



Graduation Programme

The Future. Reimagined.





Dear UJ Graduate

At the University of Johannesburg (UJ), graduation not only signifies an academic milestone but also represents the emergence of a new cohort of leaders. Our objective has been to empower you as leaders who are primed to face the challenges of an ever-changing world defined by a plethora of challenges and opportunities. As you navigate these great societal shifts, we hope that your time at UJ will serve as a constant source of reference and inspiration. As we have sought to demonstrate, the Fourth Industrial Revolution (4IR) presents the opportunity for the exploration of new and exciting spheres, and you are uniquely poised to navigate this terrain. Our focus at UJ has been to create graduates who are agile, curious, and able to be active participants against this backdrop.

Your graduation today serves as a celebration of this momentous achievement! I want to take this opportunity to remind you that you now represent the privileged few in our country. You are uniquely poised to address some of the serious challenges we face and a qualification from UJ will stand you in good stead!

At UJ, you have encountered the finest academic minds from diverse backgrounds, spanning across the world as well as innovative technology-rich approaches to teaching and learning. As a result, UJ's global stature and academic robustness are recognised by the most prestigious global higher education ranking systems in the world. UJ has become a competitive player, not only in South Africa but also on the continent. You are an important part of this story.

We welcome you as a new member of our esteemed alumni community, which is making a lasting impact on society. We encourage you to join the UJ Alumni Network and become an active member of the University Convocation, which affords you an opportunity to make a significant contribution to our academic projects and beyond. Our promise in return to you is that we will continue to build UJ as an international university of choice, anchored in Africa, dynamically shaping the future.

Congratulations on this significant achievement. We look forward to witnessing you reimagine the future!

Prof Letlhokwa Mpedi
Vice-Chancellor and Principal
University of Johannesburg

**Welcome to the
Graduation Ceremony of the
University of Johannesburg
24 April 2023 at 16:30**

**Welkom by die
Gradeplegtigheid van die
Universiteit van Johannesburg
24 April 2023 om 16:30**

**Le a Amogelwa
Moletlong wa Dikapešo wa
Yunibesithi ya Johannesburg
24 Moranang 2023 ka 16:30**

**Niyamukelwa
eMcimbini wokweThweswa kweZiqu
weNyuvesi yaseJohannesburg
24 kuMbaso 2023 ngele-16:30**

UNIVERSITY OF JOHANNESBURG

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BA Ed (UNISA), BEd Hons, MEd (RAU), DEd (UJ)

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Prof K Naidoo

BA, BA Hons, MA (UDW), DTE (Unisa), PhD (Manchester, UK)

FACULTY OF LAW

Prof W Domingo

B SoSc (UCT), LLB (UWC), LLM (Columbia, USA),
SJD (Wisconsin-Madison, USA)

FACULTY OF SCIENCE

Prof R Meijboom (Acting)

M (Groningen, Netherlands), PhD (UCT)

DEAN

JOHANNESBURG BUSINESS SCHOOL

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BSc, BSc Hons, MSc (UWC), BBA Hons,
MBA (SUN), MCom (NWU), PhD (UWC)

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Mr M Manana

Ms L Mateza

Dr A Mokoena

Ms N Molope

Prof LG Mpedi

Mr LM Mpunzi

Ms NP Mvubu

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Ms JA Schreiner

Prof A Strydom

Mr T Thobejane

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Mr LM Mpunzi

GAUDEAMUS IGITUR

Gaudeamus igitur,
Juvenes dum sumus;
Post iucundum iuventutem,
Post molestam senectutem
Nos habebit humus.
Vivat academia,
Vivant professores,
Vivat membrum quodlibet,
Vivat membra quaelibet;
Semper sint in flore!

English

Let us rejoice, therefore,
While we are young.
After a pleasant youth
After a troubling old age
The earth will have us.
Long live the academy!
Long live the professors!
Long live each student;
Long live the whole fraternity;
For ever may they flourish!

Sesotho sa Leboa

Ka gona, a re thabeng,
Re sa le ba bafsa.
Ka morago ga bofsa bjo bo bose
Ka morago ga go tšofala mo go nago
le mathata
Lefase le tla ba le rena.
Phela thuto phela!
Phelang diprofesa phelang!
Phelang baithuti phelang;
Phela kagišano ka botlalo phela;
O ka re ba ka phela gabotse
goyagoile!

Afrikaans

Laat ons dan vrolik wees,
Terwyl ons jonk is;
Na 'n aangename jeug.
Na 'n onaangename oudag,
Sal die aarde ons hou.
Lank lewe die universiteit,
Lank lewe die professore,
Lank lewe elke student,
Lank lewe al die studente,
Mag hulle vir ewig hul jeug behou!

