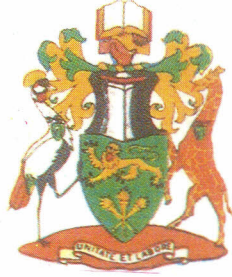


# Varsity



# Focus

A Newsletter from the Office of the Vice-Chancellor

University of Nairobi

December 1997

## Silver Jubilee Graduation Souvenir



1970 - 1997

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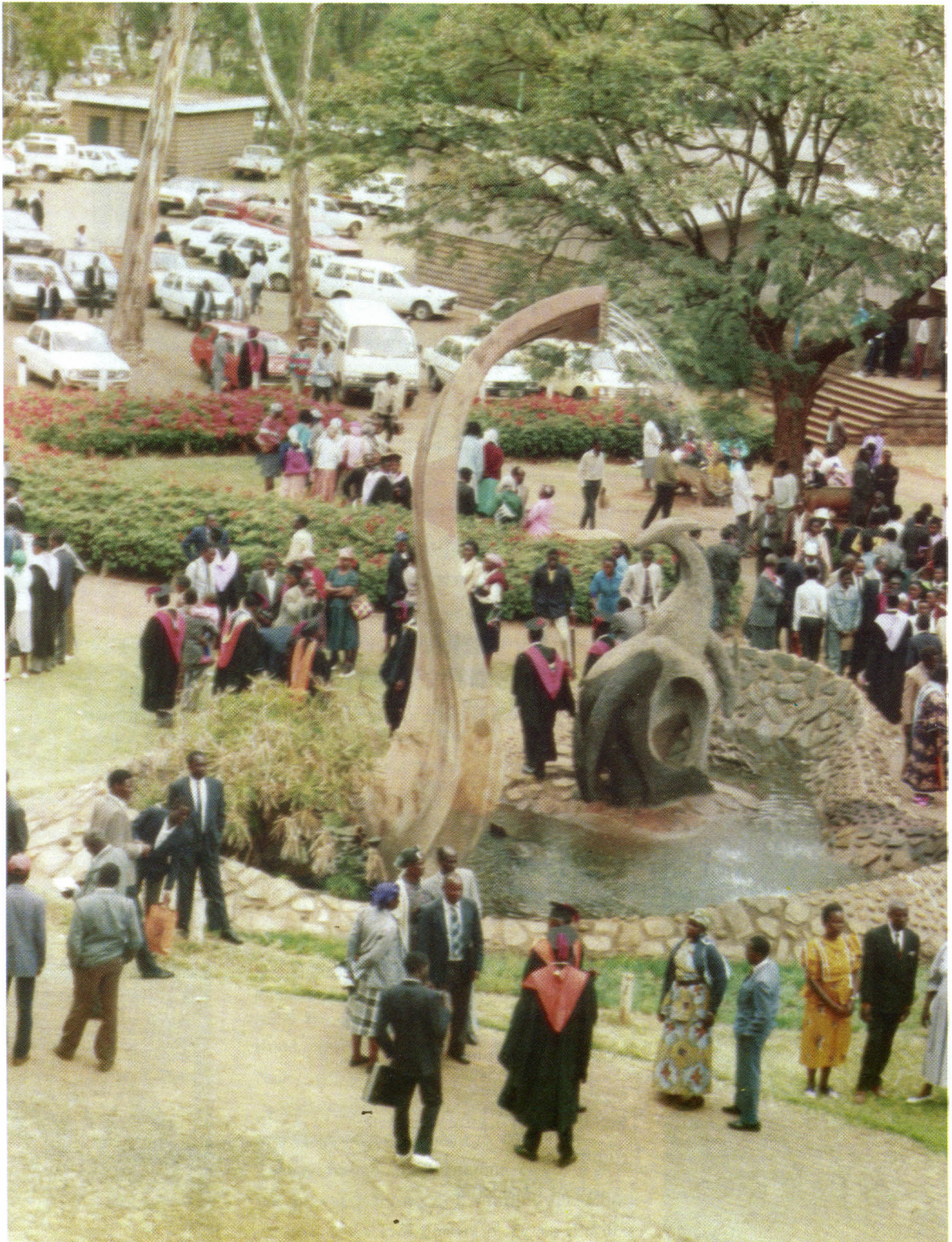
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# Fountain of Knowledge



The Spring of Knowledge: the Most Known Symbol of the University of Nairobi



# The Chancellor



**President Daniel T. arap Moi, C.G.H., M.P.**

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D.Sc. (Moi)  
D.Ed. (Kenyatta)  
D.Sc. (Egerton)  
D. Sc. Eng. (JKUAT)  
Ph.D. (SOKA)



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# The Chairman

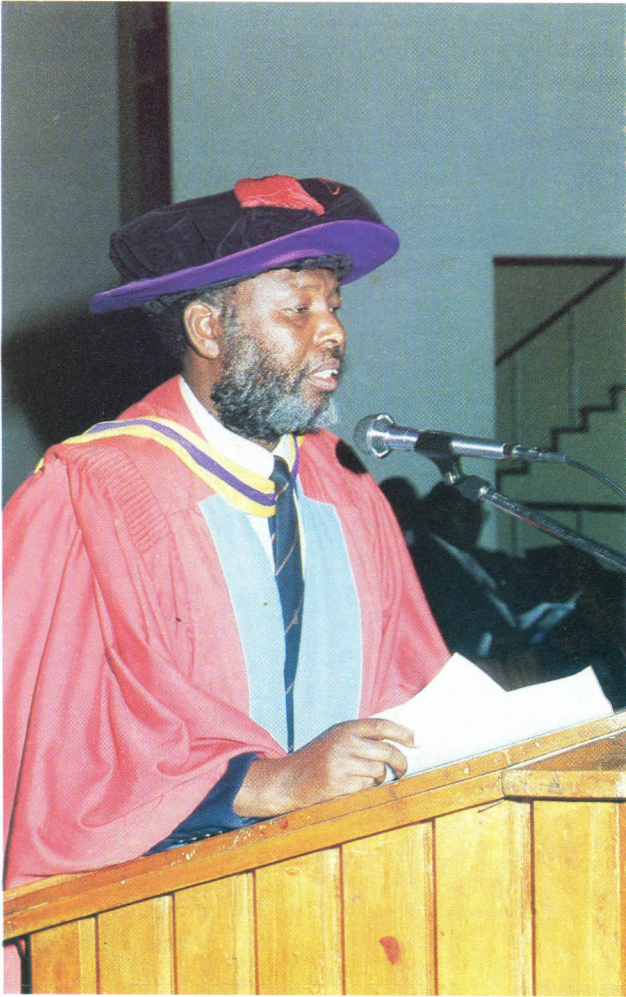
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Prof. Sam K. Onger, E.B.S., E.G.H.,  
M.B. B.S. (Bombay)  
M.R.C.P. (U.K.)  
D.C.H. (London)



# The Vice-Chancellor



**Professor Francis J. Gichaga, M.B.S., E.B.S.**

Professor of Civil Engineering  
B.Sc. (East Africa)  
M.Sc. (Nairobi)  
Ph.D. (Nairobi)  
FIEK, FICE, R.Eng., C.Eng.

## From the Vice-Chancellor's Desk

The University of Nairobi has within the last 25 years of existence distinguished itself as an Institution of Higher Learning per excellence with one of the highest academic standards in the country. It is certainly regarded by many as a highly reputable institution, one of the best and finest in the land and region.

What distinguishes this University from others is the strict academic discipline and tradition infused and the solid foundation laid right at the primary stages. We have at the University's teaching and research programmes, some of the best brains in the country and indeed comparable to any in the international community. It is through the efforts of these respected men and women that our University has become what it is today - a fine University with remarkable achievements that hold every promise for greatness and marches steadily into the path of honour and glory as we enter the 21st millennium.

We, as a University must therefore be prepared to meet the challenges of the Nation in the next Millennium.

Since its inception, the University of Nairobi was given the mission of producing high level manpower to assist and participate in the development of Kenya. In addition, a University is a place for the discovery, processing, dissemination and storage of knowledge; a mission the University of Nairobi has endeavoured to achieve with considerable success.

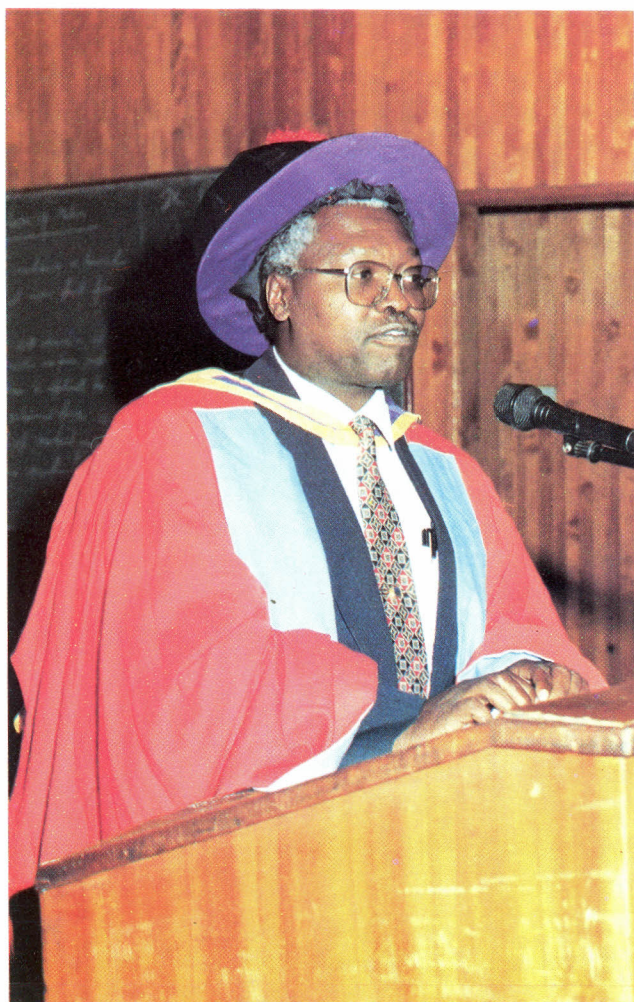
As we approach the end of the 20th century and enter the next millennium, University of Nairobi must play its role in the industrialization of this country. *The Sessional Paper of 1997 on Industrial Transformation to the Year 2020*, explains why Kenya must industrialize. We as a country, need to address the problems of poverty and unemployment. Given that about 43 per cent of Kenya's population live below the poverty line and that per capita GDP in 1995 stood at US \$ 275, it has been recognized that jobs can only be created and sustained through encouragement of efficient industries which are internationally competitive through utilization of the latest technology. Industrialization is not an end in itself but a means to accelerate the country's economic resources to broaden the economy and generate a vibrant industrial sector based on primary processing, manufacturing, commerce and services.

Experience shows that rapid and sustained growth for Kenya cannot be achieved in the absence of industrialization. Experience has also shown that no country has industrialized without using its education and training institutions particularly universities. A task in which, University of Nairobi, being the country's oldest and biggest public university, has no choice but to provide the requisite lead ■

**Prof. F.J. Gichaga**



## The Deputy Vice-Chancellor (A& F)



**Prof. Rapheal M. Munavu, O.G.W.,**  
Professor of Chemistry  
B.A. (Kalamazoo)  
M.Sc. (Wayne)  
Ph.D. Detroit,  
FKNAS.

The University of Nairobi is marking its Silver Jubilee Graduation Ceremony. We take pride in this occasion, most particularly in having provided continuous and dedicated service to our students and staff; as well as to the Nation. It is appropriate, during this occasion, to reflect on the University's achievements, present and future challenges.

The University of Nairobi has progressively grown in terms of students, staff and resources during the last 25 years. Currently, it has 12,158 undergraduates and 1,415 postgraduate students. It has 84 academic departments, 8 institutes and a school, in its six colleges. The University

employs over 1,200 academic, over 600 middle-level, and over 4000 unionisable staff. As part of celebrating this Silver Jubilee, the contribution of each of our past and current staff in ensuring that the University stays on course is fully acknowledged.

The rapid expansion of the University of Nairobi during the past three decades has given rise to several problems such as constrained financial resources, shortages of qualified staff, ageing physical facilities, and understocked libraries and laboratories. These problems, unless effectively addressed, will inevitably affect the University's capacity to meet the society's needs for specific knowledge and skills. We therefore enter the new millennium with a host of challenges. This demands an application of new and innovative management techniques in order to maintain the quality of our services, under conditions of relatively diminishing resources.

To enhance and strengthen its role in rapidly changing economic and technological environments, the University of Nairobi has assigned higher priority to income generating activities. This recognition led to the creation of the University of Nairobi Enterprises & Services Limited (UNES), a company whose mission is to coordinate income generating activities of various departments in the University. Priority is also given to expanding and strengthening linkages with other universities, industries, and international organizations, in order to strengthen research and sustain competitiveness of the University's services.

The University of Nairobi would not be where it is were it not for the tremendous support the Government of Kenya and other well wishers have given to it. In the 1997 fiscal year, the University is operating a capital fund of over Kf67.8 million allocated from the exchequer. Furthermore, University researchers continued to attract an average of Kshs.140 million per year for research from various donors. In addition, the Sasakawa Foundation, DAAD, GTZ, IDRC, the Ford Foundation, the Rockefeller Foundation, The Ghandi Smarak Fund, among others, continue to be sources of funds for research and postgraduate training. Their continued support is especially acknowledged during these celebrations.

We are now set on the threshold to the next millennium. Many changes in service delivery will be encountered because our society is dynamic. The University will be expected to demonstrate how it is going to sustain the quality of its programmes, and meet the expectations of its stakeholders. In addition, the University must be seen to participate in, and benefit from, the globalized education system. This will be possible if the current partnerships with our donors and Alumni are nourished and new ones established; if the University develops innovative processes of delivering its services; and if appropriate staff incentives are formulated and put in place ■

**Prof. R. M. Munavu**



# The Deputy Vice-Chancellor (Academic)



**Prof. Florida A. Karani, O.G.W**  
Professor of Education  
B.A. (East Africa),  
P.G.D.E., M.A. (Nairobi)  
Ph.D (Pittsburgh).

The University of Nairobi is proud to mark the Silver Jubilee Graduation, celebrated with an array of activities such as public lectures, exhibitions, demonstrations, education video shows, community service, cultural activities et cetera ran from 24th to the 29th November, 1997, at the seven campuses of the University, culminating in the Graduation event on Monday 1st December, 1997.

The University of Nairobi traces its beginnings to the Royal Technical College which was established in 1956 as a Technical and Commercial institute of higher learning.

On 25th June, 1961 by an Act of the East African High Commission, the Royal Technical College was transformed into the 2nd University College in East Africa under the name Royal College, Nairobi.

On 20th May, 1964, it was renamed University College, Nairobi, awarding external degrees of the University of London, while also continuing to offer college diploma programmes; until 1966 when it began preparing students exclusively for degrees of the University of East Africa with the exception of the Department of Domestic Science.

With effect from 1st July, 1970, the University of East Africa was dissolved and Kenya, Uganda and Tanzania set up their own national universities. The development saw the birth of the University of Nairobi set up by an Act of Parliament.

Given the rapid expansion which overburdened the linear management structure, the University of Nairobi was by Act of Parliament in 1983 restructured into six colleges:

Academic service and excellence has been rendered and achieved over the past twenty five years in each of the areas mentioned above. Currently eighty two different subject discipline, housed in seventy six departments are taught. This is evidence of a unique rich cross-section of academic disciplines - arts/science based offered in a single institution.

Research output has received special impetus through funding awarded on a competitive basis by the Deans Committee. For example between 1994 and 1997, a total of 114 research studies in science and social sciences were funded.

Some of the challenges encountered include: increased demand for University places; overstretched resources for capital development, equipment, staff development & research, need for relevant and action oriented research that can contribute directly to solving the country's educational, social, economic, cultural and developmental problems.

As we advance into the next millenium, one factor is clear; that the University holds the ultimate cutting edge for high level human resource development, that is critical in attaining the developed industrial status that we hope to achieve by the year 2020. The University must aim at meeting that challenge ■

**Prof. F. Karani**



# College Principals



**Prof. D.M. Mukunya,**  
B.Sc. (California), M.Sc. Ph.D (Cornell).  
Principal, College of Agriculture and  
Veterinary Sciences



**Prof. C. M. Kiamba, M.B.S.,**  
B.A. Land Econ. (Nairobi), M.Sc. (Reading),  
Ph.D. (Cantab.), M.I.S.K., R.V.  
Principal, College of Architecture and Engineering



**Prof. A.G. Tumbo-Oeri,**  
B.Sc. (Nairobi) Ph.D (Newcastle)  
Principal, College of Biological and Physical Sciences



**Prof. L. Omondi, M.B.S.,**  
B.A. (E.A.) Dip. Appl. Ling. (Edin.).  
B.Phil., Ph.D. (Nairobi).  
Principal, College of Education and External Studies



**Prof. S.K. Sinei, O.G.W.,**  
M. B. Ch. B., M. Med. (Nairobi).  
Principal, College of Health Sciences



**Prof. F.N. Kibera,**  
B.Com. (E.A.), M.B.A (Alberta), Ph.D. (Toronto)  
Principal, College of Humanities and Social Sciences

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Planning Registrar:	Mr. F. Waweru
Ag. Academic Registrar:	Mr. M. Gachuhi



# A History of the University of Nairobi

The roots of the University of Nairobi may be traced back to 1947 when the British colonial government mooted the idea of establishing a Technical and Commercial Institute in Nairobi. Two years later, the idea had grown to encompass the two other East African Countries, i.e. Uganda and Tanzania, who had also recognised the need for a college to provide higher technical training for their people. In 1951, the colonial government formally granted the idea of a Royal Charter under the name Royal Technical College of East Africa. In April, 1952, the foundation stone was laid.



1970: The Chancellor, Mzee Jomo Kenyatta, Join the Academic Procession During the Graduation Ceremony

Meanwhile, a horrible event had taken place in India. Mahatma Gandhi had been assassinated on 30th January, 1948, and the Indian Community in East Africa was actively thinking of erecting a memorial to him. Several suggestions were made. Many people thought the best form such a memorial could take would be an institution of higher learning open to the children of all races in East Africa.

On the 6th of February, the Standing Committee of the Congress decided to erect a memorial and instructed the Executive Committee to take all necessary steps. A sub-committee was appointed to decide on the form of the memorial.

Within this time, an association called the Gandhi Society was formed in Mombasa. Its objectives were conceived largely with the propagation of Gandhi's ideas. The sub-committee wisely invited its co-operation, as indeed it invited the co-operation of every person who could assist in any way.

A meeting was held as decided and a Provisional Com-

mittee for Mahatma Gandhi Memorial was elected. The Committee submitted the following recommendations:

1. There should be a central memorial for the whole of East Africa;
2. The memorial should be in the form of an institute for higher education capable of making a lasting contribution to the cultural development of the people of East Africa;
3. The institute should include a Chair for the study of Mahatma Gandhi's life and teachings;
4. As a first step, a permanent committee with equal members for each territory should be formed and, for this purpose steps should be taken to contact Uganda, Tanganyika and Zanzibar. The Asian Community then realised the need to merge their efforts with those of the East African Colonial Government. Following this, the Gandhi Memorial Academy was incorporated into the Royal College of East Africa in April, 1954.

*Please cont. on pg 11*



*From pg 10*

In April 1956, the Royal Technical College was established and admitted its first batch of 'A' level students for technical courses. This was a joint effort between the colonial government and the Gandhi Memorial Academy. Soon afterwards there arose an urgent need for expert advice on the pattern of higher education in East Africa. Consequently, a working party to look into this matter was appointed in July, 1958. Among the key recommendations of the working party was that the Royal Technical College be transformed through reconstruction and provision of additional facilities, into the second Inter-Territorial University College of East Africa.

The recommendation was accepted by the three East African governments and through an Act of the East African High Commission, the Royal Technical College Nairobi was transformed into the second university college in East Africa on 25th June, 1961 under the name Royal College. The institution was admitted into a special relationship with the University of London, England, in February, 1961 whereupon it immediately began preparing students in the faculties of Arts, Science and Engineering for degrees of the University of London. Total enrolment stood at 452. Meanwhile, students in the other faculties, especially the Faculty of Special Professional Studies (later renamed Faculty of Commerce) and the Faculty of Architecture continued to read for college Diplomas or for qualifications of professional bodies or institutions.

Another significant development in the evolution of the University of Nairobi was the transfer of the Faculty of Veterinary Science from Makerere University College to Royal College Nairobi, in 1962. In the following year, 1963, Extra-Mural Studies was also transferred to Nairobi. At the same time the College of Social Studies which had been in operation as an independent centre for residential adult education at Kikuyu since 1961 was also absorbed into the College. In 1963, 'A' level classes were discontinued

when the idea of an inter territorial university was realised with the creation of the University of East Africa. This is the time the Royal College was renamed University College, Nairobi.

### **Early History**

The period 1963/64 may be seen as a critical stage in the history of the University of Nairobi. This is the time the Royal College became a constituent college of the newly founded University of East Africa, which was formally established on June 28, 1963. Consequently, the students who enrolled in September of the same year, henceforth were to study for degrees of the University of East Africa and not London, as was the case before.

During this eventful period of rapid transition (1963/64), the institution experienced administrative problems. However, the problem was offset by the invaluable services of Professor W.C. Isaac in his capacity as Acting Principal. Under him were two dynamic Acting Vice-Principals, Professors D.B. Sears and G.D. Wing who carried out their duties alternately. After this brief period of uncertainty, the post of Principal was finally occupied by Dr. Arthur T. Porter, Professor of History and former Vice-Principal, Fourah Bay College, Sierra Leone.

Following the attainment of independence and Kenyatta's ascension as Prime Minister, the College granted its first Honorary Fellowship to Mzee Kenyatta.

During the Uhuru celebrations on 13th December, 1963, the College was gratified to take part in the ceremony. Thereafter, the College and later University undertook the task of Africanising the administration and teaching staff with a view to replacing the numerous expatriate staff. In this regard, the College appointed Simeon H. Ominde, a Geographer, as the first African Professor in the University of East Africa. He therefore became Professor of Geography in May, 1964. Later, the posts of Registrar

*Please Cont. on Pg 12*



# A History...

*From Pg 11*

and Finance Officer were also Africanised.

An event of great importance during this period was the holding of a conference at the Villa Serbelloni, Bellagio, near Lake Como, Italy, between 20th and 25th October, 1964. The conference was a major landmark in the College's development as a constituent part of the University of East Africa. It was attended by representatives of the college universities of the three East African Governments and the World Bank. The main aim of the conference was to look for ways and means of raising funds to finance current and development expenditure for the University Development Plan for that period. The conference was however not able to raise the necessary capital, thus necessitating the constitution of follow-up commissions and committees.

During the independence celebrations, the College took part in various ways. The college students were included in the team of guides, ushers and aides-de-camp as organised by the National Celebrations Committee. In addition, the Men's Halls of Residence were used as hostels for members of the Press. With generous assistance from the Gandhi Samarak Nidhi Trust, a colour film with sound track was made to serve as a permanent record of this memorable event in Kenya's history. After the

celebrations, the College received from Prime Minister Kenyatta a letter of thanks for the award of the Honorary Fellowship and for the services given by College students during the Uhuru celebrations.

In terms of extracurricular activities, the East African Inter-Collegiate games were held in Nairobi from 6th to 11th December, 1963, as a curtain raiser to the Uhuru celebrations. Besides being a notable event, the games provided the first opportunity for the University College, Dar-es-Salaam to take part in inter-university games. The games were won by Makerere University College. In his closing speech, the then Minister for Education, J. Otiende lauded the games and called for greater co-operation among the three sister University colleges. The closing dinner was held at the Women's Hall of Residence, now popularly referred to as the "Box".

On 10th March 1964, the pre-colonial Veterinary buildings at Chiromo Campus

*Please Cont. on Pg 13*



1956: Princess Margaret of Great Britain (The Queen Sister) Give a speech at the Official Opening of the Royal Technical College.



were officially opened by the Prime Minister, Jomo Kenyatta. Present during this occasion were Dr. Eric Williams, Prime Minister of Trinidad and Tobago and Sir Bernard de Bunsen, Vice-Chancellor of the University of East Africa. The architectural design of these buildings, which were meant for teaching and research in Animal Physiology and Anatomy was done by Professor Polding. During the same year (1964) the building that now houses Botany and Zoology, was completed. Immediately afterwards, the College Bookshop was transferred to the old General Botany and Plant Physiology laboratories where there was more space. Earlier on, the Veterinary Farm at Upper Kabete had been opened by the then Minister for Agriculture, the late Bruce McKenzie, on 14th December, 1963.

