

# MAKERERE UNIVERSITY BUSINESS SCHOOL

## ACADEMIC REGISTRAR'S DEPARTMENT PRIVATE ADMISSIONS, 2014/2015 ACADEMIC YEAR

The following candidates have been admitted to the following programme:

### BACHELOR OF SCIENCE IN ACCOUNTING (MURS)

**COURSE CODE:** ACC

INDEX NO	NAME	AI Yr	SEX	CTRY	DISTRICT	SCHOOL	WT
1 U0858/503	MIREMBE Deborah	2013	F	U	32	ST NOA'S GIBEL SEC SCH	53.5
2 U0763/515	MALESH AIB	2012	M	U	73	BUDDO SEC. SCHOOL	48.7
3 U1609/548	TWETISE Lezion	2013	F	U	24	NAALYA ESS	48.4
4 U1609/543	WAGALINDA Charles	2013	M	U	36	NAALYA ESS	47
5 U0691/524	NAKIBDE Deborah Angella	2013	F	U	49	BULOKA HIGH SCHOOL	46.6
6 U0017/602	NAMUWAYA Timugbwaa Victor	2013	F	U	10	ISANGA SECONDARY SCHOOL	45.6
7 U1829/507	MULONDO Julius	2012	M	U	17	GOOD SHEPHERD HIGH SCHOOL	45.6
8 U0017/600	NAMUNANA Mary	2013	F	U	10	ISANGA SECONDARY SCHOOL	45.4
9 U1609/524	APPO Mary Peace	2013	F	U	31	NAALYA ESS	45
10 U1609/532	NAKITWU Lilian	2013	F	U	43	NAALYA ESS	44.8
11 U2146/691	MUSEMENTA Ackline	2013	F	U	63	CITIZENS SECONDARY SCHOOL	44.6
12 U0956/835	NYAKAANA R Grace	2013	F	U	13	NAMIREMBE HILLSIDE S.S.	44.6
13 U1379/903	ANYANGO Cynthia Ruth	2012	F	U	34	LUGAZI MIXED SEC. SCH	44.4
14 U1379/903	KABAROKOLE Lydia	2013	F	U	72	LUGAZI MIXED SEC. SCH	44.4
15 U1082/511	NABUKIERA Joan	2012	F	U	51	PERE OLANDMASON MEM. BUYESH	44.4
16 U0171/564	LUGUMYA Rigam	2013	M	U	55	LIGHT COLLEGE, KATERAMU	43.9
17 U2338/702	NAMISANGO Evelyn	2013	F	U	16	ST MARY'S SS KITENDI (ANNEX)	43.8
18 U0060/521	MIREMBE Joy Christian	2013	F	U	24	TRINITY COLLEGE, NABEWOO	43.7
19 U1085/781	AYEBAZIBWE Flavia	2013	F	U	12	BP CYPRILAN KIRANGIRE SS LUGERA	43.7
20 U0645/502	MPEEMA Mike	2012	M	U	42	MUKONO HIGH SCHOOL	43.7
21 U2024/502	APIL Dorcas Mercy	2013	F	U	31	ROYAL COLLEGE MINDOYE	43.7
22 U1992/572	NAMATOYE Prosper	2013	F	U	16	ST STEPHEN'S COLLEGE, BAZA	43.7
23 U2338/696	NAMANDA Winnie Karis	2013	F	U	35	ST MARY'S SS KITENDI (ANNEX)	43.6
24 U0387/571	NAMIREMBE Jeannette	2013	F	U	16	ST PETER'S S.S, NSAMBYA	43.6
25 U1085/647	ACHEDE Irene	2013	F	U	42	BP CYPRILAN KIRANGIRE SS LUGERA	43.6

# Private Admissions For Makerere University 2015

**JA Banks**



## **Private Admissions For Makerere Universty 2015:**

Research Universities in Africa Cloete, Nico, Bunting, Ian, 2018-11-09 From the early 2000s a new discourse emerged in Africa and the international donor community that higher education was important for development in Africa Within this zeitgeist of converging interests a range of agencies agreed that a different collaborative approach to linking higher education to development was necessary This led to the establishment of the Higher Education Research and Advocacy Network in Africa Herana to concentrate on research and advocacy about the possible role and contribution of universities to development in Africa This book is the final publication to emerge from the Herana project The project has also published more than 100 articles chapters reports manuals and datasets and many presentations have been delivered to share insights gained from the work done by Herana Given its prolific dissemination it seems reasonable to ask whether this fourth and final publication will offer the reader anything new This book is certainly different from previous publications in several respects First it is the only book to include an analysis of eight African universities based on the full 15 years of empirical data collected by the project Second previous books and reports were published mid project This book has benefited from an extended gestation period allowing the authors and contributors to reflect on the project without the distractions associated with managing and participating in a large scale project For the first time some of those who have been involved in Herana since its inception have had the opportunity to at least make an attempt to see part of the wood for the trees Different does not necessarily mean new An emphasis on the newness of the data and perspectives presented in this book is important because it shows that it is more than a historical record of a donor funded project Rather each chapter in this book brings to a lesser or greater extent something new to our understanding of universities research and development in Africa

