

iv] COLLEGE OF EDUCATION AND EXTERNAL STUDIES

VISION

The vision is to be a Centre of professional excellence committed to development of competence in teaching and research.

MISSION

The mission of the Department is to achieve excellence by conducting effective teaching, research and consultancy in the areas of pedagogy, educational technology and early childhood Education.

CORE VALUES

- Commitment to high quality teaching informed by research and consultancy
- Dedication to the attainment of excellence
- Upholding of the ethics and etiquette of teaching, research and consultancy.
- Impartiality in assessment and evaluation of performance.
- Interaction with all stakeholders.

QUALITY OBJECTIVES

- Provide innovative teaching in all Academic programmes.
- Incorporate open and distance learning modes of delivery in all programmes.
- Promote pedagogical competence that incorporates new technologies and good practices that enhance quality.
- Create enabling environment conducive to undertaking high quality research and consultancy in education and teaching
- Promote the development of Early Childhood Education as a viable academic programme at undergraduate and postgraduate levels.
- Realize visionary, transparent and consultative leadership that increases the visibility of the Department in and outside the University.
- Increase efficiency and effectiveness of the resource functions in the Department.
- To initiate and develop income-generating activities with in – built quality control mechanisms.



College of Education
and External Studies
Kikuyu Campus.

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

Principal:	Jumba, I.O., BSc, MSc, PhD, (Nairobi)
College Registrar/Secretary	Mr. Mulota, L.M., BA, PGDip, (Res. Conflict), (Netherlands), MSc (HRM), (Manchester)
College Bursar:	Mwangi, S.M., CPA(K)

BRIEF HISTORY OF THE COLLEGE

The first Department of Extra-Mural Studies was founded in Makerere in 1953, and under this Department, the first resident tutor for Kenya was appointed in 1956. In 1963 the responsibility for organising the extra-mural studies in Kenya was transferred to a new Extra-Mural Department of the then University College, Nairobi.

In the same year, the College of Social Studies, Kikuyu, which had run an independent centre for residential adult education since 1961, was absorbed into the University College, Nairobi.

The centre was then amalgamated with the Extra-Mural Department, thus forming the Institute of Adult Studies. In 1966, the two departments were integrated under one director and the residential centre was renamed the Adult Studies Centre.

In 1967, the Correspondence Course Unit was established as another arm of the Institute. The three departments of the Institute were officially referred to as the Extra-Mural Division, the Adult Studies Centre and the Correspondence Course Unit.

In 1983, the Institute of Adult Studies was accorded College status and became the College of Adult and Distance Education following the recommendations of the Inspection and Visitation Committee which established six Colleges of the University of Nairobi.

Meanwhile, a new Faculty of External Studies was established. The School of Distance Studies and the Institute of Adult Studies were moved to the new Faculty as departments. The Institute of Extra-Mural Studies also became a department of the Faculty of External Studies.

In 1988, the University of Nairobi revived the Faculty of Education and situated it at the College of Adult and Distance Education. The College was then, re-organised, re-structured and renamed the College of Education and External Studies (CEES). Sixteen years later a Centre for Open and

Distance Learning was created. In the year 2006 the College was restructured into Schools and a Centre. These are the School of Education, School of Continuing and Distance Education and the Centre for Open and Distance Learning.

The College's head office, Faculties and Institutes are located at the Kikuyu Campus, 21 Km West of Nairobi. The Department of Extra-Mural Studies has eleven regional centres with full-time staff, in Nairobi, Mombasa, Kisumu, Kakamega, Nakuru, Nyeri, Meru, Thika, Kisii, Kapenguria and Garissa. Other regional centres as well as sub-centres are being created and developed throughout the country.



Mombasa Campus

SCHOOL OF EDUCATION

Dean of School: Prof. Samson O. Gunga, S.O. BEd, (Nairobi), MEd (KU), MSc, (Sunderland), PhD, (KU) (w.e.f. 29.11.2019)

Associate Dean: Prof. Lewis M. Ngesu, BEd, MPhil, (Moi), PhD, (Dar es Salaam)

REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION (BEd ARTS)

1.0 INTRODUCTION

The School of Education has revised its curriculum for the BEd. (Arts) programme to bring it in line with the 2005 - 2010 Strategic Plan of the School and that of the University of Nairobi.

The curriculum has been rationalized and revised in accordance with the policy requirements of the Ministry of Education for teacher education as explained in Session Paper No. 1 of 2005. In addition the curriculum has been updated to meet the needs of the various stakeholders.

The Bachelor of Education (Arts) Degree Programme is intended to prepare teachers for secondary schools. However, it is also suitable for people who are involved in educational management and training in the tertiary institutions both in the public and private sectors. In addition some subject combinations provide competency in Economic Planning, Business and Financial Management as well as Accounting Practices. Students who go through the programme can also become trainers in tertiary institutions as well as institutions of higher learning.

2.0 COURSE OBJECTIVES

By the end of the programme, learners should be able to:-

- 2.1.1** acquire knowledge that is relevant to secondary school teaching, supervision and management.
- 2.1.2** acquire skills and other competencies that facilitate effective teaching and learning.
- 2.1.3** exhibit attitudes that are appropriate to the teaching profession
- 2.1.4** explore issues and trends in the development of secondary and teacher education
- 2.1.5** design and carry out research in education related fields.
- 2.1.6** acquire knowledge, skills and attitudes that will enable them to make a positive contribution to the education sector.

- 2.1.7** acquire skills, knowledge and attitudes to improve living standards for socio-economic development.
- 2.1.8** develop competencies that will enable them to be productive in their chosen careers.
- 2.1.9** acquire knowledge, skills and attitudes that will enable them to become competent trainers at tertiary institutions as well as Institutions of higher learning in the public and private sectors.
- 2.1.10** gain a proper foundation that will enable them to pursue further studies in education related disciplines

3.0 ENTRY REQUIREMENTS

The common regulations for the Bachelor's degree in the University of Nairobi shall be applicable.

The following shall be admissible into the Bachelor of Education (Arts) programme:

- 3.2.1** Holders of Kenya Certificate of Secondary Education (KCSE) with a minimum aggregate performance of C+ or equivalent.
- 3.2.2** Holders of Diploma from University of Nairobi or other recognized institutions and an aggregate of C in KCSE or equivalent.
- 3.2.3** Holders of Mean Grade C- or equivalent plus a certificate and Diploma from a recognized institution.
- 3.2.4** Holders of 'O' Level Division II or equivalent plus a Diploma from a recognized institution.

- 3.2.5** Holders of 'O' Level Division III or equivalent plus a Certificate and Diploma from a recognized Institution.
- 3.2.6** Holders of 'O' Level Division III or equivalent plus a three year Diploma from a recognized secondary institution
- 3.2.7** Holders of A Level with two Principal passes or equivalent in relevant subjects.

- 3.2.8** Holders of a P1 certificate from a two-year post secondary training institution recognized by Senate.
- 3.2.9** Holders of a Higher National Diploma in relevant fields and should have attained an aggregate of C in KCSE
- 3.2.10** Holders of a Degree certificate from a recognized University
- 3.2.11** Equivalent qualifications to the above from institutions recognized by Senate

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

UNDERGRADUATE COURSES

FIRST YEAR		
TAP 102	Education	Core
SECOND YEAR		
TAP 201	Curriculum Development	Core
THIRD YEAR		
TAP 302	Educational Administration	Core
FOURTH YEAR		
TAP 401	Educational Planning	Core
TAP 402	Teacher Education	Elective

REGULATIONS AND SYLLABUS FOR MASTER OF EDUCATION

1.0 INTRODUCTION

The demand for effective educational managers, administrators, curriculum developers, educational planners and educational economists has been on the increase over the years. All the nation's educational institutions and programmes are expanding and require the services of highly qualified personnel. The school of Education of the University of Nairobi has a duty to contribute to the training of these specialists for the nation.

Further, with liberalization of economy in recent years, and the democratization processes taking place, there is an urgent need to equip scholars and practitioners in

education with broad management skills for the dynamic environment of the second Millennium. Hence, the need for a practical oriented management development programme for educational specialists. In addition, natural disasters, man made disasters and armed conflicts are becoming more frequent around the globe affecting an increasing number of children, families and communities. There is need to increase the disaster awareness and preparedness of educational personnel.

The programmes proposed by the Department of Educational Administration and Planning will contribute to research into problems affecting national development; and in the development of educational materials for the education systems at all levels of the education system.

