

Assessment	Topic or Competency	Learning Objectives	Time (minutes)	Score	Pass
Self-Reflection Form	Self-reflection Competency for Reflection & Impact	Identify areas of strength and growth	1-2 (1-2)	10	10
		Identify areas of improvement	1-2 (1-2)	10	
		Identify areas of growth	1-2 (1-2)	10	
		Identify areas of improvement	1-2 (1-2)	10	
		Identify areas of growth	1-2 (1-2)	10	
		Identify areas of improvement	1-2 (1-2)	10	
		Identify areas of growth	1-2 (1-2)	10	
Self-Reflection Form	Self-reflection Competency for Reflection & Impact	Identify areas of strength and growth	1-2 (1-2)	10	10
		Identify areas of improvement	1-2 (1-2)	10	
		Identify areas of growth	1-2 (1-2)	10	
		Identify areas of improvement	1-2 (1-2)	10	
		Identify areas of growth	1-2 (1-2)	10	
		Identify areas of improvement	1-2 (1-2)	10	
		Identify areas of growth	1-2 (1-2)	10	
Self-Reflection Form	Self-reflection Competency for Reflection & Impact	Identify areas of strength and growth	1-2 (1-2)	10	10
		Identify areas of improvement	1-2 (1-2)	10	
		Identify areas of growth	1-2 (1-2)	10	
		Identify areas of improvement	1-2 (1-2)	10	
		Identify areas of growth	1-2 (1-2)	10	
		Identify areas of improvement	1-2 (1-2)	10	
		Identify areas of growth	1-2 (1-2)	10	

- **Business law** is the body of laws that govern the conduct of business.
- **Contract law** is the body of laws that govern the relationship between two or more parties.
- **Property law** is the body of laws that govern the ownership and use of property.
- **Intellectual property law** is the body of laws that govern the creation and protection of intellectual property.
- **Banking law** is the body of laws that govern the relationship between banks and their customers.
- **Insurance law** is the body of laws that govern the relationship between insurance companies and their policyholders.
- **Real estate law** is the body of laws that govern the relationship between real estate owners and their tenants.
- **Corporate law** is the body of laws that govern the relationship between corporations and their shareholders.
- **Employment law** is the body of laws that govern the relationship between employers and their employees.
- **Consumer law** is the body of laws that govern the relationship between consumers and the products they purchase.
- **Transportation law** is the body of laws that govern the relationship between transportation companies and their passengers.
- **Aviation law** is the body of laws that govern the relationship between airlines and their passengers.
- **Maritime law** is the body of laws that govern the relationship between ships and their cargo.
- **Space law** is the body of laws that govern the relationship between space agencies and their spacecraft.
- **Environmental law** is the body of laws that govern the relationship between the government and the environment.
- **Energy law** is the body of laws that govern the relationship between energy companies and their customers.
- **Health care law** is the body of laws that govern the relationship between health care providers and their patients.
- **Food and drug law** is the body of laws that govern the relationship between food and drug companies and their customers.
- **Patent law** is the body of laws that govern the relationship between inventors and their inventions.
- **Trademark law** is the body of laws that govern the relationship between trademark owners and their marks.
- **Copyright law** is the body of laws that govern the relationship between copyright owners and their works.
- **Trade secret law** is the body of laws that govern the relationship between trade secret owners and their secrets.
- **Unfair competition law** is the body of laws that govern the relationship between businesses and their competitors.
- **Antitrust law** is the body of laws that govern the relationship between businesses and their markets.
- **Bankruptcy law** is the body of laws that govern the relationship between debtors and their creditors.
- **Securities law** is the body of laws that govern the relationship between investors and their securities.
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- **Antitrust law** is the body of laws that govern the relationship between businesses and their markets.
- **Bankruptcy law** is the body of laws that govern the relationship between debtors and their creditors.
- **Securities law** is the body of laws that govern the relationship between investors and their securities.