External Donor Agencies have played a major role in the evolution of the University of Nairobi and they still continue to play, this role. In the early years of 1963/64, the Rockefeller Foundation and USAID provided invaluable assistance not only in the construction of physical infrastructure but also in giving funds for staff development through training. More notable was the UNESCO Aid Programme for Engineering under the direction of Dr. D. Taylor as Chief of experts. This programme made provision for 7 UNESCO experts and US\$ 180,000 for equipment and provision of 12 Fellowships. Another area that substantially, benefited from external aid was Adult Education. The Dulverton Trust gave £30,000, the Ford Foundation, £30,000 and the Leverhulme Trust, £15,000, for general expansion and the financing of capital

## A History...

and recurrent expenditure. The Carnegie Corporation as well as the Kenya Government also lent a hand in this.

During the same session, the first East African Professor, Simeon Ominde, was appointed and formally took up his duties in May, 1964. In addition to this, he continued his work as Chairman of the Kenya Education Commission to which he had been appointed in January of the same year. He was also chairman of the Central Scholarship Board. Earlier on 8th December 1963, the College had been honoured by the appointment of Dr. J.N. Karanja, a Rockefeller fellow in History, to the post of Kenya's first High Commissioner to London.

The 1963/64 year also witnessed the start of the Bachelor of Commerce degree programme and the successful inauguration of a conversion course in Veterinary Science, which enabled experienced East African holders of the Makerere Diploma in Veterinary Science to qualify for a Bachelor of Science Veterinary degree of the University of East Africa. In this course, 26, of the 30 initial candidates passed their examinations in June, 1964. The conversion course was conducted by a team from the University of Glasgow, Scotland headed by Professor W.I.M. McIntyre.

### Infrastructural Development

Since 1963, when Kenya attained independence, the University of Nairobi has made tremendous growth in terms of student enrolment, physical development, teaching and research activities, storage of knowledge and production of graduates in response to the changing needs and requirements of the country. During this period, it changed from offering degrees of the University of London under a special relationship, to being a constituent college of the University of East Africa in 1963 to a full-fledged national university enacted by an Act of Parliament in 1960 and revised in 1985.

In 1963, only 233 new students were offered places at the University and 1,172 new ones joined the University in 1970, while in 1983 over 2,500 new students were admitted for the various under-graduate degree and diploma courses available within the University.

For the 1983/84 academic year, some 10,522 applications were received. 4,732 met University entrance requirements representing 45 per cent of the total applications. The University was able to offer places to 2,500 representing 53 per cent of those meeting entrance requirements and 24 per cent of the total applications received.

For the 1988/89 academic year, the University admitted 2,854 students.

*Please Cont. on Pg 16*



# 10th December 1970

## Inauguration of the University of Nairobi

*Speech by President Kenyatta at the Inauguration of the University of Nairobi and his Installation as the Chancellor*

It is a momentous day in the life of any nation when its own University is formed. Today therefore, I am proud and pleased to preside as Chancellor over this inauguration ceremony. The forerunner of this University of Nairobi was the Royal Technical College of East Africa created nearly twenty years ago to provide some higher education of technical nature for what were then the colonial territories. In 1954, that institution merged with the Gandhi Memorial Academy and the Royal College was formed on a relationship with the University of London and the first students at University level were admitted in October, 1961.

My gratitude is extended today to the Universities of London and of East Africa for having in that sequence served as academic midwives for the healthy infant whose birth we are assembled to celebrate today. A special tribute is due also to the pioneering spirit and the devotion to learning of all principals and staff connected with the previous institutions. Their far sighted work has made it possible now for this national university to take its full and proper place in the world academic stage.

Much has been said in the past about the role of University as the custodian of truth. It may or may not be right to imply that a University has this monopoly, but I'm sure that there are other vital functions or contribu-



*The Chancellor, Mzee Jomo Kenyatta*

tions to the nobility of the human sense, such a body must give full expression to the nobility of the human intellect. It must be in the fore front of inquiry and ambition on behalf of the surrounding society. It must undertake the testing and translation of all new discoveries or theories of emotional experiences in a manner which will encourage society to evolve and keep pace with all changes in the party and potential of human existence.

Some people suggest that in a rapidly developing country like Kenya, the main task of a University is to criticise whatever is observed or projected. An

*Please Cont. on Pg 15*



academic body like this is sometimes regarded as only custodian of intellect, and it is argued that a University therefore, has both the right and duty to represent opposition to any existing regime. This idea in its most extreme form can even cross the border line of arrogance. Mistakenly, it is then submitted that intelligence and wisdom which are very different things are only found within the University and that the public is supposed to pay University teachers for exposing and training of national leadership. However, within a young country, it is only national leadership which has truly sprung from and can really interpret the aspirations of our people.

I can, therefore, state that our Republic expects from this University of Nairobi much more than criticism. There is no point for example in condemning our medical services as inadequate unless doctors and research workers produced and inspired by the University make positive contribution to improve human welfare in this field.

It is not enough to discuss any so-called lack of economic independence unless engineers and scientists sponsored by the University can promote new phases of industrial advance.

Similarly, we want the Faculty concerned to assist in devising new means of integrating customary laws with our statutory laws. We expect professors and students of political science to suggest means of perfecting structures and institutions which are relevant to Kenya and Africa. In all the faculties of Arts, we want the University to give a lead in codifying and transmitting our African Culture while placing this in the full and valuable perspective of all philosophy and artistic strivings. In other words, while never ignoring or betraying the most precious function of an academic body, the University of Nairobi must gear itself at once, and with constructive zeal to all the needs and realities of nation building. This ceremony today has been deliberately included in the 1970 programme of *Jamhuri Celebrations*.

My Government and I wish to emphasize in this way that here is an institution of the highest importance, integrating into the life of our Republic. There must in the future be no mutual isolation of the University body and the executive centres of national design and decision. There must be the fullest use of resources within the University so as to secure the fruit of intellect and technology within the framework of our nationhood. I am confident that this University will abundantly justify the hopes and sacrifices of our people. I have given many definitions of

## The Birth of the University

what the proper academic contribution should be, and how the University of Nairobi must adapt itself to the future and short-comings of our nationhood. At the same time, any healthy university must govern more by freedom than by restraint. For this reason, we have enshrined within the University Act the greatest possible autonomy in terms of organization, teaching and research. If the mind of the nation is to flower through this University, the professors and lecturers must be free to teach their subjects while students and research workers must feel free to pursue the truth and publish their findings without fear.

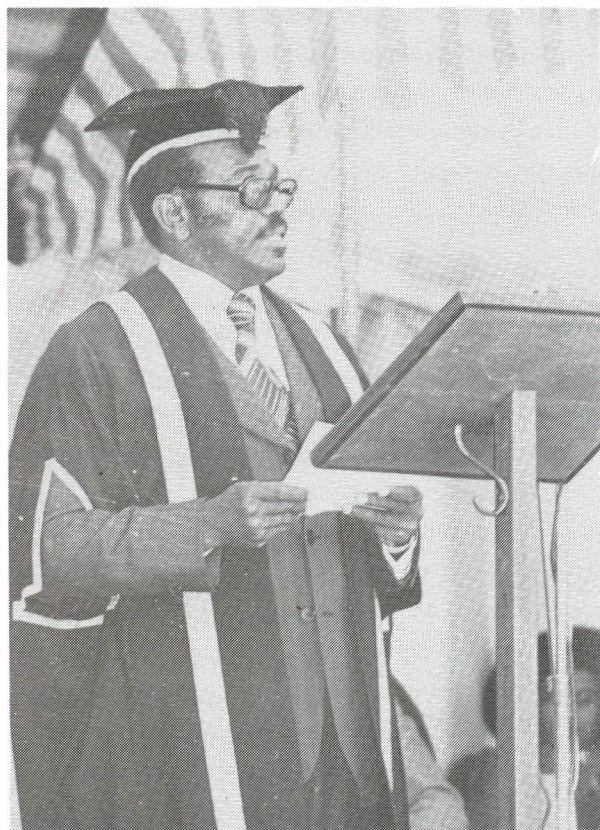
To those who are graduating, or will graduate from this University, I would say this. Never forget the opportunities that have been created for you by your fellow citizens. Practice the act of modesty and recognize your limitations. Exert all your efforts to help your country and your people and let your work bring honour to this University. Many aspects of life here are rapidly changing. My Government, while promoting every kind of urban and industrial advancement, is concentrating on development in the rural areas, which will carry economic opportunities and social justice to the masses of our people. Targets and techniques have been fully outlined in the development plan. However, we need more highly educated and professionally qualified people to ensure the fulfilment of this plan. You graduates will have a vital part to play in all this. Use your knowledge and your talent broadly and meet each challenge with imagination.

I invite you to join us, as Kenya nationalists in working for the prosperity at home and for the unity of Africa. Never look for any privilege, but be ready to assume leadership in the service of our people. I am confident that you will not fail us. I am sure you will all wish to join me in expressing our warm welcome to my colleague Dr. Milton Obote who accepted our invitation to grace this ceremony. My expression of gratitude also goes to our colleague Mwalimu Julius Nyerere, who although unable to be with us today, has sent his personal representatives. President Kaunda of Zambia unfortunately could not attend this function owing to state commitments.

In conclusion, I wish to congratulate all those who have been concerned with the preparation and success of this inauguration ceremony. I wish the University of Nairobi a long and honourable life in meeting all the challenges of nation building in the total context of all human thought and motivation ■



## A History...



1976: B.M. Gichaga, the First Chairman, UON Council.

From pg 13

Despite this remarkable growth in the admission figure, the University has not been able to cope with the growing demand for admission due to the unprecedented growth of secondary schools.

This pressure became particularly acute in the seventies and by the 1990/91 period the University was only able to admit about 20 per cent of the Form Six leavers who met entrance requirements. Of the 9,298 applications received in 1981/82 academic year for instance, some 4,416 met University entrance requirements, out of which only 28 per cent were admitted.

In order to meet this unprecedented demand for university education, the Government established three universities, Moi, Egerton and Kenyatta.

When Kenya attained independence in 1963 it inherited an education system consisting of 6,058 primary schools with an enrolment of 891,553 pupils, 151 secondary schools with a total student population of 31,120 and one University College with 602 students.

By 1990 there were about 14,000 primary schools with an enrolment of 6 million pupils, 3,000 secondary schools with a student population of 600,000 and four public universities with an enrolment of 40,000 students in 1990/91 academic year. Other private universities in the country had a total enrolment of 1,700 students.

This expansion has been a direct response to demand by Kenyans for more educational opportunities and the high premium Kenya attaches to the provision of quality education for all its citizens.

Following the inauguration of the University of East Africa in June 1963, students began enrolling for degree and diploma courses of the University of East Africa. However, this excluded students in the Departments of Domestic Science and Land Development who continued to read for the University of Manchester and RICS qualifications respectively. The students who had enrolled under the special relation programme continued to read for degrees of the University of London. This programme was eventually terminated in June 1966.

In 1965, the Institute for Development Studies, popularly known by its acronym IDS, was established primarily as a research institute in social and cultural studies. The institute was founded thanks to the efforts of the late Professor James Coleman who also became its first Director. During the 1970/71 academic year, the cultural division of the IDS split from social sciences and was established separately as the Institute of African Studies (IAS) now based at the National Museum.

In another area, the Faculty of Medicine admitted its first students in 1967. The faculty was by then based at the Chiromo campus where preclinical teaching was done before proceeding to Kenyatta National Hospital for the rest of clinical work. This arrangement still exists. In 1970, the faculties of Agriculture and Law were opened at Upper Kabete and Main Campus respectively. In the same year, the School of Journalism and Faculty of Education were also opened at the Main Campus. Further infrastructural development has been taking place since then with the creation of new faculties and departments.

Since 1970, numerous departments have been initiated to cater for certain specialised training in their respective areas.

*Please cont. on pg 20*



**JOMO KENYATTA UNIVERSITY OF  
AGRICULTURE & TECHNOLOGY**

**The Council  
The Vice-Chancellor  
Staff, Students  
and the Entire Community  
of**

**The Jomo Kenyatta University of Agriculture  
and Technology (JKUAT)**

wish to congratulate

**The University of Nairobi**

on the occasion of the Institution's

**Silver Jubilee Graduation Celebrations.**

As the Grandchild of

University of Nairobi,

we are proud to be associated with

Kenya's premier University as a partner in the noble task of  
producing high quality manpower for the country.

We wish the University of Nairobi  
and the graduands continued success  
in their future undertakings.

**VICE-CHANCELLOR**



## Infrastructure Projects

Project	Year of Completion	Project	Year of Completion
Women's Hall No.1	1956	Biological Science	1983
Education Building	1970	complex (phase 1)	
Halls of Residence 1,2,3.	1956	Staff Housing, Mamlaka	1990
Engineering Workshop	1957	New Halls of Residence	
Tana Hall (Block.c)	1971	Kitchen, Dining Hall	1983
American Wing	1959	Hostel Blocks contract (b)	1990
Hall 12	1972	Dining Hall	
Hall 13	1972	8:4:4: Facilities	1990
Nutrition Laboratories	1972	Extension to Science Blocks	1983
<b>Administration Block</b>		and Library	
(Gandhi Library)	1962	Hostel & Other Works 6 blocks	1990
Faculty of Agriculture Building	1972	Library Block	1990
Extension to Women's Hall	1962	Halls Complex (phase 3)	1984
Field Station	1972	Lecture Theatre for 300 students,	1990
Staff Houses (Barracks)	1972	Tuition block, 30 offices, Tutorial	
Hyslop Building	1963	Rooms for 60 students, Lecturer	
Pathology Building	1963	Rooms Comm/Tech Floor	1990
Hall 10 and 11	1973	New Workshop for	
Pre-Clinical School(Chiromo)	1963	Agricultural Engineering	1984
Large & Small Animal Buildings	1973	Staff Housing, Laikipia Road	
Hall 4	1965	Mandela Hall	1984
Physical Sciences Building	1975	Student Hostel to accomodate 450	
Botany & Zoology Building	1965	students including rooms, Kitchen and Dining to	
Computer Science Building	1975	accommodate 225 students on	
Civil Engineering Blocks	1967	cafeteria system	1990
Extension to Library (CAVS)	1976	12 Staff Houses	1984
Food Science and Building-		16 Maisonettes with servant	
Technology (1) & (2)	1976	quarters	1986
Hall 5	1967	5 Halls, Kitchen Cafeteria, 12 staff	
Hall 7 & 8	1967	Houses	1986
Hall 6	1967	Jomo Kenyatta Library (Offices,	
Pre-Med School	1967	Seminar Rooms, Units)	1987
Agri. Engineering Building	1977	8:4:4 facilities for CAVS	1990
Hall 9	1969	Hall Complex "Mamlaka"	1991
Public Health Building	1978	Diplomacy Hostel	1988
Education Project at Kibwezi,		8:4:4 facilities	1991
School, Water tanks, Clinic, Admin. Block	1988		
Mugabe Hall	1979		



# A History...

From pg 17

These include the Department of Food Science and Technology, Agricultural Engineering, Management Science, Range Management and the Institute of Computer Science. In addition, a bachelors degree in Anthropology was introduced in 1987 and is taught at the Institute of African Studies. In 1995, the newest institutes and Faculties of the University, the Institute of Dryland Research, Development and Utilisation, Institute of Nuclear Science, HABRI and Faculties of Pharmacy and Dental Sciences were established.

Today the University has twelve faculties, five institutes, one School of Journalism, and over 82 departments and two sub departments.

## University of Nairobi

The year 1970 was a momentous year in the evolution of the University of Nairobi. In July of that year, the University of East Africa was dissolved and the three East African countries set up their independent national universities. The University of Nairobi was thus born as a fully-fledged University through an Act of Parliament. In the same year, the Department of Advanced Nursing was established. After the inauguration, the late President Jomo Kenyatta was installed as Chancellor and awarded an Honorary D. Litt. Degree. At this time, the student population stood at 3,500 and annual graduate production stood at 1,313. Four years later (1974), the Department of Pharmacy and Dental Surgery was established whereas the development of Biochemistry was amalgamated as a service Department to all science faculties though based at the Faculty of Medicine.

Another significant occurrence during the 1970s was the establishment of the Institute of Population Studies and Research (now Population Studies and Research Institute, (PSRI), the Department of Range Management in the Faculty of Agriculture and the transfer of the Faculty of Education to Kenyatta University College (1975), which was by then a constituent College of the University of Nairobi. At the same time, the Departments of Philosophy and Religious Studies split to form the Department of Philosophy and Religious Studies respectively both

being within the Faculty of Arts.

Similarly, the 1980s witnessed major infrastructural changes affecting the University of Nairobi. After the August 1982 attempted coup, the University was closed for 14 months following massive implication of the students in the disturbances. When it reopened in October, 1983, the Chancellor, who is also the president of the Republic appointed a committee, the University of Nairobi Visitation and Inspection Committee, to look into ways and means of restructuring the University with a view to enhancing efficiency in its day to day running. One of the major recommendations of the committee was the decentralization of academic divisions and their relocation at different campuses. The main idea was understandably to reduce congestion at the Main Campus.

Following the committee's recommendations, one of the very first steps taken was to transfer the Department of Forestry from Nairobi to Moi University, Eldoret, which took place in September, 1983. The other crucial development was the establishment of campus colleges under the 1985 University of Nairobi Act. By this Act, six Colleges were established as follows:

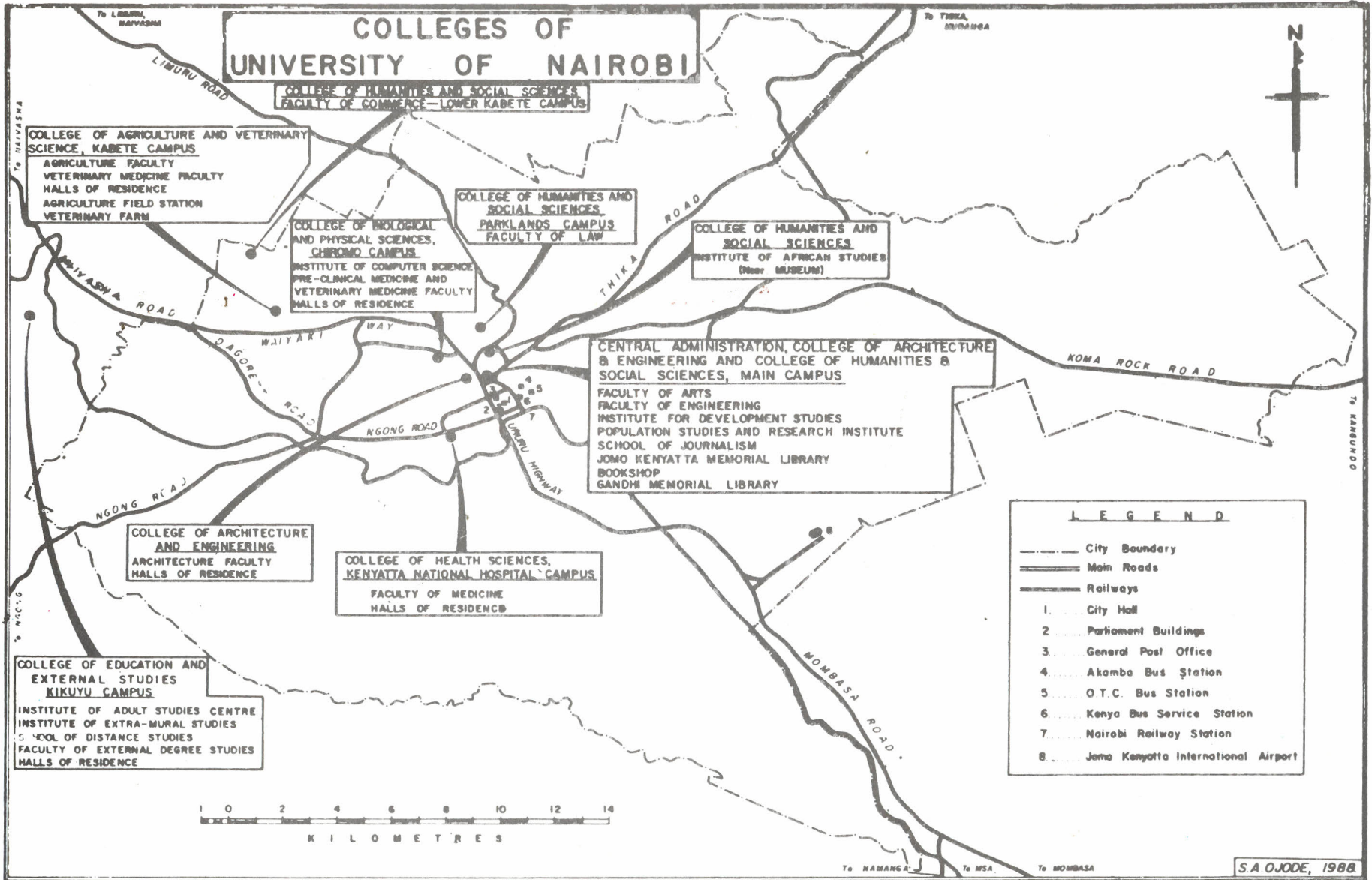
- (i) College of Architecture and Engineering (CAE) based at the Main Campus;
- (ii) College of Humanities and Social Sciences (CHSS) also based at the Main Campus. (The Faculty of Law which falls under this college was transferred to Parklands Campus. Also transferred from the Main Campus was the Faculty of Commerce which went to Lower Kabete in September, 1988. Lower Kabete is 12 Km from the City Centre)
- (iii) College of Agriculture and Veterinary Sciences (CAVS) based at Upper Kabete Campus, some 13 Km northwest of the town centre;
- (iv) College of Health Sciences (CHS) which is part of the Kenyatta National Hospital Complex. It is situated on Ngong Road, 3 Km from the Main Campus;
- (v) College of Education and External Studies (CEES) based at Kikuyu Campus, 21 Km from Nairobi.
- (vi) College of Biological and Physical Sciences (CBPS)) based at Chiromo.

The University Students Accommodation Board (USAB) (now Students Welfare Authority (SWA) was

*Please cont. on pg 21*



# COLLEGES OF UNIVERSITY OF NAIROBI





From pg 19

established to handle the catering and accommodation needs of the students, separate from the University's central administration.

### University Administration

Since its founding in 1970, the University of Nairobi has been administered by the Council appointed by the Chancellor as per the Act. The Chancellor has always been the President of the Republic. Between 1963 and 1979, the Chairman of the Council was Bethwell Mareka Gecaga who was also a nominated M.P. Between 1979 and 1981, the University Council was chaired by William Odongo Omamo who was by then Minister for Agriculture and Livestock Development. Between 1981 and 1995 the Council was headed by Lawrence Sagini. The current Chairman is Prof. Sam Ogeri.

The first Kenya High Commissioner to London, Dr. Josphat Njuguna Karanja succeeded Dr. Arthur Porter, who was Principal, to become the First Vice-Chancellor of the University of Nairobi. Prof. Joseph Maina Mungai took over from Dr. Karanja in 1979 - 1985. Prof. P. Muinde Mbithi was appointed Vice-Chancellor in 1985. He was previously Deputy Vice-Chancellor in charge of Administration and Finance. Currently, the post is held by Prof. Francis Gichaga who was appointed in 1991. The teaching and research staff has grown from 200 in 1963 to about 1,500 in 1997. Support staff number about 4000.

### Student Population

At the time of independence when it was still the Royal Technical College, only 452 ('A'-level and undergraduate) students were enrolled, out of whom 152 were studying for Arts, Science and Engineering degrees. Since then, many new faculties and departments have been established (see section on infrastructure development) to handle a wide range of courses in various degree programmes. This is as demanded by the tenets of academic excellence and relevance to national aspirations.

Whereas the Royal Technical College managed to graduate only 18 students in 1963, the university of Nairobi could graduate well over 2,500 annually by 1983. More specifically, 29 first degree and diplomas and doc-

torate degree programmes were being offered by 1983. Currently, the University of Nairobi student population is well over 15,000 and the number of graduands every year is in excess of 3,000. The growth in student intake has however not been matched by the available facilities and resources leading to a severe strain on the existing infrastructure. The strain is particularly acute in undergraduate classes.

The greater cost of maintaining the running of the University of Nairobi as is the case with other public universities, is met by tax-payers' money. In reciprocity the University has made immense contribution to public welfare by broadening the frontiers of knowledge through research, processing, storage and dissemination of this knowledge by way of publication and other forms of public enlightenment and also through the production of skilled manpower to man various sectors of the country's economy.