THE OBJECTIVES:

- Acquire the necessary knowledge, skills and attitudes in the areas of Educational Administration, Curriculum Studies, Educational Planning, Economics of Education, Education in Emergencies and Corporate Governance.
- Acquire a deeper understanding of the complexities of planning, developing and managing educational systems.
- Develop skills and attitudes appropriate to Corporate Governance and consequently exhibit leadership skills that are appropriate to the management of educational institutions at various levels.
- Analyze the multifaceted content of emergencies and formulate evidence - based solutions to emergency case scenarios.
- Develop professionalism in the practice of managing curriculum.
- Design and carry out research in areas of specialization.

2.0 ENTRY REQUIREMENTS

- 2.1 The common regulations for Master's degree in all faculties and schools of the University shall apply.
- 2.2 The following shall be eligible for admission into the degree of Master of Education programme:
- A holder of Bachelor of Education degree with at least an Upper Second Class honours degree of the University of Nairobi or equivalent qualifications from other universities recognized by Senate.
 - A holder of Bachelor of Education degree with at least a Lower Second Class honours or equivalent qualifications from other universities recognized by Senate with two years working experience.
 - A holder of any other Bachelor's degree of the University of Nairobi with at least Second Class honours and a/Postgraduate Diploma in Education (PGDE) or equivalent qualifications from universities recognized by Senate.
 - Applicants who wish to specialize in economics of education and Educational planning should have had prior exposure to economics and economics related subjects at undergraduate level. However, for those wishing to specialize in Educational Planning, a strong background in mathematics at undergraduate level.

5.0 COURSE OUTLINE

CORE UNITS		
Code	Course Title	Hours
TAP 501	Statistics for Educational Research	60
TAP 502	Research Methods in Education	60
TAP 503	Introduction to Education Management Information Systems	60
TAP 504	Theories and Practice of Education in Emergencies	60
TAP 505	Curriculum Theory and Practice	60
TAP 506	Educational Finance	60
TAP 507	Educational Policy formulation and Planning	60
TAP 508	Monitoring and Evaluation	60

TAP 509	Theories of Educational Administration	60
TAP 510	Human Resource Management in Education	60
Elective course units shall be selected from one of the following subject areas.		
SPECIALIZATION AREAS		
Curriculum Studies		
TAP 511	Curriculum Design	60
TAP 512	Curriculum Evaluation	60
TAP 514	Curriculum Development in Non-Formal Education	60
TAP 515	Curriculum Implementation	60
TAP 516	Curriculum Development in Teacher Education	60
TAP 518	Curriculum Change and Innovation	60
Educational Administration		
TAP 520	Higher Education Administration	60
TAP 522	Organizational Behaviour in Education	60
TAP 524	Primary School Administration	60
TAP 526	Secondary School Administration	60
TAP 528	Instructional Supervision	60
TAP 529	Gender Perspectives in Education	60
Corporate Governance in Education		
TAP 520	Higher Education Administration	60
TAP 530	Human Resource Planning	60
TAP 532	Entrepreneurship in Higher Education Institutions	60
TAP 534	Institutional Planning	60
TAP 536	Labour Relations in Education	60
TAP 538	Safety and Health in Institutions of Higher Learning	60
Educational Planning		
TAP 540	Theories and concepts in Educational Planning	60
TAP 542	Methodologies in Educational Planning	60
TAP 544	Issues in Educational Planning	60

TAP 546	Population Studies in Educational Planning	60
TAP 548	Evaluation Strategies in Educational Planning & Implementation	60
TAP 550	Communication Strategies in Educational Planning	60
Economics of Education		
TAP 552	Human Capital Development	60
TAP 554	Private and Social Demand in Education	60
TAP 556	Criteria for Investment in Education	60
TAP 558	Efficiency and Equity in Education	60
Education in Emergencies		
TAP 560	Education Programme Planning and management in Crisis and Reconstruction	60
TAP 562	The Protective Role of Education in Emergencies and Reconstruction	60
TAP 564	Education Policies, Advocacy and research in Emergency and Reconstruction	60
TAP 566	Inclusive and Quality Education in Emergencies	60
TAP 568	Contemporary and Emerging Issues in Education in Emergencies	60
TAP 570	Thesis	480
TAP 572	Project	240

REGULATIONS AND SYLLABUS FOR THE DEGREE OF DOCTOR OF EDUCATION (ED.D)

1.0 INTRODUCTION

The Department of Educational Administration and Planning, School of Education wishes to offer a Doctor of Education (EdD) Degree programme.

At the turn of this century, Kenya has witnessed far reaching expansion and change in her education system. These changes take place at the national, regional and institutional levels of authority. The changes have led to an increasing demand for effective and efficient educational managers, planners and administrators. Such

highly skilled labour can only be as a result of a carefully designed and executed doctoral programme. The department has been offering a doctoral programme along the lines of a Ph.D. However, the programme is mainly research oriented. Recently, requests have been coming from experienced practitioners in the fields of educational management, administration and planning who want to upgrade their knowledge and skills. For this category of applicants, a more practical doctoral programme with a bias towards the acquisition of relevant knowledge, skills and attitudes for immediate application would be appropriate. Hence, the introduction of a Doctor of Education (EdD) programme. The focus of the EdD is to improve understanding of education and educational practice in Kenya and abroad.

The Doctor of Education is an innovative programme based on the belief that theory and practice must be combined in a “hands on” learning environment that focuses on learning by doing.

The department’s aim is to offer a demand-driven doctoral programme to meet the increasing need for competent educational managers, planners, economists and curriculum developers for the education sector. The programme blends four core disciplines of the department, namely, Educational Administration, Educational Planning, Economics of Education and Curriculum Studies and seeks to provide learners with an in depth analysis of basic principles, concepts techniques and conditions of the core areas.

OBJECTIVES

Acquire the knowledge, skills and attitudes needed for effective leadership positions in learning institutions, government departments and other educational organizations.

- Develop insights into policy choices in the area of education and development as well as explore the issues confronting educational planners and managers in relation to development policies.
- Identify the key factors involved in successful implementation of educational plans and programmes as part of national, regional and institutional level development strategies
- Develop an awareness of the experience gained internationally and nationally in preparation execution of educational plans and curricula.

2.0 ENTRY REQUIREMENTS

- 2.1 Common regulations for a taught Doctoral Programmes in all Faculties and Schools of the University of Nairobi shall apply.
- 2.2 The following shall be eligible for admission:
- A holder of a Master of Education (M.Ed) degree from the University of Nairobi or any other institution recognized by Senate.
 - A holder of a Master's degree from the University of Nairobi in areas of specialization relevant to the disciplines in the School of Education or any other institutions recognized by Senate.
 - Applicants must have at least 3 years working experience in the Education Sector.

5.0 COURSE OUTLINE

A Candidate will be required to take 4 core units and 3 specialization units as indicated below:

5.1 CORE UNITS

Code	Title	Hours
TAP 601	Advanced Research Methods in Education	60
TAP 602	Advanced Statistics for Educational Research	60
TAP 603	Labour Relations in Education	60
TAP 604	Introduction to Education Management Information Systems	60

5.2 SPECIALIZATION AREA UNITS

Educational Administration		
TAP 605	Education and the law	60
TAP 606	Case studies in Educational Ethics	60
TAP 607	Theory and Practice in Educational leadership	60
Educational Planning		
TAP 608	Policy options for the development of Education	60
TAP 609	Macro and Micro-Economics: A policy tool for educators	60
TAP 610	Development Planning: Role of Education	60

Economics of Education

TAP 609	Macro and Micro-Economics: A policy tool for educators	60
TAP 611	Education and the Economy	60
TAP 612	Education, Philanthropy and Partnerships	60

Curriculum Studies

TAP 613	Philosophy of Curriculum and Teaching	60
TAP 614	Curriculum design and development	60
TAP 615	Theory and Practice of Curriculum Evaluation	60
TAP 616	Thesis	840

STAFF LIST

Chairman of Department:

Prof. J.M. Kalai, BEd Arts (Hons), MEd, (Nairobi), PhD, (Pune)

Professors:

Kimani, G.N, BEd, MEd, (Nairobi), PhD, (KU)
Wanjala, G.N, BEd, BA, (Nairobi) MEd, (McGill,) PhD, (Nairobi)

Associate Professors:

Akala, W.J. BEd, (KU), Mphil, (Moi), PhD, (Illinois)
Nyagah, G., BEd Sci., (Nairobi), MEd, (Massachusetts), PhD, (Nairobi)
Kalai, J.M., BEd (Hons), MEd, (Nairobi), PhD, (Pune)
Okoth .U.A, BEdSci, MEd, (Nairobi), PhD, (CUEA)