100

Account Name	Account Number	Account Balance	Account Type
Current Account	123456789	1000.00	Current
Savings Account	987654321	5000.00	Savings
Fixed Deposit	567890123	2500.00	Fixed Deposit
Recurring Deposit	345678901	1500.00	Recurring Deposit
Loan Account	234567890	10000.00	Loan
Insurance Policy	789012345	500.00	Insurance
Investment Fund	678901234	3000.00	Investment
Demat Account	456789012	0.00	Demat
Bank of India	123456789	1000.00	Bank of India
State Bank of India	987654321	5000.00	State Bank of India
Axis Bank	567890123	2500.00	Axis Bank
HDFC Bank	345678901	1500.00	HDFC Bank
ICICI Bank	234567890	10000.00	ICICI Bank
Yes Bank	789012345	500.00	Yes Bank
IndusInd Bank	678901234	3000.00	IndusInd Bank
South Indian Bank	456789012	0.00	South Indian Bank
Canara Bank	123456789	1000.00	Canara Bank
Union Bank of India	987654321	5000.00	Union Bank of India
Bank of Baroda	567890123	2500.00	Bank of Baroda
Karnataka Bank	345678901	1500.00	Karnataka Bank
Corporation Bank	234567890	10000.00	Corporation Bank
Central Bank of India	789012345	500.00	Central Bank of India
Bank of Commerce	678901234	3000.00	Bank of Commerce
Bank of Maharashtra	456789012	0.00	Bank of Maharashtra
Bank of Gujarat	123456789	1000.00	Bank of Gujarat
Bank of Rajasthan	987654321	5000.00	Bank of Rajasthan
Bank of Punjab	567890123	2500.00	Bank of Punjab
Bank of Himachal Pradesh	345678901	1500.00	Bank of Himachal Pradesh
Bank of Jammu & Kashmir	234567890	10000.00	Bank of Jammu & Kashmir
Bank of Uttar Pradesh	789012345	500.00	Bank of Uttar Pradesh
Bank of Bihar	678901234	3000.00	Bank of Bihar
Bank of West Bengal	456789012	0.00	Bank of West Bengal
Bank of Odisha	123456789	1000.00	Bank of Odisha
Bank of Andhra Pradesh	987654321	5000.00	Bank of Andhra Pradesh
Bank of Telangana	567890123	2500.00	Bank of Telangana
Bank of Karnataka	345678901	1500.00	Bank of Karnataka
Bank of Kerala	234567890	10000.00	Bank of Kerala
Bank of Lakshadweep	789012345	500.00	Bank of Lakshadweep
Bank of Chandigarh	678901234	3000.00	Bank of Chandigarh
Bank of Delhi	456789012	0.00	Bank of Delhi
Bank of NCT of Delhi	123456789	1000.00	Bank of NCT of Delhi
Bank of Jharkhand	987654321	5000.00	Bank of Jharkhand
Bank of Chhattisgarh	567890123	2500.00	Bank of Chhattisgarh
Bank of Madhya Pradesh	345678901	1500.00	Bank of Madhya Pradesh
Bank of Uttaranchal	234567890	10000.00	Bank of Uttaranchal
Bank of Himachal Pradesh	789012345	500.00	Bank of Himachal Pradesh
Bank of Jammu & Kashmir	678901234	3000.00	Bank of Jammu & Kashmir
Bank of Uttar Pradesh	456789012	0.00	Bank of Uttar Pradesh
Bank of Bihar	123456789	1000.00	Bank of Bihar
Bank of West Bengal	987654321	5000.00	Bank of West Bengal
Bank of Odisha	567890123	2500.00	Bank of Odisha
Bank of Andhra Pradesh	345678901	1500.00	Bank of Andhra Pradesh
Bank of Telangana	234567890	10000.00	Bank of Telangana
Bank of Karnataka	789012345	500.00	Bank of Karnataka
Bank of Kerala	678901234	3000.00	Bank of Kerala
Bank of Lakshadweep	456789012	0.00	Bank of Lakshadweep
Bank of Chandigarh	123456789	1000.00	Bank of Chandigarh
Bank of Delhi	987654321	5000.00	Bank of Delhi
Bank of NCT of Delhi	567890123	2500.00	Bank of NCT of Delhi
Bank of Jharkhand	345678901	1500.00	Bank of Jharkhand
Bank of Chhattisgarh	234567890	10000.00	Bank of Chhattisgarh
Bank of Madhya Pradesh	789012345	500.00	Bank of Madhya Pradesh
Bank of Uttaranchal	678901234	3000.00	Bank of Uttaranchal
Bank of Himachal Pradesh	456789012	0.00	Bank of Himachal Pradesh
Bank of Jammu & Kashmir	123456789	1000.00	Bank of Jammu & Kashmir
Bank of Uttar Pradesh	987654321	5000.00	Bank of Uttar Pradesh
Bank of Bihar	567890123	2500.00	Bank of Bihar
Bank of West Bengal	345678901	1500.00	Bank of West Bengal
Bank of Odisha	234567890	10000.00	Bank of Odisha
Bank of Andhra Pradesh	789012345	500.00	Bank of Andhra Pradesh
Bank of Telangana	678901234	3000.00	Bank of Telangana
Bank of Karnataka	456789012	0.00	Bank of Karnataka
Bank of Kerala	123456789	1000.00	Bank of Kerala
Bank of Lakshadweep	987654321	5000.00	