### The Senate

The Senate is the supreme academic body of the University, provided for in the University of Nairobi Act. Under the Chairmanship of the Vice-Chancellor, the Senate is composed of the Deputy Vice-Chancellor, the Principals of the constituent and Campus colleges, Deans of faculties, Directors of Institutes and the School of Journalism and Chairmen of all teaching departments.

As the supreme academic body, it is responsible for the content and academic standards, excellence and relevance of all courses of study offered at the University. It provides the rules governing admission and award of degrees, diplomas and certificates of the University.

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# A History...

From pg 21

In effect, it decides which persons have attained the desired standard and proficiency to be awarded a degree, diploma or certificate.

## University Examinations

University examinations are conducted under the control of the Senate. There are internal and external examiners of the University appointed by the Senate who prepare examination papers where appropriate, and examine students in the papers assigned to them by the faculty, institute or school.

External examiners are appointed from outside the University except in the case of a re-examination, at a special examination of candidates who have failed in the ordinary University examination, an examiner may be appointed from within the University provided he has had no part in teaching the candidate in the subject of the paper under examination.

In the event of any alleged examination irregularity, the Senate appoints a committee which investigates. Any person involved in the alleged irregularity is required to appear before this committee. The Chairman then reports the findings of the committee to the Vice-Chancellor who, on behalf of the Senate, decides what further action may be necessary.

## Honorary Degrees

A proposal to grant an honorary degree may be made by a member of the Council or a member of the Senate and is communicated in writing to the Vice-Chancellor. Every such proposal is accompanied by a statement setting forth the degree recommended and the detailed grounds on which the recommendation is based.

The Vice-Chancellor refers such a proposal to a committee which appoints a chairman from amongst its members. Any recommendation made by this committee for the conferring of any degree is reported to both the Council and the Senate for confirmation.

The Honorary Degrees Committee consists of the Vice-Chancellor, the Deputy Vice-Chancellor, Chairman of the

Council, three members of the Senate, and two members of the Council. In each case, the dean of the faculty in which the degree is supposed to be conferred is consulted.

## Conferring of Degrees

Congregation of the University is held at least once a year in Nairobi and is presided over by the Chancellor or, in his absence, by the Vice-Chancellor or some other person nominated by the Chancellor.

Degrees are conferred at a Congregation of the University. A candidate shall not be admitted to a degree, other than an honorary degree, unless the candidate has paid such fees as may be prescribed by the Council, and unless the Registrar has certified that such a candidate has satisfied all the conditions prescribed for such a degree.

The procedure as to the conferring of degrees, the academic dress to be worn and all other matters regarding congregations is determined by the Senate.

## Convocation

Convocation of the University consists of all persons whose names appear on the Convocation Roll compiled and kept by the Academic Registrar of the University.

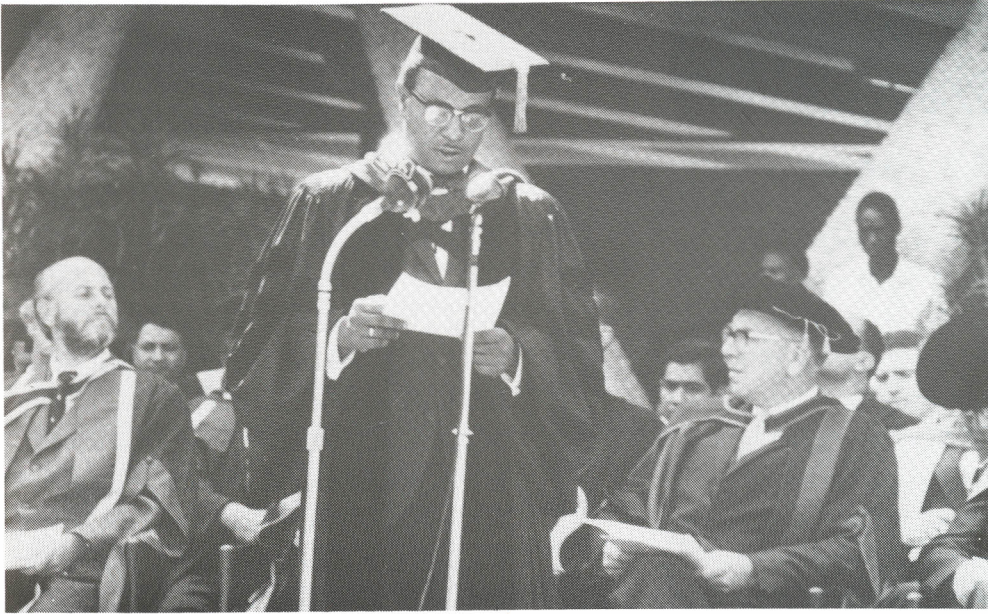
The Vice-Chancellor, Deputy Vice-Chancellor, Professors and Lecturers of the University (including for this purpose, honorary and titular professors and lecturers, the Librarian, the Registrar and the Finance Officer, are ex-officio members of the Convocation) and are entitled to have their names entered on the Convocation Roll. All persons who become graduates of the University are also entitled to have their names placed upon the Convocation Roll.

Subject to the provisions of the statutes, Convocation is empowered to discuss and state its opinion upon any matters within the sphere of competence of the University, to elect from among its members an executive committee, the constitution, functions and duties of which shall be prescribed by regulations framed by the Council after consultation with Convocation, and after a date to be appointed by the Council, to elect one member of Council from amongst its members in a manner to be determined by the Council.

The Academic Registrar is the secretary of the Convocation and keeps the roll. The names of new graduates of

*Please cont. on pg 23*





*Dr. Arthur T. Porter, Principal – University College Nairobi, University of East Africa. The University of East Africa is the Predecessor to the University of Nairobi*

*From pg 22*

the University are considered to be automatically included in the roll immediately after the conferment of the degrees.

### **Varsity Campuses**

The University of Nairobi has seven campuses, all but one of which are within the city of Nairobi. The Main Campus is within the city centre. It houses the administration offices of the University.

Here are located the Faculty of Arts, as well as the School of Journalism, the Institute for Development Studies and the Population Studies and Research Institute, within the College of Humanities and Social Sciences. The Faculties of Commerce and Law are located at the Lower Kabete Campus and Parklands Campus respectively.

The College of Architecture and Engineering comprising the Faculty of Architecture, Design and Development and the Faculty of Engineering is also located here. The majority of the students' halls of residence and the Central Catering Unit are also within this Campus.

The Chiromo campus is just across the Msonga Wai River, some two kilometres from the Main Campus. This Campus accommodates the College of Biological and Physical Sciences within which fall the Faculty of Science, the Pre-

clinical Medical and Veterinary Departments and the Institute of Computer Science.

The Institute of African Studies is housed at the National Museum about one kilometre from the Main Campus. The College of Health Sciences is located within Kenyatta Hospital some three kilometres from the Main Campus and forms part of the Kenyatta National Hospital Complex. Hall of Residence of medical students are also sited there.

The Kabete Campus is situated close to the north-eastern city boundary some 13 kilometres from the main campus. The clinical departments of the Faculty of Veterinary Medicine as well as the Faculty of Agriculture have their main buildings here. Close by and to the east is the Agricultural Field Station. The Veterinary Faculty Farm is about four kilometres to the west of the city centre. There are also field stations at Kibwezi which house the Institute of Dryland Research Development and Utilization and Machanga in Embu.

The College of Education and External Studies is situated at Kikuyu Campus 21 kilometres from Nairobi.

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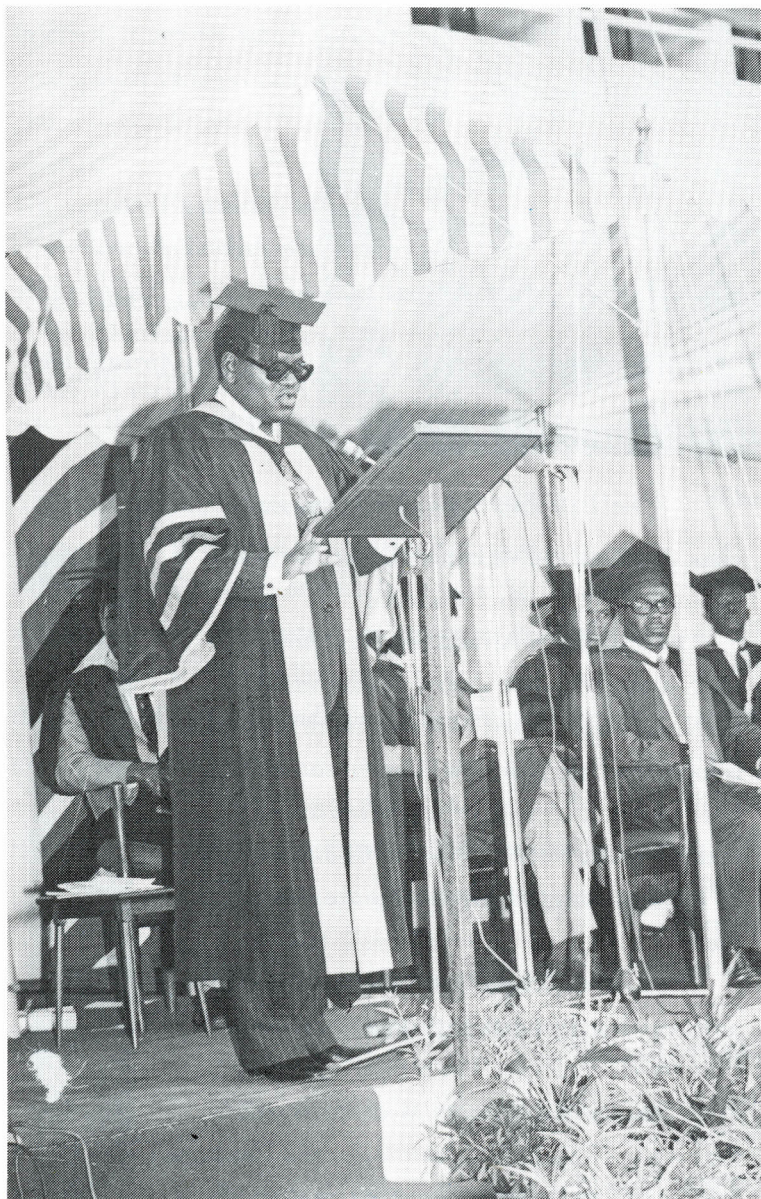
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# A History...



*Dr. Josphat Karanja, the first Vice-Chancellor, University of Nairobi, 1970-1979*

From pg 23

## University Library Services

The University Library system composes the Jomo Kenyatta Memorial Library in the Main University Campus, the Chiromo Library for Physical and Biological science departments in that Campus, the Kabete Library servicing Veterinary Medicine and Agriculture, the Medical Library at the Faculty of Medicine in the Kenyatta National Hospital, the A.D.D. Library at the Faculty of Architecture, Design and Development, the Institute of Development Studies Library in the Main Campus, the Institute of Adult Studies Library in the Main Campus, the Institute of Adult Studies Library at Kikuyu, the P.S.R.I.

Library at the Population Institute in the Main Campus and the Institute of African Studies Library located behind the National Museum.

The total stock of the library system is about 350,000 volumes, inclusive of bound volumes of periodicals. The libraries receive about 4,000 current periodical titles. The Library stock includes sets of technical standards from various countries, an East African studies collection and volumes of periodicals. It is an official deposit of material published in Kenya as well as publications of the United Nations, Food and Agriculture Organisation (FAO), World Health Organisation (WHO) the Economic Commission for Africa (ECA), General Agreement on Tariffs and Trade (GATT), United Nations Environment Programme (UNEP) and many other international organisations. The University Libraries house copies of thesis presented to the University as well as reports of authorised research carried out in Kenya.

Books in the library system are classified by the Library of Congress Classification scheme and a union catalogue of all books held by the system is maintained in the Central (Gandhi) Library. Branch libraries have catalogues of their own holdings.

The University Libraries are open to staff and students of the University for reference borrowing. Members of the public are normally not allowed access to the University libraries but exceptions are made for specific categories at the discretion of the Librarian. They are particularly used by members of certain professional institutions with whom the University Library has special arrangements. University libraries are also extensively used by graduates of various universities, secondary school teachers, government officials and others engaged in research.

The Main Library has a seating capacity of 1,309 readers including some study rooms which can be used by academic staff and study groups. The Chiromo Library has a capacity

*Please cont. on pg 25*



of 390 readers inclusive of study carrels for use by departments housed in the campus.

The main library holds microfilm sets of the Kenya Parliamentary debates, the East African Standard, the London Times, the Colonial Office (London) records on Kenya, back issues of some periodical thesis on East Africa presented to Universities in different countries.

Photocopy services are available in the Main Library, Chiromo Library and Medical Library, and the library service undertakes to obtain articles from journals not held by the University Libraries. A photographic service is also provided at the main campus. A bindery, handling about 1,000 items a month is operated for the library's own use. Outside work is not undertaken with the exception of higher degrees, these being presented to the University.

A guide to the University Library services containing detailed information on available facilities is issued by the University Libraries and is available on request.

### Student Welfare Authority

Following persistent complaints by students about the poor catering and accommodation services being offered by USAB, the University of Nairobi Management Board directed the Senate to set up various committees to study and make appropriate recommendations on how to improve the standards of catering and accommodation services offered to students.

The committees, unanimously, resolved that USAB (University Student's Accommodation Board) had failed to render satisfactory services to the student community. But the most important consideration was the fact that academic programmes and the welfare of the students were inseparable and therefore, one corporate body should run both.

Consequently and in accordance with the University of Nairobi statutes, a Students Welfare Authority (SWA) was established to take over all the services hitherto rendered by USAB. Basically, the services entail the management and administration of halls of residence and catering facilities. These services had previously been a source of great concern to the students.

### Achievements

Since the Authority took over from the defunct USAB, there has been marked improvement in the services rendered to students in both halls of residence and catering establishment.

## A History...

For example at the main campus a modern complex, Mamlaka Hall, which has a capacity of 498 students sprung up. The complex is divided into two hostels which are self-contained with kitchens and dining hall facilities. The modern hostels have double rooms. A similar complex also exists at Kikuyu and Lower Kabete campuses.

Another novel innovation by SWA is the grouping of halls according to colleges. This was in pursuit of the policy that halls should operate under conditions that promote the integration of the student community. This is underlined by the belief that the University has a responsibility to make the halls something more than just hostels and that the development of a University community is the overall objective.

A variety of recreational activities provide the students with the necessary and desirable opportunities for training in leadership and the development of individual talents.

The revitalisation of the institution of wardenship is yet another remarkable achievement. Wardens provide a bridge between the University, the students and SWA and enhance dialogue with all parties concerned.

To safeguard students properly, adequate security measures have been undertaken and cases of theft of students property have been minimised.

Apart from catering for students, the Authority operates a number of cafeterias (refectories) and student centres which cater for staff, residential and non-residential students. These offer a variety of drinks, meals and snacks at competitive prices.

At the administrative level, the University has continued to strengthen the Authority by appointing qualified staff in all key departments. To enhance its manpower development, the University sponsors employees to train in institutions such as the Kenya Polytechnic and Strathmore College.

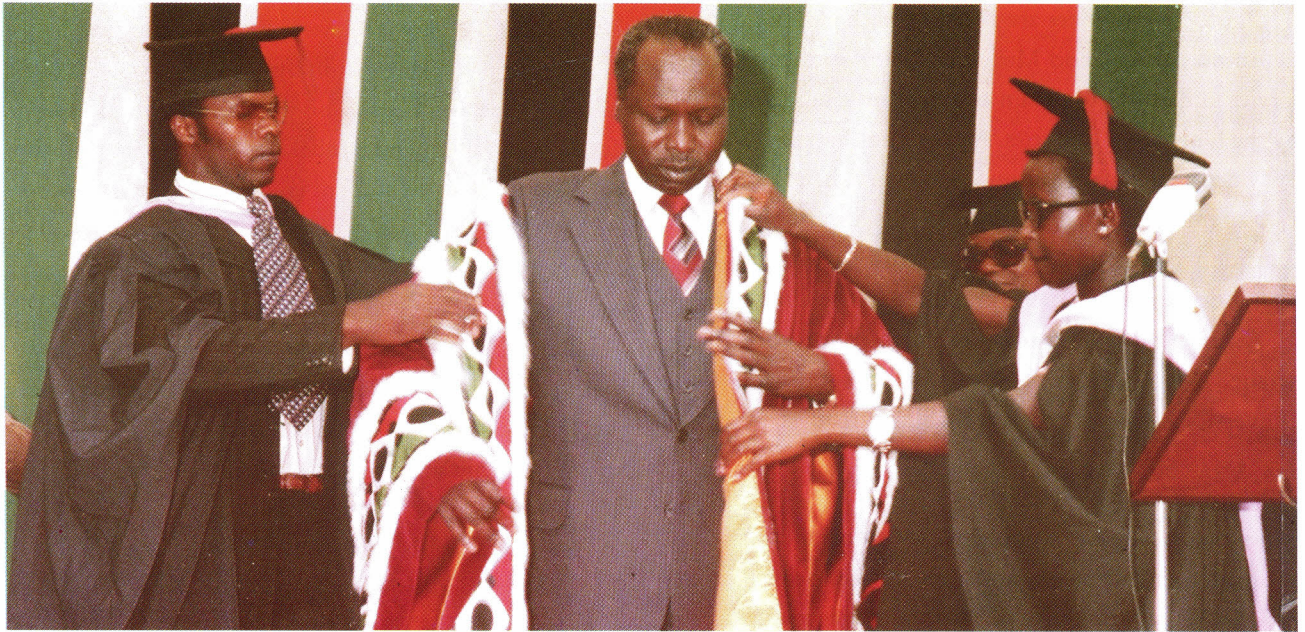
With the implementation of the 8-4-4 education system, there is no doubt that catering and accommodation facilities have come under severe stress. The Authority is, however, constantly evaluating its performance to ensure that services offered to residential students are always up to acceptable standards ■



# 24th November 1978

## A Change of Guard

Excerpts of the Speech by President Daniel T. arap Moi on his Installation as Chancellor of the University of Nairobi.



*Installation of the Chancellor: A Change of Guard*

It is with deep sorrow, and great sense of loss, that we meet here today without the late father of our Nation, Mzee Jomo Kenyatta, the first Chancellor of the University of Nairobi. It is truly impossible to find suitable words to express our gratitude for all he did for our country. In becoming the Chancellor, I am succeeding someone who in many ways is irreplaceable. However, the late Chancellor left a sound foundation. I am therefore, confident that, with your support and dedication, we shall ensure that this University grows from strength to strength.

Let me warmly congratulate those who have graduated today. I wish them well in their future careers and strongly advise the new graduates to regard their achievement today as the beginning of their real education.

I would also like to thank the University Council and the Senate most sincerely for including me in the list of 1978 graduates. It is with much humility that I accept the responsibilities and all that appertains to the degree of Doctor of Laws, conferred upon me today. I very much appreciate the honour you have given me.

There are many subjects, on an occasion like this, which I would like to discuss with you. However, today, I shall concentrate on only a few points concerning the role of this University in the development of our country.

The importance of this University, and other institutions of higher learning, is impossible to exaggerate when it is realised that the greatest asset in developing country is the People themselves. We depend on the education system, with University at the top of it, for the enhancement of the quality of our people so that they can carry out the task of developing this country in an effective manner. The development of a country should not be seen only in material terms important though material well-being is. The development of the country must include the promotion of political stability, consolidation of unity, development of self-reliance, and safeguarding our independence while dealing with other nations and the international community in general.

In achieving these broad national objectives, and particularly in developing the ability and enterprise of our

*Please cont. on pg 27*



## A Change of Guard ...

From pg. 26

people, the University has a central and crucial role to play. The University is at the apex of our education system and it is expected to be an institution dedicated not only to excellence, intellectual challenge and search for truth but also a source of leadership in ensuring that the entire education system is relevant to our needs, now and in the future.

To a number of Kenyans the University is particularly known for occasional confrontations between the students and the police. Happily, such confrontations seem to have come to an end. The University of Nairobi should be known for the significant contribution it makes in the development of our country. Indeed, I congratulate the University Council, the Senate, the University administration and the teaching staff on their achievements. However, there is still much to be done: past achievements should be regarded as the foundation for even more energetic efforts in the years to come.

To enable the University undertake its important responsibilities effectively, its various needs must be met. The University must have dedicated and qualified lecturers who make it their duty to thoroughly understand the needs of our nation. A second requirement is adequate physical academic facilities. In this connection, there is urgent need to build a new library and a new Biological Science Building. I have directed my Vice-President and Minister for Finance to allocate £2 million to the University for the two projects. Further I would like to suggest to the University Council that the new Library be known as the Jomo Kenyatta University Library in memory of the late Father of the Nation. Mzee Jomo Kenyatta and his love for education.

No university can, of course, exist without students. In a developing coun-

try like ours in which university students are, in terms of academic and general education, far ahead of their parents and their less fortunate brothers and sisters, there is a danger that students might feel that they know a lot and that their ideas should always be accepted. While we expect the students to be vigorous in their thinking and to apply their minds to the full in discussing the various problems facing our country, it would be a tragic mistake on their part to assume that they were the only ones who knew the causes of those problems and their appropriate solutions. Students should give much more thought to the philosophical approach to the political, social and economic strategies which have been guiding this country since independence. Our philosophy and those strategies have contributed significantly to whatever we have achieved today. However, we must continuously examine their effectiveness. In fact the dynamic forces facing us demand that we do so in order to ensure that progress of change is properly planned and managed, and that we make use of all the opportunities which come our way.

Another point to note is that there is a danger that students might go through the formal education system without first-hand practical knowledge of the actual economic, social and political situation prevailing in the country, particularly in the rural area. I am convinced that the education received in the lecture halls should be supplemented by practical education in the field. For this rea-

*Please cont. on pg 28*



*Getting Down to Business:  
The Chancellor Confers  
a Ph.D. Degree*



## A Change of Guard ...

From pg. 27

son, I have directed that the Government and the University work out a scheme which would enable the students to do some practical work of national significance before they graduate. Through such a scheme I can see, for example, the students gaining valuable experience and doing a great national service by working in our hospitals, agricultural training centres, secondary schools and in the campaign to eliminate illiteracy. Students are our future leaders, and their education is to prepare them for that role. It is, therefore, absolutely necessary that their knowledge of the country, and the problems facing it, should be as complete as possible.

One other subject I would like to touch on briefly is the role of the Harambee spirit in our education programmes. Harambee effort has already contributed significantly in this field. We must continue to promote that spirit. Further, it is now time for the government to work out a more comprehensive programme for doing so. One area in which the government will take immediate action is the development of the established Harambee Institutes of Technology. Our people have made truly magnificent efforts in putting up buildings and other facilities for these institutes. The Government will assist in meeting some of the recurrent costs of these Institutes besides ensuring that the courses taught are appropriate and the standards are high. As is well known, technological developments are essential in the process of economic and social growth. Here in Kenya, the next stage of our development requires that we accelerate technological innovations, and new ways of doing things, in all our sectors. It is primarily for this

reason that we must now give technical education high priority in our education programmes.

Before I end this address, I would like all Kenyans to know that I am aware of the various suggestions put forward for establishment of more universities in Kenya. For many reasons, including the fact that we must plan the supply of our high level manpower extremely carefully so that it is consistent with our requirements, this is an issue which needs very detailed examination. The Government will not therefore rush into establishment of more universities. However, this is an item which is high on the agenda of the urgent matters for discussion in the Government.

Finally, I would like to end this address by stressing again that the University of Nairobi, and our other Institutions of Higher Learning, have an important part to play in developing the KENYA WE WANT. The Kenya We Want is a country which is developing, in a viable and sustainable manner, for the benefit of all its citizens. A country which is democratic and united and in which basic freedoms and human dignity are guaranteed. A country in which our valuable traditions are respected and promoted: and a country which actively participates in African and international affairs. This is the image that leads me to continuously urge the people of Kenya to uphold the principles of unity, love for our country and one another, and peace. I am sure I can count on the University of Nairobi to work hand-in-hand with the Government in promoting these principles. Indeed, I want the University of Nairobi and the Government Ministries to establish the closest working relations in our struggle to develop Kenya for the benefit of all Kenyans ■

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## Matters of fact

### Did you know that ...

- The academic year 1980-81 saw the first graduates with diplomas in education, the first Bachelor graduates in Arabic, the first Postgraduate Diplomas in Mass Communication, the first locally trained specialists in Anaesthesia.  
1985
- The University of Nairobi graduated its first group in Master of Arts in Housing Administration Degree; graduated its first group of Master of Public Health Degree and established an undergraduate degree in Anthropology.  
1986
- The University graduated, for the first time, students in Bachelor of Science Degrees in Medical Physiology; Postgraduate Diplomas in Population Studies.