Senior Lecturers:

Dr. Okumbe, J.M, BEd, (Nairobi), MEd, (KU) PhD, (Nairobi) *(on leave of absence)*
Dr. Obae, R.M., BEd, (Nairobi), MEd, (KU), PhD, (Nairobi)
Dr. Khatete, I.W, BEd, (KU), MEd, (Maseno), PhD, (Nairobi)
Dr. Riechi, A.R., BEd, M.Ed, (Nairobi), PhD, (JNU)
Dr. Gichuhi, L.P.W., B.Ed, (Nairobi), MEd, (KU), PhD, (Nairobi)
Dr. Matula, P.D., BEd, MEd, (Nairobi), PhD, (CUEA)
Dr. Imonje, R.K., BEd, (Nairobi), MEd, (KU), PhD, (Nairobi)

Dr. Mugambi, M., BEd, (KU), .MEd, (Nairobi), PhD, (CUEA)
 Dr. Chepkonga, S.Y., BEd, (Moi), MEd, PhD, (Nairobi)
 Dr. Bulinda, D.M, BEd, MEd, PhD, (Nairobi).

Lecturers:

Kanori, .E.N., BEd, (Nairobi), MEd, (Victoria Manchester)
 Dr. Njagi, L.W., BEd, (Moi), MEd, PhD, (Nairobi)
 Dr. Kinyua, A.K., BEd, (Nairobi), MEd, (KU), PhD, (Nairobi) *(on leave of absence)*

Dr. Mutegi, R. Gitonga, BEd, MEd, PhD, (Nairobi)
 Dr. Kingi, P., BEd, (KU), MEd, (CUEA), PhD, (KU)
 Khatete, D., BEd, (KU), MEd, (Moi), PhD, (Moi)

Assistant Lecturer:

Mbeche, F.G, BEd, (Egerton), MEd, (KU), PhD *(ongoing)*

DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY (ARTS)

FIRST YEAR

TCT 102	Instructional Methods	Core
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SECOND YEAR

TCT 201	Instructional Technology	Core
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THIRD YEAR

TCT 320	Subject Methods: English Language	Core
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TCT 321	Subject Methods: Literature	Core
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TCT 322	Subject Methods: History & Government	Core
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TCT 323	Subject Methods: Geography	Core
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TCT 324	Subject Methods: Religious Studies	Core
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TCT 327	Subject Methods: Business Studies	Core
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TCT 329	Subject Methods: Kiswahili	Core
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TCT 330	Subject Methods: Mathematics	Core
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TCT 334	Subject Methods: French	Core
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TCT 335	Subject Methods: Computer Studies	Core
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TCT 336	Subject Methods: Physical Education & Sport	Core
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TCT 340	Subject Methods: Teaching Practice	Core
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TCT 341	Subject Methods: Teaching Practice	Core
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FOURTH YEAR

TCT 401	Distance Education	Elective
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REGULATIONS AND SYLLABUS FOR MASTER OF EDUCATION

1.0 INTRODUCTION

The demand for effective educational managers, administrators, curriculum developers, educational planners and educational economists has been on the increase over the years. All the nation's educational institutions and programmes are expanding and require the services of highly qualified human capital. The school of Education of the University of Nairobi has a duty to contribute to the training of these specialists for the country, region and beyond.

Further, with liberalization of economy in recent years, and the democratization processes taking place, there is an urgent need to equip scholars and practitioners in education with broad management skills for the dynamic environment of the second Millennium, hence the need for a practical oriented management development programme for educational specialists. In addition, natural disasters, manmade disasters and armed conflicts are becoming more frequent around the globe affecting an increasing number of children, families and communities hence the need to increase the disaster awareness and preparedness of educational personnel through programmes that are tailor made to address such challenges.

The programmes offered by the Department of Educational Administration and Planning will contribute to research into problems affecting national development; and in the development of educational materials for the education systems at all levels of the education system.

2.0 COURSE OBJECTIVES:

- i) Acquire the necessary knowledge, skills and attitudes in the areas of Educational Administration, Curriculum Studies, Educational Planning, Economics of Education, Education in Emergencies and Corporate Governance.
- ii) Acquire a deeper understanding of the complexities of planning, developing and managing educational systems.
- iii) Develop skills and attitudes appropriate to Corporate Governance and consequently exhibit leadership skills that are appropriate to the management of educational institutions at various levels.
- iv) Analyze the multifaceted content of emergencies and formulate evidence - based solutions to emergency case scenarios.
- v) Develop professionalism in the practice of managing curriculum.
- vi) Design and carry out research in areas of specialization.

3.0 ENTRY REQUIREMENTS

- 3.1 The common regulations for Master's degree in all faculties and schools of the University shall apply.
- 3.2 The following shall be eligible for admission into the degree of Master of Education programme:
 - a) A holder of Bachelor of Education degree with at least an Upper Second Class honours degree of the University of Nairobi or equivalent qualifications from other universities recognized by Senate.
 - b) A holder of Bachelor of Education degree with at least a Lower Second Class honours or equivalent qualifications from other universities recognized by Senate with two years working experience.
 - c) A holder of any other Bachelor's degree of the University of Nairobi with at least Second Class honours and a Postgraduate Diploma in Education (PGDE) or equivalent qualifications from universities recognized by Senate.
 - d) Applicants who wish to specialize in Economics of Education and Educational planning should have had prior exposure to economics and economics related subjects at undergraduate level. However, for those wishing to specialize in Educational Planning, a strong background in Mathematics at undergraduate level.

REGULATIONS AND SYLLABUS FOR THE MASTER OF EDUCATION IN BUSINESS EDUCATION

1.0 INTRODUCTION

Over the last decade, university education in Kenya has expanded tremendously leading to the establishment of several universities and colleges which require competent human resource in pedagogy for Business Education. In a rapidly changing business world, citizens need to make informed and rational decisions confronting the ever-changing pedagogy in business education. Business Education contributes to development of an entrepreneurial culture which support effort to improve economic performance across subsectors and enhance community well being. Based on this, pedagogy in Business Education creates an enterprising spirit which is critical for businesses entrepreneurship necessary for stimulating economic development. There is therefore a need to build capacity in pedagogy for Business Education to enhance quality instruction at all tiers of the economy and meet instructional demands for Business Studies.

In response to the demand for high level human resource in pedagogy for Business Education, the Department of Educational Communication and Technology has developed a Master of Education in Business Education. M.Ed in Business Education will cover Instructional methods across business based subject areas such as Business Studies, Commerce, Accounting and Economics. This programme will train researchers, curriculum designers, developers, implementers among other evaluators in Business Education. This will help to address emerging issues in pedagogy for Business Studies and facilitate achievement of Kenya's vision 2030 through Business Education taught in our school curriculum.

2.0 COURSE OBJECTIVES

The programme shall enable learners to:

- i) Be equipped with knowledge and pedagogical skills in Business Education
- ii) Conduct research on emerging pedagogical trends in Business Education
- iii) Apply theories and principles of pedagogy in the teaching of Business Based subjects across curriculum
- iv) Gain competencies in pedagogy for Business Education across school system and economy
- v) Adopt pedagogical methodologies for creation of business ideas and business development.

3.0 ENTRY REQUIREMENTS

The following shall be eligible for admission into the Master of Education (Business Education):

- i) A holder of the degree of Bachelor of Education (Business Studies) with at least upper second class honours degree of University of Nairobi or its equivalent qualification recognized by the Senate.
- ii) A holder of any other Bachelor's degree (Business Studies) of the University of Nairobi with at least an upper second class honours and a postgraduate diploma in education (PGDE) of the university of Nairobi or equivalent qualification recognized by the Senate.
- iii) A holder of lower second class degree in education (Business Studies) obtained from the University of Nairobi and two years teaching experience or any other equivalent qualification recognized by the Senate.
- iv) A holder of a pass degree in Education (Business Studies) from the University of Nairobi and five years teaching experience or any other qualification recognized by the Senate.
- v) A bachelor's degree in relevant fields with Postgraduate Diploma in Education (PGDE).

