing on the fundamentals of teaching Art and Design in the primary school. It broadens understanding of curriculum issues, philosophy and psychological issues affecting and influencing the art education curriculum.

TDPMAP201 Music and Art Education

Professional development of Pre-service students ie scheming, crafting detailed lesson plans and designing teaching media at teaching art at primary school level. The module intends to give students theoretical, practical and applied proficiency in teaching art.

TDPAD204 Drawing

The module explores the drawing skills from the basic developmental levels in progression. It also explores the basic elements, principles and media in drawing in general.

TDPAD205Painting
Developing a sound theoretical and practical knowledge in painting. The module explores the painting skills from the basic developmental levels in progression. It also explores the basic elements, principles and media in painting in general.

TDIMT201 Instructional Media and Technology
Assisting pre-service student teachers acquire a variety of theoretical and practical skills (frameworks) for the effective design, development and utilization of instructional media and the relevant technology.

TDIMT201 Micro-Teaching
In this module student teachers peer teach each other practicing what they learnt in the module TDPMAP201.

MUSIC AND ART EDUCATION
TDPAD202 Graphic Design
This practical module for undergraduates traces and familiarises students with trends and practices in the field of Graphic Design. It aims at developing knowledge and relevant skills in technical areas such as design, advertising and illustration using traditional and modern technology (digital & IT.)

TDPAD204 Textile and Fabric Design
It is a practical module which explores the theoretical and practical techniques of Fabric & Textile designing. It traces the weaving techniques of making fabric and means and techniques of creating visual designs at the weaving stage. The module further explores means and techniques of imposing colour and design on textiles by means of skills such as tie & dye, printing, bleaching and batik.

TDSAD405The History of African and Werstern Art
This is a comparative study of African and Western art. It traces the trends of Art in the African and western contexts. The technical skills acquired have imbedded meanings, aesthetic and cultural value of the art-facts from the two cultures (African &Western). African Art:History of African art; Art of ancient African Kingdoms; Traditional African art and architecture; Shamanic (rock painting) in Africa; Colonial art in Africa including "mission art"; Contemporary and post-colonial African art; Critical studies in African art. Western Art:Renaissance art; Baroque/Rococo art; Realism and impressionism; Modernism and post-modernism; Neo-Classicism and Romanticism; Critical Studies in Western art.

TDPAD406 Craftwork in Zimbabwe

The module traces the theleological and aesthetic values of traditional artifacts and craftwork in Zimbabwe. These are basketry, wood carving, sculpture, weaving, poetry and bead-works and any other craftwork unique in Zimbabwe. The module considers and traces the historical origin of each craftwork and its relevance, sustainability and purpose in various cultural settings across Zimbabwe. Socio – cultural criticism theories are used to critique and interpret the meaning and aesthetic value of cultural artifacts produced in Zimbabwe. Weaving; The origins and historical development of weaving; the practice, methods and style. Batik: origins and historical background; Pottery; Sculpture; Wood Curving; Metal sculpture/armatures

TDPAD403 Three Dimensional Design

Deeper theoretical understanding and practical competence in the theory of 3 Dimensional world i.e the manipulative techniques of 3Dimension media such as stone, wood, paper, wire, metal, clay, plaster and other found objects in creating art forms.

TDPAD404 Visual Aesthetics

The module is an introduction to the intellectual basis of the visual arts. It lays a broad foundation for the study of design theory, the philosophy and the critical appreciation of visual art.

PHYSICAL EDUCATION

TDPPE102 Foundations of Physical Education And Sport

 Emphasis is on equipping students studying Physical Education as a specialization module with theoretical content and practical skills essential for teaching a wide range of physical activities at primary school level. Some of the core areas covered includes historical, philosophical, psychological, sociological, physiological and biological foundations of physical education.

TDPPE204 Introduction to Sport Science

The module introduces students to basic components of sport science and equips them with a comprehensive body of knowledge on the technical mastery of sport and exercise skills. Among others, the module covers the anatomy of the human body and the physiological influence of exercise on the cardiovascular system, lungs, blood and skeleton.

TDPPE202 Anatomy and Physiology

The module covers anatomy and physiology of the human body, kinesiology, physiology of exercise and bioenergetics.

TDPPE203 Fundamental Skills and Techniques in the Individual and Team Sports

The module covers the following:
Individual sports: javelin, shot put and individual gymnastics
Team sports: volleyball, basketball, soccer, netball and cricket

TDPPE402 Indigenous Games

Equiping students with fundamental skills and techniques in indigenous games. The module covers among others, pedagogics in indigenous games such as tsiva, tsoro, pada, musengabere, nyuchidzandiruma, mhande, sikende and jongwe guru ndiani. Terms used in indigenous games; Children's g a m e s a n d playsongs; The value of traditional games in the primary school curriculum; Theories of games – Game; Theory, socio- constructivism, through an indigenous – Learning theory; Sport for All in the Postcolony;ndigenousgames.

TDPPE401 Organisation and Administration of Sports in Zimbabwe

Details of the module content are as follows: organization of sports at school, zonal, district and national levels. It also touches on the organization of a sports club preparing for competitions.

TDPPE407Current Trends And Issues In Physical Education And Sport

Physical education in the 21st century; Analyzing and reviewing policies in physical education and sport; Carry out research on Olympic sport and sport rules; Reviewing the Zimbabwean Physical Education curriculum; Practicing Olympic sports; Gender issues in physical education and sports; challenges faced in contemporary physical education and sports, solutions to problems and the way forward.

TDPPE406 Gymnastics

Equiping students with fundamental skills and techniques in gymnastics i.e locomotion, flights, weight bearing and directions.The scope of gymnastics; aims of educational gymnastics; concept and analysis of themes in gymnastics; Planning for gymnastics; Scheming for gymnastics; Physical preparation for gymnastics lessons; fundamentals of Olympic gymnastics; Men's artistic gymnastics; Women's artistic gymnastics

RELIGIOUS STUDIES

TDRM101 Old Testament Studies

Focuses on important characters and stories in the O.T. Selection will be made on the basis of what is taught in the primary school. The focus will be on the patriarchs, the Exodus, the Prophets and other prominent figures in the Old Testament.

TDPRM201 The History and Philosophy of Religious and Moral Education

History of RME in Zimbabwe and the justification of the subject in present context. It will look at pedagogical issues in R.M.E. Focus is also on goals, methods and subject content at primary level.

TDPRM 203 New Testament Studies

The module partly deepens the students' understanding of the New Testament and partly prepares them for teaching at primary level. Focus will be on selected themes from the gospel, Acts and the Letters.

TDPRM 205 History of Christianity and African Independent Churches in Zimbabwe

Content: Christianity in the Mutapa Kingdom (15th to 18th centuries); Christianity in pre-colonial Karanga Chiefdoms in Southern Zimbabwe; Evangelisation of the Ndebele territory (the role of David Livingstone and Robert Moffat); Missionaries and the colonisation of Zimbabwe; Church-State relations in colonial Zimbabwe; Role of the Church in the liberation of Zimbabwe; African Independent Churches in Zimbabwe (definition, the rise and development of the churches).Types and Characteristics of the Churches.Attractions into the Churches.The role of The Churches in contemporary Zimbabwe.

TDPRM401Liberation Theology

Acquainting students with liberation theologies. Focus will be on feminism, African Theology, Liberation Theology and Black Theology.

TDPRM402African Traditional Religions

Focusses on beliefs, myths, rituals, moral teachings in African traditional religion and also on materials, items, stories, spirits and practices and their significance.

TDPRM403 Ethics and Emerging Issues

Ethical theories such as Kant's ethical theory, John Fletcher's situational theory, utilitarianism, the divine command theory and how these have influenced debates on contemporary ethical issues such as abortion, euthanasia, birth control and suicide.