Zulu

Ngakho, masithokoze
Sisebasha nje.
Emva kobumnandi bobusha
Emva kwezinkinga zobudala
Umhlaba uzosithatha.
Phambili ngemfundo!
Phambili boSolwazi!
Phambili nakuwe mfundi;
Phambili ngenhlangano yonke;
Maziqhubeke ngonaphakade!

FACULTY OF EDUCATION

QUALIFICATIONS

1. Postgraduate Certificate in Education: Further Education and Training Teaching

Alexander, Nakeisha Loulita

Chephane, Nobelungu

Dube, Prince Unathi

Dwayisa, Zukile

Fortuin, Mapula Suzan

Ganesh, Arysha Talia (with distinction)

Gumede, Philile

Hlako, Peguel Ngoako

Khesa, Maikemisetso Norah

Komane, Mmaseepe Dineo Proven

Luruli, Mulalo Godfrey

Mabe, Makota Charllot

Mabhena, Innocent Vannessa

Machabaphala, Tshenolo Yvette

Magakoe, Pleasure Tshegofatso

Mahlangu, Anna

Mahlatji, Pabalelo

Maja, Gift Chonka

Makhado, Ndivho

Makhura, Mahlatse Rivaldo

Makubung, Reneilwe

Makudubela, Ramaite Konothana

Manyatshe, Dakalo
Maredi, Dineo
Maringa, Katekani
Marobela, Karabo Caroline
Mashabela, Desiree
Masilela, Lindiwe Themline
Masina, Ayanda Lebohang
Mathekga, Kgadi Athalia
Matotoka, Tsepo Alfred
Mbatha, Nqobile Thangithini
Mcwabeni, Makgotso Philipine
Mogano, Rachel Manosi
Mokgale, Kgudiso
Mokwape, Girly Seemole
Molaba, Mokgethoa Ramathabathe
Moloto, Tsibishi Joanes
Molwele, Obakeng Nkele
Mothapo, Lina Sebasa
Motsileng, Olivia
Mtshali, Lungile
Mukovhanama, Zwivhuya Malvern
Naledzani, Omphaho
Ncube, Silence Senki
Ndhlovu, Adam Matela
Ndlangamandla, Zwelakhe Mactosh
Nemutanzhela, Rabelani Mathews
Nhleko, Nokukhanya
Nkhumane, Thapedi
Nkuna, Pfumelani
Ntloko, Abongile Ngwekazi

Ntuli, Musa Thabo
Osunsanmi, Foluso Oluwagbemiga
Pharamela, Umpha
Phukubye, Mahlatse
Poto, Basetsana
Radebe, Bathabile Nomsa Jacqueline
Ragolane, Glenda
Rammekoa, Carmelia Karabo (with distinction)
Ratadi, Sharon Tlou
Selahle, Faith Fiya
Selokela, Tshepang Denzel
Seshoka, Ephodia Eulender
Sheik, Farah
Sithole, Nsovo Petunia
Theka, Consley
Thobejane, Khutso
Zandamela, Christinah
Zwana, Sindiswa Mukelwa

2. Bachelor of Education: Intermediate Phase Teaching

Ally, Sauda
Amir, Ammaarah
Bagus, Zahirah
Buthelezi, Thulile Precious
Cuphane, Chantelle Nothabo
Gumbi, Gcinile Herrima
Gumede, Noxolo Prudence
Hannamon, Aaliyah

Hlatshwayo, Thembi Promise
Isaaks, Caitlin Jouelle
Jansen, Carlyn Shaylen
Kangulu, Mumbi Mukulu
Khanyile, Nomnotho Bongiwe
Khoza, Sibongile Jilda
Khumalo, Nokubonga Sylvia
Khumalo, Silindile
Khumalo, Sithuthukile Nolwazi
Kunene, Siboniso Sakhile
Kunene, Sinothile Siyamthanda
Kutu, Pholoso
Lebese, Thokozile
Lekgwakgwe, Kamogelo William
Lekwa, Walter Tshoganyetso
Leopeng, Matlhogonolo
Louw, Aszner
Mackay, Enya Chante
Magagula, Zama Samantha
Mahlalela, Lwazi Innocent
Mahlasela, Nonhlanhla Cherity
Majeng, Omphile Hyperthia
Makaringe, Tsakani Ntabasi
Makena, Sherin Mmamakgoa
Malatji, Madikomo Olivia
Malinga, Samukelisiwe Precious
Mampane, Tshepiso
Manack, Aa'ishah
Manganye, Dumisane Lawrence
Manganye, Francina Tinyeko