*Please cont. on pg 29*



## Matters of Fact ...

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- The University introduced teaching through video microscopes & screen particularly in Departments of Human Anatomy, Veterinary Anatomy, Animal Physiology and introduced a special component in the Bachelor of Education Programme for a specialization in Special Education, Distance Studies and Adult Education.
- Until 1973, it was compulsory for students of the University to wear red academic gowns at all times.
- The University postal address 30197, has been maintained without change since the 1960's.
- The name "Chiromo" is derived from the name of a small town in Mozambique.
- In article VII of the Royal Charter, amongst the main responsibilities of the Council was to ensure:
  - Freedom of worship to all students!
  - To improve the moral character, manner and conduct of the students.
  - To inculcate in them the duty of loyalty to His Majesty the King, his heirs and successors!
- The last London University degree examinations at Makerere University College were in May 1965. In the B.Sc. (Agriculture) Mr. John Njukia of Kenya passed with a first division. The examinations were the last to be held at Makerere under the system of special relationship with London University which had lasted for 15 years.
- In 1965, the *EAST AFRICA JOURNAL* was a leading intellectual discourse journal in Africa. Such leading luminaries as Prof. S.H. Ominde contributed. Essayists were paid between KShs 100-300, small money today, but rewarding then!
- The sculpture now known as the "Fountain of Knowledge" was known as Yajnik Fountain in memory of Dr. Yajnik, instrumental for raising funds for the Royal Technical College.
- The road to University status for Egerton started way back in 1964 when the Egerton Agricultural College Board, chaired by Sir Michael Blundell, decided to include three representatives of the University College, Nairobi into the Board. This was the first step in integrating Egerton into the University of East Africa.
- Proposals to create separate universities in Uganda, Kenya and Tanzania were in place as early as 1965. The year 1967 was envisaged the implementation year. According to Mr. Milton Obote, then prime Minister of Uganda who said: "I have been wondering how long a University College should take before it becomes a University - five, ten, twenty years", (July 1965) Meanwhile in Uganda's parliament, the Govern-

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# University of Nairobi and Kenya's Development

From pg. 31

as being of benefit and positive contribution to their welfare. Thus, in judging, assessing or evaluating the performance of the University after 25 years of existence the focus should be on how well or poorly it has accomplished its specific social function. It should be on the extent to which it has succeeded or failed in achieving its outlined and spelt out goals and objectives and discharged its duties and responsibilities to Society.

In this connection, it is no doubt worthwhile to restate clearly the purposes for which the University was founded and exists, its *raison-de'etre* or purpose for existence. For it is only against those parameters that the performance of the University should be measured and judged. Any positive contribution over and above those requirements and expectations would be a bonus to society and any failure to go beyond its specified missions irrelevant and immaterial.

According to the University of Nairobi Act, Article 7 (1), the function and objectives of the university are:

- (a) To provide, directly or in collaboration with other institutions of higher learning, facilities for university education, concluding technological and professional education and for research;
- (b) To participate in the discovery, transmission and preservation of knowledge and to stimulate the intellectual life and cultural development of Kenya;
- (c) To conduct examinations for and to grant such academic awards as may be provided for in the statutes;
- (d) To cooperate with the Government in the planned development of University education;
- (e) To determine who may and what may be taught and how it may be taught in the university.

In other words, the fundamental function of the University as a distinct institution of the Kenyan society is to provide and utilize facilities for the creation of knowledge through research, discoveries and inventions; the dissemination and transmission of knowledge to the present and successive generations of Kenyans through teaching, publications, conferences, seminars discussions and consultancy services; the storage and preservation of knowledge in libraries and archives for references by present and future generations; and the training of high level professional and technical manpower for the benefit and welfare of the people of Kenya and mankind.

The extent to which the University has been able to accomplish the function of providing university education to Kenyans and to train high level pro-

*Please cont. on pg 33*



*A Lecture Session ...*



# University of Nairobi and Kenya's Development

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Professional and technical manpower can be judged from the figures given in Table I and Table II. They present a succinct summary of the number of people who have received university education and training at the University of Nairobi and who have graduated with first and advanced degrees and diplomas between 1970, when the University was established as a fully-fledged and autonomous University, and 1997. This is in addition to more than 6000 graduates who received their degrees and diplomas from the University between 1964 and 1970 when the University was still a Constituent College of the University of East Africa.

All in all the University of Nairobi has taught, examined and awarded over 60,000 first and advanced degrees and diplomas since 1964 covering almost all known areas, fields and disciplines of study, research and training. It has provided the nation with a large pool of highly educated and trained professionals and technical experts in an extremely wide variety of disciplines and domains of human endeavour. These are the people who are today occupying vital positions and playing key roles in virtually all sectors of Kenya's social economic and political life. They constitute the vast majority of middle and senior officers and professionals in government ministries, parastatal organisations, private business, non-governmental organisations, and even Inter-Governmental organisations.

In many areas of specialisation, University of Nairobi graduates constitute the bulk and in some cases almost the entire complement of the professional and technical experts practicing in Kenya. In all probability, for example, it would be no exaggeration to say that 3 out of every 4 district officers, assistant secretaries, district commissioners, senior assistant secretaries, under secretaries, mechanical engineers, architects, education officers, sec-



*After Years of Toil by Students ... The Chancellor Finally Preside at a Graduation Ceremony.*

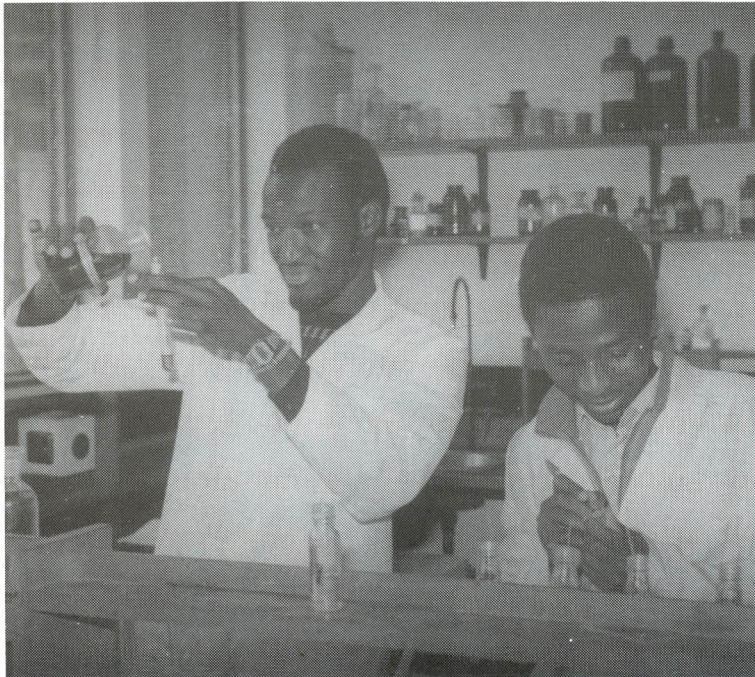
ondary school heads and many others, are University of Nairobi graduates. For certain other key specialisations the proportion goes upto 9 out of every 10. They include such professions as medical and veterinary doctors, agricultural officers, advocates and commissioners of oaths, magistrates, physical planning officers, community development officers, newspaper and magazine editors, valuers and estates managers.

Thus, although it cannot be judged by how many kilometres of road it has built, the University can be judged by the number of kilometres of roads the engineers it has produced, have planned and supervised in their construction. In this connection, it can be said that there is probably no single major road that has been built in Kenya since independence that has not been with the involvement

*Please cont. on pg 34*



# University of Nairobi and Kenya's Development



*Students in the Lab ... an Essential Part of University Training ...*

*From pg. 33*

and participation of University of Nairobi graduate engineers in the planning, design and supervision of construction in one capacity or another.

Similarly, although the university cannot be judged by the number of diseases it has eradicated or prevented, yet it can be judged by how much the over 4,000 doctors it has produced have contributed in tackling those problems and in enhancing the health of Kenyans. No single sector is without a University of Nairobi graduate.

There is no doubt whatsoever that Kenya would be far behind and in a sorry state in many aspects of social, economic and political life, without all those thousands of officers, professionals and technical experts who in many cases are almost the only ones we have. In today's Kenya, they constitute the backbone of our agriculture, industry, commerce, banking, public administration and the education system.

In all cases, the qualifications obtained at the University of Nairobi are of international repute and are acceptable and recognized by governments, private organisations and other universities all over the world. This is ample testimony to the high quality of standards of teaching, research and training offered and maintained at the University. As a consequence of this recognition, the University of Nairobi has established and maintains an extensive and dynamic network of programmes of exchange for students, academic staff, researchers and research findings with over 140 other universities and institutions

around the globe.

## Creating Knowledge

To many people it would come as a great surprise to know that the University of Nairobi never closes! Yet this is a simple truth despite the fact that closures of the University are regularly reported in the local and international press.

In fact, on all such instances of so-called closures, it is only some undergraduate students and in many cases only some of the college campuses, who close. Even then it amounts to temporary interruption of certain University teaching programmes. If the sole function of the University was teaching or lecturing to students, then of course such interruptions would amount to closure of the university.

The University however, is not just a teaching institution. Far from it. It has a much wider social role of which teaching is a component but by no means the only major one. Another very crucial role or function of the University is to participate in the creation of knowledge and to disseminate the same to a variety of consumers through publications, reports, seminars, conferences and so on. It is to contribute to the total stock of knowledge, understanding and technology available to Kenyans and the rest of mankind by undertaking and carrying out research, gathering, analysing and interpreting data and information about our society, economy, government, politicians and the world around us. Through such activities, the University is charged with the responsibility of providing new and deeper insights into all aspects of our national realities and nature, new and better explanations, descriptions and tools of prediction, foresight and action that will enable us make better decisions and manage our affairs more effectively and efficiently.

In this regard, the University of Nairobi

*Please cont. on pg 35*



# University of Nairobi and Kenya's Development

From pg. 35

constitutes without doubt the biggest most diversified and dynamic research institution not only in Kenya but also in East and Central Africa. It is no doubt also one of the leading research institutions in Africa and the world. Among other things, this is testified by the number of published research findings in books, book chapters, conferences, seminars, workshops and discussion papers and articles in specialized journals and magazines that are produced at the University of Nairobi each year as well as the extreme diversity of topics, fields and disciplines covered.

In effect, one of the primary duties of every member of the academic staff of the University is to be continually engaged in conducting research, publishing and otherwise disseminating findings in his or her sphere of specialization. This is a key criteria for promotions and career development at the University and provides a powerful incentive which ensures that lecturers and professors remain constantly motivated and active in attending to this task. Research in laboratories or in the field within the Republic and beyond, and the publication and dissemination of findings is an activity that goes on continuously and without interruption at the University day-in day-out, year-in year-out.

Consequently, the results are telling. To-date University of Nairobi lecturers have written over 500 published books and over 15000 book chapters, conference, seminar, workshop and discussion papers and articles in specialized local and international journals. On average one out of every three University of Nairobi dons has written and published books. Over and above these publications by members of the academic staff, there are the thousands of Masters, Ph.D. and Postgraduate Diploma and dissertations written by post-graduate students. All of them are products of meticulous and painstaking laboratory, clinical and field research covering a wide variety of fields of knowledge. In addition, each and every one of them has, on average, at least 10 papers, journal articles or book chapters to their credit. This speaks volumes about the seriousness, dedication and competence with which the task of creating and disseminating knowledge is taken and has been taken over the years at the University.

## Storing and Preserving knowledge

Yet another major function of the University is the

storage and preservation of knowledge for reference and consultation by the present and future generations. The primary duty of performing this function within the University is the responsibility of the University Library System. In discharging this responsibility, the University Library System collects, catalogues, indexes and preserves in printed and bound form, micro-films, micro-fiches and computer discs, all kinds of books, newspapers, journals, magazines, research reports, conference, seminar and workshop papers, special reports of commissions and committees of inquiry, almanacs, year books, university calendars, annual reports and other publications of national and foreign governments, non-governmental organisations, business firms and private individuals. A computerized marking and identification system helps to ensure the security of the materials.

To-date, from scratch and humble beginnings, the University Library System boasts of over 400,000 books and over 250,000 volumes of periodicals and other types of materials. It is without doubt one of the largest such collections in Africa. The collection is housed at Jomo Kenyatta Memorial Library at the Main Campus of the University and in 12 branch libraries in different colleges, faculties and institutes.

In all respects, the University of Nairobi Library System is the Central Bank of Knowledge for Kenya. In any one week nearly 100,000 readers make use of its facilities and collection of materials including many professionals and researchers from outside the University and from many countries of the world.

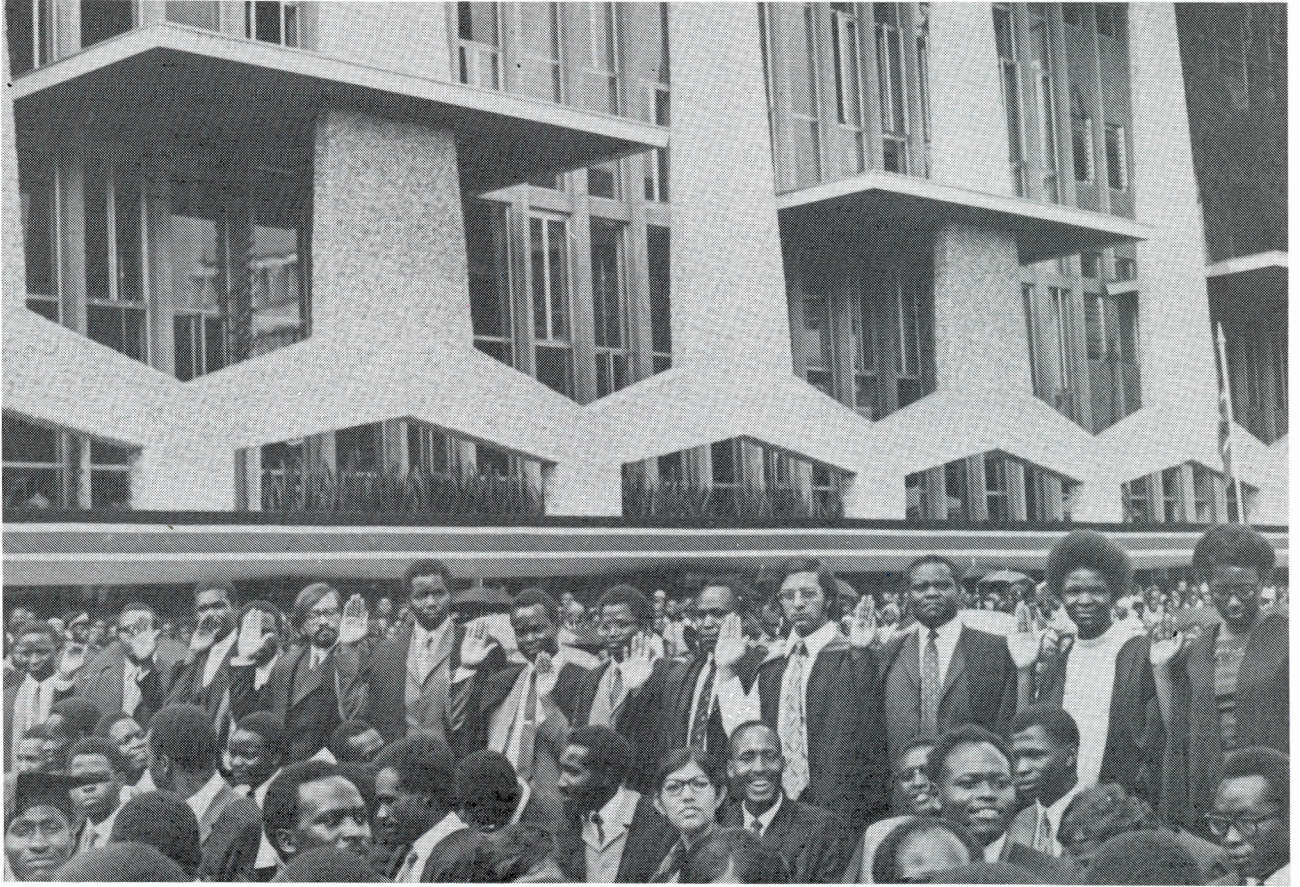
In addition, each one of the over 70 departments, institutes and Schools of the University have their own specialized libraries. They are also an important complement to the main University libraries. In all, few lecturers and researchers or learners can hope to do full justice to or comprehend fully any subject or topic of research in Kenya, without recourse to the materials possessed by the University Library.

From the above very broad *tour d'horizon*, it is clear that, all in all, the University of Nairobi has made and continues to make an important, and indispensable contribution to the life and welfare of Kenyans and to the future social, economic and political development of the nation ■



# A Baptism by Fire

## Education Policy Changes and the University of Nairobi



*The 1972 Graduation Ceremony*

Strictly speaking, the history of university education in Kenya is also the chequered history of the University of Nairobi. As Kenya's oldest and for a long time the only public University, it has been the historical destiny of Nairobi to chart out the national path in as far as Universities are concerned, but equally so in as far as education in its entirety in independence Kenya is concerned.

In a fairly deep sense, therefore, any discussions on the impact of policy change on higher education is rightly a preview after 25 years, into Nairobi's own role as a "market leader" so to speak.

It is equally a survey into the challenges of University leadership through a momentous epoch; of transition into national independence; formulating Afro-centric and Kenya-based educational policies, and above all interpret-

ing and implementing the awesomely challenging policy directions of the 1980s and 1990s.

This brief look is a review of the major educational policies over the last 25 years and beyond and their ramifications on the University of Nairobi.

As is widely known, educational policies in Kenya are part of national development plans. It is development plans that are translated into education plans; curricula review programmes, professional training programmes; finance and the development of physical facilities. Educational policies usually emanate from reports by committees and commissions established by the government from time to time, to review and deliberate on educational objectives, curriculum; financial implications and most important of all, national needs.

As the very top apex of formal education, the Univer-

*Please cont. on pg 37*



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sity of Nairobi's role has been an attempt to respond to these national educational needs as indeed promulgated from time to time. Before independence in 1963, the entire policy thinking on education in Kenya was in the hands of the colonial government. There was very little effort then in promoting academic education, nay, university level education because of the colonial position that assumed that such education was not useful to Africans; and neither could they have the intellectual capacity for the same. The emergence of the University of Nairobi initially as the "Royal Technical College" may be seen against this background.

Nairobi was apparently never intended as a seat of "intellectual" learning as traditionally upheld in European universities. In addition, the colonial government encouraged the few "brilliant" Africans to pursue their studies overseas, and then, only to service the colonial system on return.

On the eve of Kenya's independence, there was an obvious necessity to restructure the entire educational system, if only to redress the biases, "universalise" education and remove all racial bigotry that colonialism had encouraged. The much referred Ominde Commission (1964) was specifically constituted to review the educational system against this background. Indeed, it is to the Ominde Report, that most of the present day hopes as well as the contradictions of the education system in its entirety, may be traced. If the report did not specifically address the problems of university Education, it safely established the education in Kenya for nearly two decades. In particular, the system was a self limiting one with students progressively being weeded out of formal education depending on whether or not they passed strongly enough to proceed to the next stage.

The most direct result of this in as far as

the University was concerned, was that the University of Nairobi evolved as an elitist, selective institution that was the reserve of only those "chosen few" who survived the rigours of the system. It was to take the best part of the independence years for the University, come the nineties, to desperately try and shed an image that had become irrelevant in light of the realities of economic, political and social development. An equally important concomitant of the Ominde Report, was that it was insensitive to the realities of an inevitable rapid population expansion while at the same time implanting irredeemable seeds of a "white collar job" mentality amongst all the young people of Kenya. It has been the bane of the universities in the nineties to fight this lop-sided view of things in the wake of employment disappointment associated with a combination of all the forces we have referred to.

The rest of the story of the educational policies in Kenya has been quite expectedly, an attempt to reconcile if not consolidate the pros and cons generated by the impact of the Ominde Report, while at the same time dealing with new economic, social and above all, political realities. By 1975, the pitfalls of the Ominde Report had been realised, hence the setting up of the Gachathi Commission. To some degree, the Gachathi Report attempted a retreat backwards by re-introducing vocational subjects and putting emphasis on the development of polytechnics and colleges with a science orientation. The Gachathi Report however did not completely dismantle the academic "white collar" education orientation for which the University still stood.

It would appear that with the appointment of the Presidential Working Party for the Establishment of a Second University in Kenya (1981) the stage was set for the full realisation and final implementation of an educational system, complete in its demand for

*Please cont. on pg 38*

## Education Policies



## Education Policies

*From pg. 37*

a more "practical" education, but which for the first time threw the University of Nairobi into its most rigorous re-examination and re-adjustment, a process which continues to date. The McKay Report, as it is widely known, had obvious evidence in its critique of the previous system, (e.g. increasing graduate unemployment, increasing demand for education etc.) and thus call for a new university with a difference as the Moi University Campus was to be christened later after its founding.

The most impactful recommendation of the McKay Report was its call for the abolition of the 7:6:3 system and replacing it with a highly radical 8:4:4 system.

At face value, these changes may be as the national mainstream was however the work of yet another body: The Presidential Working Party on Training for the Next Decade and Beyond (1988), whose findings are famed

as the Kamunge Report. This last body appeared - at least theoretically - to resolve the running contradictions that the previous years had accumulated. In particular, the problems of theoretical as opposed to practical and self-employable education appeared to find their answers in a new system that directly addressed it, right from primary school to university. The public universities - excluding Nairobi - were established, and twelve national polytechnics recommended. The story of the University of Nairobi in the 1990s has then largely been a story of a phenomenal re-adjustment to this significant national reconstruction. Against the background of myriads of other equally important national factors, the challenges of accommodating the 8:4:4 system at the University of Nairobi are obviously enormous and the full story will take time.

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"SMART"  
CHOICE**



From pg. 37

## Responding to the Challenges of a Changing Policy

As a market leader and pacesetter for Kenyan education, no decade has perhaps posed more trials and challenges for the University of Nairobi like the 1980s did. We have shown that part of the business of the University ever since 1963 has been the business of responding to national educational needs and specifically the high level manpower requirements of the country - including vastly technical fields of Engineering, Science and Medicine. As to whether the University has always diligently succeeded on this, one leaves to our progeny. What is of relevance here is that amid the hectic business of formulating relevant curricula, initiating research in the attempt to meet the objectives for which the University was set, the University itself has been part and parcel of all developments in Kenya - negative or positive. The University of Nairobi has had its share of troubles with student disturbances that often had crippled scheduled academic programmes. But it has also had more than a fair share of vulnerability caused by purely national considerations. One may therefore be excused for arguing that the most important, yet ironically unofficial policy of the University of Nairobi has been its dutiful adherence to the dictates of national decision-making politicians. When Kenya experienced an abortive coup in 1982, the University of Nairobi was not spared. It led to a loss of one full academic year and a few months on top. However, read in the context of the problems of re-adjustment against a background of rapidly diminishing resources, University of Nairobi has been stoic inspite of everything else.

Further challenges came with the government's recommendation for the decentralisation of the University of Nairobi, a process which though partially completed, has had its own toll on human labour and other resources. And then of course, came the 8:4:4 system on the very threshold of the one year backlog.

The story of the University of Nairobi has been an exciting challenging story of academic and curriculum reconstitutions, physical expansion, attitudinal and psychological readjustments on the part of the staff, particularly in the effort to break from the traditional and sometimes deeply seated university teaching patterns. All these have been aimed at incorporating the spirit of the practical demands of the 8:4:4 system. It has caused double work during its peak in 1987 and 1988.

It should be remembered that one of the most important recommendation of the Kamunge Report has been the familiar "cost-sharing" in education. Its implementation at the University of Nairobi, as usual ahead of all the then established public universities, caused major student unrest and understandably so. The system has settled; Young Kenyans at the University of Nairobi are slowly and steadily getting used to the idea of subsidizing their education.