TDPRM404 Major Themes in World Religion

This will consist of unlimited comparison of religious aspects from the religions of the world namely, Christianity, Judaism, African Traditional Religions, Islam, Hinduism, Buddhism and Jainism. A comparative study of various aspects – beliefs , rituals, worship, spirits, spirit possession and myths – will be made.

HOME ECONOMICS

TDPHE 203 Introduction To Food Technology

This module deals with fundamental food technology issues and nutritional problems affecting individuals, households, communities and the region. Common terms used in food technology are defined. Principles of food technology for good nutrition in daily living so as to achieve good health and why food is processed are covered. Food technology also includes understanding the nutritive value of different foods and methods of preserving them during preparation, cooking and serving.

TDPHE 402 Food Technology

This study is anchored on all technical aspects of foods, beginning with harvesting or slaughtering, and ending with cooking and consumption, an ideology commonly referred to as "from field to fork". The changes that occur when they are subjected to food processing are included. The nature of foods, preliminary preparations, processing that include flow charts are learnt. Evaluation of the manufacturing practices that affect food safety and food security are discussed.A practical component of the science of cooking different foods (indigenous and exotic) is covered.

TDPHE 405 Catering and Ethnic Diets

Major terms used in catering/hospitality industry-

Food and beverage, buffet, ala-carte, housekeeping, hospitality, restaurants, hotels/motels, cafes, fast foods, take-a ways, welfare and industrial catering establishments, ethnic, condiments, food additives, delicatessen, confectionery, menu, catering service, catering system, catering equipment, table d'hote, etc.Catering establishments—types, services provided, advantages and disadvantages.Catering equipment—categories, choice, use and care. Kitchen plans/layout— types, advantages and disadvantages, work flow. Kitchen planning, organization and supervision.; Menu planning, development and structure; Planning for different occasions and functions; Food and society, ethnic dishes and special meals; General food/catering regulations and standard control; Food handling techniques and procedures; Establishing a small scale catering business—project planning.

TDPHE 101 Family Studies 1

This module is intended to give students insight into types of families, related theories, issues that currently affect the family in both the Zimbabwean and global context. Crisis and conflict resolution is a critical aspect, which will be covered to assist students to fight and brave the realities of life in the Zimbabwean situation. Explanation of the importance of the family according to the Zimbabwean culture and other ethnic groups and theories related to families and an analysis of the role changes and family interaction within the family and social ecosystem will be covered.

TDPHE 201 Family Studies 2

Enlightening students on current issues that affect the families in Zimbabwe basing on the culture of Zimbabwe and acculturation. Theories related to physical, emotional and cognitive development of children and stages of child development according to Bruner, Piaget etc. will be studied. Students should be able to clarify the importance of the family and theories related to parenting (sex education- comparing the traditional and modern teachings) and also analyse theories that are related to factors that affect the physical, emotional and cognitive development of children

TDPHE 102 Introduction to Pattern Making
Introducing students to equipment and materials used in pattern making for skirts (ladies wear) and how to use them in the construction of skirt patterns. The issues of dress and culture will be covered. The module will cover block construction for skirts and pattern development and manipulation of blocks basing on design interpretation. Introduction of pleats, flare, panels, gathers, facings, constructs insets , yokes and godets make waistbands will also be covered.

TDPHE 202   Introduction to Textiles
Introducing students to fibre morphology using the indigenous and exotic fibres and fabrics as examples. The module will also involve end use and performance of fibres and fabrics basing on the culture of Zimbabwe and globally. The description of primary and secondary fibre forming properties will be covered and also the explanation of the different generic groups of fibres and their types, chemical composition, properties/characteristics, structures and cross sections

TDPHE 401   Textiles
Refining students' skills in fibre morphology using the indigenous and exotic fibres and fabrics as examples. The module will also involve end use and performance of fibres and fabrics basing on the culture of Zimbabwe and globally. The description of primary and secondary fibre forming properties will be covered. A scientific explanation of different generic groups of fibres and their types will be covered. Chemical composition, properties/characteristics, structures and cross sections in relation to end use and performance of fibres and fabrics will also be studied.

TDPHE 404   Interior Decoration And Home Soft Furnishing
Enlightening students on current issues in interior decoration and the application of art principles and techniques in selection of housing, furniture and soft furnishing. The study of the economics, social and aesthetic aspects of interior decoration will be done based on the Zimbabwean and global context. An analysis of dwelling design to satisfy individual and family needs basing on the culture of Zimbabwe will be covered. Principles in design and interior decoration and the application of the principles will be done based on local and global needs and standards. A practical component of making any household soft furnishing article will be done.

ENGLISH
TDPEL 101 Introduction To Linguistics And Language Teaching
It comprises two pillars-, linguistics and language in a tripartite relationship among language, linguistics and literature. It deals with issues across the whole spectrum of linguistics and language teaching and learning. The module enables students to appreciate what linguistics and language teaching mean to a teacher tasked with teaching English to primary school students.

TDPES 101English Education Studies

The module deals with; theories and approaches to language teaching and learning, methods and techniques of teaching language units, syllabus interpretation and implementation, documentation, the teaching of English, the language system and other allied units. The module seeks to equip prospective teachers with the

required knowledge, skills and dispositions in the teaching of English to make them academically and professionally competent classroom practitioners.

TDPEL 201 Theories of Literature
Equipping students not only with literary critical skills but with an appreciation of the tenets of theories in general. In addition, it promotes an understanding of how literary works are informed by theories of literature.

TDPEL 403 Theories of Language Arts
The module examines language acquisition and learning and theories of language teaching and learning. It also entails exploring the relationship between language and the mind and the interface between language and society touching on communication in general. In addition, it explores the relationship between language and literature.

TDPEL 402Children's Literature
The module equips students with knowledge of the characteristics of children's literature belonging to the three genres, namely, the novel, drama and poetry. It will also draw links between children's literature and literature for adults with an emphasis on the value of children's literature to primary school children.

TDPEL 404 African and Carribbean Literature
Equips students with skills to interrogate literary aspects in African and Caribbean Literature which belong to the novel, drama and poetry as literary genres. It also draws links between African and Caribbean Literature in terms of writing traditions which inform them.

TDPEL 202 Englsh Language and the School Curriculum
Clarify the background of the English syllabus in order to provide students with a firm theoretical as well as functional basis of the syllabus,. The module is based on the study of the English Syllabus, its context and the theories and approaches that underpin it. The module equips students with insightful knowledge of the theory of curriculum design leading to the rationale for the type of syllabus and curriculum of English that is used in
Zimbabwe.

TDPEL401 Classroom Text and Dismodule
It focuses on what happens in language teaching in the primary school classroom – what teachers think they teach and what learners think they learn. On the surface, teachers teach reading, writing, language structures and oral skills. Fundamentally though, they teach dismodule, create dismodule and to some extent analyse dismodule. The module seeks to equip prospective teachers with the skills of dismodule analysis – a holistic view of what language is and how it is employed to communicate.

TDPEL201 Introduction to Modern Grammar
It deals with language uses in general and grammar aspects in particular. The module enables students to appreciate the form and structure of Modern English and in turn transmit those values to students at the primary school level.
TDPEL 203 Orature and Zimabwean Literature

Content

The nature of orature: Oral literature and written literature – a comparison; Influence of orature on Zimbabwean literary texts;Use of the traditional idiom in Zimbabwean literature;Zimbabwean literature (an overview); The novel – background characterisation, setting, themes, conflict, plot and structure, style, the use of traditional the idiom in the Zimbabwean novel, the ending/conclusion;Drama – themes, characterization, conflict, plot and structure, dramatic techniques and the ending/conclusion; Poetry – the relationship between form and content, themes, the use of poetic devices, methods of analysing poetry;Aspects of African culture revealed in Zimbabwean literature;Characteristics of Zimbabwean literature;Zimbabwean literature as part of African literature;NB Students will study <u>ten</u> (10) set books drawn from Zimbabwean literature

MUSIC
TDPMU101Zimbabwean Folk Music and Traditional Dances
Exposing students to the history and nature of Zimbabwe's indigenous music and traditional dances. It looks at the functions of music in African traditional and contemporary societies.