Abstract

Parameter	Unit	Value	Unit	Value
1.1	mm	1.1	mm	1.1
1.2	mm	1.2	mm	1.2
1.3	mm	1.3	mm	1.3
1.4	mm	1.4	mm	1.4
1.5	mm	1.5	mm	1.5
1.6	mm	1.6	mm	1.6
1.7	mm	1.7	mm	1.7
1.8	mm	1.8	mm	1.8
1.9	mm	1.9	mm	1.9
1.10	mm	1.10	mm	1.10
1.11	mm	1.11	mm	1.11
1.12	mm	1.12	mm	1.12
1.13	mm	1.13	mm	1.13
1.14	mm	1.14	mm	1.14
1.15	mm	1.15	mm	1.15
1.16	mm	1.16	mm	1.16
1.17	mm	1.17	mm	1.17
1.18	mm	1.18	mm	1.18
1.19	mm	1.19	mm	1.19
1.20	mm	1.20	mm	1.20
1.21	mm	1.21	mm	1.21
1.22	mm	1.22	mm	1.22
1.23	mm	1.23	mm	1.23
1.24	mm	1.24	mm	1.24
1.25	mm	1.25	mm	1.25
1.26	mm	1.26	mm	1.26
1.27	mm	1.27	mm	1.27
1.28	mm	1.28	mm	1.28
1.29	mm	1.29	mm	1.29
1.30	mm	1.30	mm	1.30
1.31	mm	1.31	mm	1.31
1.32	mm	1.32	mm	1.32
1.33	mm	1.33	mm	1.33
1.34	mm	1.34	mm	1.34
1.35	mm	1.35	mm	1.35
1.36	mm	1.36	mm	1.36
1.37	mm	1.37	mm	1.37
1.38	mm	1.38	mm	1.38
1.39	mm	1.39	mm	1.39
1.40	mm	1.40	mm	1.40
1.41	mm	1.41	mm	1.41
1.42	mm	1.42	mm	1.42
1.43	mm	1.43	mm	1.43
1.44	mm	1.44	mm	1.44
1.45	mm	1.45	mm	1.45
1.46	mm	1.46	mm	1.46
1.47	mm	1.47	mm	1.47
1.48	mm	1.48	mm	1.48
1.49	mm	1.49	mm	1.49
1.50	mm	1.50	mm	1.50
1.51	mm	1.51	mm	1.51
1.52	mm	1.52	mm	1.52
1.53	mm	1.53	mm	1.53
1.54	mm	1.54	mm	1.54
1.55	mm	1.55	mm	1.55
1.56	mm	1.56	mm	1.56
1.57	mm	1.57	mm	1.57
1.58	mm	1.58	mm	1.58
1.59	mm	1.59	mm	1.59
1.60	mm	1.60	mm	1.60
1.61	mm	1.61	mm	1.61
1.62	mm	1.62	mm	1.62
1.63	mm	1.63	mm	1.63
1.64	mm	1.64	mm	1.64
1.65	mm	1.65	mm	1.65
1.66	mm	1.66	mm	1.66
1.67	mm	1.67	mm	1.67
1.68	mm	1.68	mm	1.68
1.69	mm	1.69	mm	1.69
1.70	mm	1.70	mm	1.70
1.71	mm	1.71	mm	1.71
1.72	mm	1.72	mm	1.72
1.73	mm	1.73	mm	1.73
1.74	mm	1.74	mm	1.74
1.75	mm	1.75	mm	1.75
1.76	mm	1.76	mm	1.76
1.77	mm	1.77	mm	1.77
1.78	mm	1.78	mm	1.78
1.79	mm	1.79	mm	1.79
1.80	mm	1.80	mm	1.80