Yes. Much has happened to the University of Nairobi in the 27 years of its existence. And were one to sum it all, the words of Professor Mazrui do; the University of Nairobi got "the baptism by fire!" It emerged alive. It must trudge on, and live and defeat the ever impending forces of "black death....." Amen ■

## Education Policies



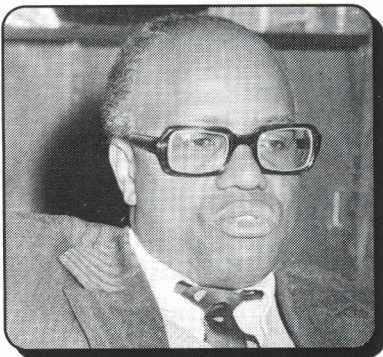
# Focus Pictorial



1991: These members of staff had just received their Long Service Awards presented by the then Council Chairman Lawrence Sagini. The Long Service Award Presentation is now an annual event.



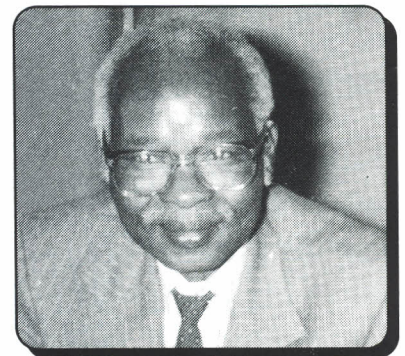
1991: The Nyayo Pioneer Car ... the University's Contribution Towards the Industrialization of Kenya



**Prof. J. Maina Mungai:**  
Vice-Chancellor, 1979-1985



**Prof. Philip M. Mbithi:**  
Vice-Chancellor, 1985-1991



**Mr. Lawrence Sagini:**  
Chairman, University Council, 1984-1995



## Of The Old and the New



*Above: The Historic Great Court Graduation Square at the Main Campus*

*Below: The Ultra Modern and Expansive Chancellor's Graduation Court Along Uhuru Highway*





## Honorary Degrees Awarded

The University has over the years conferred honorary degrees on persons it considers merit the award for distinguished service in the pursuit of knowledge and development of society. It is the pride of this Institution that our honour though much sought has only been bestowed on some of the most deserving, cutting across all areas of knowledge, research and social contribution. Some of the holders of honorary degrees include:

### **Albert Matson Thomas - Doctor of Literature**

In recognition of his invaluable contribution to the study of the history of Kenya through his writings, research and retrieval of historical materials relevant to the history of Kenya.

### **Rafael M. Salas - Doctor of Laws**

Executive Director of the United Nations Fund for Population Activities in recognition of his distinguished scholarship in the field of population studies as well as in recognition of his meritorious service to the United Nations through which he played an important part in convincing the developing countries of the importance of population studies in social economic development, as well as bridging the ideological gaps between the Eastern and Western countries in population studies.

### **Judge Taslim Olwale Elias - Doctor of Laws**

President of the International Court of Justice at the Hague. In recognition of his achievements as an academic and international scholar in various fields of Law where Elias projected the African personality and intellect. The Award was also in recognition of his services as a public servant in his native country, Nigeria and at the International Court where he rose to become President - thus becoming the first African to hold that position.

### **Bethuel Mareka Gecaga - Doctor of Laws**

In recognition of his distinguished services to the University of Nairobi as Chairman of its Governing Council, during which he promoted Kenyanisation of the staff and defended the quality of education the University was giving.

### **Mzee Jomo Kenyatta - Doctor of Literature**

First President of the Republic of Kenya. In recognition and appreciation of his leadership in nation building during the first 10 years of independence in Kenya.

### **Daniel arap Moi - Doctor of Laws**

Second President of the Republic of Kenya. In recognition and appreciation of his long varied experience in public affairs. The award was also in recognition of the acclaim he has received as a statesman and a courageous leader exercising tolerance. Daniel Arap Moi has been a great defender of the constitution of Kenya and the rule of law promising all Kenya's freedom and unfettered pursuit of goals.

### **Abdus Salaam - Doctor of Science**

In recognition of his discoveries in theoretical physics and his invaluable contribution to the transfer of science to developing countries.

### **Walter Plowright - Doctor of Science.**

In recognition of his contribution to the study of animal diseases through his research and publications at Muguga and Kabete.

### **Daisaku Ikeda - Doctor of Letters**

In recognition of his activities such as promoting peace, culture and education throughout the world and also his clear, ideal vision for the future of mankind and his selfless commitment to the course of achieving that vision.

### **Prof. Arthur Thomas Porter - Doctor of Letters**

In honour of his activities as the founder Principal of the then Royal College and as a pioneer scholar and son of Africa. For his academic status both at home and nations beyond. An educator with a vision for the education of societies and nations.

### **Lawrence George Sagini - Doctor of Letters**

In honour of a nationalist who served his country in difficult political offices and times with incomparable dedication, steadily but humbly shared and radiated his vision. He gave an exemplary contribution to the development of university education in Kenya. ■



## Inaugural Lectures

Inaugural lectures are not supposed to be research papers to be read before a learned conference nor are they supposed to be technical reports based on some aspects of research. This would require that the audience consist of fellow scholars in the same discipline in order to benefit from such reports. It is supposed to be broad based but with a definite focus on the discipline you are professing giving its philosophical foundation, its development over the years and how you see it developing in the University in your own department. The lecture may be quite technical and witty but not too abstract.

### University College Inaugural Lectures

#### Prof. Howard W. Alexander

Professor of Mathematics

Title: "Mathematics and the Arts"

Date: 23rd Sept. 1966

#### Prof. Peter Robins

Professor of Chemistry

Title: "Chemistry and Archeology a Meeting Place for Two Cultures"

Date: 25th Nov. 1966

#### Prof. Simeon H. Ominde

Professor of Geography

Title: "Geography and African Development"

Date: 22 Feb 1968

#### Prof. M.J. Maina Mungai

Professor of Human Anatomy

Title: "The Anthropology Basis of Medicine in East Africa"

Date: 27th November 1968

### University of Nairobi. Inaugural Lectures

#### Prof. Canmaert

Title: "Educational Development in Kenya"

Date: 8th October 1971

#### Prof. Thomas R. Odhiambo

Professor of Entomology

Title: "This is a Dudu World"

Date: 15th Aug. 1974

#### Prof. Henry Sinclair Wood

Professor of Architecture

Title "Synthesis in Design and Education"

Date: 12th May 1976

#### Prof. J.G. Donders

Date: 18th March 1977

#### Prof. G.M. Mugeru

Title: "Useful Drugs and Cancer Causing Chemicals in Kenya Medicinal and Toxic Plants"

Date: 22nd November 1977

#### Prof. N. J. Skinner

Date: 30th November 1978

#### Prof. J. Munangi

Professor of Psychiatry

Title: "Psychiatry in Kenya: The New Horizon in Medical Care"

Date: 31st January 1980

#### Prof. R.B.L. Smith

Professor of Civil Engineering

Title: "The Engineer and the Environment"

Date: 26th February 1981

#### Prof. Gideon S. Were

Professor of History

Title: "History, Public Morality and Nation Building. A Survey of Africa Since Independence"

Date: 26th March 1981

#### Prof. J. Otieno Malo

Professor of Physics

Title: "Pervasiveness of Physics in Life"

Date: 28th April 1981

#### Prof. R.B. Ogendo

Date: 27th May 1982

#### Prof. C.G. Asnani

Title: "Will it Rain Tomorrow".



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**Prof. S.O. Wandiga**

Professor of Chemistry

Title: "The Coming of Age of Environmental Chemistry: A Critical Review of the Past, Present, and Future Trends"

Date: 20th July 1989

**Prof. F.J. Gichaga**

Professor of Civil Engineering

Title: "The Engineer in Road Building: The Kenyan Perspective"

Date: 2nd November, 1989

**Prof. James Kirumba Kimani**

Professor of Human Anatomy

Title: "A Tall Story: Prevention of Fainting and Oedema in the Giraffe"

Date: 2nd July 1992

**Prof. J.B. Ojwang**

Professor of Law

Title: "Laying a Basis for Rights"

Date: 9th July 1992

**Prof. Alfred Vincent Otieno**

Professor of Electrical Engineering

Title: "Lasers: The Splendour of Light"

Date: 30th November 1992

**Prof. Felix Makau Luti**

Professor of Mechanical Engineering

Title: "Combustion: The Perpetual Burning Problem"

Date: 28th January, 1993

**Prof. Jesse Ndwiga Kanyua Mugambi**

Professor of Religious Studies & Philosophy

Title: "Religion and Social Construction of Reality"

Date: 17th August, 1995.

**Prof. Joseph Major Nyasani**

Professor of Philosophy

Title: "The Metaphysics of Cosmogony and the Entrapment of the Physical Universe"

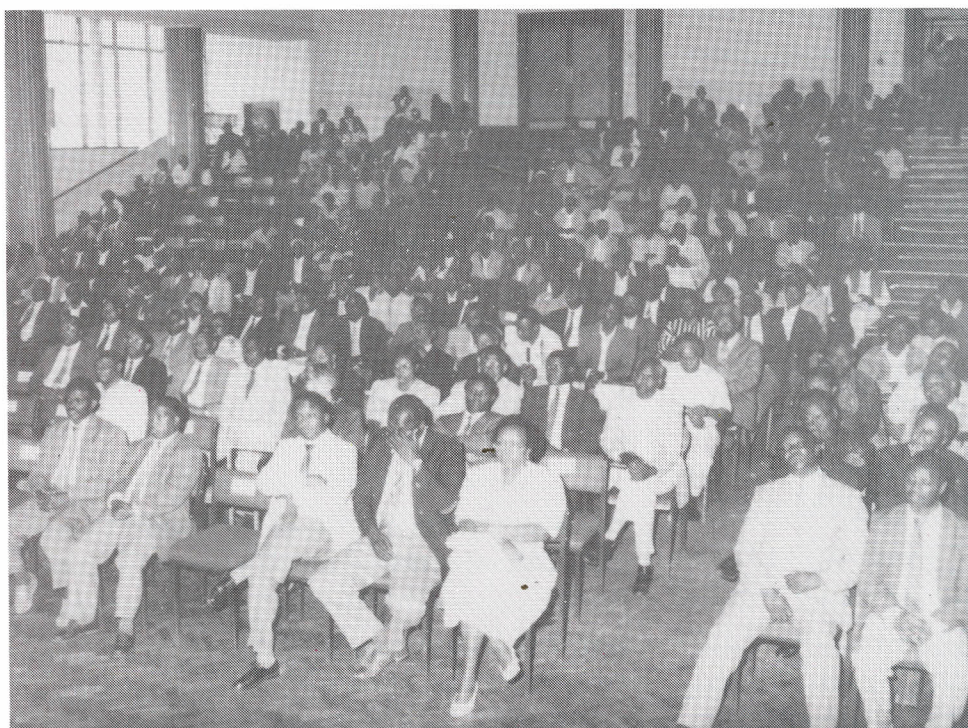
Date: 26th September, 1996

**Prof. Charles Karimi Maitai**

Prof. of Pharmacology

Title: "The Dynamic Interplay between Man, Health and Medicines: A Historical Perspective"

Date: July 18 1996



*An Attentive Audience at an Inaugural Lecture*



## Mothering Kenyatta University

The long journey to university status began 23 years ago, when the British government handed over the Templer Barracks to the Kenya government who then converted them into an institution of higher learning naming it Kenyatta College. As an institution of higher learning, Kenyatta College was divided into two sections, that is the secondary school division mainly for "A" level training and the teachers education division which trained S1 teachers for secondary schools.

Following an Act of Parliament in 1970 which established the University of Nairobi, Kenyatta became a Constituent College of the University of Nairobi, and Kenyatta University College. With this status, the college admitted its first batch of 200 students in 1972 to pursue studies leading to the award of the Bachelor of Education Degree of the University of Nairobi.

In 1975, the S1 teacher training programme came to an end and was succeeded by Bachelors Degree in Education and a two-year under-graduate Diploma in Edu-

cation. The diploma programme was introduced to alleviate an acute shortage of science and special subjects (i.e. Kiswahili, Music, Fine Art etc.) teachers in secondary schools in the country.

To strengthen the training of teachers for secondary school, in July 1978, the government transferred the Faculty of Education from the University of Nairobi to Kenyatta University College Campus at Kahawa. This action made Kenyatta University College the only institution in the country which was training teachers at both under-graduate and post-graduate levels.

Seven years later, the College was accorded university status. On August 23, 1985 the Kenyatta University Act, 1985 received the President's assent and September 1, 1985 was the commencement date for the Act. On December 17, 1985, the University was inaugurated. On that day, the first Vice-Chancellor of Kenyatta University was given the instruments of office which made it a legal entity and a body corporate ■



## Jomo Kenyatta University of Agriculture & Technology:

The Jomo Kenyatta University of Agriculture and Technology (JKUAT) was declared a full fledged University in December, 1993 by His Excellency President Daniel Arap Moi. An Act of Parliament establishing the University was put in place in November 1994 followed by an inauguration during its graduation ceremony on 7th December 1994. Situated 35 kilometers North East of Nairobi, in the country's agricultural heartland, JKUAT is best suited to offer courses in agriculture which is the country's economic backbone.

The University has been founded on the strong foundation of the wise vision of the founding father of the nation, Mzee Jomo

Kenyatta. Plans to establish a middle level technical college started in 1977 and it was not until 1978 when Mzee Jomo Kenyatta donated 200 hectares of farmland on which, the University stands today.

The first group of students were admitted on 4th May 1981 and the then college JKCAT as was fondly called, was opened in March 1982 by His Excellency President Moi. The College awarded diplomas and technician Certificates during its first graduation ceremony in 1984. In September 1988 the College was declared a Constituent College of Kenyatta University, thus changing its name to JKUCAT and admitting its first batch of degree students ■

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## Moi Univeristy ... Nairobi's Scion

The history of Moi University dates back to 1981 when the idea of establishing a second university to meet the growing demands of the rapidly changing modern and technological society started with the appointment of the Presidential Working Party under Dr. Colin Mackay.

The University was meant to be technically oriented and was to focus on problems affecting rural development in its training and research programmes. It was to develop linkages with non-degree technical training institutes within the country.

On May 30, 1984 the Moi University Act was passed by parliament, receiving Presidential assent on June

8, 1984 and thus paving way for the formal launching of the Moi University Council on July 9, 1984.

The Department of Forestry at the University of Nairobi and its entire staff were transferred to Moi University on September 1, 1984 to become the nucleus of the first academic programme of the University. On October 1, 1984, all students who had been admitted into the University of Nairobi for forestry training (83 in all) were also transferred to Moi heralding a new dawn in Kenya's university education.

Friday, December 6, 1985 was a historic occasion for Moi University; this was the day the Chancellor, President Daniel arap Moi, inaugurated the

University and was installed as the University's first Chancellor. The Chancellor conferred and presented degrees to 20 pioneer graduates.

Today, the university is composed of the following faculties and schools; Faculty of Education, Faculty of Forest Resources and Wildlife Management, Faculty of Science, Faculty of Health Sciences, School of Environmental Studies, School of Social, Cultural and Development Studies, and School of Graduate Studies.

Moi University has one constituent college and one outside campus, namely Maseno University College and Chepkoilel Campus respectively. ■

## Egerton University: Nairobi's Foster Child

Owing to the high pressure for university places by Kenyans in the eighties, it was not possible to admit all those Kenyans who were qualifying for university entry.

On December 21, 1983, a decision was announced by the Government to up-grade Egerton College into a degree granting institution. A committee was therefore appointed to make recommendations on how best the decision should be implemented. The committee chaired by Mr. S. G. Ayany, completed its assignment and submitted its report on April 30, 1984.

### University Status

In 1986, Egerton College was elevated to University College Status as a Constituent College of the University of Nairobi and admitted its first undergraduate students in October 1986 to study for the following programmes: Horticulture, Animal Production,

Agricultural Education, Agriculture and Home Economics, and Agricultural Engineering.

The institution was granted full university status on October 1, 1987 and was officially inaugurated on October 11, 1988.

The history of Egerton University dates back to 1939 when Lord Egerton of Tatton donated 300 hectares of his farm to the Government of Kenya for the establishment of an agricultural school. The first role of the institution, then known as Egerton Agricultural School, was to train future farmers and farm managers. In 1952 the institution was raised to the status of an agricultural college offering a one-year certificate course and two year diploma course in agriculture.

In 1955, "the Egerton Agricultural College Ordinance" was promulgated. The ordinance provided for the establishment of a Board of Governors and

specified that the Institution should be self-governing or a parastatal organisation. In 1958, Lord Egerton bequeathed in his will an additional 1,200 hectares of his land to the institution.

The institution expanded rapidly in facilities and services to meet the increasing manpower demand both in Kenya and other African Countries. Egerton College then devoted most of its resources in training middle-level manpower for the development of agriculture and rural areas. Over 7,000 graduates were supplied to Kenya and other sub-Saharan African countries over the years. Egerton offered courses in agriculture including Agricultural Engineering, Agricultural Education, Animal Husbandry, Animal Health, Dairy Technology, Farm and Range Management, Forestry, Wildlife Management, Food and Agricultural Marketing and Food Science and Technology. ■



## U.O.N. Choir Profile



*The UON Choir  
Entertain Guests at a  
Graduation Ceremony*

The University of Nairobi Choir started in 1968, with Dr. Arthur Kemoli as the conductor while he was a student. The choir's peak function then was the annual service of X-mas carols in Taifa Hall, with the Vice-Chancellor in attendance.

While Dr. Kemoli was away in Britain studying for his Ph.D., the University of Nairobi Choir went on under student conductors. Some of the more recent student choir leaders were Amos Ombayo and Thomas Senagi.

The University of Nairobi Choir picked up pace at the CEES Cultural Festival in 1989 coming into prominence at the 'Nyayo Pioneer' Car ceremony at Kasarani in 1991, here the choir presented a memorable song to commemorate this function.

In the 90s, the choir has therefore become an important institution in the University. The choir now has 130 members with expanded activities into drama, dance and poetry.

With these expansions of the choir, the leadership has also been expanded. In close touch with the students is the chairman of the choir who is also a student. Former chairman of the choir has been Samuel Gathitu; current Chairman is David H. Muyah. There are two officially appointed choirmasters (Edmond Majang and Evans Aswani Kemoli), both working with Dr. Kemoli who is the Director.

The University Choir features annually at the Graduation Ceremonies, in the Kenya Music Festivals, and at numerous State functions; The IGGAD (Heads of State Summit in Nairobi December, 1996), Women's Harambee (1997), State function in Mombasa December 1996, and even at funerals (late Prof. Ominde & Mr. Sagini, 1995).

This year the choir will be rendering an anthem of the University of Nairobi at the 25th Anniversary Graduation Ceremony; this will be in addition to several other items. The Choir is planning to tour South Africa in the near future ■



# Stress and the University Student

Over the years since I joined the University of Nairobi I have interacted and counselled many different types of students especially in my role as a warden in the halls of Residence. The most prevalent problem presented has been stress. For most students, stress arises from personal problems that hinder their learning relationships and personal fulfilment.

When students first come to the hall of residence, they experience living together for the first time with some suspicion and discomfort. Some problems come as a result of lack of attention from others, feelings of anonymity and loneliness while some students are overwhelmed by lack of identity and personal inadequacy.

As the students settle down to pursue their degrees, some fall on the wayside due to various types of troubles. These may be money trouble, love troubles, hate trouble, sex troubles, boredom troubles, insig-

nificant troubles, or just plain nameless troubles, but troubles they are nonetheless! All these become stressors in their University life. Some students seem to have more troubles than others or at least, some of them seem to feel more troubles than others. As a result, they feel "not ok", inadequate, unimportant, unlovely, unloved, unlovable, unwhole or unholy. All these hassles affect their self-esteem and self-confidence. They are under stress. Some are overwhelmed to the point where they feel like screaming and some actually do scream!

When stress gets out of hand it can create potentially serious damage. It may lead to irritability and a lowered threshold for anger or frustration. But sometimes it is incapacitating, provoking anxiety or depression, physically, it can trigger or exacerbate a wide variety of disorders including hypertension, heart disease, ulcers, colitis and many more.

Stress however inevitable, nevertheless is widely misunderstood. No concept dealing with human functioning and health has produced more confusion. According to conventional wisdom stress is to be avoided if at all possible if, but it cannot be. And even if it were, its avoidance would probably be calamitous to the individual and to society.

The need is not for stress evasion but for effective ways of coping with stress. Some students have found the following methods useful in coping with stress.

## How to Manage Stress

1. **Develop Proper Sleeping and Eating Habits.** Your body needs well-balanced nutrition and an average of six hours of sleep each night. Both factors vary from every individual; strive towards a balance that works for you.

*Please cont. on pg 49*

*Games are an Integral Part of University Life: Playing Games Help in Stress Management*





## Stress Management

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2. **Balance work and Play.** All work and no play will eventually lead to constant stress burnout. Taking time for recreation will help improve work productivity.
3. **Physical Exercise.** Try to routinely engage in some form of physical activity at least three times a week, if not daily. Even a 15 minute walk everyday can be an effective tension reducer.
4. **Avoid Self-Medication.** Do not use alcohol, sedatives, tranquilizers or other drugs to cope with problems. The goal is to adjust to the source of stress itself, not to mask your feelings. The ability to handle stress has to be come from within.
5. **Try to Prepare for Change.** As much as possible, take control of what will happen and when. Prepare for events by predicting outcomes and plan how you will respond.
6. **Take a Break.** Build in at least a few minutes each day to unwind and relax. Make this a time when you are far away from everyday demands; try to create a sense of responsibility to yourself and no one else.
7. **Develop a Broad Network of Support.** Make yourself available. When you feel bored or lonely, call a friend, or do some-

thing interesting and out of the ordinary. Sometimes a simple drive to a new place can be relaxing and regenerative.

8. **Set Personal Goals that are Realistic.** Approach goals in sequence. Experience a few minor successes on the way to achieving the major goal. Try to set goals that are reasonable and within reach.
9. **Learn and Practice Assertive Behaviour.** Set limits on what you can and will do. Learn to say no without feeling guilty if unrealistic demands are placed upon you. Let people know how you feel in a constructive and direct manner.
10. **Express your Inner feelings and Tensions.** Share your feelings and frustration with someone you trust. This can help you.

In addition to become fully aware of the how and when of your own possible stress you might want to monitor physiological and psychological tension signals for a day or two, for example every hour or so, you might check on your physical and mental state for a few minutes. Is your heartbeat rapid? Are your muscles tense? Is your stomach tight or do you feel nauseated? Are you forgetting things? Do you feel as though you are about to explode?

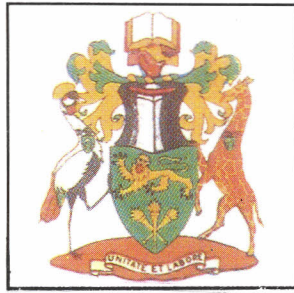
*Ten stress signals you should heed.*

1. Are you finding yourself restless and seemingly unable to relax?
2. Are you irritable and given to anger if things don't go your way?
3. Do you have periods of prolonged or excessive fatigue?
4. Do you have contraction difficulty?
5. Have you lost interest in your usual recreational activities?
6. Are you worried about things that worry can't help?
7. Are you taking more and more work home?
8. Are you smoking more? Drinking more?
9. Do you suspect now and again that you are, losing or have lost, perspective on what's really important in job and family areas, and may be in life?

In the final analysis, stress as a normal part of life, is not all bad. It may account for a lot that gets accomplished in the world. Its another matter, however, when stress becomes too great or continues at a high level too long-and when the individual cannot cope with it effectively. It is then that stress becomes disturbing. The effects of stress are determined by how we view and handle the stress, by how we appraise and adapt to an event ■

*Prof. Priscilla Kariuki  
Department of Psychology, CEES*





## An Interpretation

The University of Nairobi Logo or Coat of Arms is very closely linked to its historical development over a period of 30 years. At the dawn of Kenya's Independence in 1963, the then Royal College Nairobi, became a constituent College of the University of East Africa and only in 1970 by an Act of Parliament did it attain the status of a fully fledged University.

Consequently, the Logo, when analysed closely, reflects that evolution. The three animals depict the three East African nations who initially contributed to the growth of this institution of higher learning. The lion *Panthera leo*, a symbol of dignity, stands for Kenya, while the graceful giraffe, *Giraffa camelopardalis*, holding the right hand side of the shield represents Tanzania. The elegant crested crane, *Balearica regulorum* currently an endangered species, holding the left hand side of the shield, portrays the landlocked state of Uganda, the 'pearl' of East Africa. The giraffe is a call to all staff and students to "aim high" whereas the chains with the two miniature shields depict the beauty of TRUTH, PEACE and mutual RESPECT for all learning and teaching processes. The green shield signifies the readiness to support and defend academic freedom in the pursuit of knowledge while the three torches with burning flames indicate that, the University must be the "torch bear-

ers" of society and protectors of the flame of wisdom and knowledge, should anyone in any situation, endanger its brightness.