Marakalala, Ofentse Milanda
Maseko, Thobile Octavia
Masemola, Modie Fridah
Mashego, Nareadi Eunice
Mashinini, Tholwana
Matinka, Dimpho Carol
Matjomane, Mpho Botseetsa
Matshidiso, Tsholofelo
Matsitsi, Tshegofatso
Mbedzi, Evidence Pfanelo
Mbele, Jabulile Innocencia
Mbuli, Andile
Menyatsoe, Oarabile
Mhlaba, Zamkelekile Emihle
Mhlungu, Anneta
Mkhonza, Nompumelelo
Mmethi, Nonhlanhla Suzan
Mnene, Mikateko Faith
Moeng, Lerato Carol
Mokhoenyana, Tolamo Thelma
Moleko, Nthabiseng Margret
Moloi, Boitumelo Sandra
Molokomme, Kgothatso Tlou
Mosiamedi, Mbali Urshla
Moswane, Mahlogonolo
Motlhabane, Mpho Tshepo
Mpanza, Gugu Angel
Mpunwana, Mpho Elizabeth
Mthimkhulu, Samukelesiwe
Mtshali, Xolile Nqobile

Ndimma, Mpimo
Ndlovu, Palm Ziyanda
Ndzaba, Akhona
Ngobeni, Shaun Nkateko
Ngobese, Khethelo
Nkale, Ofentse Messiah
Nkomo, Rekopane
Nkuna, Karabo Geneva
Nkuna, Mkateko Carol
Nkuna, Princess Eneth
Nongubo, Noluthando
Ntshayintshayi, Tina
Ntsonyana, Deliwe
Nxumalo, Khayelihle
Nxumalo, Seluleko
Nyathi, Esther
Oageng, Goweditswe Princess
Ramaphoko, Koketso Desiree
Ramatlhape, Boitshepo Merine
Ramotsoela, Seapehi Annah
Rampho, Lerato Patronel
Sebasa, Bonolo Dikolobe
Selowa, Meyagabo Nita
Sibanyoni, Zinhle Natasha
Sicavele, Ntswaki
Sisimogang, Thato Donald
Sithole, Tlangelani Flavia
Sithole, Zanele Queeneth Khayalakhe
Sukazi, Londeka Seluleko
Tshabalala, Andile Sibongokuhle

Tshesane, Rejoyce Tshwanelo
Tshiane, Bulelwa Lebohang Maggy
Tshikonwane, Talifhani
Vundla, Karabo
Zimu, William Matlala Boitumelo

3. Bachelor of Education Honours: Education Leadership and Management

Antwi, Frederick
Chabalala, Lopang Magdeline
Chetty, Kathy
Cohen, Melissa
David, Shihepo
Dube, Nkosinesisa
Elliott, Gary William
George, Sherronay Jannene
Jomo, Elmon Masane
Kamole Totoum, Dimakatso Balekane
Kruger, Kevin Daniel
Kruger, Lynn
Lahlula, Ntombikayise Constance
Mahlangu, Nonduduzo
Malherbe, Jemima Maria
Manzini, Bongane Sydwell
Masuku, Thandeka Pretzy
Mills, Helen
Molefi, Siileng Magret
Momanyi, Zainabu Marucha

Mondlane, Joaquim
Mpangane, Macduff Nkosinathi
Mubi, Sybil Lamly
Nass, Conan Bernard
Ndebele, Tshidi Sharon
Ndlela, Nompilo Pearl
Nkoana, Tshiamo Fortune
Ntobaki, Thato
Papudi, Mpono Ronny
Shongwe, Tsheliwe Yvonne
Smith, Ivan
Steenkamp, Stephanie
Thorne, Kimberly Lezli
Van Den Aardweg, Heather Mandy
Wilson, Leigh Anne

4. Doctor of Philosophy in Education

Chanetsa, Tarisai

Thesis: Textbook analysis as a form of science teacher PCK development in the teaching of nature of science

Supervisor: Prof UD Ramnarain

Chikunda, Plaxcedes

Thesis: Curriculum transformation in teacher education in Zimbabwe: The case of sociology of education at a selected institution

Supervisor: Prof SM Motala

Co-supervisor: Prof AP Ndofirepi

Hlatshwayo, Manzini Samson

Thesis: Using a learning progression for the particle model of matter as a scaffold for teachers in enacting classroom formative assessment practices