1000

Parameter	Unit	Value	Unit
Flow rate	l/min	1.0	l/min



1000

**STUDY AT THE
UNIVERSITY OF
FORT HARE**

2023

A Decade of Renewal
(see a part of it)

FROM YOUR INQUIRY,
PLEASE ADVISE US THE FOLLOWING:

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1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

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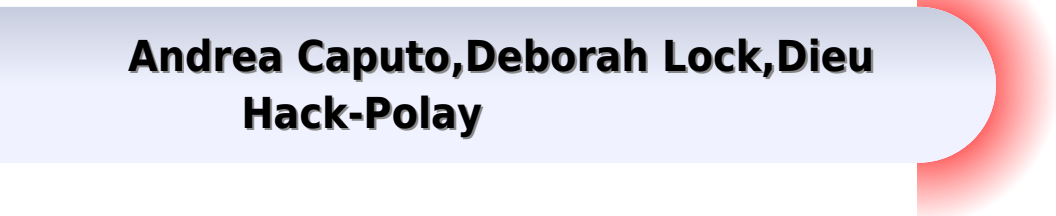
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Course Number	Course Title	Prerequisites	Course Description	Units
210	Introduction to Computer Science	None	Introduction to the field of computer science, covering basic concepts, programming, and problem-solving techniques.	3
211	Computer Systems	210	Study of computer hardware, operating systems, and network fundamentals.	3
212	Programming Fundamentals	210	Introduction to programming using a high-level language, focusing on syntax, semantics, and algorithm design.	3
213	Data Structures and Algorithms	211, 212	Study of data structures (arrays, linked lists, trees, graphs) and algorithms (sorting, searching, graph algorithms).	3
214	Database Systems	213	Introduction to database systems, covering relational databases, SQL, and database design.	3
215	Software Engineering	213, 214	Study of software engineering principles, including requirements analysis, software development lifecycle, and testing.	3
216	Computer Networks	211, 213	Study of computer networks, covering network protocols, network architecture, and network security.	3
217	Artificial Intelligence	213, 214	Introduction to artificial intelligence, covering search algorithms, knowledge representation, and machine learning.	3
218	Computer Graphics	211, 213	Study of computer graphics, covering 2D and 3D graphics, rendering, and animation.	3
219	Mobile Computing	211, 213	Study of mobile computing, covering mobile devices, mobile applications, and mobile networks.	3
220	Capstone Project	210-219	Final project where students apply their knowledge and skills to solve a real-world problem.	3

¹ <http://www.who.int/mediacentre/factsheets/fs104/en/>

2016 Fort Hare University Study Guide

**Andrea Caputo, Deborah Lock, Dieu
Hack-Polay**



2016 Fort Hare University Study Guide:

Proceedings of the University of Fort Hare Teaching and Learning Conference (UFHTL 2023) Thabisa Mayisela, Liezel Cilliers, 2024-06-18 This is an open access book Blended Learning as a Blueprint for Higher Education Transformation across the higher education landscape there is talk of consolidating the gains of COVID 19 and the leveraging of advances with blended learning to mitigate challenges and benefit student learning The main purpose of the colloquium is to explore the possibilities complexities and affordances of the Fourth Industrial Revolution 4IR in Higher Education in so far as they relate to teaching and learning This will be achieved through the interrogation of practices and experiences with respect to enablement enhancement and support of programmes and arrangements as well as students and lecturers practices and experiences ICEL2016-Proceedings of the 11th International Conference on e- Learning Prof. Dr. Rozhan M. Idrus and Dr Nurkhamimi Zainuddin, 2016 *The Guide to COIL Virtual Exchange* Jon Rubin, Sarah Guth, 2023-07-03 This is the authoritative guide to implementing COIL Virtual Exchange conceived and co edited by one of the originators of this innovative approach to internationalization Jon Rubin COIL the acronym for Collaborative Online International Learning is a central modality of what has come to be known as virtual exchange Since its first iteration in 2002 it has gradually established itself as a mature pedagogy that is being increasingly implemented across the world and is validated by a growing body of research COIL Virtual Exchange at its most essential is a bi lateral online exchange involving the integration of existing courses across two or sometimes more institutions that are geographically and or culturally distinct To launch a COIL VE course the instructor of a class at a higher education institution in one location links online with a professor and his or her class in another region or country Together their students engage and develop joint projects usually over a continuous five to eight week period Compared to the limited number of students worldwide who can engage in study abroad COIL VE potentially opens up more equitable and inclusive participation in international education and intercultural experiences to all students involves them in rigorous disciplinary and interdisciplinary studies and promotes close and constructive engagement with students with different cultural perspectives While many COIL courses are launched by individual instructors based on their research connections and online outreach they are being increasingly supported and led by dedicated COIL Coordinators who facilitate virtual exchanges and provide professional development This comprehensive guide covers COIL VE pedagogy provides examples of what takes place in the COIL classroom and explores what instructors and staff need to know to facilitate and support a variety of COIL courses across the curriculum It addresses how institutional stakeholders especially those in leadership positions can develop and embed a successful COIL initiative at their institution It offers varied perspectives of COIL viewed from different institutional and cultural vantage points from research universities community and technical colleges and university systems and describes how COIL VE is developing in five different world regions presenting eleven case studies The book concludes with a guide to thirteen global organizations that