The black academic gown and red hood together with the white degree parchment roll mean scholarly achievement attained after several years of painstaking study and diligent research. The clasping of the Book of Life and Learning by the three human persons indicate education for all, regardless of race, creed, sex, language or religion through the 3R's of reading, research or re-writing of new ideas, paradigms and initiatives for dissemination to policy makers, administrators and educators. The central and most important foci are the people who are the greatest asset in developing the nation. Every staff member and student must strive to eradicate poverty, ignorance, illiteracy by the search for TRUTH, academic excellence and upright moral conduct.

The ART of learning is portrayed by the fabulour *Datura* or "Morning Glory" blaring out its message of HOPE and the need to use our brains and hands to think independently and Act Courageously and with vision, directing the destiny of our people.

All the above elements are supported by "Mother Earth" with the

green plants and red flowers pointing to the safeguarding of a sustainable environment and the rock of human values: caring, sharing, warmth, security, togetherness, tolerance and acceptance. Engraved on the rock is the motto written in Latin: "*Unitate et Labore*". This means "*unity and work*". All staff and students must be loyal people, building bridges of love not fences, and promoting unity at all times. Unity in purpose is based on humility in order to achieve the three objectives of a university education. These are: to conduct research leading to the accumulation, transmission and dissemination of knowledge and understanding; to provide skilled manpower for government, business, industry, agriculture and other sectors of the economy; to participate in the maintenance of high academic standards.

Work is a magnificent reality and work well done is a service to society. With prayer it can be converted into a work of God, a labour of love "People are born to work as birds are born to fly". University men and women need to work with dignity and peace but perseveringly using time efficiently in order to meet the challenges of nation building, thus making positive contribution to the social and economic well-being of all Kenyans ■

*Assumpta Belinda Rego*  
Department of Geography



# Colleges of the University

The University of Nairobi is College Campus based. The colleges are headed by Principals, while the faculties are headed by deans and Institutes/School by directors. The following are the colleges of the University.

## 1. College of Architecture and Engineering (CAE)

- (i) Faculty of Architecture, Design and Development
- (ii) Faculty of Engineering
- (iii) Housing and Building Research Institute (HABRI)
- (iv) Institute of Nuclear Science

## 2. College of Agriculture and Veterinary Sciences (CAVS)

- (i) Faculty of Agriculture Sciences
- (ii) Faculty of Veterinary Medicine
- (iii) Institute of Dryland Research Development and Utilisation (IDRDU)

## 3. College of Biological and Physical Sciences (CBPS)

- (i) Faculty of Science
- (ii) Institute of Computer Science

## 4. College of Education and External Studies (CEES)

- (i) Faculty of Education
- (ii) Faculty of External Studies
- (iii) Faculty of Social Sciences

## 5. College of Health Sciences

- (i) Faculty of Medicine
- (ii) Faculty of Dental Surgery
- (iii) Faculty of Pharmacy

## 6. College of Humanities & Social Sciences (CHSS)

- (i) Faculty of Arts
- (ii) Faculty of Commerce
- (iii) Faculty of Law
- (iv) School of Journalism (SOJ)
- (v) Institute for Development Studies (IDS)
- (vi) Institute of African Studies (IAS)
- (vii) Institute of Diplomacy and International Studies (IDIS)
- (viii) Population Studies Research Institute (PSRI)



# The Latest Faculties and Institutes of the University

## Institute of Dryland Research Development and Utilization (IDRDU)

The University of Nairobi started the development of drylands in 1985 under the Faculty of Agriculture, Department of Range Management. The 5,378 ha land, situated in Makueni District, Kibwezi Division bordering the Kibwezi river, was allocated to the University by the Government of Kenya.

Soon after, it was realized that the problems of drylands cut across most academic disciplines. The land management technologies, food production, health, education, natural resource based (eg. water, vegetation, animals and soils) and environmental problems require special research orientation to develop an appropriate technology package that is environmentally suitable while at the same time integrating the survival and welfare needs of the inhabitants of these drylands.

It is against the above background that the Institute of Dryland Research, Development and Utilization (IDRDU) was established in August 1995 to find solutions to the above problems in the arid and semi arid lands (ASALS) areas.

The IDRDU has a national mandate to develop, through research, various dryland farming technologies and resource management strategies which are both economically and ecologically sound for sustainable long term utilization of the arid and semi-arid lands of Kenya. IDRDU is carrying out research work in the area of irrigated agriculture; livestock production i.e. cattle, camels and goats. Other key players in research in IDRDU are the:-

- Department of Crop Science in the areas of breeding pigeon pea and sorghum; diseases and pests control in the crops under irrigated agriculture.
- Department of Chemistry which is establishing a 10 ha land for their Chamomilla Project.
- Department of Meteorology with the water-plant relationship research.
- Department of Animal Production with poultry at Kibwezi and goat breeding in Machanga.
- Department of Geology - Seismic Monitoring Station in Kibwezi

The IDRDU has established links with the community and is already extending technologies to 350 farmers in the production of irrigated agriculture with a target figure of 500 farmers by mid 1998. The Department of Clinical Studies has established routine, vaccination, treatment and advice activities to the communities living around Kibwezi and Machanga Field Stations.

The Dryland Husbandry Project (DHP) has activities in the area of participatory action research, capacity building and empowerment of the community through increased production and creation of employment. In this connection, DHP has held three training workshops for Community Animal Health Care Workers. It has also initiated several community water harvesting programmes.

Another mandate of IDRDU is the establishment of a regional centre of excellence in arid resource conservation management and utilization for postgraduate training at international level.

IDRDU together with the Ministry of Agriculture and Rural Development - Israel CINADCO - Centre for International Agriculture Development Co-operation organized the 1st International course on vegetable crop production and extension between 9th July and 30th July, 1997.

The aim of the course was to equip the participants in such a way that upon return to their home countries they should be able to:

- Develop appropriate vegetable plots under various irrigation conditions, in order to achieve optimum yields.
- Give in-service training in vegetable crop production under arid and semi-arid conditions.

The method of study consisted of lectures, discussions, exercises and field trips. The course had 25 participants from:- Kenya 10; Tanzania 5; Uganda 4; Eritrea 3; Seychelles 2; Botswana 1. The 2nd International course on Irrigation

*Please cont. on pg 53*



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gated Agriculture and Crop Protection will be held in February, 1998.

### Dryland Husbandry Project

The Dryland Husbandry Project (DHP) has its broad objectives of community based development through participatory action research, capacity building and empowerment of the community for increased production and creation of employment.

This project undertakes its activities through the down-top approach which involves the community as both planners and the ultimate users of development thrusts. Dryland Husbandry Project involves, the Ministry of Agriculture Livestock Development and Marketing, the Provincial Administration, the University of Nairobi, Non-Governmental Organizations (NGOs) and all government departments involved in community development. Of special significance are the farmers and community development groups who actually form the basis for the onset, whereby they decide and carry out implementation of the projects of their choice.

### Community Participation in Water Harvesting Programme

As an essential resource in the ASAL; DHP has been working closely with community groups and has assisted the communities in Kibwezi to initiate water harvesting programmes. These are

*The University has Long Experience in Breeding Champion Crossbreeds*

## The Institute of Dryland Research Development and Utilization

small investment project activities where the community take full control of the development activities and resources.

Since DHP is not a funding agency, its role is to act as a catalyst to enhance community interest, creating awareness through linkage with donors. So far Action Aid Kibwezi has been one of our best partners in bringing development to the people. The County Council of Makueni has also been instrumental to the completion of the rock catchment-sub-surface dam in Nguli area of Kikumbulyu.

It is envisaged that such small but diverse projects will open up the communities to realize the potential for exploitation of local resources.

In an adjacent village, DHP has encouraged a local community to take charge over natural water holes/reservoirs which have been seriously silted up due to livestock concentration. So far, the site has been converted from "sacrifice" area to potential key area. The community is able to regulate animal movement and water utilization around the one time wasteland. This is a form of training which has deep seated implications on long term resource management.

### Animal Health Management

So far DHP and the Institute for Dryland Research Development and Utilization (IDRDU) Kibwezi has linked up the herd health activities of the Department of Clinical Studies to carry out animal disease control (vaccinations, treatment, advice) in Kibwezi Division. Diseases such as rabies in dogs, Newcastle in poultry and other cases have been dealt with and this is now a

*Please cont. on pg 54*





# The Institute of Dryland Research Development and Utilization

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routine activity.

The projects community animal health care workers thrust described below will take up the students and herd health duties once it comes to age. So far, the impact of veterinary student's visit to this area is being felt by the increasing demand for herd health services at village level.

Any development agency willing to collaborate in herd health will be linked to the community easily through existing DHP and IDRDU initiatives.

## Community Animal Health Care Workers Training

In order to build capacity for delivery of such services at community level, DHP has trained community animal health care workers in the Kibwezi, Makindu and Kambu divisions. This is a group informally trained, personnel selected by the various communities for animal health care services. The essence is to beef up and supplement the Ministry of Agriculture staff at village level. The trained persons are sent off with a veterinary package to start them off in



*Kibwezi Field Station Irrigation Project*

their planned activities. It is hoped that this will not only create employment but also enhance animal productivity potential. The Ministry of Agriculture Veterinary Services which is undergoing privatization is being supported by these village based para-vets who are capable of handling the basic animal health/husbandry advising.

DHP has completed one cycle of community animal veterinary health care workers class of twenty (20) village based animal health workers in Kikumbulyu, Masongaleni and Ngwata location. Experience gained from this exercise in the last 6-8 months of monitoring shows that about 70 per cent of the trained staff are on gainful employment. Their major problem being source of capital to purchase sufficient animal health products and equipment. DHP will explore possibility of extending support to enhance their efficiency.

## Rangeland Rehabilitation and Resource Management

Most of the grazing lands have been subjected to over use due to changing socio-economic conditions such as expanded cultivation, increase in livestock numbers and routine mismanagement of the ASAL resources, Dryland Husbandry Project will attempt within its broad objectives to train community members on the processes of rangeland resources

utilization, conservation and management. Emphasis will be put on soil and water management, rehabilitation of denuded areas, reseeding and conservation of endangered economic plants. Reseeding and

revegetation will be geared also to increase forage and feed materials for livestock. DHP has already initiated a reseeding demonstration plot in collaboration with the local communities. Success is being realized using local grasses such as fox tail, etc.

## Indigenous Knowledge and Resource Management

Dryland Husbandry project recognizes the need for validation and documentation of indigenous

*Please cont. on pg 55*



## The Institute of Dryland Research Development and Utilization

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knowledge. Specific areas such as natural resources utilization and conservation, management of common resources, ethno-veterinary practices as key economic and sustainable livestock production. Local people have long survived on herbal control of various animal diseases. It is envisaged that, the project will come up with ethno-veterinary practice with a local touch through research and testing such practices against standard veterinary practice. The control of some diseases such as ECF may find a break through by way of ethno-medicine.

### Promotion of Multi-Purpose and Indigenous Trees of Economic Importance to ASAL Users

The project is a non academic research project but with rather strong thrust towards applied principles and utilization of indigenous plant resources. In its initial workshop, DHP was mandated by all ASAL actors and stakeholders including development agents; farmers, local extension agents to take up the promotion of multipurpose indigenous trees. In this case, *Melia spp* *Tamarind* and other herbal tree species were identified.

To date, DHP has managed to set up a small nursery of indigenous trees as highlighted in the project report (June-December 1996).

The project generated seedling of *Tamarinds Indica* (*Kwaju*) and *Azadirachta Indica* (*Mwarubaini*) which were given out to the communities free of charge in the November-December 1996 short rains. Some success has been achieved in the raising of these seedlings. The project will also diversify towards fruit trees such as mangoes, pawpaws, citrus etc. to enhance fruit growing, for both home consumption and income generation ■

## Pastoral Information Network Programme (PINEP)

### *A combined training and research approach*

The dilemma of maintaining sustainable human welfare and proper natural resource management comes to the fore in the Eastern African drylands. The issues are not only resource rights and land degradation, but also efficiency in local informal institutions and community competence to deal with natural resource management for sustainable development. Against this background, a training/information/research programme was initiated in 1990 after a few years of preparation. It was accepted by a number of regional universities and given economic support in 1991 by SAREC/SIDA. The programme title Pastoral Information Network Programme, PINEP, underscores the applied approach. The programme is implemented at the Department of Range Management, University of Nairobi and with EPOS as the Swedish node. The Coordinators are Kassim O. Farah and Anders Jort-af-Ornas.

PINEP highlights the role of local knowledge and contextual pastoral issues for range management training and research. In a step-by-step approach the programme then incorporated the mechanisms for research information dissemination and finally research. The research. Dimension is at present upheld with a modest regional scholarship programme.

There is a second activity, more policy research re-

lated, as well as more regional, connected to the PINEP network. This is the Dryland Husbandry Project (DHP). PINEP and DHP are integrated through individual links in the regional committees. The goals are realised though three interrelated sub-programmes. The activities are comprised of manpower training, indigenous knowledge research and dissemination of research results. The approach taken in the PINEP management is to build activities gradually, to have a long-term time perspective, to operate with limited budgets, and to develop a partnership between members which allows for regular interaction. The first years were dedicated to getting the two-year regional M.Sc. programme into operation. This is now well established through South/South cooperation and actually forms a key activity from the faculty perspective. The next step was to create an information system, serving the M.Sc. students and allowing an outlet for research findings. Important steps were the establishment of an electronic library and publishing the working papers series *African Pastoral Forum*. Finally, the start-up of a Ph.D. research school, initiated in 1997, combined with a field-based research project, will deepen the research dimension. It has been planned for years, and supplements the present research on pastoral production systems



# University of Nairobi, Housing and Building Research Institute (HABRI)

## College of Architecture and Engineering

The Housing and Building Research Institute (HABRI) formerly Housing Research and Development Unit (HRDU) was established in 1967 as a project unit within the Department of Architecture, in the Faculty of Architecture, Design and Development (ADD).

The program of activities of HRDU since inception has been to conduct research with a multi-disciplinary team with the aim of improving housing conditions and community services in both urban and rural areas. It was also to provide service teaching for different departments within the Faculty of ADD. The scope of work of HRDU, however, has broadened since the late "seventies". There have been increased responsibilities assigned to HRDU including:

- Applied research into appropriate building technologies (ABT) through demonstration projects and training programs;
- Provide advisory services to the department of Housing of the Ministry of Lands and Housing;
- The need to incorporate socio-economic research results in design and planning of building programs;
- Training of technical and professional manpower both in public and private sectors;
- Effective dissemination of research results in all areas of interest;
- Provision of technical and managerial assistance to individual groups, cooperatives, small contractors, etc;
- Provision of information on a wide range of aspects in the construction industry;

The increased scope of work in research & development and teaching necessitated the need to upgrade HRDU to an institute. HRDU was officially upgraded to the status of a full fledged research institute (HABRI) in 1993. It has a core multi-disciplinary team which is essentially indigenous and permanent.

The main objectives of the Institute are to conduct research and carry out teaching programs as follows:

- i) to initiate, encourage, promote and conduct research related to planning, design, construction and performance of building;
- ii) to explore social, economic and technical problems of housing and community planning and to help establish appropriate standards;
- iii) to conduct research in the use and development of indigenous and innovative building materials and construction techniques;
- iv) to provide reference and documentation services to parties interested in housing and building research and development;
- v) to provide advisory services to local, national and international agencies and non-governmental organizations on research, training and innovative development work conducted by the institute and other bodies;
- vi) to coordinate courses at postgraduate level in housing, community development, project implementation and human settlements at the University and offer short term courses in housing and appropriate technologies.



# Faculty of Pharmacy

College  
of  
Health Sciences



*Kenyatta National Hospital:  
Houses the College of Health  
Sciences*

## Historical Background

The Department of Pharmacy was established by Presidential directive in 1974 within the Faculty of Medicine, with a mission of training pharmacists at undergraduate and postgraduate levels. This was necessitated by the realization that Kenya needed to upgrade her pharmaceutical services and education to international standards. Before 1974, all Kenyan pharmacists were trained outside the country. This training approach did not allow for training of adequate number of pharmacists to meet our national manpower demands in public and private sector. Thus, the services were run mainly by semi-skilled personnel and foreigners.

The B. Pharm. Programme started with an initial intake of 30 students. The Department was initially located at the Chiromo Campus and was subsequently relocated to the KNH in 1976 in prefabricated buildings. In 1988, the Department was given additional space in the old KNH wards to accommodate offices and laboratories, this still remains the physical location.

The staff situation proved to be a bottleneck right from the onset. During the ensuing period 1979 - 1993, the department grew in terms of staff and activities in spite of the harsh economic realities. Thanks to the efforts of Professor Kihumbu Thairu among others, the department was able to recruit a core of local staff headed by Profes-

sor Maitai who together with the expatriate complement were able to run and develop the department. Perhaps one measure of success of the initial period is reflected in the current staff list. Out of 29 academic staff, thirteen (13) are former students of the department.

The need to develop to a Faculty status was realised as early as 1983 when the first meeting on this issue was held between the staff and the then Principal, Faculty of Medicine Prof. Nimrod Bwibo on 17th October 1983. This dream to effectively remove the constraints which were inherent in the department status was realised twelve years later on 3rd July, 1995 when the Vice-Chancellor, Prof. Francis Gichaga launched the Faculty of Pharmacy along with the Faculty of Dental Sciences.

Out of the proposed six Departments, the University approved three initial Departments of Pharmaceutics and Pharmacy Practice; Pharmaceutical Chemistry; Pharmacology and Pharmacognosy, with an undertaking to separate departments within twelve months. Furthermore, the University undertook to split the Department of Pharmaceutics and Pharmacy Practice within two years (1997).

Due to limitation of physical facilities, equipment, budgetary constraints etc the student intake has remained the same since inception. This is despite an unfavourable pharmacist/population ratio of 1:4,000 against a WHO recom-

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## Faculty of Pharmacy

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mended ration of 1:2,3000.

The current physical facilities for the Faculty of Pharmacy total 1975 sq. metres for teaching, research and administration use, which is inadequate for effective operation and future development. It is estimated that the new Faculty will require at least 5012 sq. metres. Furthermore, the new Faculty requires immediate and intensive investment towards equipment and other facilities such as transport, and maintenance workshops.

### Geographical Location

The Faculty of Pharmacy is one of the three Faculties of the College of Health Sciences. It is situated at the Kenyatta National Hospital Campus, 3 Kms from the Main Campus. It comprises the clinical/professional departments located at the Kenyatta Hospital Campus and the Pre-clinical departments housed at the Chiromo campus.

The Faculty offers course of study leading to degrees and doctorates in the pharmacy discipline.

The students reside in the colleges of Health Sciences hostels adjacent to the practice centre (Kenyatta National Hospital).

### Standing Committees of the Faculty

There are three standing committees of the Faculty, namely Curriculum committee, Postgraduate Studies Committee and Library and Bookshop Committee.

### Students

There are three students categories: Full-time, Occasional and Elective Students.

A full-time student is registered for a full degree or diploma programme. An occasional student is one who is

registered for a degree or diploma programme in Nairobi for a period of not less than 4 months and not more than one year, which are part of the degree or diploma programme for course or courses with the University of Nairobi for a period of not more than 3 months, which are part of the degree or diploma programme for which he is registered.

The Faculty student population is an average of 150 with an average of 30 students per year of study.

Occasional students pay tuition fee but elective students do not. Unlike elective students, occasional students have the same rights and privileges as regular students for the duration of their stay in the University.

### Administrative Structure

The Dean is academic head of the Faculty and is elected by members of the Faculty Board for a maximum of two terms of two years each.

The Faculty of Pharmacy has three departments each headed by Chairman appointed by the Vice-Chancellor for a period of three years renewable once.

### Degree Programme

Bachelor of Pharmacy (B.Pharm) is a five (5) year degree programme with opportunities of pursuing post-graduate courses for those interested. These are:

1. Pharmacology and Pharmacognosy
2. Pharmaceutical Chemistry
3. Pharmaceutics and Pharmacy Practice

### Research Activities

The academic staff of the Faculty of Pharmacy has been and continue to be in abroad spectrum of scientific and pharmaceutical based research

activities in basic sciences and clinical details of which are available from the various departments.

### Faculty Initiatives (Service/Income Generating)

The need for the utilisation of the expertise available within the Faculty for the provision of certain vital services to the community outside its normal teaching and research areas, services which could also be income-generating and/or self supporting, is fully recognised. In view of this, the following service and capital generating units are at various stages of development.

- (i) Toxicology Unit.
- (ii) Drug Analysis and Research Unit.
- (iii) Mitishamba Drug Research Unit.
- (iv) Drug Information and Poison Control Centre.
- (v) Pharmacy Practice Centre.
- (vi) Consultancies in Social & Administrative Pharmacy.

### Toxicology Unit

This unit is responsible for:

- a. Gathering information on the pattern of poisoning in the country.
- b. Provision of diagnostic services in clinical toxicology, to facilitate the effective and speedy diagnosis of cases of poisoning.
- c. Provision of forensic toxicology services both in collaboration with the Government Chemist, and for private individual, firms or organisations.
- d. The unit also provides services in cases of drug abuse, doping (e.g. in humans and in horse racing) and drug trafficking.
- e. It also carries research out reasech in applied toxicology.

*Please cont. on pg 57*



### Pharmacy Practice Centre

This Centre is used to teach senior pharmacy students comprehensive community pharmacy services. At the same time, the unit serves as an income generating facility by offering pharmaceutical care to the community.

### Prescription Processing (dispensing)

These services include drug education and patient counselling, immunisation. It is open to all members of the public. The operating hours are 8.00-6.00 p.m. daily including weekends. There is always a consultant ready to serve you.

### Drug Analysis Research Unit (DARU)

The activities of DARU mainly include:-

- (i) Development of methods used in analysis of drugs.
- (ii) Consultancies on drug analysis for the public and private sectors.

### Mitishamba Drug Research Unit

This unit is a multidisciplinary research centre. Its focus is on research covering various aspects of traditional medicine and offers professional advice to herbalists.

### Drug Information and Poison Control Centre (D.I.P.C)

This is a specialised service unit that conducts community based drug studies and disseminates appropriate information to the health practitioners and community on request or voluntarily when deemed necessary.

### Consultancies in Social & Administrative Pharmacy

Consultancies will be offered in the

following areas:-

#### Pharmacy Management

- Pharmacoeconomics
- Pharmacoepidemiology
- Public Health Pharmacy

#### Postgraduate Programmes and Research Activities

The contemplated programmes and ongoing research activities include the following:

#### Department of Pharmaceutical Chemistry

##### Postgraduate Courses

- M.Pharm (Pharmaceutical (Available) Analysis)
- M.Pharm - Clinical toxicology - proposed
- M.Pharm - Clinical Pharmacology
- Quality Assurance - In service course for those in practice.

#### Research

Quality of Pharmaceuticals (Manufactured in Kenya)

- Development of Analytical Methods
- Research on plant with antimalarial and hypoglycaemic properties

#### Department of Pharmaceutics & Pharmacy Practice

##### Postgraduate Courses

- M.Pharm (Clinical Pharmacy)- Proposed
- M.Pharm (Biopharmaceutics & Pharmacokinetics) - proposed

#### M.Pharm Social and Administrative Pharmacy

##### Proposed Research

- Clinical Pharmacology and Diazepam in African children with malaria (by Prof. Kokwaro - funded by Wellcome Trust, UK)
- Development of short acting

## Faculty of Pharmacy

antifolate drugs for malaria treatment (funded by Wellcome Trust, Nairobi).

### University Pharmacy Graduates

The first graduates of Pharmacy from the University of Nairobi were released in 1978. To date the Faculty has trained and graduated a total of 570 pharmacists. These are all serving in various sectors of the health care system.

### Collaboration

The Faculty has cultivated a cordial relationship with friends and associates in the pharmaceutical sector and in the entire health care sector nationally and internationally. Links with other universities local and international continue to be strengthened through staff/student exchange and also collaborative research.

### Staffing

The Faculty acknowledges its central role as a training institution for high calibre health care providers and has positively responded to the challenge by recruiting highly qualified academic staff and developing an in-built staff development programme.