TDPMU201 Foundations of Music
 Exposing students to the basic and general principles of theory of Music. It also covers the philosophy and psychology of Music.

TDPMU204 History and Apprecation Of Music
 Exposing students to the development of different eras in both Musicology and Ethnomusicology.

TDPMU202 Performance Studies 1
Exposing students to performance techniques in different musical instruments.

TDPMU203 Transcription and Analysis
 Exposing students to the various forms of transcription and analysis used in Music.

TDPMU401 Performance Studies Ii
 Exposing students to performance skills in varied musical instruments. Students are also expected to demonstrate a sound theoretical knowledge of selected musical instruments.

TDPMU402 Ethnomusicology and Analysis
The module exposses students to the conceptual definitions and history of the discipline.

TDPMU403 Perfomance Studies III
The module consolidates practical skills in students. It further seeks to give students an opportunity to demonstrate refined skills they would have   acquired in a selected major area of specialisation of Music.

TDPMU404 Dance
 Expose students to performance skills in a wide repertoire of Zimbabwe's indigenous dances. It further seeks to give students an appreciation and understanding of non-African dances, so that they become efficient Music teachers.

SOCIAL STUDIES
TDPSS201 Natural Envrionmental and Social Issues

This module deals with the manner in which African communities have related to their environment on the economic level, how that environment in the process shaped the social and political relations of these communities, how periodic disasters, demographic pressures disease and man's greed have also influenced these communities and how government policies at both the colonial and post- colonial stages attempted to exploit nature and control relations between the local communities and their environment.

TDPSS204Regional Groupings and World Politics

This module examines the role and activities of leading international regional groupings in the development of Nations of the world. Emphasis is on regional economic and political development in and between the developed and developing worlds. Topics covered include European Union, community block, United Nations, NATO, Warsa or Pact NAFTA and EU-ACP relations. It winds up with issues of South cooperation and deals with specific groupings as the Non-Aligned Movement, OAU/AU Arab League, SADC, COMESA etc

ENVIRONMENTAL SCIENCE

TDPES 101 Philosophy of Environmental Science And Environmental Education

The module aims at making students appreciate and understand the 1994 E.S curriculum, the psychology of teaching and learning in particular theories of learning that govern how science is learnt. Students have to understand the effects of language, gender, religion and socio-cultural practices that influence learning of ES and E.E. Central to this module is the use of the natural environment as a learning laboratory.

TDPES 201 Principles of Environmental Science and Education for Sustainable Development

The module principles aims at making students understand the 'cell' as the basis of life, appreciate biological communities, ecosystems i.e. food webs, cha, energy flow and In addition they have to cover the human impact on the natural environment and societal   to environmental crisis brought about by man.

TDPES 202Principles of Teaching Environmental Science at Primary School

This module equips students with skills to interpret the primary school science syllabus ie its aims, objectives and content. In addition they have to appreciate the importance of science concepts, principles and theories on their teaching of Environmental Science. Teaching methods that have a hands on approach are covered to equip students on how the subject is taught. Central to this module is the use of the natural environment in teaching environmental science.

TDPES 402 Environmental Chemistry

The Environmental Chemistry module is a module designed to equip students with basic chemistry ie the mole concept, periodic table, chemical reaction, chemistry of the hydrosphere, chemistry of atmosphere and geosphere. Environmental biochemistry of protein, corboby drafts, liquids, macleic acids and toxicology of substances. More important is pollution prevention and control of air, lead and water contamination. Students have to understand and appreciate environmental chemical analysis ie   and the environment.

TDPES 203Economics of the Environment

This module will awaken students to skills of common property management by being able to define Environmental Economics and distinguish it from ecological economics. Students will appreciate allocation of resources and the central concept of market failure. Concepts like externality i.e effects of one's negligence to other people's lives, common property goods will be covered. Hardens concept of tragedy of the common will be discussed. Public goods and non-in relation to climate change. On analysis

of global biogeochemical cycles critical for life are examined, these are nitrogen sycle, water cycle, carbon and oxygen cycle. Valuation i.e assessing the economic value of the environment is a major concept.

TDPES401Environmental Impact Assessment (Eia)

In this module students will be exposed to policy provisions of EIA and principles. It will consider how EIA can be integrated into any project, the need to consult relevant stakeholders before any project is done i.e rational for consulting the public, methods of consultation and constraints to consultation. The responsibilities of each stakeholder will be highlighted. Students will be exposed to EIA methods sources of Environmental Information in Zimbabwe. Students will examine environmental concerns of each project.

RESEARCH AND CULTURAL TRENDS IN ENVIRONMENTAL SCIENCE EDUCATION TDES 403

The module is intended to help students appreciate the need to conserve the environment at local, regional and International level. The module also considers current environmental issues and concerns. Environmental Crisis/Issues, Environmental Management Systems, Current Environmental Issues and Natural Hazards on Local and International Scale will be covered.

TDPES204Environmental Policy And Planning

This module is designed to make pre-service students understand Zimbabwe's environmental conservation and protection strategies. The module also outlines national activities on environmental conservation across all government ministries and departments. This includes planning alongside international standards and procedures.

TDPES404Ecosystems and Environmental Management

The module introduces students to fundamental concepts related to life support systems and provides basic concepts in environmental management. Discussions of communities and ecosystems in the context of biogeography and examining the broad-scale distribution of terrestrial and global pattern of biological diversity will be done. An endeavour will be made to promote discussion on topical issues in education.

MATHEMATICS

TDPMA404Assessment and Evaluation in Mathematics

Content: concepts of measurement, assessment and evaluation in education in general so that they can appreciate the application of these concepts in the learning and teaching of Mathematics at the primary school level.

TDPMA201Calculus

Developing concepts of sets, functions, limits and continuity, differentiation, integration and applications. The module also explores the concept of functions of several variables, partial differentiation and multiple integrals.

LINEAR AND ABSTRACT ALGEBRA

Content: vector spaces, matrix algebra, complex numbers, linear transformations and solutions of linear equations. It also considers the abstract concepts of sets, relations, mappings, groups and subgroups and group homomorphisms.

TDPMA201Analysis

Content: sets and functions, limits and continuity, differentiation, sequence and series. Basic topology in R^n.The Reimann integral.

TDPMA403Ordinary Differential Equations

Content: techniques for solutions of first and second order differential equations, methods of undetermined coefficients, variation of parameters, reduction of order, Laplace transformations and series solutions will also be considered.

TDPMA401Mechanics

Kinematics, projectiles, Newton's laws, forces, momentum, work, energy, power, conservation and dissipative forces. Orbit, oscillations, elastic forces and resonance.Equivalent systems of forces, plane statistics, system of particles, elementary theory of rigid bodies.

TDPMA205Probability Theory

Sets and Events, Probability, Random Variables, Generating Functions, Probability Distribution, Joint Distributions.

TDPMA206Statistical Enferences

Content: Descriptive Statistics, Estimation Theory, Sampling, Distributions, Hypothesis Testing, Parametric and Non-Parametric tests. Applied statistics – Regression Analysis.

TDPME101Mathematics Education

Current topical issues in mathematics education that enhance their appreciation for teaching mathematics at primary school level. It also exposes students to sound mathematics teaching skills that enable them to teach mathematics effectively and efficiently at the primary school level.

TDPMA202Primary School Mathematics

Key concepts in the primary school mathematics syllabuses to enhance their confidence in teaching primary school mathematics. Developing an appreciation of mathematics as a discipline worth studying so that the same can be passed to the pupils they will teach.

TDPMA405Ethnomathematics

Traditional and cultural applications of Mathematics. The culture of learning and teaching Mathematics in Zimbabwean schools is also an aspect of the module.