support COIL and other forms of VE. Additionally, the book provides links to the COIL Connect for Virtual Exchange website <https://coilconnect.org> which includes an updated directory of organizations, an expanding database of faculty and institutions participating in COIL, and looking for partners, course templates, survey data, and case studies. This book offers faculty and administrators across the world, whether formally involved in international education, in service learning, and community engagement, or wanting to incorporate a cross-cultural perspective in their disciplinary courses, theoretical foundations, guidance on effective collaboration, and the strategic and pedagogical considerations to develop robust COIL/VE courses and programs.

Adoption and impact of OER in the Global South Cheryl Hodgkinson-Williams, Brazil Arinto, 2017-12-29

Education in the Global South faces several key interrelated challenges for which Open Educational Resources (OER) are seen to be part of the solution. These challenges include unequal access to education, variable quality of educational resources, teaching and student performance, and increasing cost, and concern about the sustainability of education. The Research on Open Educational Resources for Development (ROER4D) project seeks to build on and contribute to the body of research on how OER can help to improve access, enhance quality, and reduce the cost of education in the Global South. This volume examines aspects of educator and student adoption of OER and engagement in Open Educational Practices (OEP) in secondary and tertiary education, as well as teacher professional development, in 21 countries in South America, Sub-Saharan Africa, and South and Southeast Asia. The ROER4D studies and syntheses presented here aim to help inform Open Education advocacy, policy, practice, and research in developing countries.

Culture, philosophies and reforms in public administration for the globalizing world Edwin O.C. Ijeoma, Ogochukwu I. Nzewi, 2018-12-31

The aim of this scholarly collected work is to contribute to the scientific discourse on public administration in a globalised environment. The book reflects on governance challenges in South Africa and in Africa, with its point of departure being the master narratives, the so-called grand debates such as New Public Management, and specifically the role of technology. It also reflects on the so-called middle-range discourses concerning organisational level issues in government, e.g. leadership and work procedures, and explores new solutions to old governance challenges like corruption and service delivery. The uniqueness of this collected work lies in its ability to reflect on existing philosophies and practices in an innovative way. Through its multidisciplinary lens, the book opens up a new vision for the future of public administration in the South African context and on the African continent, not neglecting the current local, regional, and global environment. Until recently, globalisation was considered an entrenched world order, but international political events during the course of the past few years have resulted in one of the biggest challenges to its endurance in recent history. This includes developments such as the successful referendum in Britain to exit the European Union, highlighting the growth of a severe nationalist and protectionist agenda that may be a signal of the unravelling of the current globalism world order. These developments inspire deeper interrogation of the challenges to effective public administration globally, and the ripple effects in South Africa and Africa as a whole. Pointedly, it is evident that

ensuring the voice of citizens in policy decision making remains a critical governance challenge On the policy front there are perennial challenges of land reform service delivery and poverty while on the governance front corruption has metastasised with a growing culture of impunity and lack of accountability in leadership In the midst of growing corruption and more than 20 years into democracy South Africa's income inequality remains one of the highest in the world This setting constitutes the context of the research outcome published in this scholarly work

