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Makerere University  
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## **TRISTIAN BRENNAN**

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Kenya Gazette World Bank Publications  
This book, written by authors representing 12 countries and five continents, is a collection of international perspectives on distance learning and distance learning implementations in higher education. The perspectives are presented in the form of practical case studies of distance learning implementations, research studies on teaching and learning in distance learning environments, and conceptual and

theoretical frameworks for designing and developing distance learning tools, courses and programs. The book will appeal to distance learning practitioners, researchers, and higher education administrators. To address the different needs and interests of audience members, the book is organized into five sections: Distance Education Management, Distance Education and Teacher Development, Distance Learning Pedagogy, Distance Learning Students, and Distance Learning Educational Tools.

*Gender and Practice* East African Publishers

The Kenya Gazette is an official publication of the government of the Republic of Kenya. It contains notices of new legislation, notices required to be published by law or policy as well as other announcements that are published for general public information. It is published every week, usually on Friday, with occasional releases of special or supplementary editions within the week. [Sharing Knowledge, Transforming Societies](#) Univ of California Press  
The Kenya Gazette is an official publication of the government of the Republic of Kenya. It contains notices of

new legislation, notices required to be published by law or policy as well as other announcements that are published for general public information. It is published every week, usually on Friday, with occasional releases of special or supplementary editions within the week.

*Kenya Gazette* Dorrance Publishing

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Who is She in Uganda African Books Collective

About the Book This book is an autobiography in which Judge Nsereko narrates the story of his journey from Nabinene, his home village in rural Uganda, to The Hague, the legal capital of the world. It also gives an overview of his scholarly activities and professional experience. It is a fascinating story, replete with anecdotes, including those of

life under successive despotic regimes since Uganda's independence. It is testimony to the value of good education and hard work, to the power of resilience and to the inestimable grace of God. It is also proof to the truth that it is not how you start but how you end that ultimately matters. About the Author Daniel David Ntanda Nsereko served as Judge of the Appeals Chamber at the Special Tribunal for Lebanon (STL), in The Hague, Netherlands, from 2012 to 2023. Prior to joining the STL, Nsereko also served as Judge of the Appeals Division at the International Criminal Court (ICC), also in The Hague. Before his election to the ICC, he was Professor of Law at the University of Botswana where he served as Head of the Department of Law for eight years. He also taught law at Makerere University in Uganda and at the University of British Columbia in Canada as Owen Brown Visiting Professor of Law. At the time of his election as Judge of the ICC, he was a List Counsel, a lawyer admitted to represent accused persons and victims before the Court. Whilst at the STL, Judge Nsereko was elected member of the Advisory Committee on Nominations of Judges,

which vets candidates and advises States Parties to the Rome Statute on their suitability for election as judges of the ICC. He served on the Committee for six years. He is a distinguished scholar, particularly in the fields of international law, international criminal law and human rights. He is also an advocate and has practised law in Uganda.

Oral Literature for Children kassel university press GmbH

This book advances an in-depth, comprehensive analysis of flagship universities in Africa – the largest, most selective, and most prestigious universities on the continent. The book draws on a range of country-specific case-studies, including Botswana, Egypt, Ethiopia, Ghana, Kenya, Mauritius, Nigeria, Senegal, Tanzania and Zambia, to explore a range of issues associated with flagship universities and their role in higher education in Africa. . Newly-established institutions in new nation states, and states emerging from conflict, often rely on these flagship universities to train their academics, and build their intelligentsia; flagship universities are thus capacity-builders and trend-setters in their

respective countries and sub-regions. This volume brings together a range of scholars to celebrate the impact, influence and contributions of African universities, not only within Africa, but across the globe. The book will be of great significance to students and researchers in the field of education, particularly those with an interest in sociology and politics of higher education.

*Accessions List, Eastern Africa* APH Publishing

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**Uganda's Fundamental Change** African Books Collective

Makerere University was first established as a colonial university and its challenge is to consolidate and improve on previous bold reforms. The Partnership for Higher Education in Africa commissioned case

studies of higher education provision in Tanzania, Uganda, Kenya, Mozambique, Nigeria, Ghana and South Africa, as part of its effort to stimulate enlightened, equitable, and knowledge-based national development, and to provide guides to understanding. Makerere University has shown tremendous resilience from its establishment as a colonial university, through the economic hardships, political instability and mismanagement that began in the 1970s. It has embarked on an impressive road to recovery involving numerous bold reforms. The challenge now is to harness, sustain, improve and consolidate these changes. In association with Partnership for Higher Education in Africa; Uganda: Fountain Publishers *Scholars in the Marketplace. The Dilemmas of Neo-Liberal Reform at Makerere University, 1989-2005* Higher Education in Africa

In June 2016, the Norwegian Programme for Capacity Development in Higher Education and Research for Development (Norhed) hosted a conference on the theme of knowledge for development in an attempt to shift the focus of the programme towards its academic content.