Module Content

Ethnomathematics and Education;Mathematical traditions that survived colonization; Mathematical activities in people's life and ways to incorporate them into the curriculum; Culture of learning and teaching mathematics in rural and urban schools; Culture oriented mathematics education that ensures of African culture;Ethnomathematics and its place in the history and pedagogy of mathematics;Ethnomodelling as a pedagogical tool for the mathematics programme.

TDEFP 101Introduction To Sociology Of Education

The module introduces students to the foundations and development of Sociology of Education. The module aims to apply Sociological insights, methods and discipline to the study of major educational and social problems which are of concern to primary school teachers in Zimbabwe. The context of the module is largely the Zimbabwean society though reference to foreign education will be encouraged. An analysis of the major sociological perspectives will be undertaken with emphasis on their application to primary schools in Zimbabwe.

TDEFP 203 Psychology of Teaching and Learning

The teaching and learning scenario has been pervaded by a diversity of psychological theories with the sole intention of establishing how best classroom practitioners can execute their professional duties (Mangal, 2002). This module is directed to students taking the psychology of teaching and learning as a module with the intention of ultimately becoming effective classroom practitioners at primary school level. It can be argued that an unwavering knowledge of learning theories will enable teachers to predict the relationship between learning conditions and learning outcomes (Johnson and Johnson, 1975) as well as manipulating all the available resources for the ultimate benefit of the learners (Dworetzky, 1988;Mangal, 2002)

TDEFP401 Sociology of Teaching and Learning

The module outline is designed to enhance students understanding and kwoledge of teaching and learning as they obtain in the various school set ups. The sociological perspectives will be employed to enable students gain a deeper understanding of the sociological issues affecting teaching and learning in schools.

TDEFP 402 Philosophical Issues in Teaching and Learning

This is a bachelor of Education (Pre-Service) Primary Honours Degree module outline. It is designed to equip post 'A' Level students with various skills, habits and attitudes to enable them to become critical, effective and reflective secondary school teachers. This module outline covers aims, objectives, methodology, content and assessment.

TDECE403 Early Childhood Development

2.1 To present a framework within which current early childhood education is being conceptualised.

2.2 To open up a debate in order to initiate students into challenging assumptions and practice.

2.3 To develop critical, reflective practitioners who have the capacity to act as agents of appropriate curriculum change in Early Childhood Development settings through exposing them to contemporary philosophical, psychological and sociological issues in Early Childhood Development.

2.4 To examine developmental issues during early childhood.

TDEFP102   Introduction To Educational Psychology

Primary school classroom practitioners bear on their shoulders the daunting task of catering for the developmental needs of the learners who are in their custody in the school setting. Such a mammoth task arguably requires an unwavering knowledge of a diversity of psychological theories. The fundamental thrust of this module is to deepen and widen the classroom practitioners' spectrum of psychological principles so that they will be better positioned to effectively execute their professional duties at primary school level.

TDEFP103 INTRODUCTION TO PHILOSOPHY OF EDUCATION

The module serves to introduce pre-service students to the field of education. It focuses on the historical and philosophical foundations to the practice of education. An examination of the relationship between Philosophy and Education and how this informs practice in the classroom forms the base of the interactive process where all stakeholders operate as a community of inquiry.

BACHELOR OF EDUCATION (SECONDARY) PRE-SERVICE HONOURS DEGREE

CHISHONA

TDSCH201 Hwechishona Husakanyorwa
Zvidzidzo zvinobata tsika dzevaShona, zvose zvinoonekwa mukutaura, mukufunga, mukuona nemukuita kwevanhu vatema. Zvinopawo tsananguro yechinonzi tsika nemagariro avaShona, manzwisisirwo etsika nemagariro evatema nevachena uye zvinobata tsika dzavaShona dzakasiyana-siyana dzinosanganisira kuroorana, mitambo, ngano, kutonga, tsumo nemadimikira pamwe nezvitendero zvavaShona. Kusanduka kwetsika idzi kunoongororwawo.

TDSCH103 Mhenenguro Nedudziramutauro Wechishona
Zvidzidzo zvino zvakanangana nekupa ruzivo rwekupenengura zvinyorwa zveChiShona pamwe nemaumbirwo nemashandisirwo emutauro weChiShona. Zvidzidzo zvemhenenguro zvinobata ongororo yenganonyorwa, mitambo nenhetembo zvichibudisa nhunha dzevanyori nananyanduri kubudikidza nezvidavado zvakashandiswa. Dudziramutauro rinobata nhurikidzwa nhatu dzinoti yezvizita, yezviito neyenyaudzosingwi.

TDSCH401Uvaranomwe Hwechishona Hwakanyorwa
Zvidzidzo zvino zvinopa vana mukana wokupenengura zvinyorwa zveChiShona zvakanyorwa zvemhando dzakasiyana siyana (i.e Manovhera nenyaya pfupi, mitambo nenhetembo), nevavariro yokujekesa zvakakosha muupenyu zvinobudiswa nevanyori naananyanduri. Vanotarisirwawo kushandisa pfungwa huru dzokuongorora nadzo uvaranomwe dzakasiyana siyana.

TDSCH202 Pfungwa Huru Dzokuongorora Nadzo Uvaranomwe
Zvidzidzo zvino vavarira kupa unyanzvi hwekunzwisisa nekukwanisa kupenengura uvaranomwe hweChiShona. Zvinopa mudzidzi ruzivo rwekunzwisisa mapenengurirwo angaitwa uvaranomwe nenzira dzakasiyana siyana. Zvinobata kukosha kweuvaranomwe, mhando dzacho, Matangiro ahwo uye nzira dzakasiyana dzinoshandiswa kuongorora uvaranomwe.

TDSCH102Kuvandudzwa Komutauro Wechishona
Zvidzidzo zvenhoroondo yemutauro waVaShona zvinovavarira kuronda nekutsanangura chinonzi mutauro waVaShona, kwawakabva nezvawakakoshera kuvatauri vawo. Zvinobatawo vakaita basa rose rekuumba mutauro uyu, zvikonzero zvavo zvekuita mabasa ose aya uyewo ukama hwemutauro weChiShona nemimwe mitauro.

PDSCH202 Pedagogic Studies in Chishona
Zvidzidzo zvino zvinotsvaga kuumba mudzidzisi anotsvaga kudzidzisa ChiShona neungwaru uye umhizha. Zvinobata madzidzisirwo angaitwe zvidzidzo zvikuru zveChiShona kuSekondari uye zvinobatsira mudzidzi kuvheneka nekuongorora zvinhu zvese zvinoitika mukudzidzisa zvidzidzo zveChiShona kuSekondari. Maonerwo echidzidzo cheChiShona nezvikonzero zvekudzidza nekudzidzisa ChiShona kuSekondari zvinobatwawo.

TDSCH203 Dudziro Dzemazwi Huye Nemashandisirwo Adzo
Zvidzidzo zvino zvakanangana nokubatsira vadzidzi kuti vadzamise ruzivo rwavo pamusoro pomutauro takanangana nedudziro dzemazwi huye nemashandisirwo awo. Nyaya yeshanduko yezvinorehwa nemazwi

nezvikonzero zveshanduko yozvinorondwawo. Zviga zvenhaurwa yakanaka uye pfungwa huru yezvenhaurwa inopenengurwawo muzvidzidzo zvino.

TDSCH402 Ukama Hwemutauro Nenharaunda Uye Pfungwa

Zvidzidzo zvino zvakanangana nokudzamisa ruzivo rwevadzidzi pamusoro pechinonzi mutauro takanangana nezvinoitika mupfungwa neukama hunowanikwa pakati pemutauro nenharaunda. Ukama hwemutauro mukugarisana, masanganiswa emitauro, ndimi nendimi nyana zvichinyatsojekeswawo muzvidzidzo zvino.