Students' participation in university governance in South Africa Vuyo Mthethwa, 2023-03-01 The purpose of this book is to examine the academic experiences of students who participated in university governance at South African universities Scrutiny is placed on the alignment of student representative council constitutions and university statutes with the actual experiences students had in discharging their roles in governance and in the way this impacted their academic progress Through a multi site case study design semi structured interviews were conducted with members of the student representative council who participated in university governance and supported by document analysis and observations to generate the data The study adopted Tinto's Integration Theory and Astin's Theory of Involvement as the two frameworks are based on the relationship between students extra curricular activity and their academic experiences The study invokes a greater awareness of students as major stakeholder in governance and informs policies and practices that may better serve students academic experiences The study will contribute to the understanding of cooperative governance principles while drawing from the perspective of the students on their understanding limitations and challenges in discharging their roles in university governance

Transforming Higher Education in Asia and Africa Fred M. Hayward, 2020-03-01 Drawing on over fifty years of on the ground experience Fred M Hayward's Transforming Higher Education in Asia and Africa analyzes change processes in higher education in eight Asian and African countries The twelve cases range from the push to upgrade and transform higher education in Afghanistan in the midst of a war to the successful struggle against apartheid in South African institutions as well as thwarted efforts in Sierra Leone and Madagascar Providing both practical lessons learned and hope for communities globally Hayward demonstrates that higher education change and even transformation which is more fundamental and structural can occur even in the most difficult environments Successful transformation requires well crafted strategic and budget plans with careful implementation monitoring and effective leadership at multiple levels Yet also critical are a commitment to human development a desire for freedom and belief in democracy and recognition that high quality higher education is essential to national development

Nationalism, Politics and Anthropology Ilana van Wyk, Jimmy Pieterse, 2022-02-28 In this book Ilana van Wyk and Jimmy Pieterse interrogate the question of political subjectivity and its role in the making of anthropology and anthropologists by revisiting the pitched battles between so called liberal social anthropologists and conservative nationalist volkekundiges in South Africa They pay particular attention to the social and cultural lives of two men who were central proponents of South African anthropology's two tales Kees van der Waal a former volkekundige and John Sharp once one of

volkekunde s fiercest critics Through a series of conversations with Kees and John they show that the issues that once divided a local field still animate the ways in which centres and peripheries of global anthropology relate to one another and to foundational questions about the discipline s epistemology and political positionality *International Environments and Practices of Higher Education* Andrea Caputo,Deborah Lock,Dieu Hack-Polay,2022-10-31 This book provides a critical review of the teaching practices in higher education in international contexts Sticky problems and debates about inclusivity diversity and cultural representation in the curriculum and classroom are explored through the eyes of the academics who negotiate complex teaching landscapes

Enhancing Education With Intelligent Systems and Data-Driven Instruction Bhatia, Madhulika,Mushtaq, Muhammad Tahir,2024-03-04 In the dynamic environment of education the traditional methods employed by educators are struggling to keep pace with the evolving needs of students in the 21st century The challenge lies in fostering an environment that not only engages students but also equips them with the skills essential for the modern world Teachers find themselves navigating a complex terrain where outdated pedagogical approaches fall short of unlocking the full potential of diverse learning styles and unique talents within their classrooms Enhancing Education With Intelligent Systems and Data Driven Instruction is a groundbreaking book that goes beyond the constraints of conventional teaching methods offering a comprehensive guide that inspires and equips educators with innovative tools and approaches From integrating innovative technology to cultivating collaborative learning environments the book provides a roadmap for educators to reimagine their teaching practices By embracing student centered approaches fostering diversity and utilizing digital tools effectively this book empowers teachers to transform their classrooms into dynamic hubs of inspiration motivation and empowerment

The Palgrave Handbook on Critical Theories of Education Ali A. Abdi,Greg William Misiaszek,2022-09-13 This handbook brings together a range of global perspectives in the field of critical studies in education to illuminate multiple ways of knowing learning and teaching for social wellbeing justice and sustainability The handbook covers areas such as critical thought systems of education critical race and racialization theories of education critical international global citizenship education and critical studies in education and literacy studies In each section the chapter authors illuminate the current state of the field and probe more inclusive ways to achieve multicentric knowledge and learning possibilities