Supervisor: Prof UD Ramnarain

Mncanca, Mzoli Steve

Thesis: The nature and scope of male caregivers' involvement in the family and school lives of foundation phase learners from selected township schools

Supervisor: Prof S Ramsaroop

Co-supervisor: Prof NF Petersen

Moosa, Sumayya

Thesis: The development of TPACK-P proficiencies of FET Physical Sciences teachers in the Johannesburg region

Supervisor: Prof UD Ramnarain

Venter, Dirk Johan

Thesis: The relationship between instructional leadership and emotional intelligence of principals and their association with the professional development of teachers in Gauteng

Supervisor: Prof BR Grobler

Co-supervisor: Dr SR Naicker

Chanetsa, Tarisai (PhD)

Tarisai Chanetsa obtained her first degree, a Bachelor of Science general, from the University of Zimbabwe in 2006. From there she completed a PGCE in 2012, an Honours in Science Education in 2013, and a Master of Education in 2015, all with distinction from the University of Johannesburg. Tarisai has been a teacher of Mathematics and Science for the last 15 years.

This study investigated textbook analysis as a professional development tool to support high school sciences teachers' understanding and pedagogical content knowledge (PCK) development in the teaching of Nature of Science (NOS). Following a pragmatist paradigm, the qualitative study initially sought to find out teacher understandings of NOS and PCK for NOS through a needs analysis. This was followed by needs-oriented teacher training on NOS, carried out online due to COVID-19 restrictions. Findings of the study revealed that explicit approaches to teaching NOS, such as textbook analysis, improved NOS understanding and PCK for NOS among in-service teachers. Contributions of this study include the development of an integrated NOS framework, a lesson observation schedule to document PCK for NOS and recommendations for the use of textbook analysis as a tool for professional development programmes to enhance NOS understanding.

Supervisor: Prof UD Ramnarain

Chikunda, Plaxcedes (PhD)

Plaxcedes Chikunda graduated from Belvedere Technical Teachers' College in 1991. She obtained a BEd (English) degree from the University of Zimbabwe in 1995 and taught English in several secondary schools over the period 1991 to 2010. In 2009, she obtained her MEd (Sociology of Education) degree at the Midlands State University. From 2010 to 2012, she was a Sociology of Education lecturer at Belvedere Technical Teachers' College and then Gweru Polytechnic College. She has been employed as an academic staff member in the Educational Foundations Department, Faculty of Education, at the Great Zimbabwe University since 2013.

Conducted in the context of Education for Sustainable Development, this study was guided by the Cultural Historical Activity (CHAT) theory, cognitive justice ideas and curriculum decolonization perspectives to explore how a revamped Sociology of Education course could contribute to the revitalization of foundational teacher education courses in Zimbabwe. The findings reveal that the Sociology of Education course does not connect with the Competence-Based Education curriculum framework in Zimbabwe because it has little regard for conventions such as the African Agenda 2063 and the United Nations Agenda 2030. The study makes two original contributions. First, the expansive learning methodology of CHAT enabled the researcher to discover how mediation tools could be adopted to guide a curriculum transformation process. Second, the candidate critically analysed existing literature and proposed a heritage-based Sociology of Education framework. Two articles from this research have been published in accredited international journals.

Supervisor: Prof SM Motala

Co-supervisor: Prof AP Ndofirepi

Hlatshwayo, Manzini Samson (PhD)

Manzini Samson Hlatshwayo matriculated from Bantfwabetfu High School in 1987. He obtained a BSc degree from University of Zululand in 1991 and taught in several secondary schools over the period 1992 to 2020. He obtained his Higher Education Diploma in 1995 and BEd degree in 1999, all from UNISA. In 2005, he was awarded the Postgraduate Diploma in Public Management from Regenesys, and the BEd (Honours) degree (*cum laude*) from North-West University in 2011. In 2016, he obtained his MEd degree from the University of Johannesburg. Since 2020, Manzini has been employed by St Stithians College as Deputy Head of the Thandulwazi Maths and Science Academy.

This research investigated the use of learning progression for the particle model of matter as a scaffold for teachers in enacting classroom-level formative assessment practices. Data were generated via questionnaires administered to learners, interviews with teachers, and lesson observations. Findings show that teachers' knowledge and understanding of formative assessment and learning progression were enhanced by participation in professional teacher development. They also show that teachers' understanding of formative assessment improved their pedagogical skills. This study's contribution was in confirming that teacher-centred teaching approaches were less effective in teaching learners for understanding and that subject specific professional teacher development had a positive impact on teachers' pedagogical skills.