This book follows up on that event. The conference highlighted the usefulness of presenting the value of Norheds different projects to the world, showing how they improve knowledge and expand access to it through co-operation. A wish for more meta-knowledge was also expressed and this gives rise to the following questions: Is this way of co-operating contributing to the growth of independent post-colonial knowledge production in the South, based on analyses of local data and experiences in ways that are relevant to our shared future? Does the growth of academic independence, as well as greater equality, and the ability to develop theories different to those imposed by the better-off parts of the world, give rise to deeper understandings and better explanations? Does it, at least, spread the ability to translate existing methodologies in ways that add meaning to observations of local context and data, and thus enhance the relevance and influence of the academic profession locally and internationally? This book, in its varied contributions, does not provide definite answers to these questions but it does show that Norhed is a step in the right direction. Norhed is an

attempt to fund collaboration within and between higher education institutions. We know that both the uniqueness of this programme, and ideas of how to better utilise the learning and experience emerging from it, call for more elaboration and broader dissemination before we can offer further guidance on how to do things better. This book is a first attempt.

*Kenya Gazette African Books Collective*  
The National Council for Higher Education (NCHE) and the Growth of the University Sub-sector in Uganda, 2002-2012, narrates the experience of the Ugandan NCHE in the establishment, development and regulation of higher education institutions in Uganda from 2002 to 2012. In this period, student numbers in higher education institutions increased from about 65,000 to some 200,000 and university institutions from about ten to more than triple the number. The book discusses the role of a regulatory agency in the delivery of higher education, the relations of universities and colleges with such an agency, its impact on developing university capacities, and leadership in creating and refining higher education ideas. The experience of Uganda's

regulatory agency, the NCHE, in those ten years should help both the Ugandan and other African countries' higher education stakeholders in sharing lessons learned from this one case study. The author sees the roles of regulatory agencies as vital in the initial stages of building a higher education sub-sector and in periods of system transitions such as the current journey from elite to mass systems but is of the view that the university remains the home of knowledge creation, dissemination, and its application in society.

*The National Council for Higher Education and the Growth of the University Sub-sector in Uganda, 2002-2012* BoD - Books on Demand

Evolution of Information Technology in Educational Management As the editors of this volume we are very happy to publish a selection of the papers that were presented at the eighth Conference of Working Group 3.7 of the International Federation for Information Processing which was held in July 2008. The focus of Working Group 3.7 is on ITEM: Information Technology in Educational Management (for more information, please visit our

website <http://item.wceruw.org/>), and the theme of its 2008 conference was on the Evolution of Information Technology in Educational Management. Our Working Group started its activities (officially we were not an IFIP Working Group at that time) in 1994 in Israel, so it made sense to look at how ITEM has evolved over the years and to reflect on what its future may be. The conference took place in Darwin (northern Australia) which even during the Australian winter is a very pleasant location for having a conference. The town of Darwin was given its name by the Captain of the Beagle (the ship on which Darwin travelled when he made the investigations on which he based his Theory of Evolution) who came to the area and named the town after the giant of science he admired.

**Kenya Gazette African Books Collective**  
This book is the first ever major effort to document and study hundreds of texts from an African (Ugandan) oral culture for children - folktales, riddles, and rhymes - and at the same time to make them available in the local Languages and to focus on their cultural and national value. The author surveys the history of

collecting in Uganda and situates the texts in their broader geographical, historical, socio-cultural and educational Setting, including the early collecting efforts of heritage-minded Ugandans and European missionaries. Most of this preservational work is elusive and under-explored – so that the present book constitutes a major pioneering summary of Ugandan oral culture for children. The book addresses key questions such as: What happens when we collect, transcribe, and translate an oral text? How do we transfer components of the oral text to the page? What are the challenges of translating oral forms targeting specifically a child Audience, and what choices ought to be made in the process? The book provides possible ways of rethinking the debate about orality and literacy as modes of representation – the generic interrelationship between the oral and the written text, and how the two can enter dialogue through transcription and translation. The latter are effective means to archive these oral forms for children and use them to promote literacy and numeracy skills in predominantly oral communities. In the current institutions of

formal education in Uganda, this coexistence of orality and literacy is evident in the class–room environment, where the oral text is turned into words on the page to encourage literacy. Through transcription, the collector is able to capture oral texts in other forms – audio, written, visual, and digital. With the new technologies available, the task is not as arduous as in the past, and the information thus captured is made available in all its wealth for purposes of instruction or entertainment.