Decolonising Colonial Education Mhango, Nkwazi Nkuzi,2018-09-24 This book on decolonising education chastises heartens and invites academics to seriously commence academic and intellectual manumission by challenging the current toxic episteme the Western dominant Grand Narrative that embeds espouses and superimposes itself on others It exhorts African scholars in particular to unite and address the bequests of colonialism and its toxic episteme by confronting the internalised fabrications hegemonic dominance lies and myths that have caused many conflicts in world history Such a toxic episteme founded on problematic experiments theories and praxis has tended to license unsubstantiated views and stereotypes of others as intellectually impotent moribund and of inferior humanity The

book invites academics and intellectuals to commit to a healthy dialogue among the world's competing traditions of knowing and knowledge production to produce a truly accommodating and inclusive grand narrative informed by a recognition of a common and shared humanity *Whose History Counts* June Bam, Lungisile Ntsebeza, Allan Zinn, 2018-11-29 Originally planned as a fact based book on the pre colonial history of the Eastern Cape in the true tradition of history this groundbreaking book focuses on epistemological and foundational questions about the writing of history and whose history counts Whose History Counts challenges the very concept of the pre colonial and explores methodologies on researching and writing history **Sustaining Quality Teaching and Learning to Instil Good Discipline and Academic Performance**

Afungmeyu Jane-Francis Abongdia, Vuyisile Mathew Ngoqo, 2018-12-19 This book presents an engaging as well as inspiring array of issues and insights drawn from the perspective of dialogic imagination aimed at quality teaching and learning experiences The authors passionately uphold their belief that the prevalence of good discipline and good academic performance are mutually interrelated and if these two prevail in the ecosphere of any classroom these can significantly enrich and enhance the quality of learning in any school settings Based on this South Africa has made huge strides towards improving the quality of education and people's lives However discipline and academic performance still lag behind due to the lack of quality teaching which also prevents the Department of Education from accomplishing its objectives Ironically this takes place at a time when the government has resolved to prioritise education among other important developmental issues To this effect this book explores how quality teaching and learning can ensure that discipline and academic performance prevail It shows that quality teaching and learning have the potential to determine discipline and academic performance particularly now that other disciplinary measures have been seen to be ineffective It is framed theoretically by the school improvement theory supported by Radical Constructivism and Critical Realism and uses case studies to highlight its findings The book shows that quality teaching and learning can free human potential and ensure that it is developed in line with democratic ideals and identifies the environment as playing an important role in ascertaining whether or not quality teaching and learning can determine discipline and academic performance in schools *Revisiting Environmental and Natural Resource Questions in Sub-Saharan Africa* Wilson Akpan, Philani Moyo, 2017-06-23 Based on case studies in Southern Africa West Africa and East Africa this book revisits some of the dilemmas and paradoxes associated with the development management and utilisation of environmental resources as well as lacklustre official handling of climate change related challenges in Sub Saharan Africa On the subject of natural resource exploitation in particular the book revisits scholarly debates and specific practices around compensation benefit and burden sharing local participation and space place dynamics It highlights fundamental ambiguities in the ways the dominant discourses and policy responses have been framed and mobilised and examines epistemic and ideational incongruences that have hobbled and sometimes negated the effectiveness of otherwise well intentioned interventions On climate change the book revisits debates around the vulnerability assets nexus

with regard to mitigation and adaptation as well as the intersection of climate information and livelihoods in agro based settings The contradictions gaps and limitations of climate change policies and strategies in different regions are re examined based on new data In the last few years the Environment and Natural Resources Working Group of the South African Sociological Association SASA has intensified efforts to go beyond the annual SASA Congresses and the production of journal articles in making the research agendas of its members more visible to the global scholarly and policy community This book is one result of such efforts It calls for a constant questioning of orthodoxies and the promotion of ethnographically sensitive and epistemologically nuanced scholarly and policy approaches to developmental challenges in Africa especially in relation to environmental resources and environmental change

Faith, Race and Inequality amongst Young Adults in

South Africa Nadine Bowers Du Toit, 2022-07-04 For many young South African adults often called born frees who were born just before or just after the demise of political apartheid the ongoing realities of poverty and inequality bring to light the question of whether they truly are free in contemporary South Africa Their lived experiences of poverty and inequality seem to be in conflict with theologically laden concepts that remain prominent in social and political life such as reconciliation forgiveness justice and restitution This leads to a bi directional process of contesting and being contested by such notions and discourses Furthermore in light of the double legacy of both the church and youth as resisting injustice this publication seeks to explore the many perspectives from which the Christian faith race and inequality amongst youth can be brought to light