CURRICULUM PLANNING AND DEVELOPMENT

TDCTS 104 Curriculum Planning And Development

This module looks at issues of curriculum planning and development. It identifies the different models of both planning and development and evaluates their implications on Zimbabwean education. The module content also includes meaning and definition of curriculum; forces or factors that have shaped curricular content and Practice in Zimbabwe; issues of curriculum content selection and organization; diffusion and dissemination of curriculum content; meaning of curriculum implementation; key players at the implementation stage; factors influencing curriculum implementation. The module allows for the broadening of the student's mind on the whole process of curriculum development and its effect on the education system in Zimbabwe.

TDCTS 402 Curriculum Evaluation, Change And Innovation

This module looks at some of the challenges and solutions to issues of evaluating, changing and or innovating the curriculum in Zimbabwe. This empowers students to have broad knowledge on the curriculum processes that make them effective curriculum evaluators and change agents in the schools. The students will be acquainted with the following content areas: meaning of evaluation; forms/types of evaluation; curriculum evaluation procedures and the personnel for evaluation; role of different types of evaluation in the process of curriculum planning and development; meaning and definition of change and innovation; reasons for curriculum change; curriculum change agents; curriculum change and innovation strategies; changes/innovations that took place in the curriculum at and after Independence in Zimbabwe.

PROFESSIONAL STUDIES

TDSIP 201 Professional Issues In Secondary Education

This module is intended to provide useful insights to pre-service student teachers with regard to their professional development and growth at secondary school level. A thorough understanding of ethical, legal, technical and professional requirements will adequately prepare students who pursue teaching as a career. The module provides a link between theory and practice and prepares student teachers to accept and play meaningful roles both as student teachers and as qualified practitioners in the teaching profession.

TDSAD101 ART &D ESIGN

FOUNDATIONS OF ART AND DESIGN EDUCATION

The module focuses on the fundamentals of teaching Art and Design in the primary school. The module broadens understanding of curriculum issues, philosophy and psychological issues affecting and influencing art education curriculum.

TDSAD103 Drawing

This is an undergraduate module that aims at developing a sound theoretical and practical knowledge in Drawing. The module explores the drawing skills from the basic developmental levels in progression. It explores the basic elements, principles and media in drawing in general.

TDSAD104 Painting

This module aims at developing a sound theoretical and practical knowledge in painting. The module explores the painting skills from the basic developmental levels in progression. It explores the basic elements, principles and media in painting in general.

PDSAD202 Pedagogic Studies in Art & Design

The module seeks to expose students to the philosophy and psychology of teaching art and methods of teaching art at secondary school level. It covers scheming, planning, evaluation, classroom management and record keeping. The module also exposes students to art education curriculum models.

TDSAD201 Graphic Design

This practical module for undergraduates traces and familiarizes with trends and practices in the field of Graphic Design. It aims at developing knowledge and relevant skills in technical areas such as design, advertising and illustration using traditional and modern technology (digital & IT.)

TDSAD206 Craftwork In Zimbabwe

1.0 Preamble

The module traces the teleological and aesthetic values of traditional artifacts and craftwork in Zimbabwe. These are basketry, wood carving, sculpture, weaving, poetry and bead-works and any other craftwork unique in Zimbabwe. The module considers and traces the historical origin of each craftwork and its relevance, sustainability and purpose in various cultural settings across Zimbabwe. Socio – cultural criticism theories are used to critique and interpret the meaning and aesthetic value of cultural artifacts produced in Zimbabwe.

2.0 Content

Content

Weaving; The origins and historical development of weaving; The practice, methods and style
Batik
Origins and historical background;
Types
Material and practice in Zimbabwe
Functions
PotteryOrigins and historical backgroundTypesMaterial and practice in ZimbabweFunctions
Sculpture
Origins and historical background
Types
Material and practice in Zimbabwe
Functions
Wood Curving
Origins and historical background
Types
Material and practice in Zimbabwe
Functions
Metal sculpture/armatures
Origins and historical background

Types
Material (wire, metal, metal meshes) and practice in Zimbabwe
Functions

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TDSAD202 Visual Aesthetics
This is an introduction to the intellectual basis of the visual arts. It lays a broad foundation for the study of design theory, the philosophy and the critical appreciation of visual art.

TDSAD203 Textile and Fabric Design
It s a practical module which explores the theoretical and practical techniques of Fabric and Textile designing. It traces the weaving techniques of making fabric and means and techniques of creating visual designs at weaving stage. It further explores means and techniques of imposing colour and design on textiles by means of skills such as tie and dye, printing, bleaching and batik.

TDSAD405 The History Of African And Werstern Art

1.0 PREAMBLE
This is a comparative study of African and Western art. It traces the trends of Art in the African and western contexts. The technical skills acquired have imbedded meanings, aesthetic and cultural value of the art-facts from the two cultures (African &Western).

2.0 MODULE CONTENT
2.1 African Art
History of African art
Art of ancient African Kingdoms
Traditional African art and architecture
Shamanic (rock painting) in Africa
Colonial art in Africa including "mission art"
Contemporary and post-colonial African art
Critical studies in African art

2.2   Western   Art
Renaissance art
Baroque/Rococo art
Realism and impressionism
Modernism and post-modernism
Neo-Classicism and Romanticism
Critical Studies in Western ar

PHYSICAL EDUCATION
TDSPE101 Foundations of Physical Education and Sport
The module is designed for B.Ed (Honours) Secondary students. Emphasis is on equipping students studying Physical Education as a specialization module with theoretical content and practical skills essential for teaching a wide range of physical activities at secondary school level. Some of the core areas covered

include historical, philosophical, psychological, sociological, physiological and biological foundations of physical education.

TDSPE103 Human Anatomy and Physiology
The module covers the following areas: anatomical and physiological components of the human body, physiology of exercise, kinesiology and bioenergetics.

TDSPE204 Sport Injuries
The module introduces students to sport medicine. The module also covers classification, management and treatment of sport injuries using modern and indigenous methods**.**

TDSPE202 Sport Nutrition
The emphasis will be on equipping students with knowledge on diet and physical activity. The module covers food nutrients, indigenous and modern dietary dishes suitable for various athletes, weight control and eating disorders suffered by athletes.

TDSPE203 Individual and Team Sport
The module covers fundamental skills and techniques in individual and team sport.

TDSPE401 Field and Track Athletics
The main emphasis will be on equipping students with the basic knowledge of what athletics entails.

TDSPE403 Biomechanics of Sport
The emphasis will be on equipping students with some biomechanical terms and their application in physical education, force and its effects, levers and type of levers and their functions.

TDSPE404 Posture and Body Mechanics
The module will examine the influence of the environment on posture and body mechanics. It also intends to cover among others critical issues causing body carvitures such as lordosis, kyphorsis, kypholordosis and scoliosis.

PDSPE202Pedagogic Studies in Physical Education
The module intends to cover components in scheming, planning, records keeping, evaluation and teaching styles.

RELIGIOUS STUDIES
TDSRS101 Philosophy of Religion
This module will provide a survey of arguments for and against God given throughout history. It focuses on the traditional proofs for God's existence and also experiences which have undermined the belief in God. Specific content will include ontological argument, cosmological argument, teleological argument, argument from experiences and also counter arguments such as the existence of evil, pluralism and also the problem of atheism. It is hoped that the module will either lead to informed acceptance of or rejection of God.

TDSR103 African Traditional Religion

The module will reverse the colonial fallacy that Africans lacked religion and culture. The module focuses on African beliefs, practices and religious organisation. It will also look at how the religion was used to cope with African problems such as sickness, death, droughts, political and economic problems.

TDSRS201 Old Testament Studies

This module prepares a student to teach the Old Testament at Secondary level. It focuses mainly on the historical background and major themes in the prophetic books. Books to be studied include Amos, Hosea, Isaiah, Jeremiah, Ezekiel and also pre classical prophets like Samuel and Elijah.