REGULATIONS AND SYLLABUS FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL TECHNOLOGY

1.0 INTRODUCTION

Technology and Globalization of education has influenced almost every aspect of society especially in the way we communicate in the classroom. Communication within school systems must change by accommodating versatile modification in the use of Educational Technology. The change is necessitated by need for efficiency and effectiveness in adopting technology in the delivery of content. Educational Technology will provide students with knowledge base and innovation system required to implement a variety of modes of delivery of content. At present, low level of application of technology in our schools tend to weaken competencies gained during instruction. The government has spearheaded the uptake of Information Communication and Technology (ICT) through digitizing the curriculum to raise quality of Education within the school system. However, this has not been complemented by adequate investment in Educational Technology. Currently, few educational technologists exist in the Education system giving rise to application of technology in education by non educationists. To address this need, the Department of Educational Communication and Technology has structured the programme to

train Educational Technologists to professionalize instruction through technology and also facilitate achievement of Kenya's vision 2030.

To meet the ever rising demand for Educational Technologists, the Department of Educational Communication and Technology has developed a Master of Education in Educational Technology. Technology is ubiquitous touching every part of our lives, our communities and our homes, yet its application lags behind within school system in Kenya. Given the cordial relationship with stakeholders, this course has the potential to train lecturers, quality assurance officers, technology champions and experts to provide leadership in efficient integration of technology in the education system in Kenya.

2.0 COURSE OBJECTIVES

This Programme shall equip learners to:

- i) Acquire advanced knowledge and skills in Educational Technology.
- ii) Examine critically issues and challenges in Educational technology.
- iii) Develop competence for conducting research in Educational Technology.
- iv) Apply theories and principles of pedagogy in the adoption of Technology in Education
- v) Acquire skills in training of educational technology practitioners.
- vi) Design and produce Instructional materials

3.0 ENTRY REQUIREMENTS

The following shall be eligible for admission into the Master of Education (Educational Technology):

- i) A holder of Bachelor of Education degree with at least Upper Second Class honours degree of the University of Nairobi or its equivalent qualification recognized by the Senate.
- ii) A holder of any other Bachelor's degree of the University of Nairobi with at least an upper second class honours and postgraduate Diploma in Education (PGDE) of the University of Nairobi or equivalent qualification recognized by the Senate.
- iii) A holder of lower second class degree in education obtained from the University of Nairobi and three years teaching experience or any other equivalent qualification recognized by the Senate.
- iv) A holder of a pass degree in Education from the University of Nairobi and five years teaching experience or any other qualification recognized by the Senate.
- v) A bachelor's degree in relevant fields with Postgraduate Diploma in Education (PGDE).

REGULATIONS AND SYLLABUS FOR THE DEGREE OF MASTER OF EDUCATION IN ENGLISH EDUCATION

1.0 INTRODUCTION

Over the last decade, university education in Kenya has expanded tremendously leading to the establishment of several universities and colleges that are in dire need of competent human resource in English Education. Since English is the official language as well as medium of instruction in schools, colleges and universities in Kenya, there is a need to build capacity for effective educational communication through English Education. Consequently, those who master English achieve many academic, social and professional benefits such as higher learner achievement. In addition, in a school setting, proficiency in English Education will make learning of other subjects in the curriculum easier. English being an international language is useful in meetings, conferences, seminars, and conventions held within and outside Kenya. English Education will therefore ensure that national and international standards of English language are maintained.

To address this need, the Department of Educational Communication and Technology has developed a Master of Education in English Education. This programme will train researchers, curriculum designers, developers, quality assurance officers, implementers and evaluators in English Education. This will help address emerging issues in declining standards of English Education and facilitate achievement of Kenya's vision 2030. The programme shall focus on educational practitioners who require relevant knowledge, skills and values to be effective in the pedagogy of English Education. Further, the programme will provide graduates with holistic understanding of pedagogy in English which is critical for spurring sustainable development.

2.0 COURSE OBJECTIVES

At the end of the programme, the learners shall be equipped to:

- 1.1 Manage an English Laboratory in English Education.
- 1.2 Develop skills to train teachers in English Education
- 1.3 Develop competence necessary for carrying out research in English Education
- 1.4 Apply Learning Theories in the teaching of English Education
- 1.5 Develop Instructional resources for English Education

3.0 ENTRY REQUIREMENTS

The following shall be eligible for admission into the Master of Education (English):

- i) A holder of Bachelor of Education degree (English) with at least Upper Second Class honours degree of the University of Nairobi or its equivalent qualification recognized by the Senate.
- ii) A holder of any other Bachelor's degree (English) of the University of Nairobi with at least an upper second class honours and postgraduate Diploma in Education (PGDE) of the University of Nairobi or equivalent qualification recognized by the Senate.
- iii) A holder of lower second class degree in education (English) obtained from the University of Nairobi and two years teaching experience or any other equivalent qualification recognized by the Senate.
- iv) A holder of a pass degree in Education (English) from the University of Nairobi and five years teaching experience or any other qualification recognized by the Senate.
- v) A bachelor's degree in relevant fields with Postgraduate Diploma in Education (PGDE).

REGULATIONS AND SYLLABUS FOR THE DEGREE OF MASTER OF EDUCATION IN PEDAGOGY OF PHYSICAL EDUCATION

1.0 INTRODUCTION

The Physical Education discipline has experienced expansion requiring high calibre human resource to handle the specialization at different tiers of the education system. The Government policy that every school teach Physical Education has resulted in the need for more qualified human resource or specialists in the field to train professionals and manage the discipline. However, the Physical Education policy implementation has not been matched with corresponding human resource to assure the growth of the discipline. To create a healthy nation, there is need to build capacity in pedagogy of Physical Education to handle the discipline in existing and emerging universities, colleges and lower levels of the education system.

To address this need, the Department of Educational Communication and Technology has developed a Master of Education in pedagogy of Physical Education. This programme will train researchers, curriculum developers, implementers, evaluators and quality assurance officers in pedagogy of Physical Education. The programme will equip learners with the most current instructional practices and procedures

in Physical Education. The programme will also expose learners to issues and trends in school physical education, teacher education and research on pedagogy and andragogy of Physical Education. This will enable learners to acquire positive attitudes towards teaching and learning of Physical Education. Thorough knowledge of pedagogy of Physical Education will help address emerging health issues such as life style diseases and facilitate achievement of the goal of a healthy nation. The learners will be equipped with pedagogical expertise and skills that create national awareness on the need of Physical Education as a measure of fighting life style diseases.

2.0 COURSE OBJECTIVES

At the end of the programme, the learners shall be equipped to:

- i) Acquire knowledge, skills and values relevant to Pedagogy of Physical Education.
- ii) Develop skills that will enable them to become competent trainers at tertiary institutions and institutions of higher learning in Physical Education.
- iii) Examine trends and issues relevant to Pedagogy of Physical Education.
- iv) Acquire competencies that will enable them to carry out research in Pedagogy of Physical Education.
- v) Develop competencies that will enable them to pursue further studies in Pedagogy of Physical Education.
- vi) Acquire advocacy skills that will enable them to champion for quality teaching of Physical Education.

3.0 ENTRY REQUIREMENTS

The following shall be eligible for admission into the Master of Education (Pedagogy in Physical Education):

- i) A holder of the degree of Bachelor of Education (Physical Education and Sports) with at least Second Class Honours Upper Division of the University of Nairobi or its equivalent from any other recognized university.
- ii) A holder of any other Bachelor's degree (Physical Education and Sports) of the University of Nairobi with at least an Upper Second Class Honours and a postgraduate Diploma in Education (PGDE) of the university of Nairobi or equivalent qualifications from any other university recognized by the Senate.
- iii) A holder of a lower second class degree in Education (Physical Education and Sports) obtained from the University of Nairobi and three years teaching experience or any other equivalent qualification recognized by the Senate.

- iv) A holder of a pass degree in Education (Physical Education and Sports) from the University of Nairobi and five years teaching experience or any other qualification recognized by the Senate.
- v) A Bachelor's degree in relevant fields with Postgraduate Diploma in Education (PGDE).

REGULATIONS AND SYLLABUS FOR THE DEGREE OF MASTER OF EDUCATION IN PHYSICS EDUCATION

1.0 INTRODUCTION

Kenya's vision 2030 envisage a newly industrialized nation through enhanced teaching of science and technology at different tiers of the Education system. To this end, the government has embarked on increasing institutions of higher learning with an emphasis in Science and Technology which requires highly qualified human resource to handle these disciplines. Pedagogy for Physics Education is central to the teaching of Science and Technology targeting the realization of industrialized status. Despite the central role of Physics Education in industrialization, performance in Physics at different tiers of the education system remains weak, constraining the development of Science and Technology. Based on this, there is need to build capacity for human resource within and outside the Education Sector to handle technology based subjects.