Intra-Africa Student Mobility in Higher Education Chika Trevor Sehoole, Jenny J. Lee, 2022-01-01 This book examines student mobility within Africa International student mobility is among the central activities of higher education internationalization As the number of international students increase so do the destinations in both number and geographic diversity Historically international student mobility has followed South North and North North patterns However recent literature show the growth in North South and South South patterns of student mobility There has also been a rise in regional mobility In what is referred to in the book as intra Africa mobility the books explores and analyzes the patterns of intra Africa mobility based on seven African countries South Africa Kenya Uganda Nigeria Ghana Senegal and Egypt The editors and contributors address three central research questions Why did the students choose the country they are studying in Why did they choose the institution they are studying in What are their academic and social experiences in these countries and their respective institutions This book is the first comprehensive exploration of intra Africa student mobility in a field that traditionally centers on the Global North

*The Uganda Gazette* Uganda, 2018-07-13      *Universities in the Knowledge Society* Timo Aarrevaara, Martin Finkelstein, Glen A. Jones, Jisun Jung, 2021-09-28 Springer is proud to announce that

Universities in the Knowledge Society has received the ASHE CIHE award for Significant Research on International Higher Education Congratulations to Timo Aarrevaara Martin Finkelstein Glen A Jones Jisun Jung and all contributors This book explores the complex multi faceted relationships between national research and innovation systems and higher education The transition towards knowledge societies economies is repositioning the role of the university and transforming the academic profession The volume provides a foundational introduction to the concepts of knowledge society and knowledge economy and these concepts ground the detailed case studies of eighteen systems located across five continents Each case study was written by a leading expert in that jurisdiction and provides a critical analysis of the research and development infrastructure the role of universities and the implications for the academic profession The book describes how nations in various geographic regions and at various stages of economic maturity are restructuring their university systems to adapt to the new imperatives and provides a cross case analysis identifying common themes and distinctive features In telling the story of higher education s on going global metamorphosis the contributing authors place current developments in the context of the university s historic evolution survey the changing metrics that national governments are adopting to measure university performance and describe a new international project the Academic Profession in the Knowledge based Society APiKS that involved a common survey of academics in more than twenty countries to take the pulse of developments on the ground while documenting the challenges confronting knowledge workers in the new economy

**Transforming Research Excellence**  
McLean, Robert ,Tijssen, Robert,Wallace, Matthew L.,Kraemer-Mbula, Erika,2020-01-18 Modern day science is under great pressure A potent mix of increasing expectations limited resources tensions between competition and cooperation and the need for evidence based funding is creating major change in how science is conducted and perceived Amidst this perfect storm is the allure of research excellence a concept that drives decisions made by universities and funders and defines scientists research strategies and career trajectories But what is excellent science And how to recognise it After decades of inquiry and debate there is still no satisfactory answer Are we asking the wrong question Is reality more complex and excellence in science more elusive than many are willing to admit And how should excellence be defined in different parts of the world particularly in lower income countries of the Global South where science is expected to contribute to pressing development issues despite often scarce resources Many wonder whether the Global South is importing with or without consenting the flawed tools for research evaluation from North America and Europe that are not fit for purpose This book takes a critical view of these issues touching on conceptual issues and practical problems that inevitably emerge when excellence is at the center of science systems Emerging from the capacity building work of the Science Granting Councils Initiative in sub Saharan Africa it speaks to scholars as well as to managers and funders of research around the world Confronting sticky problems and uncomfortable truths the chapters contain insights and recommendations that point towards new solutions both for the Global South and the Global North