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PDSRS202 Pedagogic Studies in Religious Studies

This module focuses on knowledge and skills which are necessary for teaching Religious Education at Secondary level. Specific aspects will include religious education in colonial Zimbabwe and curricular changes at independence. It also focuses on rationale for the subject, syllabus interpretation and techniques of lesson presentation.

TDSRS202 New Testament Studies

This module will equip students to teach the New Testament from Form 1 to Form 6. It focuses on the synoptic problem, the gospels, the Acts and the letters.

TDSRS203 World Religions and Phenomenology Of Religion

This module equips the student with an objective research method. It focuses on the phenomenological method and its application. The religions of the world such as Hinduism, Buddhism, Islam and also African Traditional Religion will be presented to demonstrate the method. It reverses the effects of reductionist methods – psychological, theological, sociological, philosophical and anthropological.

TDSRS401 Religion and Ethics

The module will survey ethical teachings in different religions. The focus will be on ethics in Christianity, African Traditional Religion, Judaism, Islam, Hinduism and Buddhism.

TDSRS403 History of Christianity

This module focuses on the history of the Church in Africa. It focuses on the earliest introduction of Christianity in Africa (Coptic and Ethiopian church) and also the evangelism of the rest of Africa in the 19th century.

TDSRS402 Liberation Theology

The module will look at various theologies such as Feminism, Black Theology, Latin American liberation Theology and African Theology.

TDSRS403 Emerging Issues in Religious and Moral Education

The module will examine the contemporary debates on ethical issues. The focus will be on arguments and counter arguments on issues like abortion, euthanasia, suicide, divorce and business ethics.

HOME ECONOMICS
TDSFN 101 Introduction To Food Science

This module aims to help students gain an appreciation of the scope and breadth of the field of Food Science. The module is intended to explore the composition of foods in relation to nutritive value, chemical composition and the changes that occur when they are subjected to food processing. Scientific, physical and chemical reactions that occur during food processing are covered with laboratory experiences to apply these principles. Examples are drawn from indigenous and exotic foods.

TDSFN 102 Food Technology I
This module deals with fundamental food technology issues and nutritional problems affecting individuals, households, communities and the region. Common terms used in food technology are defined. Scientific

principles of food technology for good nutrition in daily living so as to achieve good health and why food is processed are covered. The module also includes understanding the nutritive value of different foods and traditional and modern methods of preserving them during preparation, cooking and serving.

TDSFN 201 Food Science
This module covers the fundamental chemical and physical structures of foods and the major functions of foods including proteins, carbohydrates and lipids and how these react to hot and moist heat. The science of food color, food flavor, nutrition, sensory evaluation and food microbiology are discussed. The module is also intended to cover the scientific processes of physiology for nutrition, metabolism of energy nutrients and nutrient-nutrient interaction.

TDSFN 202 Food Technology II
This module intends to explore all technical aspects of foods, beginning with harvesting or slaughtering, and ending with its cooking and consumption, an ideology commonly referred to as "from field to fork". The changes that occur when they are subjected to food processing are included. The nature of foods, preliminary preparations, processing that include flow charts are learnt. Examples are drawn from locally available and indigenous foods. Evaluation of the manufacturing practices that affect food safety and food security in the community and nation at large are discussed.

TDSFN 203 Food and Human Nutrition I
This module deals with the nature and function of carbohydrates, proteins, lipids, vitamins, minerals, water, and their relationship to the well-being of individuals. Emphasis on the importance of nutritional needs during life cycle and how to satisfy them in families with different incomes is explored. Nutritional needs in the different stages of the life cycle are also studied. Nutrition assessment and assessing nutrient intake of rural and urban Zimbabweans are covered.

TDSFN401 Food and Human Nutrition II
This module intends to explore the anatomy and basic function of the human body in relation to nutrition in a more general sense and the components and regulations of the internal environment and how components interact to maintain homeostasis. Energy balance is also explored. Immunology, nutritional disorders and health risks and HIV/AIDS are also covered.

TDSFN402 Theory of Catering
The module is intended to cover the theory of catering at domestic and industrial level. The study of the background information related to catering will be based on international and local techniques and standards. Food and society, ethnic dishes and special meals are to be covered considering the nutritional needs, economic levels and family sizes. Methods and techniques in the planning, organization, preparation and service of meals for various occasions from the domestic and industrial point of view are to be studied. Economic and efficient of use of money, time, energy and equipment as well as aesthetic principles in meal preparation are to be covered in line with traditional and contemporary issues

TDSFN403 Meal Planning and Service
A practical component of the science of cooking different foods (indigenous and exotic) is covered. Ways of maximizing nutrient content of indigenous and modern dishes by incorporating nutrient dense foods and experimenting with their combinations with high nutrient containing foods such as soya beans, peanuts and a variety of indigenous grain products is covered. Discussion of methods and techniques in the planning,

organization, preparation, and service of meals for various occasions, considering the nutritional need, economic level and family size is explored. Considerations of efficient use of money, time, energy and equipment as well as aesthetic principles in meal preparation are explored.

TDSCT 101 Introduction To Textile Science

This module is designed to introduce students to fibre morphology using the indigenous and exotic fibres and fabrics as examples. General fabric description and identification will be done using visual appearances. The module will also involve end use and performance of fibres and fabrics basing on the culture of Zimbabwe and globally. The description of primary and secondary fibre forming properties will be covered and also the explanation of the different generic groups of fibres and their types, chemical composition, properties/characteristics, structures and cross sections

TDSCT   102 Introduction To Pattern Making

This module is designed to introduce students to equipment and materials used in pattern making for skirts and culottes (ladies wear) and how to use them in the construction of patterns. The issues of dress and culture and the use of a national dress will be covered. The module will cover block construction for skirts and culottes and pattern development and manipulation of blocks based on design interpretation. Introduction of pleats, flare, panels, gathers, facings constructs insets , yokes and godets make waistbands will also be covered.

TDSCT 201 Textile Science

This module is designed to refine skills in fibre morphology using the indigenous and exotic fibres and fabrics as examples. Fabric description and identification will be done scientifically using experiments and tests and the formation of care-labels. The module will also involve end use and performance of fibres and fabrics basing on the culture of Zimbabwe and globally. The description of primary and secondary fibre forming properties will be covered. In-depth study of different generic groups of fibres and their types, chemical composition, properties/characteristics, structures and cross sections will be studied in relation to end use and performance.

TDSCT 202 Pedagogic Studies in Home Economics

This module is intended to enlighten students on the teaching of home economics subjects. The rationale of teaching HE, the analysis of the syllabuses, and the use of appropriate teaching methods will be dealt with. Preparation and use of a variety of teaching aids for the different subjects will be done and also skills in chalkboard use will be imparted to students. Scheming and planning of HE subjects and also setting of practical lessons will be covered. Marking of practical lessons and articles will be covered and setting of tests and examinations will be done. Accepted behavior of teachers basing on unhu/ubuntu and accepted codes of conduct will be covered.

TDSCT 202 Pattern Analysis and Design

This module is intended to enlighten students on current issues that affect the clothing industry. The module also looks at the prevailing fashion and how it affects or influences the culture of Zimbabwe. The study of dress based on the culture of Zimbabwe and acculturation will be done. Designing and making work drawings of fashionable outfits will be the focus of the module. The use of colour in designing will

be studied and then students make story boards. The study of design interpretation and manipulation of fashion designs will be focused on. Application of the techniques using quarter scale designs and full scale designs within the laboratory experience will be highlighted.

TDSCT 203 Introduction To Garment

This module is designed to introduce students to garment construction. Skills in sewing of seams using the indigenous and exotic fabrics and locally available equipment and also the use of industrial machines will be imparted to students. The correct order of making garments will be followed during the construction of simple garments. Traditional outfits and fashionable outfits will be constructed. Simple neckline, waistline and armhole finishes and also edge finishes will also be covered.