In order to address this gap, the Department of Educational Communication and Technology has structured a Master of Education in pedagogy for Physics Education. The programme shall focus on educational practitioners who require relevant knowledge, skills and values to be effective in the pedagogy of Physics Education. The clientele for this programme will be researchers, curriculum designers, developers, implementers and evaluators in Physics Education. The program in pedagogy for Physics Education is intended to improve strategic thinking, eliminate wastage and add value in teaching, management and evaluation of Physics Education.

2.0 COURSE OBJECTIVES

This programme shall enable the learner:

- i) Acquire advanced knowledge, values and skills in Physics Education.
- ii) Apply learning theories in the teaching of Physics Education.
- iii) Examine trends and issues relevant to Physics Education.
- iv) Develop competence necessary for carrying out research in Physics Education.

3.0 ENTRY REQUIREMENTS

The following shall be eligible for admission into the Master of Education (Physics Education).

- i) A holder of Bachelor of Education (B.Ed Science with physics major or minor) degree with at least Upper Second Class honours degree of the University of Nairobi or its equivalent qualification recognized by the Senate.
- ii) A holder of Bachelor of Science degree (Physics) of the University of Nairobi with at least an upper second class honours and Postgraduate Diploma in Education (PGDE) or equivalent qualification recognized by the Senate.
- iii) A holder of lower second class degree in education (Physics) obtained from the University of Nairobi and two years teaching experience or any other equivalent qualification recognized by the Senate.
- iv) A holder of a pass degree in Bachelor of Education (Physics) from the University of Nairobi and five years teaching experience or any other qualification recognized by the Senate.
- v) A Bachelor's degree in relevant fields with Postgraduate Diploma in Education (PGDE).

REGULATIONS AND SYLLABUS FOR THE DEGREE OF MASTER OF EDUCATION IN RELIGIOUS EDUCATION

1.0 INTRODUCTION

University Education in Kenya has expanded tremendously leading to the establishment of numerous universities that require competent human resource in pedagogy for Religious Studies. Since Religious Education offers knowledge and skills in religious plurality, secularization and globalization issues in schools, colleges and universities in Kenya, there is a need to build capacity for effective educational communication. Those who master in Religious Education achieve several academic, social and professional benefits such as higher learner achievement. Furthermore, in a school setting, knowledge of Religious Education adds a realm of meaning and form of knowledge in the diverse social-cultural, political and social-economic settings.

In order to address this need, the Department of Educational Communication and Technology has developed a Master of Education in Religious Education.

This programme will train researchers, curriculum designers, developers, quality assurance officers, implementers and evaluators in Religious Education. This will help address emerging issues in declining standards of Religious Education and facilitate achievement of Kenya's vision 2030. The programme shall focus on educational practitioners who require relevant knowledge, skills and values to be effective in the pedagogy of Religious Education. Further, the programme will provide graduates with holistic understanding of pedagogy in Religious Education which is critical for spurring sustainable development.

2.0 COURSE OBJECTIVES:

- i) Explore knowledge, values and skills acquired in the teaching of religious education.
- ii) Critique learning theories in the teaching of religious Education.
- iii) Contribute towards the trends and issues relevant to the development religious education.
- iv) Demonstrate competencies necessary for carrying out research in religious education.

3.0 ENTRY REQUIREMENTS

The following shall be eligible for admission into the Master of Education (Religious Education):

- i) A holder of Bachelor of Education degree with at least Upper Second Class honours degree of the University of Nairobi (Religious Studies major or minor) or its equivalent qualification recognized by Senate.
- ii) A holder of any other Bachelor's degree of the University of Nairobi with at least an upper second class honours (Religious Studies major or minor) and postgraduate Diploma in Education (PGDE) of the University of Nairobi or equivalent qualification recognized by Senate.
- iii) A holder of lower second class degree in education obtained from the University of Nairobi (Religious Studies major or minor) and two years teaching experience or any other equivalent qualification recognized by Senate.
- iv) A holder of a pass degree in Education from the University of Nairobi (Religious Studies major or minor) and five years teaching experience or any other qualification recognized by Senate.

REGULATIONS AND SYLLABUS FOR CERTIFICATE PROGRAMME IN EARLY CHILDHOOD EDUCATION

1.0 INTRODUCTION

The School of Education proposes to start a certificate programme in early childhood education to train preschool teachers. The programme aims at equipping preschool teachers with knowledge, skills, values and attitudes to enable them provide quality education to preschool children. The School has an already approved Diploma in Early Childhood Education.

2.0 COURSE OBJECTIVES

At the end of the programme, the student should be able to:

- 2.1 Justify the rationale for Early childhood Education in the development of the country.
- 2.2 Have an understanding of how children grow and develop.
- 2.3 Have an understanding of how children learn.
- 2.4 Acquire knowledge, attitudes and skills appropriate to the promotion of children's education.
- 2.5 Apply the acquired knowledge, skills, value and attitudes in teaching children.

3.0 ENTRY REQUIREMENTS

The following shall be eligible for registration in Certificate programme for Early Childhood Education of the University of Nairobi:

Minimum requirement: Kenya Certificate of Secondary Education grade C- or its equivalent.

REGULATIONS AND SYLLABUS FOR THE DIPLOMA IN EARLY CHILDHOOD EDUCATION

1.0 INTRODUCTION

This course is designed to train Early Childhood Education human resource development. The course will provide knowledge, skills, values and attitude sufficient for professional growth. This will enable those trained to contribute towards the child's holistic development as they prepare to go to primary schools. Taking into consideration that the child is important human resource for the future development of the country, Early Childhood Education is vital in achieving National

Goals of Education and Vision 2030. Consequently, the Department of Educational Communication and Technology, University of Nairobi, proposes to train Early Childhood Education teachers at diploma level.

2.0 COURSE OBJECTIVES

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

- 2.1 appreciate the rationale and objectives of Early Childhood Education in Kenya.
- 2.2 acquire requisite knowledge, skills and attitudes to enable them understand the growth and development of the children.
- 2.3 identify, develop and utilize resources for instruction in teaching and learning.
- 2.4 learn how to promote children's health and nutritional needs.
- 2.5 acquire relevant pedagogical skills necessary for early childhood education.
- 2.6 acquire necessary skills to relate with the local and international community to promote early childhood education.

3.0 ENTRY REQUIREMENTS

The following shall be eligible for registration in Diploma for Early Childhood Education:

- i) A holder of Kenya Certificate of Secondary Education with a minimum of grade C or its approved equivalent qualifications.
- ii) A holder of KCE minimum Division III or its approved equivalent qualifications.
- iii) A holder of a recognized certificate in Early Childhood Education with at least two years teaching experience and KCSE minimum grad C- or its approved equivalent qualifications.
- iv) Any other relevant qualifications recognized by Senate.

REGULATIONS AND SYLLABUS FOR THE BACHELOR OF EDUCATION IN EARLY CHILDHOOD EDUCATION

1.0 INTRODUCTION

The Bachelor of Education Degree in early Childhood Education in the Department of Educational Communication and Technology is designed for teachers, supervisors and managers of early childhood development programmes. It is an intervention programme to equip the teacher with knowledge, skills and attitudes about the child's total development. The programme will contribute towards the improvement of the status of the children/families and the society.

2.0 COURSE OBJECTIVES

At the end of the programme, the student should be able to:

- 2.1 acquire skills, knowledge, values, attitudes and concepts of early childhood education.
- 2.2 explore issues and trends in the development of early childhood education
- 2.3 analyse the justifications for investing in early childhood education.
- 2.4 explore ways of establishing links with the local communities, and other stakeholders of early childhood education.
- 2.5 conduct research in early childhood education.

3.0 ENTRY REQUIREMENTS

The following shall be admissible into the Bachelor of Education Degree in Early Childhood Education:

- i) A holder of Kenya Certificate of Secondary Education (KCSE) with a minimum mean grade of C+ or its equivalent.
- ii) A holder of the Diploma in Early Childhood Education of the University of Nairobi will enter at level two.
- iii) A holder of a Diploma in Education of the University of Nairobi or its equivalent or an institution recognized by the Senate.
- iv) A P1 teacher with three years teaching experience.
- v) A holder of a degree from the University of Nairobi.