A History of Modern Uganda Richard J. Reid,2017-02-17

This book is the first major study in several decades to consider Uganda as a nation from its precolonial roots to the present day Here Richard J Reid examines the political economic and social history of Uganda providing a unique and wide ranging examination of its turbulent and dynamic past for all those studying Uganda s place in African history and African politics Reid identifies and examines key points of rupture and transition in Uganda s history emphasising dramatic political and social change in the precolonial era especially during the nineteenth century and he also examines the continuing repercussions of these developments in the colonial and postcolonial periods By considering the ways in which historical culture and consciousness has been ever present in political discourse art and literature and social relationships Reid defines the true extent of Uganda s viable national history

**Yearbook of International Organizations 2014-2015, Volumes 1a & 1b (Set)** Union of International Associations,2014-06-16 Volume 1 A and B covers international organizations throughout the world comprising their aims activities and events

**American Higher Education in a Global Context** Cristina González,2022-02-14 American Higher Education in a Global Context Historical Perspectives describes the current state of universities on each continent providing a comprehensive analysis of the numerous factors that have affected higher education systems around the world This book studies higher education from its emergence in antiquity to the establishment of the American research university model and its adoption around the globe through the current Covid 19 pandemic and concomitant economic and political crisis The author pays special attention to the shortcomings of the neoliberal trend of the last four decades which increased social stratification at institutions of higher learning Calling for an expansion of access to tertiary education and in particular to research universities this book examines the competition between China and the United States in the field of higher education stressing the importance of academic freedom without which there can be no true academic excellence

**Leading and Managing Open and Distance e-Learning (ODeL) Institutions in Africa** Cuthbert Majoni,2022-10-18 Leading and Managing Open and Distance E Learning ODeL Institutions in Africa focuses on e learning especially in developing countries in Africa The outbreak of COVID 19 has forced most educational institutions including conventional institutions in higher education to embrace e learning as a tool to ensure that education is not paralysed but continues to thrive However the major challenge has been shifting focus from the conventional face to face mode to the e learning mode This calls for a change of mindset and a review of practices to ensure success in implementing e learning This book has 12 chapters that explore the leadership theories and approaches that influence administrative practices in ODeL institutions as well as student support within library and information services the complexities of student affairs the inclusion of students with special needs the contemporary issues of innovation and industrialisation and effective marketing techniques for the survival and growth of tertiary institutions It is hoped that the recipients of this book can acquire the theoretical and practical knowledge relevant to the successful implementation of e learning

**Quality Assurance in Higher Education in Eastern and Southern Africa** Peter Neema-Abooki,2021-08-23 This book examines

the critical aspect of quality assurance maintenance of competitive standards in African higher education It explores both the micro and macro levels of continental African higher education regulatory authorities and analyses different institutional regional and national practices for moving towards continental quality assurance approaches Contributed to by scholars across Eastern and Southern Africa the book considers conceptual practical epistemological and policy dimensions of quality and quality assurance especially in relation to higher education in Africa It therefore draws on research and local expertise to open up debate about how to assure and enhance the quality of higher education providing a comprehensive review of eight countries and considers societal challenges It aims to satisfy the need of more thoughtful and critical works on African education as produced by African educators The uniqueness of this book lies in integrating both the theoretical and practical dimensions of quality to devise appropriate strategies for ensuring quality and standards in higher education in continental Africa and beyond This authoritative book advocates for a timely discussion around the provision of good quality higher education and research in African universities and will be of great interest to academics policy makers researchers and post graduate students in the fields of higher education comparative education and African studies

*Access, Quality, and the Global Learning Crisis* Sarah Kabay, 2021-08-26 Around the world 250 million children cannot read write or perform basic mathematics They represent almost 40% of all primary school aged children This situation has come to be called the global learning crisis and it is one of the most critical challenges facing the world today Work to address this situation depends on how it is understood Typically the global learning crisis and efforts to improve primary education are defined in relation to two terms access and quality This book is focused on the connection between them Through a mixed methods case study it provides detailed contextualized analysis of Ugandan primary education As one of the first countries in Sub Saharan Africa to enact dramatic and far reaching primary education policy Uganda serves as a compelling case study With both quantitative and qualitative data from over 400 Ugandan schools and communities the book analyzes grade repetition private primary schools and school fees viewing each issue as an illustration of the connection between access to education and education quality This analysis finds evidence of a positive association challenging a key assumption that there is a trade off or disconnect between efforts to improve access to education and efforts to improve education quality Embracing the complexity of education systems and focusing on dynamics where improvements in access and quality can be mutually reinforcing can be a new approach for improving basic education in different contexts around the world

