



Quality Education for the Real World



# GRETSA UNIVERSITY

## PROPOSED CURRICULUM FOR BACHELOR OF ARTS IN COMMUNITY DEVELOPMENT

SUBMITTED TO  
THE COMMISSION FOR UNIVERSITY  
EDUCATION

This Degree Programme Was  
approved by the Commission for  
University Education on:

07 MAR 2014

Authorized Signature

MARCH 2014

LB 2383

45

C.2

## **2.0 THE CURRICULUM FOR THE PROPOSED BACHELOR OF ARTS IN COMMUNITY DEVELOPMENT**

### **2.1 TITLE OF THE PROPOSED PROGRAMME**

The title for the proposed programme shall be **BACHELOR OF ARTS IN COMMUNITY DEVELOPMENT**

### **2.2 PHILOSOPHY OF THE SCHOOL**

The school of Education, Humanities and Social Sciences, Gretsia University, helps in training and developing professionals who are well equipped in seeking solutions to the diverse, ever emerging social challenges in the specialized fields of Education, Counseling Psychology, Social work and Community Development. Our goal is to improve human understanding through innovative programs and activities that emphasize the creative use and integration of human effort, technology, and problem solving.

#### **Mission**

The School of Education, Humanities and Social Sciences at Gretsia University seeks to change attitudes, habits, ways of thinking, change in relationships among people, change in the level of knowledge and intellectual advancement of people.

#### **Vision**

To be a center of knowledge geared towards raising the economic and social levels of its people by helping the community to solve some of the problems which it feels are existent.

## **2.3 RATIONALE OF THE PROGRAMME**

### **2.3.1 Situation Analysis**

The presence of social problems in the society is a reality. Current world dynamics of cultural and social change and diversity, technological advancement, globalization and others continue to make such social challenges to be more complex and intertwined. It is eminent nowadays that each community faces unique problems that may only be clearly understood by the community members themselves. It is important therefore to train personnel who will be able to tap for solutions within the community. This is by bringing together the wealth of knowledge and experience within a community which, if used in creative ways, can be channeled into collective action to achieve the communities' desired goals. These are graduates who are able to make initial general diagnosis and intervention.

### **2.3.2 JUSTIFICATION OF THE NEED OF THE PROGRAMME**

At independence in 1963, Kenya like other former colonial territories, set out to meet the expectation of the people in terms of development. About 80percent of the Kenyan population lived and derived their livelihoods from agriculture. These communities suffered interrelated problems of poverty, insecurity, poor housing, poor infrastructures, poor service delivery as well as a myriad of other issues. The communities lagged behind in terms of social- economic development. There was therefore the need for the government to try and address these issues.

The Kenya Government initially adapted the top-bottom approach to development but later realized this approach was not really working. The government projects and initiatives were being rejected by the communities. The approach was not effective in bringing about the desired social change and development. The communities felt that the Government was imposing itself on them and come up with development projects which the communities felt were really not their priorities. The Programmes and projects initiated by the government therefore failed to bring about the much expected development of the Kenyan communities.

The government later came up with the bottom- top approach whereby the people in communities themselves identified their priority projects and the government would help these communities realize their objectives and help them address some of their challenges.

To be able to do this, the Government felt the urgent need to train people in handling community development issues so as to bring about sustainable, meaningful, positive change and development in the lives of the communities. Community development course is therefore relevant in Kenya and justified as the government has to train personnel and experts in the area of community development to realize social- economic development of the communities and hence develop the whole Kenyan nation.

## **2.4 GOAL OF THE PROGRAMME**

The program aims to promote education by introducing new skills and occupations so as to raise rural and urban communities to higher levels of economic organization and arouse enthusiasm for new knowledge and to improve standards of living in the community.

## **2.5 EXPECTED LEARNING OUTCOMES OF THE PROGRAMME**

By the end of the programme, the learner will be able to

1. Analyze the productivity and the income of the rural and urban population through self-help projects in agriculture and other industries.
2. Describe people's diverse intrapersonal and interpersonal dimensions.
3. Apply the scientific methods in problem identification, analysis, diagnosis and intervention.
4. Critically trace the major influences that have informed social sciences thought, development, and scope in the world in general and Kenya in particular.
5. Strengthen communities by providing them with skills necessary for initiating and carrying on development projects and to improve social, economic and political integration in Kenya.
6. Conduct research in a relevant area of research.

7. Accelerate the production and increase of family income from agriculture, local industries or involve communities in any other income generating initiatives
8. Develop qualities and skills of youth and women leadership so that they can be helpful in the development of the community.

## **2.6 MODE OF DELIVERY OF THE PROGRAMME**

### **2.6.1 Mode of study**

Students may study through full-time, part-time or distance learning. A student who wishes to change his/her mode of study is required to make an application through the major Department and Faculty for approval by the Academic Committee. Applications are considered only once at the end of the academic year. An individual student is allowed to change only once.

#### **2.6.1.1 Full time mode (FT)**

Full-time mode of study is when a student is registered for a minimum of 6 courses of three credit hours each an equivalent of 18 credit hours per semester. The student is basically on a full load of class work. He/she attends scheduled classes on a regular daily basis.

The full-time mode of study is suitable for young high school graduates.

#### **2.6.1.2 Part-time mode (PT)**

Part-time mode of study is when a student is registered for a minimum of 6 courses of three credit hours each an equivalent of 18 credit hours per semester. The student is basically on a full load of class work. He/she attends scheduled classes in the evening and weekends on a regular daily basis.

The part-time mode is suitable for employed people who may not have adequate time to attend full-time classes.



### **2.6.1.3 Distance Learning Mode (DL)**

The distance learning mode of study is when a student is registered for coursework but does not attend classes on a regular basis. He/she studies at home. Students are guided through various course units using written instructional materials, assignments, continuous assessment and tutorials.

Distance learning mode is structured to cater for candidates who possess post-high school certificates, diplomas or degrees in various fields and wishing to further their academic qualifications. It is therefore, essentially an upgrade mode. It is not suitable for direct entry young candidates who do not possess previous tertiary level educational experience.

## **2.7 ACADEMIC REGULATIONS**

A candidate must satisfy the prescribed Gretsia University requirements. All students registered at Gretsia University shall be expected to take the University common courses. Exemptions will be granted by the department where appropriate. The University common courses shall be integrated with other courses for the degree programme in which the student is registered.

### **2.7.1 Admission Requirements**

Subject to regulation 2.7 above, for admission to the school of Education, Humanities and Social Sciences, a student MUST have any of the following as minimum qualifications:

- i) KCSE, with a C+ or its equivalent.
- ii) KCSE, with a C plain or equivalent, plus a relevant diploma or equivalent from a recognized post secondary education.
- iii) KACE or EAACE certificate with two principal passes or equivalent.
- iv) A degree from a recognized university or its equivalent.