REGULATIONS AND SYLLABUS FOR THE DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION

1.0 INTRODUCTION

The Masters of Education in Early Childhood Education in the Department of Educational Communication and Technology is designed to meet the needs of a wide range of professionals like teachers, trainers, supervisors, managers, curriculum developers and researchers. It is intended to provide the professionals with the principles and concepts relevant to education of children between the age of birth and nine years.

2.0 COURSE OBJECTIVES

The objectives of the programme are to enable the student to:

- 2.1 Acquire knowledge, skills, attitudes and values relevant to Early Childhood Education.

- 2.2 Examine trends and issues relevant to Early Childhood Education.

- 2.3 Acquire principles and concepts of child development.

- 2.4 Develop competence for carrying out research in Early Childhood Education.

3.0 ENTRY REQUIREMENTS

The following shall be eligible for admission into the Master of Education (Early Childhood Education):

- i) Common regulations for Master of Education in the School of Education and University shall be applicable.
- ii) The following shall be eligible for admission into M.Ed programme in Early Childhood Education:
 - a) A holder of an Upper Second B.Ed Degree in Early Childhood Education from University of Nairobi or any other university recognized by Senate.
 - b) A holder of an Upper Second Class Degree in the area related to early Childhood education from University of Nairobi or any other university recognized by Senate
 - c) A holder of Upper Second Class Degree from University of Nairobi or any other university, Bachelor of Arts and Diploma in Early Childhood Education.
 - d) A holder of Lower Second Class Degree in Early Childhood Education from the University of Nairobi or any other university recognized by Senate and two years teaching experience.
 - e) A holder of Pass Degree in Early Childhood Education from the University of Nairobi or any other university recognized by Senate and three years teaching experience or five years teaching experience.

REGULATIONS AND SYLLABUS FOR THE DEGREE OF DOCTOR OF EDUCATION (Ed.D)

1.0 INTRODUCTION

The Department of Educational Administration and Planning, School of Education offers a Doctor of Education (EdD) Degree programme. At the turn of this century, Kenya has witnessed far reaching expansion and change in her education system. These changes take place at the national, regional and institutional levels of authority. The changes have led to an increasing demand for effective and efficient educational managers, planners and administrators. Such highly skilled labour can only be as a result of a carefully designed and executed doctoral programme. The department has been offering a doctoral programme along the lines of a Ph.D.

However, the programme is mainly research oriented. Recently, requests have been coming from experienced practitioners in the fields of educational management, administration and planning who want to upgrade their knowledge and skills. For this category of applicants, a more practical doctoral programme with a bias towards the acquisition of relevant knowledge, skills and attitudes for immediate application would be appropriate. Hence, the introduction of a Doctor of Education (EdD) programme. The focus of the EdD is to improve understanding of education and educational practice in Kenya and abroad.

The Doctor of Education is an innovative programme based on the belief that theory and practice must be combined in a “hands on” learning environment that focuses on learning by doing.

The department’s aim is to offer a demand-driven doctoral programme to meet the increasing need for competent educational managers, planners, economists and curriculum developers for the education sector. The programme blends four core disciplines of the department, namely, Educational Administration, Educational Planning, Economics of Education and Curriculum Studies and seeks to provide learners with an in depth analysis of basic principles, concepts techniques and conditions of the core areas.

2.0 COURSE OBJECTIVES

Acquire the knowledge, skills and attitudes needed for effective leadership positions in learning institutions, government departments and other educational organizations.

- i) Develop insights into policy choices in the area of education and development as well as explore the issues confronting educational planners and managers in relation to development policies.
- ii) Identify the key factors involved in successful implementation of educational plans and programmes as part of national, regional and institutional level development strategies
- iii) Develop an awareness of the experience gained internationally and nationally in preparation execution of educational plans and curricula.

3.0 ENTRY REQUIREMENTS

- 3.1 Common regulations for a taught Doctoral Programmes in all Faculties and Schools of the University of Nairobi shall apply.
- 3.2 The following shall be eligible for admission:
 - a) A holder of a Master of Education (M.Ed) degree from the University of Nairobi or any other institution recognized by Senate.
 - b) A holder of a Master’s degree from the University of Nairobi in areas of specialization relevant to the disciplines in the School of Education or any other institutions recognized by Senate.
 - c) Applicants must have at least three (3) years working experience in the Education Sector.

REGULATIONS AND SYLLABUS FOR DOCTOR OF PHILOSOPHY IN EARLY CHILDHOOD EDUCATION

1.0 INTRODUCTION

The Department of Educational Communication and Technology has Diploma in Early Childhood Education, Bachelor of Education in Early Childhood Education and Master of Education in Early Childhood Education programmes which produce professionals for early childhood education. The department seeks to launch a PhD programme in Early Childhood Education Programme by coursework, examination and thesis. This Doctoral programme is devised to produce competent professionals for university and middle level teaching institutions, curriculum development and evaluation and managers to address educational challenges and issues of young children.

2.0 COURSE OBJECTIVES

At the end of the programme, the student should be able to:

- 2.1 Explore the theoretical and applied knowledge of contemporary issues in early childhood education.
- 2.2 Acquire a critical understanding of theoretical lens to look at specific issues of Early Childhood Education.
- 2.3 Apply philosophy, principles and practice of Early Childhood educational research.
- 2.4 Conduct research independently at a high level of originality and quality.
- 2.5 Continue to advance knowledge and its application in particular fields of study of Early Childhood Education.

3.0 ENTRY REQUIREMENTS

The following shall be eligible for admission into the Doctor of Philosophy in Early Childhood Education

- i) A holder of Bachelors degree or Post graduate Diploma in Education, and a Master of Education in Early Childhood Education degree of the University of Nairobi or its equivalent recognised by the Senate.
- ii) A holder of Bachelor of Education degree or a postgraduate Diploma in Education, and Master of Education degree of the University of Nairobi in areas of specialization relevant to Early Childhood Education or its equivalent recognised by the Senate.

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DEPARTMENT OF EDUCATIONAL FOUNDATION

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REGULATIONS AND SYLLABUS FOR THE POSTGRADUATE DIPLOMA IN EDUCATION

1.0 INTRODUCTION

The Postgraduate Diploma in Education (PDGE) programme is offered in the Faculty of Education. Applicants of this programme include holders of Bachelor's Master's and other higher degrees wishing to convert into professionally recognized teachers. The programme targets those teaching in various educational and other related institutions without the necessary professional qualifications.

2.0 COURSE OBJECTIVES

The main objectives of the PGDE programme are to:

- a) produce teachers with knowledge, attitudes and skills for appropriate delivery of subject matter in a learning environment.
- b) Produce professionally qualified teachers for secondary schools, capable of providing professional guidance and effective teaching.
- c) Produce competent teachers capable of conducting research for learning purposes and development of education.

3.0 ENTRY REQUIREMENTS

- 3.1 The common regulations of the Postgraduate Diploma in the University of Nairobi shall apply.
- 3.2 The minimum qualification for this course shall be a first degree in any field from a University recognized by the senate of the University of Nairobi.

REGULATIONS AND SYLLABUS FOR POSTGRADUATE DIPLOMA IN TRAINING OF TRAINERS

INTRODUCTION

The Postgraduate Diploma in Training of Trainers (PGD-Training of Trainers) programme shall be offered in the School of Education. Professionals in various disciplines have sought to acquire pedagogical skills and knowledge to carry out training in diverse sectors of industry but are restricted by the requirements of the current Postgraduate Diploma in Education (PGDE) where applicants should have two teaching subjects as taught in secondary schools in the Republic of Kenya. The course shall provide the learner with methodological skills which will enable him/her to train/teach in any area in which he/she has acquired adequate content at the first degree level. The applicants for this programme shall include Bachelors, Masters and other higher degree holders wishing to be trainers in various disciplines. Such trained persons readily fit into the training requirements of tutors who teach in the non-traditional school systems such as government and corporate training institutions.

2.0 COURSE OBJECTIVE

- i) **Exercise professional competence as a qualified trainer in learning institutions.**
- ii) Show capability in providing mentorship, guidance, counseling and effective teaching in a learning environment.
- iii) Prepare students for research in teaching and learning environment.
- iv) Demonstrate expertise in management and organization of training programme.
- v) Design and implement a training programme.

3.0 ENTRY REQUIREMENTS

- 3.1 The common regulations of the Postgraduate Diploma in the University of Nairobi shall apply.
- 3.2 The minimum qualification for this course shall be a first degree in any field from the University of Nairobi or any other university recognized by the senate of the University of Nairobi.