The staff population in the Faculty stands at academic 29, technical 24, secretarial 5, support 12 ■





## Faculty of Dental Sciences

The history of the Faculty of Dental Sciences is fairly short-spanning over a period of only 21 years. The Department of Dental Surgery was established by a presidential decree made by the then President of the Republic of Kenya, Mzee Jomo Kenyatta in 1974. The first batch of 18 students were admitted on 30th September 1974 to pursue the course for the degree of Bachelor of Dental Surgery of the University of Nairobi. The Department of Dental Surgery which was later to become the Faculty of Dental Sciences was initially housed by the Department of Human Anatomy at Chiromo on a side bench of the histology laboratory (a humble beginning indeed) then later moved to Kenyatta National Hospital Dental Unit, at the time situated at Kabete Orthopaedic Hospital, affectionately known as "Kabete ya meno". The Dental Surgery Department eventually moved to the former Princess Elizabeth Maternity Home in 1977 which was then being renovated into a Dental Hospital of the University of Nairobi. Initially it had only 9 dental units. On completion of the renovation, the hospital had 52 new KAVO dental units in various operation clinics, central sterilization unit, lecture theatres, laboratories and offices. A dental theatre and ward were recently opened (1996) to complete the Dental Hospital Complex.

On the 3rd of July 1995 the Department of Dental Surgery attained the Faculty status and became the Faculty of Dental Sciences with four fully fledged departments namely:

1. Department of Periodontology/Community/Preventive Dentistry
2. Department of Paediatric Dentistry/Orthodontics
3. Department of Oral & Maxillofacial Surgery/Oral Medicine & Oral Pathology
4. Department of Conservative & Prosthetic Dentistry

### General Information

The first and second year students of Bachelor of Dental Surgery take their courses at Chiromo Campus, together with the students in MB.Ch.B., B.Pharm

and B.Sc. Nursing programmes. The third year courses which are mainly clinical and or laboratory based are taught at the KNH Medical School. The pre-dental subjects of third, fourth and fifth years are taught at the University Dental Hospital. This is also the location of the offices of the Faculty of Dental Sciences. The following course are taught wholly or partially:

### Courses

Chiromo Campus: Human Anatomy, Biochemistry, Physiology, Community Dentistry, Oral Biology, Common Core Courses

KNH: General Medicine, General Pathology, Microbiology/Parasitology, General Surgery, Pharmacology

FDS/UNTDH: Science of Dental Materials, Dental Mechanics, Oral Medicine/Oral Pathology, Periodontology, Community & Preventive Dentistry, Prosthodontics, Conservative/Crown and Bridge Dentistry, Paediatric Dentistry/Orthodontics, Oral and Maxillofacial Surgery ■



*The Dental School on  
Argwings Kodhek Road*



# Word From the Colleges



*The Great Court, Main Campus. The Campus Houses the CHSS and CAE*

## Faculty of Arts

The Faculty of Arts is among the University's oldest and most populated. Based at Main Campus, the Faculty originated from the Nairobi Royal Technical College of East Africa in 1956. From April, 1956 to June, 1961 the Faculty of Arts was composed of the Departments of Economics, English, Geography, History and Mathematics.

As part of the University of East Africa (from June, 1963 to June, 1970) the Faculty of Arts of the University College, Nairobi was enlarged during the 1965/66 Session, by the establishment of the Department of Education and the Centre for Economic Research, the latter which was soon afterwards renamed the Institute for Development Studies and was later split into two Institutes, namely, the Institute for Development Studies (IDS) and African Studies (IAS).

During the 1966/67 Session, the Department of Government was established, while the Department of Sociology, which had began as a sub-department in Economics during the 1967/68 Session, was fully established during the 1968/69 Session. Meanwhile, the Department of Philosophy and Religious Studies was created during the 1969/70 Session.

In the course of the 1967-1970, the Department of Mathematics was transferred from the Faculty of Arts to that of Science. Moreover, the 1970/71 Session witnessed the establishment of the Faculty of Education and the creation of the Department of Linguistics and African Languages from the original department within the Department of English. The latter was thereby renamed the Department of Literature

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## College of Humanities and Social Sciences



## Faculty of Arts

### College of Humanities and Social Sciences

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and continued hosting the French Sub-Department.

The Faculty is proud of its contributions to the pool of national Human resources (capital) which have been instrumental in shaping the political, economic and educational destiny of this nation. This has been realized through its training programmes for both undergraduate and postgraduate students by way of elaborate, but well tailored degree programmes that satisfy the needs of the nation. Currently, the Faculty pursues an 8.4.4. system of education for its undergraduate programmes after the dissolution of the previous "A" level system.

The current undergraduate and postgraduate programmes are more flexible and broader in structures, thus allowing for better and more comprehensive academic training but also for greater employment opportunities.

The Faculty of Arts has several academic exchange programmes with Universities in Europe, America, Canada, South East Asia, Australia and African. Through such programmes staff have continued to exchange academic information and share their rich research discoveries with academic peers worldwide.

Besides the above, the Faculty has regular departmental and faculty based seminars and workshops where staff members exchange their views and ideas with colleagues. There have also been occasional intra-faculty public lectures including professorial inaugural lectures. These have endeared the Faculty to the

rest of the University Community and the nation at large. The Faculty of Arts took centre stage among other faculties in the University in "Africanizing" its programmes that have continued to attract both local and international students and staff. The student population has rapidly grown with the expansion of the Faculty. During the 1961/62 session it had only 14 students and 18 academic staff. Today, the Faculty boasts of about 3100 undergraduate students, 303 postgraduate students, about 200 academic staff and 56 support staff.

A summary of the Chairmen/persons of the department is as follows:-

Department of Economics:

**Dr. S.W. Masai**

Department of Geography:

**Dr. D. Mungai**

Department of History:

**Dr. V.G. Simiyu**

Department of Literature:

**Prof. H. Indangasi**

Sub. Department of French:

**Dr. B. Mwenesi**

Department of Government:

**Prof. N G. Wanjohi**

Department of Sociology:

**Prof. J.M. Bahemuka**

Department of Philosophy:

**Dr. S. Monyenye**

Department of Religious Studies:

**Dr. D.W. Waruta**

Department of Linguistics:

**Dr. B.G.V. Nyombe**



## Institute of African Studies

**The Institute of African Studies (IAS) was established in August, 1970 and was charged with the responsibility for research in the following fields: African pre-history and history; ethnography and social anthropology; linguistics; musicology and dance; traditional and modern literature; traditional and modern art and crafts; and religion and other belief systems.**

The origin of the Institute goes back to 1966 when a cultural division was established in the Institute for Development Studies of then University College, Nairobi. The cultural division embarked on its first research programme in January 1967 following the appointment of its first two Research fellows. With the inauguration of the University of Nairobi in 1970, the cultural division was transformed into an institute and given the statutes governing its work.

The Institute moved to its present office in the National Museum compound in 1971. Its material culture section is based both at the basement of the Education Building and at Chiromo Campus.

While the Institute of African Studies continues to discharge its traditional role and function of research, it became necessary for it to add a new dimension to its responsibilities. This addition arose out of the fact that since the attainment of political independence in 1963, it has been an official policy of successive governments in Kenya to emphasize the importance of African cultural values. At the academic level,

this can best and most effectively be achieved by imparting relevant knowledge of the cultural values of Kenya's people to the younger people. The Institute of African Studies has filled this major national gap by introducing courses in cultural studies at various levels. An undergraduate programme which leads to the award of a Bachelor of Arts Degree in Anthropology was introduced in the 1986/87 academic year. Apart from the undergraduate programme, the Institute also runs a post-graduate programme both at Masters and Ph.D. levels.

Currently, the Institute has 450 students at the undergraduate level, 37 at masters level and 7 at Ph.D. level. The Institute has a total of 39 members of staff, among whom, 18 are academic staff.

The Institute has various publications, the majority of which are district socio-cultural profiles covering 15 districts. The district profiles are based on research on the cultural aspects of the various ethnic communities in Kenya. The other publications are the Women Studies Project publications. These publications are based on studies carried out on women activities in the various districts in Kenya. So far, 2 district reports have been published, Siaya and Kakamega.

In addition, the Institute has other publications such as Musicology and a Journal-Mila as well as seminar papers by the fellows of the Institute and research associates ■

## College of Humanities and Social Sciences



## Institute for Development Studies

The Institute for Development Studies (IDS) was established in 1965 and became one of the institutes of the College of Humanities and Social Sciences in 1985. The IDS is a multi-disciplinary and multi-purpose institution originally set up for full-time research on high priority areas of social and economic development in Kenya and the rest of Africa.

Presently, the IDS research priorities are on Commerce and Industry, rural and agricultural development, management of natural Resources and Human Resource Development. The research priorities are reviewed regularly to cater for the changing needs and times.

The research output of the Institute is disseminated through publications which are either Working Papers or Discussion Papers or Occasional Papers. Since its inception, the IDS has published its research output in the three series of publications as shown below.

Publication Series	Total Publications
Working Papers	516
Discussion Papers	294
Occasional Papers	063

Judging from public demand, the following papers rank high among IDS publications.

1. OP56 In Search of NGOs' Towards a Funding Strategy to Create NGO Research Capacity in Eastern and Southern Africa; N. Ng'ethe.
2. OP62 Informal and Formal Credit in Rural Kenya: A Case Study of Western Kenya Grass Roots Borrowing and Lending in an Institutional Development Perspective; Patrick Alila.
3. OP55 Jua Kali: Education, Training and Welfare in the Informal Sector. A study of Carpentry and Metal Work in the Eastlands of Nairobi, Kenya. N. Ng'ethe & G. Ndua.
4. OP10 Introductory Research Methodology; East African Applications: Kenneth Prewitt.
5. OP50 Non-governmental Organization (NGOs) Contribution to Development: Proceedings of a conference held at IDS.
6. Small Enterprise. Proceedings of a Conference on Industrialization and Small Scale Enterprise Development, organized by the IDS; Dorothy McCormick & Poul Pedersen.
7. OP54 The Rural Informal Sector in Kenya. A Study of Micro Enterprises in Kenya, Meru, Uasin Gishu and Siaya District: N. Ng'ethe & G. Ndua.
8. OP57 Dynamics, Problems and Policies, Rural Landlessness in Kenya; Patrick Alila, Kabiru Kinyanjui & Gatheru Wanjohi.
9. OP43 Constraints on Kenyas' Food and Beverage Exports M. Schluter.
10. OP42 Soil and Water Conservation in Kenya. Proceedings of a Second National Workshop, Nairobi D. Thomas & W. Senga.

## College of Humanities and Social Sciences

11. OP38 Popular Participation and Rural Development. Proceedings of a Conference of the 7th East African Social Sciences Research consultative Group; N. Ng'ether.
12. OP36 The Development of Kenyas' Semi-Arid P. Campell & S.E. Migot Adholla.

As a research Institute, the IDS has undertaken several research projects. The most recent of the research projects include:

1. The Role of Small and Intermediate-sized Enterprises in African Development and Industrialization. The sponsor for the series of researchers under this title was ENRECA programme of DANIDA (1994 to 1997).
2. Multi-Country Study of Private Enterprise Development in Africa. This study was undertaken in four African countries (Kenya, Ghana, Tanzania and Zimbabwe). The project was co-sponsored by CIPE, ICEG and ODA (1996 and 1997)
3. Industrial Cluster (1995 to 1997). This study was undertaken in Kenya, Pakistan and India. In Kenya the Industrial Clusters under study were:
  - Fishing Industry in Siaya and Kisumu district
  - Motor Vehicle repair in Nairobi and Thika town.

The study was sponsored by the ODA.

4. Research, Monitoring and Evaluation (1996 to 1999). The study is being undertaken by the IDS with technical assistance from University of Bath (UK). The project is funded by DFID■



## Faculty of External Studies

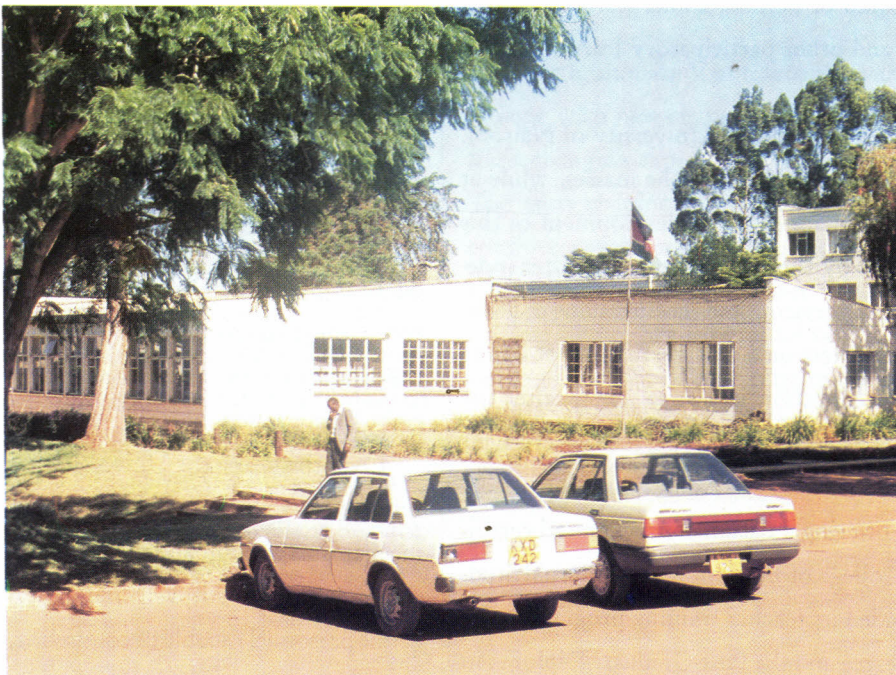
The provision of adult education at university level in Kenya has a long history which is well documented. It all began with Makerere College, which appointed its first extra-mural resident tutor for Kenya in 1956. At Independence, in 1963, the responsibility for organising extra-mural department at the then University College, Nairobi was incorporated. Later in the same year, the college of Social Studies, which had been established at Kikuyu as an independent adult residential college, was absorbed into the University College, Nairobi, and was subsequently amalgamated with the Extra-Mural Department to form the Institute of Adult Studies in 1966. In 1967, the Correspondence Course Unit was added to the Institute to spearhead the development of and training in distance education.

In 1983, the Institute of Adult Studies was accorded College status and

became the College of Adult and Distance Education following the recommendations of the Inspection and Visitation Committee which established six colleges of the University of Nairobi. August 1988 saw yet another reorganisation, restructuring, renaming and great expansion of the College. The College was now to be the College of Education and External Studies and its main responsibility was to train secondary school teachers, both in residence at Kikuyu and also through distance learning.

The University of Nairobi, and its predecessor institutions, have therefore been involved in the development of adult education and in the training of adult workers for much longer time than the 25 years we are celebrating. These efforts have been triggered and subsequently supported by various government pronouncements and demands such as contained in various educational commission reports starting

## College of Education and External Studies



*The Administration Block:  
Kikuyu Campus*



## Faculty of External Studies

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with Kenya Education Commission Report of 1964, popularly known as the Ominde Report, which stated that:

“Adult Education ....has an essential part to play in the total educational effort for economic development and national building and cannot be pushed to one side as an unnecessary extra.”

Twenty-four years on, in Sessional Paper No.6 of 1988, the Government supported the expansion and strengthening of adult education programmes, and stated that the University of Nairobi was specifically expected to “develop high level manpower and to promote and develop research in adult studies.”

The Presidential Working Party on the Second University in Kenya recorded a strong demand for continuing education at the University level in the country and recommended the establishment of a College of Continuing Education. The Government accepted this recommendation.

### Leadership in Distance and Adult Education in the Region

Since the early 1960s the University of Nairobi, through its College of Adult and Distance Education and its preceding institutions, had been the leading institution of distance and adult education at the university level in the whole of Eastern and Southern African region. This had been through its tailor-made development-oriented residential short courses and the extensive and wide-ranging extra-mural Courses programme which were found all over the nation. The Diploma in Adult Education, whose quality is recognised all over the adult education world, with the result that the course attracts students from many African countries. The Institute, and later the College of Adult and Distance Education, was also a leader in experimentation on new and innovative methods and techniques of helping adults learn, including exploring the efficacy of the group and other participatory learning methods.

Through its distance education programmes, the University of Nairobi, over the last 25 years, has made education available to the masses, while at the same time contributing in no mean manner to the development of this nation. Answering to an urgent request by the government soon after independence, the University helped in the in-servicing and the upgrading of thousands of unqualified primary school teachers on a new curriculum at a time of unparalleled expansion in primary education in Kenya. Later, after the establishment of the National Literacy Programme in 1979, the Government again turned to the University to train the over 3000 Adult Education Teachers employed in the Programme by offering a nationally recognised certificate. Since the establishment of the College of Education and External Studies in 1988, the University has expanded its teacher training programme by offering the Bachelor of Education degree and the Post-Graduate Diploma in

Education courses at a distance to over 1500 serving teachers.

All in all, then, the University has made significant contribution here at home during the last 25 years. As far as the training of high level manpower is concerned, many Kenyans have been offered a second chance to prove themselves and have excelled. Throughout the life of our young nation, graduates of our adult education programmes have held important positions in society, which have included leadership in politics, industry and commerce, the civil service as well as university teaching and administration. We have also done more. Apart from training of students, we have influenced the life of our nation in many other ways. We have had staff members serving in many key committees and programmes of national importance. When the nation decided to launch a mass literacy programme in 1979, it was the University of Nairobi which was requested to second one of its senior staff member to direct that programme and also to train 3000 adult education teachers. A staff member has also been called upon to serve as Director of Education. Even today, one of our senior professors chairs both the Board of Adult Education and the Kenya Institute of Education's Council, thus giving the University of Nairobi a unique opportunity to influence the direction of the nation's education right from pre-school.

Over the years, the University has acquired a well defined system and mechanisms of adult and distance education, which include well-trained academic personnel capable of counseling,

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tutoring, handling examinations and development of distance education materials; and administrative structures which can efficiently handle student recruitment, courses assignments and other students' materials, and keep the necessary records.

The availability of these resources has been noticed outside our borders and the University, sometimes at a great expense the University but it has generously responded to requests that its staff members be seconded to other institutions. Right now a senior professor is working for the Commonwealth of Nation and is the one responsible for the development of distance education in Africa. Two other senior staff members are playing leadership roles in adult and distance education in two universities in southern Africa. Only recently, another senior professor returned home after helping establish national adult education and literacy programmes in Somalia and Namibia. It is also worth recording that both Makerere University and the Open University of Tanzania continue to depend on our distance education materials for their degree programmes. Many other universities throughout the world have made study visits to our programmes. We can therefore claim with justification that we have had unparalleled influence in the development of adult education not just at home but in many other parts of the world.

### Commitment to Excellent Service in the Future

The University of Nairobi intends to maintain its rightful leadership role

in the Development of professionalism and in the extension of knowledge in the field of adult and continuing education, including distance education. To this end, the University commits itself to making university education accessible to as many adult and out-of-main-stream school leavers as possible and deserve such education. This commitment is based on several facts. One, currently we receive an average of 20 unsolicited letters every week from adults already in employment wanting to join the University for a degree or a diploma course in fields other than Education. This indicates that there is a strong national demand for various courses using flexible and more accessible forms of learning.

Second, it is also clear to us that, for Kenya to achieve the envisaged industrialisation, and indeed, in order to be a nation of persons capable of innovation and self-direction, it will be necessary that most of the citizens acquire post-secondary education. Our near-universal school education has produced thousands of secondary school graduates who, with more productivity-oriented education, will be the main movers of that industrialisation. It is only through opening up the university to the masses using progressive and flexible learning strategies that we can offer them any meaningful amount of education. Any other strategy would be too expensive and perhaps piecemeal, and therefore, out of consideration.

Third, training in leadership, project development and management decision making, planning, entrepreneurship, computer literacy, etc. is also needed right now, and will continue to be needed for ever. The University intends to offer this kind of training through tailor-made short and medium term courses and also through diplomas and degrees courses. Since these longer courses will be offered at a distance, the students can comfortably combine study with work.

Fourth, thousands of teachers at various levels need training and retraining to cope with new challenges brought about by changes in curriculum arising from changing expectations of a nation at the threshold of industrialisation. The same training and retraining applies to those practitioners in industry, commerce, voluntary organisations and in government service. They need to update and upgrade themselves.

The University intends to use its extensive resources and the expertise, both in Nairobi and at its extra mural centres which are found in most provincial capitals, to mount such training courses and programmes with a view to helping create a learning society in the shortest possible time



## College of Education and External Studies

### Faculty of Education

The Faculty of Education was established in 1972 with assistance from UNESCO and situated at the main campus, University of Nairobi. Its primary objective was to provide broad education background and professional training most appropriate to the noble career of teaching. From its inception, the Faculty of Education displayed spirit of commitment to the pursuit of excellence both in the academic and professional fields. In 1978, the Faculty of Education at the University of Nairobi, and the one at Kenyatta University College were amalgamated and situated at Kenyatta University College which at that time was a constituent college of the University of Nairobi. In 1985 Kenyatta University received its charter as an autonomous institution of higher learning. This meant that the University of Nairobi had not only lost one of its very popular degree programmes but also a say in the educational stake in Kenya. It was soon realised that the University could not for too long play a peripheral role in shaping the future of education and thus human resources development in Kenya.

In 1988, the University of Nairobi revived the Faculty of Education and situated it at Kikuyu Campus which was renamed the College of Education and External Studies. The first cohort of 460 students were admitted to the Faculty of Education to pursue Bachelor of Education (B.Ed.) Arts degree. The current Dean of the Faculty Prof. Obonyo O. Digolo took office in September 1989 and has served up to the present time.

In this period, the Faculty has expanded its courses in the B.Ed. programme, and launched both the M.Ed. and Ph.D degree programmes. The current B.Ed. programme is principally designed for those who intend to be high school teachers.

However, it also prepares those who wish to pursue higher degrees in education and those who wish to serve as educators in various departments in the public and private sector. Since its inception about 5000 students have been admitted to study education at undergraduate level.

The Faculty is now set to expand its programmes to include the (B.Ed.) Science degree and various certificate courses. It is soon going to launch B.Ed. programmes to be taken in the evenings, from 5.00 p.m. and preservation of knowledge through teaching and research, and to provide an environment in which intellectual rigour is fostered and academic freedom is enjoyed.

#### Goal:

The goals of the Faculty are to:

1. Uphold the reputation and standing of the Faculty as a body dedicated to the provision of high quality teaching informed by research.
2. Promote research of the highest quality in keeping with the obligations of an international University.
3. Attract and retain students and staff who are able to conduct quality research and be able to apply the results of scholarship in activities that are of benefit to local, regional and international communities.
4. Provide courses of high academic and professional standards in education which are attractive to students and relevant to the needs of the country.

Currently the Institute is researching on alternative pozzolanas to be incorporated in cement or lime thus reducing the amount of cement used. Rich husk ash is one of the pozzolanas which has proved to be a good pozzolana, meeting the standard requirements ■



## Faculty of Science



## College of Biological and Physical Sciences

*Chiromo Campus Houses CBPS*

The Faculty of Science is one of the oldest faculties of the University of Nairobi. Though not a fully fledged faculty by then, 1956 can be considered as the date of birth of the Department of Botany, Chemistry, Geology, Mathematics, Physics and Zoology. The Faculty of Science gained full faculty status in 1961 when the Royal Technical College became the Royal College, Nairobi. During those early days, the Faculty was located at Main Campus in the present Hyslop Building. The Faculty started its move to Chiromo around 1966 when the biological sciences shifted from Main Campus. The physical sciences followed suit eight years later in 1974, after completion of the Physical Sciences Complex.

The Faculty now consists of the Departments of Botany, Chemistry, Geology, Mathematics, Meteorology, Physics and Zoology. The Departments of Geography and Biochemis-

try which are in the Faculties of Arts and Medicine respectively, are also full members of the Faculty of Science. The Departments have fully equipped laboratories as well as adequate facilities for teaching and research.

Both undergraduate (B.Sc.) and postgraduate (M.Sc. and Ph.D.) programmes are offered in the Faculty of Science. The Postgraduate Programme, in particular, continues to attract candidates not only from Kenya but from other African countries too. To facilitate the learning process, all departments in the Faculty hold seminars for academic staff and students, in which various topics and issues of current scientific interest are discussed. From time to time, departments also host workshops and conferences in which members of staff and industrial scientists share ideas on matters of common scientific interest.

Currently (the 1996/97 academic year) the faculty has a student enrolment of about 1540 undergraduates of



## Faculty of Science

whom about 20 per cent are female and 80 per cent are male. The average undergraduate intake is about 350. Current postgraduate enrolment in the Faculty is about 200, comprising of 150 masters and 50 doctoral candidates. Academic staff in the faculty number 224, comprising professors, associate professors, senior lecturers, lecturers and tutorial fellows. It also has technical staff consisting of principal technologists, chief technologists, technologists and junior technologists.