Achieving Nelson Mandela University? Sibongile Muthwa, Denver A. Webb, 2024-08-20 South Africa's higher education sector is rooted in the country's divided past A significant State driven restructuring from around 1997 to 2005 resulted in what is largely the current configuration of public universities But just over two decades later for a variety of reasons the higher education sector in South Africa appears beset with numerous challenges Nelson Mandela University is one of the public universities that emerged from the restructuring process The university is in an ongoing state of evolution of becoming It developed out of the amalgamation of the University of Port Elizabeth Port Elizabeth Technikon and incorporation of the Port Elizabeth campus of Vista University as Nelson Mandela Metropolitan University in 2005 In 2017 it was renamed Nelson Mandela University after the world renowned statesman rather than the metropolitan area in which the university is primarily located The renaming was conceptualised as more than a marketing opportunity to rebrand the university but as an opportunity to reorientate the university to reposition Nelson Mandela University as an engaged and socially embedded university in the service of society striving to be the academic expression of the values and ethos of its iconic namesake Endeavouring to be something greater and different from the norm imbues its strategy public statements and practices The determination to achieve Mandela University serves or is intended to serve as both an organising principle and a lodestar A cross section of writers from different backgrounds situates Nelson Mandela University within the contemporary historical moment from which it emerged and examines its subsequent evolution While Nelson Mandela

University has performed the usual work expected of any university it has also sought to turn the university outwards to achieve a higher purpose framing itself as a values based university on a journey to become something else In Achieving Nelson Mandela University the university attempts to give an account of itself The book is an intellectual and scholarly reflection on where the university has come from and where it is seeking to go *Anchored in Place* Bank, Leslie, Cloete, Nico, 2018-11-05 Tensions in South African universities have traditionally centred around equity particularly access and affordability historical legacies such as apartheid and colonialism and the shape and structure of the higher education system What has not received sufficient attention is the contribution of the university to place based development This volume is the first in South Africa to engage seriously with the place based developmental role of universities In the international literature and policy there has been an increasing integration of the university with place based development especially in cities This volume weighs in on the debate by drawing attention to the place based roles and agency of South African universities in their local towns and cities It acknowledges that universities were given specific development roles in regions homelands and towns under apartheid and comments on why sub national place based development has not been a key theme in post apartheid higher education planning Given the developmental crisis in the country universities could be expected to play a more constructive and meaningful role in the development of their own precincts cities and regions But what should that role be Is there evidence that this is already occurring in South Africa despite the lack of a national policy framework What plans and programmes are in place and what is needed to expand the development agency of universities at the local level Who and what might be involved Where should the focus lie and who might benefit most and why Is there a need perhaps to approach the challenges of college towns secondary cities and metropolitan centers differently This book poses some of these questions as it considers the experiences of a number of South African universities including Wits Pretoria Nelson Mandela University and especially Fort Hare as one of its post centenary challenges Critical Social Work Studies in South Africa Annaline Keet, Nevashnee Perumal, Veonna Goliath, 2022-11-18 Critical Social Work Studies in South Africa Prospects and Challenges is a convergence of 18 critical Black African minds from various South African universities who challenge the hegemonic status quo in society In this collection of conceptual and empirical papers each author tells a compelling story with common themes that are firmly rooted in advancing decolonial knowledge This book covers pertinent issues in social work practice and education ranging from rethinking parenting roles utopian notions of family mediation practice in relation to unmarried fathers to race and landlessness The book contains practical suggestions in respect of decolonising the self as well as social work curricula in higher education In addition Critical Social Work Studies in South Africa Prospects and Challenges delves into trusting relationships as cornerstones to effective supervision centring African spirituality in social work economic emancipation of Black women cultural trauma as well as drug abuse prevention Based on the range of themes this book would benefit social work practitioners students academics social activists and anyone who is curious to understand

how decoloniality may be operationalised in social work Mintirho ya Vulavula Jabulisile Mhlambi, Sandile Ngidi, 2021-04-19 Mintirho ya Vulavula Arts National Identities and Democracy examines the role of arts and culture in development and specifically its value in consolidating our nascent democracy and in facilitating the transformation of South African society Contributors to this edited volume interrogate the role of arts culture and heritage from a transdisciplinary perspective enriched by the cross generational perspectives offered by young and older artists cultural practitioners activists and scholars Authors also offer some policy recommendations on how the contribution of arts and culture to social cohesion and nation building can be enhanced

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