**The Politics of Revenue Bargaining in Africa** Anne Mette Kjær, Marianne S. Ulriksen, Ane Karoline Bak, 2023-11-30 This is an open access title available under the terms of a CC BY NC ND 4.0 International licence It is free to read at Oxford Academic and offered as a free PDF download from OUP and selected open access locations This book examines the politics of revenue bargaining in Africa at a time when attention to domestic revenue mobilization has expanded immensely Measures to increase taxes and other revenues can but do not always lead to a process of bargaining where revenue providers negotiate for some kind of

return This book offers in depth analyses of micro instances of revenue bargaining across five African countries Mozambique Senegal Tanzania Togo and Uganda The case studies all draw on a common theoretical framework combining the fiscal contract theory with the political settlement approach which enables a systematic exploration into what triggers revenue bargaining how these processes unfold and finally if and when they result in an agreement whether that is a fiscal contract or not From these empirically rich case narratives emerges a story of how power and initial bargaining position influence not only whether bargaining occurs in the first place but also the processes and their outcomes Less resourceful taxpayers find it harder to raise their voice but in some cases even these groups manage to ally with other civil society groups to protest tax reforms they perceive as unfair Indirect taxes such as VAT often trigger protests as do sudden changes in tax practices Revenue providers rarely call for improved services in return for paying tax which would be expected to nurture the foundation for a fiscal social contract Instead revenue providers are more likely to negotiate for tax reductions implying that governments efforts to increase revenue are impeded Indeed we find many instances of state society reciprocity when ruling elites try to be responsive to revenue providers demands The Politics of Revenue Bargaining in Africa hence provides insights into the nature and dynamics not only of revenue bargaining but of policymaking in general as well as its implications for state society reciprocity in Africa

Student Politics in Africa Luescher, Thierry M., Klemencic, Manja, 2016-05-12 The second volume of the African Higher Education Dynamics Series brings together the research of an international network of higher education scholars with interest in higher education and student politics in Africa Most authors are early career academics who teach and conduct research in universities across the continent and who came together for a research project and related workshops and a symposium on student representation in African higher education governance The book includes theoretical chapters on student organising student activism and representation chapters on historical and current developments in student politics in Anglophone and Francophone Africa and in depth case studies on student representation and activism in a cross section of universities and countries The book provides a unique resource for academics university leaders and student affairs professionals as well as student leaders and policy makers in Africa and elsewhere

Implausible Dream James H. Mittelman, 2020-08-04 Why the paradigm of the world class university is an implausible dream for most institutions of higher education Universities have become major actors on the global stage Yet as they strive to be world class institutions of higher education are shifting away from their core missions of cultivating democratic citizenship fostering critical thinking and safeguarding academic freedom In the contest to raise their national and global profiles universities are embracing a new form of utilitarianism one that favors market power over academic values In this book James Mittelman explains why the world class university is an implausible dream for most institutions and proposes viable alternatives that can help universities thrive in today's competitive global environment Mittelman traces how the scale reach and impact of higher education institutions expanded exponentially in the post World War II era and how the market

led educational model became widespread Drawing on his own groundbreaking fieldwork he offers three case studies the United States which exemplifies market oriented educational globalization Finland representative of the strong public sphere and Uganda a postcolonial country with a historically public but now increasingly private university system Mittelman shows that the world class paradigm is untenable for all but a small group of wealthy research intensive universities primarily in the global North Nevertheless institutions without substantial material resources and in far different contexts continue to aspire to world class stature An urgent wake up call *Implausible Dream* argues that universities are repurposing at the peril of their high principles and recommends structural reforms that are more practical than the unrealistic worldwide measures of excellence prevalent today

**Sharing Higher Education's Promise beyond the Few in Sub-Saharan Africa** Peter Darvas, Shang Gao, Yijun Shen, Bilal Bawany, 2017-11-15 Despite a spectacular expansion of the higher education sector in Sub Saharan Africa the supply of tertiary education has generally failed to keep pace with demand and the region continues to lag all other regions in terms of access to tertiary education This is in part a consequence of deeply entrenched patterns of inequitable access to higher education and the perpetuation of what researchers refer to as elite systems To date access to tertiary education in Sub Saharan Africa has unduly benefitted students drawn from the region's wealthiest households and overall enrollment remains disproportionately male and metropolitan These factors stifle the catalytic potential of higher education corroding its potential for driving economic growth and sustaining poverty reduction Instead patterns of access to tertiary education have generally reinforced and reproduced social inequality instead of eroding its pernicious social and economic effects This report aims to inform an improved understanding of equity in tertiary enrollment in Sub Saharan African countries and to examine the extent to which inequity functions as a bottleneck inhibiting the ability of African universities to effectively drive improvements in overall quality of life and economic competitiveness In our survey of the evidence we also aim to identify which policies most effectively address the challenge of promoting equity of access in SSA tertiary education systems In order to achieve these objectives the report collects generates and analyzes empirical evidence on patterns of equity examines the underlying causes of inequity and evaluates government policies for addressing inequity