REGULATIONS AND SYLLABUS FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL FOUNDATIONS

1.0 INTRODUCTION

The Master of Education in educational foundations covers philosophical, historical, sociological and comparative basis of education. It studies, also, issues related to adult education, lifelong and global learning. The major purpose of this course is to produce professional teachers and educators who are equipped to serve as teachers, tutors, lecturers, and managers in the institutions of learning. Modern educational theories and practices rest on the foundations of education dating from the rise of classical world civilizations in antiquity to the present-an essential knowledge to the understanding of the present systems of education which, in turn, enables the planning of the future of education. Personnel trained in the foundations of education will acquire strategies for resolving critical issues and problems of education nationally and internationally and consequently attain the capacity to contribute to the vision 2030.

2.0 COURSE OBJECTIVES

- i) Shall enable students to have knowledge in the area of the foundations of education dating from the rise of human civilizations to the present.
- ii) Expand and disseminate knowledge on the areas of educational foundations.
- iii) Exercise professional teacher education experience and be able to serve as competent human resource, namely, teachers, tutors and lecturers in institutions of learning.
- iv) Acquire capacity to undertake policy-oriented educational research in the foundations of education.
- v) Appreciate the historical, philosophical, sociological, global comparative and international foundations of education.

3.0 ENTRY REQUIREMENTS

- 3.1 The common regulations for the Master's degrees of the University of Nairobi and the School of Education shall apply.
- 3.2 The following shall be eligible for admission into the Master of Education in Educational Foundations:
 - 3.2.1 A holder of the degree of Bachelor of Education (B.Ed.) of at least Second Class Honours Upper Division of the University of Nairobi or its equivalent from any other university recognized by the University of Nairobi Senate.

- 3.2.2 A holder of the degree of Bachelor of Arts (B.A) or Bachelor of Science (BSc.) of Second Class Honours Upper Division and a Postgraduate Diploma in Education (PGDE) of the University of Nairobi or equivalent qualifications from any other university recognized by the University of Nairobi Senate.
- 3.2.3 A holder of the degree of Bachelor of Education (B.Ed.) of Second Class Honours Lower Division of the University of Nairobi or its equivalent from any other university recognized by the of the University of Nairobi Senate and two years working experience.
- 3.2.4 A holder of the degree of Bachelor of Arts (B.A) or Bachelor of Science (BSc.) of Second Class Honours Lower Division and a Postgraduate Diploma in Education (PGDE) of the University of Nairobi or equivalent qualifications from any other university recognized by the University of Nairobi Senate and two years working experience.
- 3.2.5 A holder of a pass degree for categories (i - iv) and five years working experience.

REGULATIONS AND SYLLABUS FOR THE DEGREE OF MASTER OF EDUCATION IN HIGHER EDUCATION

1.0 INTRODUCTION

The Department of Educational Foundations seeks to offer a postgraduate programme for Master of Education degree in Higher Education (M.Ed, Higher Education). The major purpose of this programme is to train education professionals to have a deeper knowledge and understanding of the role of Higher Education in society.

The Master of Education degree in Higher Education Programme provides students with a basis for analysing and critically assessing change processes in higher education. The programme focuses on the changing functions, policies, and operations of higher education in a dynamic and globalized environment. It shall also explore the relationship between national and institutional policies in areas such as Information Communication Technology (ICT), resources, academic guidance, career advice and student support.

2.0 COURSE OBJECTIVES:

- i) shall be to enable students to analyze the role of Higher Education in national development

- ii) apply principles of quality management and perform benchmarking in Higher Education
- iii) conduct research on issues affecting Higher Education
- iv) apply principles of resource mobilization in Higher Education
- v) offer consulting advise on the management of higher education institutions

3.0 ENTRY REQUIREMENTS

- 3.1 The common regulations for the Master's degrees in the University of Nairobi and the School of Education shall apply.
- 3.2 The following shall be eligible for admission into the Master of Education (Higher Education):
 - 3.2.1 A holder of the degree of Bachelor of Education (BEd.) of Second Class Honours Upper Division of the University of Nairobi or its equivalent from any other university recognized by the University of Nairobi Senate.
 - 3.2.2 A holder of the degree of Bachelor of Education (BEd.) of Second Class Honours Lower Division of the University of Nairobi or its equivalent from any other university recognized by the of the University of Nairobi Senate and two years working experience.
 - 3.2.3 A holder of the degree of Bachelor of Arts (B.A) or Bachelor of Science (BSc.) of Second Class Honours Lower Division and a Postgraduate Diploma in Education (PGDE) of the University of Nairobi or equivalent qualifications from any other university recognized by the University of Nairobi Senate and two years working experience.
 - 3.2.4 A holder of the degree of Bachelor of Arts (B.A) or Bachelor of Science (B.Sc.) of Second Class Honours upper division and a Postgraduate Diploma in Education (PGDE) of the University of Nairobi or equivalent qualifications from any other university recognized by the University of Nairobi Senate.
 - 3.2.5 A holder of a pass degree for categories (i - v) and five years working experience.
 - 3.2.6 A holder of any degree with a professional certificate in teaching or training recognized by the senate of the University of Nairobi and seven years of teaching or management of education programmes in an institution of learning recognized by the senate.

DEPARTMENT OF GEOGRAPHY AND ENVIRONMENTAL STUDIES

INTRODUCTION

The department offers a wide range of course units in Geography and Environmental Studies at undergraduate and graduate levels.

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements

DEPARTMENT OF HISTORY AND GOVERNMENT

INTRODUCTION

The department offers a wide range of course units in History and Government at undergraduate and graduate levels.

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements

DEPARTMENT OF LINGUISTICS AND LANGUAGES - KISWAHILI

INTRODUCTION

The department offers a wide range of course units in Linguistics and Languages - Kiswahili at undergraduate and graduate levels.

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements

DEPARTMENTS OF LINGUISTICS AND LANGUAGES/LITERATURE INTEGRATED ENGLISH

INTRODUCTION

The department offers a wide range of course units in Linguistics and Languages/Literature integrated English at undergraduate and graduate levels.

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements.

DEPARTMENT OF PHILOSOPHY AND RELIGIOUS STUDIES

INTRODUCTION

The Department of Philosophy and Religious Studies in its Philosophy section offers courses in Philosophy that subject to Faculty of Arts regulations, lead to the award of the degree of Bachelor of Arts. The students take courses in theoretical, practical as well as applied philosophy. While the student may take the subjects together with other courses offered at the Faculty of Arts, there also exist the option of taking Philosophy as a Major.

DEPARTMENT OF PSYCHOLOGY

INTRODUCTION

The department offers a wide range of course units in Psychology at undergraduate and graduate levels.

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements.

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT

BACHELOR OF EDUCATION, PHYSICAL EDUCATION OPTION

INTRODUCTION

The department offers a wide range of course units in Physical Education and Sport units offered for both the Bachelor of Education (Science) and Bachelor of Education (Arts) courses;

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements.

REGULATIONS AND SYLLABUS FOR A MASTER OF EDUCATION DEGREE IN PHYSICAL EDUCATION AND SPORT

1.0 INTRODUCTION

Sport has become a vibrant industry which attracts players, coaches, administrators, educators, researchers, mass media, manufacturing firms, government and a host of other institutions to it. In the recent past, sport has become a career which demands professional requirements in order to fulfill and justify both legal and moral requirements of the field. This therefore calls for a professional approach to all programmes intended to prepare those aspiring to take careers in the field of Physical Education and Sport. Over the last decade University Education in Kenya has expanded tremendously leading to the establishment of University Colleges and Campuses in all corners of the country. However, these universities lack skilled personnel in the area of Physical Education

and Sport to man sports and games at the institutions. Furthermore with the enactment of the new sports bill in Kenya, the demand for highly skilled personnel in sports cannot be over emphasized. The bill stipulates professional qualifications for office bearers in its management structure.

The Department of Physical Education and Sport offers a Master of Education degree program (M.Ed) in Physical Education and Sport. This program trains professional and technical graduates who will be pivotal in the creation of awareness of the dangers of sedentary lifestyles and prescribe therapeutic activities for the affected people. The program also prepares sports professionals who can manage sports and games in Universities and other educational institutions. The program therefore provides skilled personnel to man the sports industry in both government institutions and private sector.

2.0 COURSE OBJECTIVES:

- i) Equip students with skills, knowledge and competencies to enable them offer specialized services in sports coaching, management, officiating, health education and leadership;
- ii) Produce professionals in Physical Education and Sport who can create knowledge in the broader areas of education and sport through research;
- iii) Produce professional who can promote and encourage individuals, communities and organizations to achieve the highest quality of life through exercise and sport;
- iv) Produce professionals who are adaptive to the rapid changes that occur in the field of Physical Education and Sports sector.