TDSCT 401 Pattern Technology

This module is designed to refine students' skills in the use of equipment and materials used in pattern making for shirts and blouses (ladies wear) and how to use them in the construction of blocks and patterns. The current issues of dress and culture and the use of a sophisticated national dress will be covered. The module will cover block construction for shirts and blouses and pattern development and manipulation of blocks based on design interpretation. Introduction of pleats, flare, panels, gathers, facings constructs insets, yokes and godets making of sleeves and collars will also be covered.

TDSCT 402 Garment Construction

This module is designed to refine students' skills in garment construction. Skills in sewing of evening and nightwear using the indigenous and exotic fabrics will be acquired by students. The use of industrial machines and advanced available machinery will be done by students. The correct order of making garments will be followed during the construction of complex garments. Traditional outfits and fashionable outfits will be constructed focusing on prevailing fashion. Sophisticated neckline, waistline and armhole finishes and also edge finishes will be covered.

TDSCT 403 Interior Decoration and Home Soft Furnishing

This module is intended to enlighten students on current issues in interior decoration and the application of art principles and techniques in the selection of housing, furniture and soft furnishing. A comparison of different designs and styles will be done. The study of the economics, social and aesthetic aspects of interior decoration will be done basing on the Zimbabwean and global context. An analysis of dwelling design to satisfy individual and family based on the culture of Zimbabwe will be covered. Principles in design and interior decoration and the application of the principles will be done basing on local and global needs and standards. A practical component of making any household soft furnishing article will be done.

MATHEMATICS

PDSMA202 Pedagogic Studies in Mathematics

The module intends to expose students to sound mathematical skills that will enable them to teach mathematics at secondary level. It will also focus on theories, methods, documentation and curriculum issues in mathematics.

TDSMA203 Assessment and Evaluation in Mathematics

The module intends to introduce to students the concepts of measurement, assessment and evaluation in education in general so that they can appreciate the application of these concepts in the learning and teaching of mathematics at the secondary school level.

TDSMA201Probability and Statistics

The module intends to develop the concepts of Probability, Random variables, Probability distribution and generating functions. The module also covers elements of descriptive and inferential statistics.

TDSMA404 Ethnomathematics

The module considers traditional and cultural applications of Mathematics. The culture of learning and teaching Mathematics in Zimbabwean schools is also an aspect of the module.

Module Content

Ethnomathematics and Education

Mathematical traditions that survived colonization

Mathematical activities in people's life and ways to incorporate them into the curriculum

Culture of learning and teaching mathematics in rural and urban schools

Culture oriented mathematics education that ensures survival of African culture

Ethnomathematics and its place in the history and pedagogy of mathematics

Ethnomodelling as a pedagogical tool for the mathematics programme.

ENGLISH

TDSEL101 Linguistics And Language Teaching

This is a module for B.Ed students specializing in the teaching of English at secondary school level. It comprises two pillars namely, linguistics and language in a tripartite relationship among language, linguistics and literature. It deals with issues across the whole spectrum of linguistics and language teaching. The module enables students to appreciate what linguistics and language teaching mean to a teacher tasked with teaching language to secondary school students.

TDSEL102Introduction to the Structure and Use of Modern English

This is a module designed for B.EdHonours (Secondary) students who intend to specialize in the teaching of English at secondary school level to meet the language dimension in the tripartite relationship among language, linguistics and literature. It examines the history of English grammar, use of modern English and grammar aspects in particular. It also sensitizes students on the interface between language and literature and how linguistic insights inform grammar in general. The module enables students to appreciate the form and structure of modern English and in turn transmit these values to students at secondary school level.

TDSEL204 Orature in Zimbabwe and Zimbabwean Literature Rationale

This is a module for Bachelor of Education Pre-Service (Secondary) Honours students specialising in the teaching of English at secondary school level. It seeks to equip students with knowledge of the influence and relationship between orature in Zimbabwe and Zimbabwean Literature in Zimbabwe in the three genres, namely, the novel, drama and poetry. It also examines Zimbabwean literature in the three genres. Furthermore, it sensitizes students on aspects of oral tradition in as part of Zimbabwean culture to literature in the Zimbabwean context. In addition, it links Zimbabwean Literature in Zimbabwe with African literature in general

Content

Orature Oral texts and the medium of writing; Characteristics of oral literature/written literature; Influence of orature on Zimbabwean literary texts in English in terms of characterisation, point of view, setting and plot; Use of the traditional idiom in Zimbabwean literature in English; The nature of Zimbabwean Literature in Literature (An overview);The novel – for each novel, focus will be on the background, setting, themes characters and character portraiture, conflict, plot and structure, style, influence of the traditional idiom on

Zimbabwean
Literature in
English and the
ending /
conclusion
Drama – focus will be on themes, characterisation, conflict, plot and structure, dramatic techniques and the ending
Poetry – focus will be on the relationship between form and content, themes, poetic devices. Poets will be compared in terms of issues they deal with and poetic devices used to explore them; Aspects of African culture revealed in Zimbabwean Literature in English
Characteristics of Zimbabwean Literature in English; Zimbabwean Literature in English as part of African literature NB Students will study <u>ten</u> set books drawn from Zimbabwean Literature in English.

TDSEL202Literary Theory and Criticism
The module introduces students to literary theory and criticism in general. It seeks to equip students with knowledge of theories and the function of criticism in literature. It also enables students to analyze texts belonging to different genres using different literary theories.

TDSEL203 Afro-American and Caribbean Literature
The module deals with issues in African-American and Caribbean literature and also examines similarities and differences between the two kinds of literature. It enables students to appreciate literature of the Diaspora and gives them grounding which makes it possible for them to operate competently at secondary school level.

TDSEL401 Non-African Literature
The module examines literature from beyond Africa in the three genres, namely, the novel, drama and poetry focusing on literary aspects in texts and writing traditions. Conspicuous focus will be placed on Shakespeare because of his influence on drama as a genre.

PDSEL202 Pedagogic Studies in English
The module seeks to equip students with skills to teach language and literature competently at secondary school level. It deals with theories of teaching English language and literature. Besides, it focuses on curriculum issues in English, methodology and documentation. Above all, it marries theory with practice through micro-teaching and peer teaching activities conducted by students.

TDSEL403Women in Literature
The module aims to examine how women have been presented in literary works traditionally and attempts made at deconstruction since the advent of feminism to project an unbiased view of women as entities. Texts drawn from the novel, drama and poetry will be used to examine the above issues.

TDSEL402African Literature
The module aims to examine literary aspects of literature drawn from West Africa, East Africa and Central Africa. Focus will be on major concerns in selected texts and characteristics of African literature in general incorporating the use of English to capture African experiences.

MUSIC
TDSMU101Theories of Music

The module seeks to expose students to the conceptual definitions, aims and forms of music. It covers knowledge and history of the different cultures of the world, that are vital in ensuring that the subject is understood and taught well.

TDSMU102Transcription and Analysis

This module seeks to expose students to the elements of music and typses of transcriptions in Music and in musical structures.

TDSMU201Performance Studies

This module seeks to develop students' theoretical and practical skills in different musical instruments that are offered in the department.

PDSMU202 Pedagogic Studies

This module seeks to expose students to different methods of teaching Music at secondary school level. It focuses on syllabus construction, syllabus interpretation, scheming, planning and evaluation in Music as well as classroom management and record keeping.

TDSMU202Zimbabwean Folkmusic and Traditional Dances

This module seeks to expose students to the nature of Zimbabwindigenous folk music and traditional dances. It further covers issues of continuity and change on such folk music.

TDSMU203Organology

This module seeks to expose students to the conceptual definitions, history, functions and classification of musical instruments.

TDSMU401Advanced Perfomance

The module seeks to develop practical skills in musical instruments. Students are expected to demonstrate high performance skills in selected musical instruments and choral work.