**e-Infrastructure and e-Services for Developing Countries** Amos Nungu, Bjorn Pehrson, Julianne Sansa-Otim, 2015-04-20 This book constitutes the thoroughly refereed proceedings of the 6th International Conference on e Infrastructure and e Services for Developing Countries AFRICOMM 2014 held in Kampala Uganda November 24 25 2014 The 31 revised full papers were carefully selected from 57 submissions and cover topics such as communication infrastructure health IoT cloud computing and TVWS ICT4D applications access to information and ICT4D miscellaneous

*Women in Antimicrobials, Resistance and Chemotherapy: 2023* Ana R. Freitas, Cindy Shuan Ju Teh, Krassimira Radoykova Hristova, 2024-08-16 Please note that to be considered for this collection the first author or at least one corresponding author should be a researcher who identifies as a woman After the well received 2022 collection *Frontiers in Microbiology* is proud



to host this Research Topic celebrating women's work and achievements in the field of Antimicrobials Resistance and Chemotherapy Alongside International Women's Day and Women's History Month 2023 we will collectively embrace equity in the microbiology community There is continued gender disparity within core STEM subjects According to UNESCO Institute for Statistics just 33% of the world's researchers are women While the number of women attending university is growing they still represent the minority of doctoral students and researchers Women remain under represented in the highest level of academia holding just 26% of full professorships This is even more skewed in industry with just 3% of STEM industry CEOs being women As highlighted by UNESCO science and gender equality are essential to ensure sustainable development

**Innovation for Development in Africa** Jussi S. Jauhiainen, Lauri Hooli, 2019-11-13 This book uncovers the many ways in which innovations and innovation system development policies have become crucial to development policy formation across Africa As new instruments actors and tools emerge in development cooperation the role of innovation in the societal development of developing countries needs to be addressed fully This book delves into subjects as diverse as the changing development policies between the Global North and South the role of innovation in international aid and development policies the role of public private and non governmental sectors universities and other development actors and the potential for inclusive innovation in local communities In particular the book asks who benefits from innovation focussed development policies and if and how practical innovation instruments include the global poor Written in an accessible and engaging style the book includes a range of discussion questions and further reading suggestions to suit a range of readers from students right through to policy makers and practitioners or anyone else looking for an introduction to innovation policies and development in Africa

**Higher Education for and beyond the Sustainable Development Goals** Tristan McCowan, 2019-08-29 This book analyses the role of the university in working towards the Sustainable Development Goals In contrast to the previous Millennium Development Goals higher education is seen to have a crucial role in this new agenda Yet how can the university fulfil these weighty expectations and are the dominant trends in higher education supporting or undermining this vision This book draws on the idea of the developmental university a model characterised by its porous boundaries with society and commitment to teaching research and community engagement in the public interest The author examines case studies from Latin America Africa and other regions to analyse how this model can be revived countering recent trends of marketisation status competition and unbundling The book also considers alternatives to the developmental model drawing on indigenous knowledge systems looking beyond the SDG framework to the creation of a new form of society This timely volume will be of interest and value to those working in the field of sustainable development and to students and scholars of comparative education international development and higher education studies

**Knowledge Production and Contradictory Functions in African Higher Education** Cloete, Nico, Maassen, Peter, 2015-03-01 Reviews This volume brings together excellent scholarship and innovative policy discussion to demonstrate the essential role of higher education

in the development of Africa and of the world at large Based on deep knowledge of the university system in several African countries this book will reshape the debate on development in the global information economy for years to come It should be mandatory reading for academics policy makers and concerned citizens in Africa and elsewhere Manuel Castells Professor Emeritus University of California at Berkeley Laureate of the Holberg Prize 2012 and of the Balzan Prize 2013 The dominant global discourse in higher education now focuses on world class universities inevitably located predominantly in North America Europe and increasingly East Asia The rest of the world including Africa is left to play catch up But that discourse should focus rather on the tensions even contradictions between excellence and engagement with which all universities must grapple Here the African experience has much to offer the high participation and generously resourced systems of the so called developed world This book offers a critical review of that experience and so makes a major contribution to our understanding of higher education Sir Peter Scott former editor of Times Higher Education and Professor of Higher Education Studies University College London Institute of Education

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