3.0 ENTRY REQUIREMENTS

- 3.1** The common regulations for Masters' degree in the Faculties/Institutes/Schools of University of Nairobi shall apply.
- 3.2** A holder of a Bachelors degree with at least Upper Second Class Honors in Physical Education, Leisure, Recreation Management or Sport Science of the University of Nairobi or an equivalent qualification recognized by Senate.
- 3.3** A holder of Bachelors degree in Education (Physical Education) with at least Second Class Honors, Lower Division with 2 years relevant working experience.
- 3.4** A holder of any Bachelors degree from University of Nairobi or any other Institution recognized by Senate and a Post-graduate Diploma in Physical Education and Sport related areas recognized by Senate.
- 3.5** A holder of a Pass degree in Physical Education and Sport related areas from the University of Nairobi with five years relevant working experience or any other equivalent qualification recognized by the Senate.

STAFF LIST

Chairman of Department:

Munayi, S.P., BEd, MEd, (KU), PhD, (Nairobi)

Associate Professor:

Nteere, J.S., S1 Teachers Cert, (KU), CNAAP Dip, (Plymouth), Adv Dip PE, (Leeds), MEd, PhD, (Manchester)

Senior Lecturers:

Munayi, S.P., BEd, MEd, (KU), PhD, (Nairobi)
Sigei, S.C., BEd, (KU), MEd, (Deakin), PhD, (KU)
Bailasha, N.K., BEd, MEd, (KU), PhD, (Nairobi)
Wanjira, J.K., BEd, MEd, PhD, (KU)

Lecturer:

Otieno, M.D., BEd, (Nairobi), MEd, PGD, (KU)
Chumba, J., BEd, MEd, (KU)
Ngata, N., DipEd, (KU), MSc, (USSA), PhD, (Mississippi)

BUSINESS STUDIES

INTRODUCTION

The department offers a wide range of course units in business studies at undergraduate and graduate levels.

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements.

DEPARTMENT OF MATHEMATICS

INTRODUCTION

The department offers a wide range of course units in mathematics at undergraduate and graduate levels.

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements.

Details on specific admission requirements of the school, credit transfer and exemptions, course structure and duration, examination regulations, course outline and award of degree may be obtained from the School.

Please contact:

School of Education

P. O. Box 30197 - 00100 G.P.O;

Email: deaneducation@uonbi.ac.ke

SCHOOL OF EDUCATION (KENYA SCIENCE CAMPUS)

Deputy Principal, CEES (KSC):	Prof. Horace Ochanda, BEd, MSc, (Nairobi), PhD, (Warwick)
Dean, School of Education:	Prof. J.W. Akala, BEd, (KU), MPhil, (Moi), PhD, (Illinois)
Associate Dean, (KSC)	Dr. Boniface N. Ngaruiya, BEd, (Nairobi), MEd, (KU), PhD, (Nairobi)
Associate Dean, (KSC)	Dr. Isaac C. Kipchirchir, BSc, MSc, PhD, (Nairobi)
College Registrar/Secretary (KSC)	Mativo, M.W., BA, PGD. Pop. Studies, (Nairobi)
Administrator:	Mr. D.O. Nyamwaya, BEd, (KU), MEd Adm & Planning, (Nairobi)

BACHELOR OF EDUCATION (BEd) SCIENCE AND BACHELOR OF EDUCATION (BEd) ICT

1.0 INTRODUCTION

The University of Nairobi's Bachelor of Education (Science) and Bachelor of Education (ICT) hereafter called BEd. (Science) and BEd. (ICT) Degree programmes respectively, are based at Kenya Science Campus (KSC) and aim at producing teachers of high quality. These four-year pre-service programmes are open to qualified KCSE form IV school leavers or other qualified applicants.

The programmes comprise Education and two teaching subjects from amongst: Biology, Chemistry, ICT, Mathematics, Physics, and Physical Education (PE.), which the students choose in accordance with the subjects' Department/School regulations.

HISTORICAL BACKGROUND OF THE KENYA SCIENCE CAMPUS

The Campus started as Kenya Science Teachers' College (KSTC). This was as a result of a bilateral agreement between the Governments of Sweden and Kenya in 1965 for technical assistance in the field of Education to train non-graduate secondary school Science teachers.

In the effort to improve access to higher education, the Government in 2007 upgraded Kenya Science Teachers College (KSTC) to a Campus of University of Nairobi to offer a Bachelor of Education (Science) programme. Consequently, the first batch of students was admitted in October, 2007.

GENERAL ADMISSION CRITERIA & PROGRAMMES DESCRIPTION

A) BACHELOR OF EDUCATION (SCIENCE)

A candidate eligible for admission into BEd. (Science) must have;

- Kenyan Certificate of Secondary Education (KCSE) with a minimum mean grade of C+ or its equivalent and minimum C+ in the science subjects to be pursued; or
- Diploma in Education or its equivalent in the science subjects; or
- Trained primary school teacher P1 grade and KCSE with minimum of grade C (plain); or
- Degree in any science-related discipline other than Education.

1.0 ENTRY REQUIREMENTS

Applicants to the Programme can either be admitted through the Kenya Universities and Colleges Central Placement Service (KUCCPS) or as privately sponsored students.

Application by self sponsored students is via the Online Application Portal:

<http://applications.ac.ke>

The University of Nairobi:	Coordination Office:
Main Campus	8-4-4 building, Ground Floor <i>behind</i>
Gandhi Wing, Room G3	Jomo Kenyatta Memorial Library

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

INTRODUCTION

The department offers a wide range of course units in business studies at undergraduate and graduate levels.

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements.

DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY

B) BACHELOR OF EDUCATION (SCIENCE)

INTRODUCTION

The department offers a wide range of course units in business studies at undergraduate and graduate levels.

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements.

DEPARTMENT OF PSYCHOLOGY

INTRODUCTION

The department offers a wide range of course units in psychology at undergraduate and graduate levels.

ENTRY REQUIREMENTS

A candidate must meet the minimum university and admission requirements.

PHYSICAL EDUCATION AND SPORTS OPTION

BACHELOR OF EDUCATION (ICT)

ENTRY REQUIREMENTS

Candidates must satisfy the University general admission criteria. The following shall be eligible for admission into BEd. (ICT) programme:

- a) Holder of Kenya Certificate of Secondary Education (KCSE) with a minimum aggregate performance of C+ and in addition the candidate must have obtained minimum grade of C+ in both Mathematics and Physics;
- b) Holder of Kenya Advanced Certificate of Education (KACE) with two principal passes, one of which must be in Mathematics or Physics;
- c) Holder of a credit grade Diploma in Education majoring in Computer Studies, Mathematics, or Physics, or a holder of a credit grade Diploma in Computer Studies;
- d) Holder of a Bachelor's degree from a recognized University.

NOTE:

The students must note that BEd. (ICT) is a distinct and separate programme from BEd. (Science). Any student admitted into either of the programmes but wishes to transfer must apply for the inter-faculty transfer at the appropriate time. Application for inter-faculty transfer does not guarantee admission into the programme applied for.

Subject Combinations

The programme provides for:

- a) BEd. (ICT) with a double major in Computer Science;
- b) BEd. (ICT) with major in Computer Science and a minor in either Mathematics or Physics or Chemistry or Biology.

A candidate registered for the BEd. (ICT) degree shall take all the core courses offered by the school of Education.

The choices of subjects or units once approved may be changed only with the consent of the Dean, School of Education in consultation either with Director, School of Computing and Informatics, or Director, School of Mathematics, or Dean, School Physical Sciences, or Director, School of Biological Sciences depending on the subjects chosen.

Course Units Distribution

A candidate for the BEd. (ICT) degree shall take a minimum of 55 units distributed according to the levels given in the table below.

Level	Maths or Phy., Gen Studies	Edu cation	Double Major ICT	ICT or Major	Chem. or Bio. Minor	TOTAL
1	3	4	8	4	4	15
2		6	9	5	4	15
3		6	8	6	2	14
4		3	8	6	2	11
Total	3	19	33	21	12	55

Details on specific admission requirements of the school, credit transfer and exemptions, course structure and duration, examination regulations, course outline and award of degree may be obtained from the School.

Please contact:

The Dean, School of Education

Tel: 2701902

Email: deaneducation@uonbi.ac.ke