TDSMU402EMERGING ISSUES IN MUSIC

This module seeks to expose students to post modernism, post colonial and other global issues such as feminism as a human right.

ETHNOMUSICOLOGY AND ETHNOGRAPHY

This module seeks to expose students to inquiry and performance theory in ethnomusicology

RESEARCH PROJECT

This module seeks to develop in students, practical skills of carrying out research in Music Education.

TDSHS102HistoryPre-Colonial History Of Zimbabwe

The module surveys Zimbabwe's social and economic development since the Early Iron Age and then examines the origin and socio-economic structure of the early and later Shona states. It ends with a discussion of the Nguni conquests of the 19th century and the period of treaties and concessions with white intruders.

TDSHS203 Post-Colonial History Of Zimbabwe

The module covers the period from the attainment of political independence in Zimbabwe in 1980. It focuses on post-colonial social, economic and political challenges faced which include transformation,

destabilisation, ESAP, the search for national peace, regional and continental integration and constitutional development.

TDSHS101 History of Africa Since 1884

The module addresses issues of European penetration and occupation of Africa. Themes covered include European imperialism and settlerism, colonial administrative systems, colonial development policies, African reactions, the impact of Christianity and Western education, growth of African nationalism struggles for independence and post-independence challenges.

TDSHS201 Modern Europe

The module seeks to examine forces that transformed the landscape of Europe beginning with the French Revolution of 1789. Among other issues, it deals with the dynamics of Nationalism, shift in the balance of power and the outbreak of World War 1. The module further stresses socio-economic upheavals of the interwar period such as inflation, debt crises, great depression, the rise of dictatorships in Europe under Fascism and Nazism and the search for collective security.

TDSHS202 Southern Africa Since 1870

The module discusses the social, political and economic development of Southern Africa since the mineral revolution and European imperialism of the 1970s. It surveys the establishment and consolidation of the British and Portuguese colonies and protectorates. Emphasis will be given to European attempts to expropriate African heritage in Southern Africa and the African response to foreign intervention leading to wars of liberation and independence. The module ends by focusing on post-colonial challenges of conflict and under development leading to a search for regional security and integration.

PDSHS202 Pedagogic Studies in History

The module seeks to nurture and develop professional and competent teachers of History at secondary school level. Emphasis will be placed on theories of teaching and learning complemented with Micro-Teaching. The students are expected to be well-grounded in knowledge and skills. Each student should acquire such skills as documentation, planning, leadership, lesson delivery and evaluation. The prospective teacher should be aware that effective teaching and learning take place in the context of an economic, social, political, legal, ethical and cultured environment.

TDSHS403 History of Zimbabwe Since 1890

The modules examines the period from the establishment of colonial rule to the present. It focuses on the establishment of the colonial settler economy, capitalist development, land apportionment and African dispossession, urbanization and the growth of the manufacturing sector, trade unions and the beginning of Nationalism, the federation of Rhodesia and Nyasaland, UDI and sanctions as well as the war of liberation. For the post-colonial period, focus will be on the reconstruction and the socialist experiment, the land question and rural development, the role of trans-national corporations and NGOs as well as the genesis and impact of ESAP and the Land Reform on the social and economic fabric of the Zimbabwean society.

TDSHS402 Women in African History

This module explores the status of women in African societies from the pre-colonial to the post-colonial era. It unravels the role of women in various spheres of life and also examines the gains and losses they obtained. This module also focuses on the measures adopted by national governments, international organizations and NGOs to improve the lot of women as well; as the measures that women themselves have

taken to assert themselves in society. Contributions of specific women would also be given special attention.

TDSHS401 International Relations Since 1945

The module defines International Relations from a global point of view. It is intended to allow students to appreciate developments and changes in international relations which have taken place in various regions of the world since the end of World War II. It analyses the rise of international power politics and conflicts since 1945 especially against the background of the emergence of two super powers (the USA and USSR) following the decline of the Great European powers. The module also examines the rise and contribution of Third World countries in the post-colonial era and the role of ideological alignment in shaping the political landscape among the small and great powers of the world, especially in the World War era. The module also focuses on the rise of regional and international organizations as a feature of international political interaction.

GEOGRAPHY
TDSGE 101 Nature, Scopeand Methods of Geography

This module is intended to provide a foundation in Geographical thinking to pre-service students in order to help them have an understanding and appreciation of geography in the following areas; Historical foundations of Geography, Paradigms in Geography, Philosophies in Geography and Environmental concerns in Geography.

TDSGE 102 Aspects of Physical and Climate Geography

This module is intended to introduce pre-service students to a broad spectrum of physical geography, focusing on the following areas; Philosophies/strategies in understanding of physical geography, Methods of landform studies, Climatology, Global climate change and climate hazards.

PDSGE 202 Pedagogic Studies of Geography

The module is designed to provide pre-service students with practical teaching skills for Geography as a subject at all levels of education in the secondary school system. The module coverage highlights are as follows; Geography in the school curriculum, Teaching approaches in Geography as subject in the school curriculum, Teaching approaches in Geography, documentation and administration of Geography as subject in the school curriculum.

TDSGE401 Cultural Geography

The module is intended to provide pre-service students with a link or understanding of culture and Geography development. Focus is on the following areas: Human interactions with land, cultural landscapes and the physical environment, cultural settlements (rural or urban), political Geography, language/religion and Geography, globalization. The content to be covered includes: Defining cultural Geography Study of cultural products and norms Describing and analyzing language, religion, economy, government and cultural phenomena from place to another ;Globalization for cultural convergence; Westernization, modernization, islamisation; Cultural areal differentiation – encompassing ideas, attitudes, languages, practices, institutions, structural poer in geographical areas; Cultural landscapes and cultural ecology; Cultural history – colonization, post-colonisation, internationalism, immigration, migration and ecotourism; Environmental determinist theories; Richard Hartshome theory

Positivist cultural Geography; New cultural Geography – Marxist political-economic models, Feminist theory, post-colonial theory; Cultural regions

Environmental determinism; Possibilism; Cultural Geography today – feminist Geography; Children Geography; Tourism studies; Urban Geography; Political Geography; Sexuality Geography and space

TDSGE402 Geographical Methods And Applications

This module is intended to provide pre-service students with knowledge of methodologies that are applied to acquire geographical knowledge. The module covers the following areas; History of Geography, Quantitative and Qualitative methods, Geography systems, Geographic Information systems, Remote sensing and Cartography.

TDSGE403 Population and Agricultural Geography

This module is intended to provide pre-service students with knowledge of how populations of the world impact on the environment. The module covers the following areas; Maps and population densities, population and physical Geography, population densities and their impact on the environment, population versus natural resources depletion and population and the impact on agricultural activities.

TDSGE202 Ecosystems and Environmental Management

The module introduces students to fundamental concepts related to life support systems and provides basic concepts in environmental management. Discussions of communities and ecosystems in the context of biogeography and examining the broad-scale distribution of terrestrial and global pattern of biological diversity will be done. An endeavor will be made to promote discussion on topical issues in education.

TDSGE201 Aspects of Human Geography

The module gives an overview of aspects of Human Geography, namely, economic, population, settlement, urbanization and agricultural Geography. The main theories such as development theory/modernization, Wroston's (1960) models of economic development, Dependency Theory, Malthus population theory, theories of migration, Weber's least cost theory. In addition Central Place Theory by Christaller and Losch and lastly Von Thunen's Land use model.

TDSGE203 Urban and Industrial Geography

The module aims at making students appreciate the processes that give rise to the spatial arrangement of towns and cities i.e emergence, evolution and growth of cities, the process of urbanization and urban population, problems of urban growth, the central place theory, the Central Business District, problems and urban transport. It will examine the nature of Zimbabwe industries, locational factors and globalization. The module will cover trends and factors affecting economic growth and development in the Third World countries.

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UNIVERSITY OF CHOICE

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