Supervisor: Prof UD Ramnarain

Mncanca, Mzoli Steve (PhD)

Mzoli Steve Mncanca matriculated from Kusile High School in the Eastern Cape in 2004. He obtained his Bachelor of Education degree from the University of Fort Hare in 2009. He worked as a primary school teacher for two years before moving to Australia in 2012, where he worked as an education programme coordinator for Global Alliance for Peace, a non-profit organisation based in the State of New South Wales. In Australia, he obtained a Master of Education degree from the University of Newcastle in 2015. On his return to South Africa, Mzoli was soon recruited by the National Education Collaboration Trust (NECT) to coordinate national projects on community participation in education. Since 2018, he has been lecturing in the Department of Early Childhood Education at the University of South Africa. He is also an executive member of the South African Research Association for Early Childhood Education (SARAECE).

This study examined the multifaceted nuances of how fathers and father figures nurture young children while simultaneously supporting their educational progress during the Foundation Phase. A partially mixed, sequential explanatory design with a dominant qualitative phase was adopted. The data were derived through focus groups, individual interviews, stimulated recall drawings, and a survey. The fatherhood ideals conceptual framework and the ecological systems theory provided lenses through which the findings were interpreted. Qualitative thematic analysis revealed that fathers and father figures play a significant role in supporting school progress, holistic child

development and general wellbeing. However, inferential statistical analysis indicated that men's involvement in the socialisation and schooling of young children was notably low when using normative measures of parental involvement. The study's main contribution is in accentuating the inadequacies of assessing working-class black men using dominant middle-class ideals of parental involvement. An article emanating from the study has been published.

Supervisor: Prof S Ramsaroop

Co-supervisor: Prof NF Petersen

Moosa, Sumayya (PhD)

Sumayya Moosa obtained a BEd degree from the University of the Witwatersrand in 2000. She registered for an MEd in Science Education at the University of Johannesburg and completed this degree in 2015. Sumayya is currently employed as a Physical Sciences and Technical Sciences subject advisor at the Gauteng Department of Education, where her position requires her to support and empower teachers to implement the curriculum.

The candidate's research involved firstly capturing, portraying and developing the technological pedagogical content knowledge-practical or TPACK-P proficiency levels of Physical Sciences teachers using an empowerment evaluation approach. Secondly, the candidate investigated and determined the impact of teachers' attitudes and beliefs on their behavioural intentions to integrate ICT into their lessons. This study adopted a mixed-methods, case study design within a pragmatic research paradigm. Data were generated from questionnaires, interviews and classroom observations. The findings indicate that empowerment evaluation as a professional development approach positively impacts teachers' TPACK-P proficiency levels as well as their behavioural intentions to integrate ICT into their science lessons. This study contributes to the body of knowledge on the emerging role of empowerment evaluation in teacher development, especially in enhancing the TPACK-P competencies of teachers.

Supervisor: Prof UD Ramnarain

Venter, Dirk Johan (PhD)

Dirk Johan Venter matriculated from Hoërskool Kempton Park in 1977. He obtained a BSc (Ed) degree from the Rand Afrikaans University in 1983 and a BEd Honours degree, specialising in School Management from the Potchefstroom University in 1993. He taught in several public secondary schools from 1986 to 1997 and has been a principal in numerous independent schools for the last 24 years. He obtained a Master's degree in Education Leadership and Management, with distinction, from the University of Johannesburg in 2017.

This quantitative study explored the relationship between the instructional leadership and emotional intelligence of principals and their association with the professional development of teachers in one Gauteng school district. Three data collection instruments were employed, namely The Emotional Intelligence Appraisal, the Principal Instructional Management Rating Scale questionnaire, and the Professional Learning Communities Assessment. Factor analysis as well as correlation techniques of mediation and moderation analysis was employed. The findings indicate that principals used behaviours associated with instructional leadership and exhibited above-average levels of emotional intelligence. Teachers maintained that principals showed a high level of instructional leadership and were directly involved in creating a culture of collaboration and support, which had a positive effect on, and supported, professional teacher development. This study's unique contribution was to show the direct and indirect effects of the various underlying factors present in emotional intelligence and instructional

leadership and their association with professional teacher development.

Supervisor: Prof BR Grobler

Co-supervisor: Dr SR Naicker

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National Anthem of South Africa

Nkosi sikelel' Afrika
Maluphakanyisw' uphondo lwayo,

Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba sa heso,
Setjhaba sa South Afrika - South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.