#### **Situation Analysis of the Gender Terrain at Makerere University**

Springer Science & Business Media  
Scholars in the Marketplace is a case study of market-based reforms at Uganda's Makerere University. With the World Bank heralding neoliberal reform at Makerere as the model for the transformation of higher education in Africa, it has implications for the whole continent. At the global level, the Makerere case exemplifies the fate of public universities in a market-oriented and capital friendly era. The Makerere reform began in the 1990s and was based on the premise that higher education is

more of a private than a public good. Instead of pitting the public against the private, and the state against the market, this book shifts the terms of the debate toward a third alternative than explores different relations between the two. The book distinguishes between privatisation and commercialisation, two processes that drove the Makerere reform. It argues that whereas privatisation (the entry of privately sponsored students) is compatible with a public university where priorities are publicly set, commercialisation (financial and administrative autonomy for each faculty to design a market-responsive curriculum) inevitably leads to a market determination of priorities in a public university. The book warns against commercialisation of public universities as the subversion of public institutions for private purposes.

#### **Towards a Shared Vision for Higher Education** Springer

Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University is set against the backdrop of the spread of neoliberal ideas and reforms since the 1980s. While accepting that these ideas are rooted in a

longer history, the authors reveal how neoliberalism has transformed the university sector and the academic profession. In particular, they focus on how understandings of what knowledge is relevant, and how this is decided, have changed. Taken as a whole, reforms have sought to reorient universities and academics towards economic development in various ways. Shifts in how institutions and academics achieve recognition and status, combined with the flow of public funds away from the universities and the increasing privatisation of educational services, are steadily downgrading the value of public higher education. As research universities adopt user- and market-oriented operating models, and prioritise the demands of the corporate sector in their research agendas, the sale of intellectual property is increasingly becoming a primary criterion for determining the relevance of academic knowledge. All these changes have largely succeeded in transforming the discourse around the role of the academic profession in society. In this context, Makerere University in Uganda has been lauded as having successfully

achieved transformation. However, far from highlighting the allegedly positive outcomes of this reform, this book provides worrying insights into the dissolution of Ugandas academic culture. Drawing on interviews with over ninety academics at Makerere University, from deans to doctoral students, the authors provide first-hand accounts of the pressures and problems the reforms have created. Disempowered, overworked and under-resourced, many academics are forced to take on consultancy work to make ends meet. The evidence presented here stands in stark contrast to the successes claimed by the university. However, as the authors also show, local resistance to the neoliberal model is rising, as academics begin to collaborate to regain control over what knowledge is considered relevant, and wrestle with deepening democracy. The authors careful expos of how neoliberalism devalues academic knowledge, and the urgency of countering this trend, makes *Democracy and the Discourse on Relevance Within the Academic Profession at Makerere University* highly relevant for anyone working in higher education or involved in

shaping policy for this sector.

### **Nyasaland Government Gazette**

#### **CODESRIA**

In recent years, Makerere University has experienced increasing student and staff unrest. The academic community is demoralized by tight government controls on spending-- especially by inaction on staff salary demands. Donor support will not be forthcoming without broad policy reform in higher education, rather than piecemeal reform.

*Annual Report* Emerald Group Publishing Monograph outlining the educational system of each African country - includes information on primary education, secondary education, higher education, vocational training, teacher training, technical education, etc. In respect of examinations, certificates and degrees, curriculum, hours per week for each subject, matriculation requirements, etc. Bibliography pp. 1510 to 1550, maps, references and statistical tables.

[Strengthening Uganda's Policy Environment for Investing in University Development](#) Springer Nature

Number 6 includes cumulative main and added entry index for the monographs

listed in that year.

*Flagship Universities in Africa* Hans Zell Publishers

The general academic progression, and particularly research engagement, of postgraduate students is characterized by various problems such as high dropout rates, longer completion times, low graduation rates, and high repetition or retake rates. This means that there are far fewer students pursuing postgraduate studies at tertiary institutions and universities than there are at the lower levels of education. Yet, there is growing demand for postgraduate education given its strong projected association with

socioeconomic transformation at national and international levels among developed and developing countries alike.

Postgraduate Research Engagement in Low Resource Settings sets out to garner strategies for fostering efficiency of research conduct among the students and faculty so as to enhance high quality output for the envisaged personal, societal, national, and international socioeconomic transformation. Covering a range of topics such as intellectual property, mental health, and quality assurance, this book is ideal for research supervisors, higher education faculty, librarians, educators, administrators,

researchers, academicians, and students.

The Uganda Almanac & Record Book Rodopi

In Indian context.

*African Journal of Political Science* Routledge

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