The Faculty has played a key role in the development of manpower in Kenya and the surrounding region of Africa. Many biological and physical scientists in most of the country's research institutes and institutions of higher learning are products of the Faculty of Science. In addition, graduates of the Faculty can be found in various government ministries, industry, financial institutions, pharmaceutical companies and many diverse organisations and firms.

Significant and varied research activities are undertaken in all the departments within the Faculty, covering both basic and applied sciences. In addition to the research activities, many departments have consultancy units which help various industries, institutions and government departments to solve problems requiring scientific analyses and processes. Within the Faculty of Science there also exists the Chiromo Science Workshop ■

## Pre-Clinical Departments

The College of Biological and Physical Sciences can be seen to comprise of three segments:

The Physical Sciences, the Biological Sciences and the Pre-clinical Sciences of the College of Health Sciences and College of Agriculture and Veterinary Sciences. The students of health sciences, undertake at least two years of their studies at the College of Biological and Physical Sciences although their academic mother faculties are located at the College of Health Sciences at Kenyatta National Hospital. The students involved are those of Pharmacy, Dentistry, Medicine and Nursing from three mother Faculties of Pharmacy, Dental Sciences and Medicine. The student members are approximately 120 for Medicine, 40 for Pharmacy, 30 for Nursing and 15 for Dental Science per year.

The distance between the Medical School and the Chiromo Campus poses management problems. The office of the Associate Dean currently located in the Department of Biochemistry was established to handle these problems on behalf of the respective deans of the said faculties. The problems are varied. They range from mere personal issues that require counseling to academic problems. The coordination of the teaching timetables is one of the tasks that is undertaken by the Associate Dean. This is particularly important due to the fact that the students of Pre-clinical Departments especially those of Pharmacy take Faculty of Science based courses such as Chemistry, Mathematics and Botany. This is done in close liaison with the Faculty of Science. The Associate Dean also sits in the College Management Board and College Academic Boards of the College of Biological and Physical Sciences representing the interests of the Pre-clinical Departments.

## Institute of Computer Science

The Institute of Computer Science was originally formed in 1969 as the Computing Centre, in the Faculty of Engineering. In 1976 the Computing Centre moved to Chiromo Campus where it occupied the purpose built premises it still uses today. The Institute of Computer Science was formally established by Statute in 1977.

### Basic Functions of the Institute

- 1) Teaching and research by the academic section;
- 2) Provision of main-frame and micro/mini computing services for the University of Nairobi by the operations section; and
- 3) Analysis, development, implementation and maintenance of the University's management information systems by the information systems section.

### Degrees Offered

B.Sc. in Computer Science (From 1998)

M.Sc. in Computer Science (two year full-time programme)

M.Sc. in Information Systems (two and half year part-time programme)

Ph.D. in Computer Science and Information Systems Programmes.

### Consultancy Services

Research and training in strategic IT planning, implementation and management, MIS analysis and development, computer networks, software tools.



## Faculty of Veterinary Medicine

The Faculty of Veterinary Science emerged, in July, 1962 as a degree-awarding (B.V.Sc) training centre for veterinarians of East Africa. It began in the late twenties as a Diploma School, which increased its course span gradually to four years. The diplomas were, however, not recognized outside East Africa which jeopardized any postgraduate studies and with it further training of future East African academicians. This resulted in a decrease of students' enrolment. East Africans who wanted to read Veterinary Medicine went abroad in increasing numbers.



*Upper Kabete Campus: Houses CAVS*

In July, 1962 the Faculty began to offer a degree course based on the internationally accepted recommendations of F.A.O. with four years or 120-130 weeks of intense theoretical and practical instruction. From this small beginnings, the Faculty grew rapidly and confidence of prospective students was soon established, thanks to generous support given by the governments of the United States of America (US A.I.D.), Norway (NORAD), of the United Kingdom (M.O.D.) and by the Rockefeller Foundation, New York. The donor institutions provided academic and technical staff, scholarships, equipment, capital for recurrent expenditure and for new buildings. All this enabled the Faculty not only to establish, within a few years, a high and internationally recognised standard of teaching and research, but also helped to attract a growing number of East African academics as staff members and to increase (from 4 in 1962 to 67 in 1969) its annual student intake from literally all parts of Africa (at present from 12 independent African States) since the Faculty is the

## College of Agriculture and Veterinary Science

only African degree-awarding institution of its kind between the Arab Countries in the North and the South African Republic.

The main function of the Faculty however, remains, to meet the veterinary manpower requirements of Kenya.

The Departments of the Faculty originally instituted in 1962 were: Anatomy and Histology; Physiology & Biochemistry; Animal Husbandry; Pathology and Microbiology and Clinical Studies. During the academic year 1968/69 it was decided to rename the Department of Animal Husbandry as Department of Animal Production (to become a joint Department with the Faculty of Agriculture), and to separate

the Department of Veterinary Biochemistry (again to cater for the needs of the new Faculty of Agriculture) from the Department of Veterinary Physiology (with Pharmacology).

The physical separation (since July, 1963,) of the Faculty into two campuses: Chiromo with three pre-clinical departments, and Kabete with the departments of Animal Production, Pathology and Microbiology, and Clinical Studies continued to cause problems of administration, communication, co-ordination and exchange. They were, however, compensated by the expansion of the Chiromo Campus into a biological centre.

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### Current Organizational Structure

The Faculty is made up of seven departments, each headed by a Chairman. It is still located in the two campuses. The Chiromo Campus houses the pre-clinical departments, i.e. Biochemistry, Veterinary Anatomy and Animal Physiology, while the Upper Kabete Campus houses the Department of Veterinary Pathology and Microbiology, Department of Clinical Studies, Department of Animal Production, Department of Veterinary Public Health, Pharmacology and Toxicology.

### Facilities Available

The Faculty of Veterinary Medicine has a Faculty farm located at Kanyariri (about 4 km from the Campus) which is used for research and practical training in Animal Production. The Faculty also uses another 2 large University farms (Kibwezi and Machanga) for training purposes.

The Veterinary Farm generates income mainly by raising livestock such as cattle, pigs, chicken and a few sheep.

The Department of Clinical Studies has a Large Animal and Small Animal Clinic with modern facilities for handling virtually all animal diseases.

The Department of Animal Production has nutrition teaching and research units, as well as a genetics laboratory.

The Department of Public Health, Pharmacology and Toxicology has the basic equipment needed for immunology, pharmacology and toxicology laboratories. These include centrifuges, balances, GLC, HPLC, spectrophotometers and lisa machines.

The Department of Veterinary Pathology and Microbiology has well equipped laboratories for teaching, routine diagnosis and research.

The Departments of Veterinary Pathology, Biochemistry and Veterinary Anatomy have a histology and dissec-

tion laboratory.

### Programmes Offered

#### Bachelor of Veterinary Medicine (B.V.M.)

The B.V.M. is a five year degree course. Each academic year consists of two semesters of 16 weeks each, and an 8 week practical attachment term for 1st to 4th year classes.

During the first two years of the B.V.M. course, students study the pre-clinical courses (i.e. Biochemistry, Veterinary Anatomy and Animal Physiology) at the Chiromo Campus. The remaining three years are spent at Kabete studying the para-clinical and clinical subjects.

Since the intake has recently been reduced to 40 students per year, it is expected that the annual output will drop to 40-50 graduates.

### Postgraduate Programmes of Study

The Following programmes are offered:-

#### Department of Animal Physiology

- i) Master of Science in Comparative Mammalian Physiology;
- ii) Master of Science in Reproductive Physiology.

#### Department of Veterinary Anatomy

Master of Science (Veterinary Anatomy).

#### Department of Public Health, Pharmacology and Toxicology

- i) Master of Science in Pharmacology and Toxicology;
- ii) Master of Science in Veterinary Epidemiology and Economics;
- iii) Master of Veterinary Public Health (MVPH).

#### Department of Clinical Studies

- i) Master of Science (Clinical Studies);
- ii) Master of Veterinary Science.

#### Department of Biochemistry

Master of Science in Biochemistry.

#### Department of Animal Production

Master of Science in Animal Science.

#### Department of Pathology and Microbiology

Masters of Science in Veterinary Pathology and Microbiology.

The Master of Science degree course is full-time programme extending over two academic years. The first year is devoted to coursework and the candidate is required to take courses equivalent to not less than 500 contact hours. The second year is devoted to carrying out a research project and writing a thesis.

Each of the M.Sc. programmes has capacity to admit 10-15 students annually. The capacity is therefore currently under-utilized.

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# Faculty of Veterinary Medicine

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## Doctor of Philosophy

This programme is normally a follow up of the Master's degree courses. Students are expected to carry out supervised research in an area of Veterinary Medicine or related disciplines.

Candidates are required to prepare and submit a detailed doctoral research proposal at the time of applying for admission.

Candidates are required to carry out their research under supervision and subsequently compile a thesis which would be presented for examination in the prescribed manner.

Over the last 11 years 29 students were awarded the Doctor of Philosophy degree from the Faculty.

## Capacity for Short Term Courses

The Faculty, through its various departments, offers short term courses. The following is a summary of such courses:-

### A) Short Courses for Veterinarians:-

- i) Diseases of reproduction;
- ii) Embryo transfer;
- iii) Cattle lameness;
- iv) Surgical diseases of the bovine abdomen;
- v) Advances in small animal medicine and surgery;
- vi) Advanced clinical radiology;
- vii) Advanced ophthalmology;
- viii) Private clinical veterinary practice.

### B) Para-Veterinarians:-

- i) Production diseases;
- ii) Artificial Insemination (A.I.)
- iii) Hospital and theatre-techniques;
- iv) Front office/client relationships.

### C Farmers:-

- i) General information workshops and seminars;
- ii) Field days.

The Departmental short courses has a capacity of twenty people while courses take between 2 weeks and one month.

## Research Activities

There are numerous research projects being undertaken by individual researchers, particularly by the postgraduate students. The following are some of the individual research projects:-

Infertility in small ruminants in semi-arid areas of Kenya; Cattle lameness; Endemic stability and instability to tick borne diseases in dairy production in Kenya; Toxicity and medicinal value of some herbs; Aflatoxicosis. Reproductive biology; Environmental physiology; Trace mineral metabolism and nutrition; Fish physiology; Wild game physiology. A multi-disciplinary project on ostrich health and production.

Forensic medicine (e.g. species identification of raw and cooked

# College of Agriculture and Veterinary Science

meats), zoonoses, immunology, epidemiological and socio-economic investigations of important livestock diseases. Study of pesticide residues and fluoride levels in food and the environment, and poisonous plants. There are also projects involving drug pharmacokinetic and pharmacodynamic studies. Nutrition - for dairy cattle and poultry; Animal genetics. There is a major on-farm project on nutrition in dairy animals.

These research projects are funded through internal and external grants. Some of the funding agencies of these projects include Dutscher Akademischer Austauschdienst (DAAD), International Livestock Research Institute (ILRI), Canadian International Foundation of Science (IFS), Food and Agricultural Organization (FAO), Danish International Development Agency (DANIDA), Kenya Agricultural Research Institute (KARI), Agricultural Research Foundation (ARF), World Health Organization (WHO) and University of Nairobi Dean's Committee Grant.

## Other Activities

The Faculty offers consultancy services to a variety of clients, including Government departments, parastatal organizations, non-governmental organizations (NGOs) and individuals, in broad areas of animal health and production, environmental and human health (e.g. pesticide residues in the environment and in human foods, drug analysis and clinical trials).

Some academic staff serve as members of various boards of management or committees of some national research institutes ■



# The University Library System



*The Jomo Kenyatta Memorial Library: Sitting Capacity of 1,300.*

## The Role of the Library

From a College Library System, comprising the Gandhi Library in the Main Campus, plus the Veterinary-Science Library, at Kabete, and the Biological-Science Library at the Chiromo Campus, and the beginnings of the Medical Library in 1970, the University of Nairobi Library System has grown into twelve libraries grouped into six college libraries, plus the Central Library, (the Jomo Kenyatta Memorial Library). The Jomo Kenyatta Memorial Library houses the Library administration, central services such as acquisitions, the cataloguing co-ordinating unit, the Union catalogues, the bindery and the archives.

The mission of the University of Nairobi Library System is to provide information, resources and services to facilitate the research, teaching and consultancy needs of the University of Nairobi. In order to achieve the stated mission, the Library has set goals and objectives which

include acquiring, organising, storing and disseminating relevant information to support the teaching, research and consultancy roles of the University.

Preservation and conservation of valuable documents for the University of Nairobi is carried out by the Archives and Bindery Sections of the Library.

The Library System has a stock of approximately half a million volumes, inclusive of books, periodicals and other non-book materials, which includes computer and CD Rom data bases on various subjects.

In order to ensure that the University Community has access to the latest and most up-to-date information, the Library Administration, has been concentrating seriously on computerizing its information resources and the retraining of staff in the field of information resources. Therefore, training of staff in the field of information technology, acquiring computers, along with CD Rom data

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bases and developing local computer data bases of information stored in the University of Nairobi Library System are being actively pursued. An *E-Mail* station has recently been installed in the University Librarian's office, with the hope of installing access to the *Internet*. Currently, internet access is available in the Medical Library through *Health-Net*. Through this access, it is possible to search a number of data bases outside the country.

With the vision of taking the University of Nairobi into the next millennium, the Library Administration is working toward a networked information system which will provide access to information which is stored in any of the twelve libraries through a central access point. It is hoped that sometime soon, administration, teaching staff and students will be able to access points set in their offices and dormitories.

On a national level it is planned that Kenya Public University Libraries will be able to exchange information in computerized format. Through the *Internet*, Library users will have access to information stored in various libraries and data bases throughout the world. All this effort will ensure that the University of Nairobi remains a centre of academic excellence well into the next millennium.

### Information Technology (IT)

The library has made commendable progress in the area of IT to catch up with the current developments in the electronic information world. In total, the library has 5 computer installations distributed in the Chiromo Medical Library, Institute for Development Studies (IDS) Library, Upper Kabete Library and Jomo Kenyatta Memorial Library. This technology has enabled the Library to improve many of the services while introducing some new services for users in a more satisfactory way. The IT services offered by the library include the following:

### Specialized Databases

1. Union list of Periodicals: A list of all journals contained in Kenyan libraries.
2. Theses database: A bibliographic list of all theses contained in the University of Nairobi Library system.
3. IDS Research Papers: A list of IDS Working papers, Occasional Papers and Discussion papers
4. Law Dissertation database: A list of law dissertation papers of the Faculty of Law, University of Nairobi.

5. World Bank Database: A list of current books acquired through the World Bank project.

### Literature Search Service

The library has introduced a computer based literature search service for users. This service is based on the above computer-based information listed above and on the CD ROM facilities that the library has. CD-ROM Databases cover the following subject areas:

- Social Science
- Science
- Agriculture
- Engineering
- Medicine
- Information

Plans are underway to expand the service to other subject areas.

### E-mail Service

A modern *e-mail* system was recently installed in the librarian's office using the *health-net* provider. Through this system the library has joined the Listserve System (African Library Discussion Group (AFLIB-L) based in South Africa at the University of Pretoria. The aim of Listserve is to create a forum for African libraries to share experiences and help each other in solving professional problems. The system however goes beyond Africa continent. Through Listser System, the library can now access information resources outside Kenya and satisfy the needs of the users more effectively.

*E-mail* service is also used as a quick and effective means of communication to other libraries both at national and international level.

### Internet

The library has access to the *internet* through the Medical Library at the Medical School. The *internet* service is open to both students and staff. At the moment, the service is available free of charge but plans are underway to introduce a minimal charge for the users. Internet provides access to international databases such as Library of Congress, British Library, OCLC and others. Additionally one can access Homepages of Kenyan *internet* providers like FOMNET, AFRICA-ONLINE, ARCC, etc. and retrieve useful information. It is therefore a valuable resource backup for the libraries ■



Various members of the academic staff were promoted to Associate Professors and Professors through the year 1997:

**Dr. Micheni J. Ntiba**, Department of Zoology, has been appointed on promotion as an Associate Professor. Prof. Ntiba holds B.Sc and M.Sc degrees from the University of Nairobi, 1984 and 1987 respectively, and a Ph.D in Marine Fisheries Biology from the University of East Anglia, U.K. 1990. He joined the University of Nairobi in 1989 as a lecturer and became a senior lecturer in 1993.

His area of specialisation is fisheries ecology. He has four publications in referred journals and one conference proceedings publication and has examined M.Sc and Ph. D thesis and supervised several postgraduate students. Prof. Ntiba has been active in departmental administrative activities and has attended a number of conferences at local, regional and international levels.

Prof. Ntiba was recently appointed the first Executive Secretary to the Lake Victoria Fisheries Organization. The duty station is at Jinja, Uganda. *Varsity Focus* takes this opportunity to congratulate Prof. Ntiba as he takes up his new responsibilities.

**Dr. George E. Otianga-Owiti**, Department of Veterinary Anatomy, has been

## Promotions

appointed on promotion as an Associate Professor. He holds BVM and B.Sc. Vet Anatomy degrees from the University of Nairobi, 1979 and 1984 respectively. He obtained a Ph. D in Anatomy in 1988 from the University of California, USA.

Prof. Owiti's area of specialisation is reproductive morphology and he has studied the reproductive cycle of green monkeys whose chromosomes are similar to those of human beings.

He joined the University of Nairobi as a tutorial fellow in 1979 and rose through the ranks to lecturer in 1989, senior lecturer, 1990. He has conducted research, supervised several postgraduate students and published several papers in referred journals.

**Dr. Peter Owoko K'Obonyo**, Department of Business Administration, has been appointed on promotion as an Associate Professor. He holds a B.A. degree (Makerere) 1975, MBA (Nairobi) 1981 and Ph.D (South Carolina) 1987. He joined the University of Nairobi in 1987 as a lecturer after a short stint of teaching at the University of Carolina. He became a senior lecturer in 1989.

Prof. K'Obonyo has supervised several postgraduate students both at masters

and doctorate levels and has conducted research and published articles in referred journals, and chapters in books. He has been an external examiner in universities in Kenya, Tanzania and Zimbabwe.

His area of specialisation is management with a special focus on human resource management. He has carried out research on how subordinates affect the behaviour of a leader in the working environment.

Prof. K'Obonyo has done a lot of administrative work as Chairman of Department, Dean of Faculty and member of various University committees. He was recently appointed the Director of the Board of Common Undergraduate Courses, after the incumbent, Prof. Richard Mwangi's appointment as Deputy Vice-Chancellor, Egerton University. *Varsity Focus* wishes to congratulate him on his new responsibilities.

**Dr. Violet N. Kimani**, Department of Community Health, has been appointed on promotion as an Associate Professor. Prof. Kimani holds a B.A. degree from Makerere 1973 and M.A. and Ph.D degrees from the University of Nairobi, 1981 and 1995 respectively.

She joined the University of Nairobi in 1975 as an as-

sistant lecturer, became a lecturer in 1982 and Senior Lecturer in 1986. She has conducted a lot of research and has to her credit eighteen publications in referred journals. Through her work, she has attracted millions of shillings in donor funds to the University.

Prof. Kimani has supervised several postgraduate students and for fifteen years was singly in charge of teaching medical sociology and anthropology to all medical students in class, field facilitation and thesis supervision. She is currently the treasurer of the Community Health Association of Kenya.

**Professor Timothy Elias Maitho**, Department of Public Health Pharmacology and Toxicology has been appointed on promotion to Professor. Prof. Maitho holds BVM (Nairobi) 1976, M.Sc (Nairobi) 1978 and PhD (London) 1982. He joined the University of Nairobi in 1977 as an Assistant Lecturer and rose through the ranks to lecturer, 1979, senior lecturer, 1987 and associate professor in 1992. His area of research is pharmacology and toxicology with the main focus on pyrethrins which can be used to treat worms in cattle and sheep. He has supervised several postgraduate students and has published several articles in referred journals. He played an important role in the revision

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and organisation of the Pharmacology and Toxicology course for undergraduates course and by the compilation of the regulations and syllabus for the degree of Master of Science in Pharmacology and Toxicology.

**Professor S. E. Ochola Mitema**, Department of Public Health Pharmacology and Toxicology, has been appointed on promotion to Professor. He holds BVM (Nairobi) 1976, M.Sc. (Kansas) 1978, PhD (Nairobi) 1984. He joined the University of Nairobi in 1976 as an assistant lecturer and rose through the ranks to lecturer, 1979, senior lecturer, 1987, and associate professor, 1992. Prof. Mitema has supervised several postgraduate students and published several articles in referred journals. He is the current Chairman of the Department and is looking into ways of how his Department could upgrade the national economy by advising horticultural farmers on the best pesticides to use and the withdrawal period for such pesticides before crops are put on the market.

**Dr. Patrick Olweny Ayiecho**, Department of Crop Science, has been appointed on promotion as an Associate Professor. He holds a B.Sc. (Nairobi) 1978, M.Sc. (Nairobi) 1980 and Ph.D. (California)

1985. Prof. Ayiecho joined the University of Nairobi in 1981 as a tutorial fellow, became a lecturer in 1985, and senior lecturer in 1989. He has supervised several postgraduate students and has published widely in referred journals. His area of specialisation is crop breeding. He has carried out extensive research in the breeding of sesame. In his research he has come up with a variety of sesame which has a higher yield than the varieties currently grown.

**Dr. Francis B. Mwaura**, Department of Botany, has been appointed on promotion as an Associate Professor. He holds a Dip. Ed. (K.U) 1975, B.Sc. (Nairobi) 1978, M.Sc. (Nairobi) 1980 and Ph.D (Nairobi) 1987. He joined the University of Nairobi in 1982 as a tutorial fellow, and rose through the ranks of assistant lecturer 1986, lecturer 1987, and senior lecturer 1990.

Prof. Mwaura has supervised several postgraduate students and has also published several papers in referred journals. He has carried out research on nitrogen fixation in cereals. During his research he identified the source of nitrogen for papyrus plants growing around Lake Naivasha.

Prof. Mwaura is currently the head of microbiology section in the Department

and has participated in the development of the curriculum for the section.

**Dr. Erick Onyango Odada**, Department of Geology, has been appointed on promotion as an Associate Professor. He holds M.Sc. (Leningrad) 1971, D. Phil (London) 1986. He joined the University of Nairobi in 1988 as a lecturer and was promoted to a senior lecturer in 1990.

He has supervised postgraduate students, and published several papers and articles in referred journals. Prof. Odada has carried out research on Lakes Victoria and Turkana which is important in view of their economic utilization. His area of specialisation is aquatic geochemistry.

**Dr. Clive Onger Oondari**, Department of Pharmaceutics and Pharmacy Practice, has been appointed on promotion as an Associate Professor. He holds B. Pharm. (Howard) 1980 and Ph.D (Rhode Island) Pharmaceutical Sciences, 1984. Prof. Oondari joined the University of Nairobi in 1985 as a lecturer and was promoted to senior lecturer in 1988.

He has published papers in referred journals and was one of the team members to investigate the utilization of drugs in government hospitals. He is also involved in in consultancies with Ministry of Health.

## Promotions

**Dr. Levi Akundabweni** Department of Crop Science has been appointed on promotion as an Associate Professor. He holds B.Sc. (Nairobi) 1978, M.Sc. (Nairobi) 1980 and Ph.D (California) 1985. He joined the University of Nairobi in 1987 as a lecturer, and was promoted to senior lecturer in 1991. Prof. Akundabweni has supervised several postgraduate students and has published several papers in referred journals.

His area of specialization is agronomy and plant breeding. His research has found out that grasses grown in Missouri, USA, have a higher digestibility than Kenyan grasses.

**Dr. Collette Suda**, Institute of African Studies, has been appointed, on promotion, Associate Professor. She holds B.A. (Nairobi) 1978, M.Sc. (Missouri) 1983 and Ph.D. (Missouri) 1986. She joined the University of Nairobi in 1986 as a research fellow and was promoted to senior research fellow in 1990.

Prof. Suda has supervised many postgraduate students, and has published in referred journals. She has carried out extensive research in the area of gender and the family and has come up with factors responsible for children moving into streets, namely: poverty and family instability. She is a member of the National Academy of Sci-

*Please cont. on pg 78*



ences.

**Dr. Symon Wangombe Guthua**, Department of Oral and Maxillofacial Surgery, has been appointed on promotion as an associate professor. He holds B.D.S. (Nairobi) 1981, M.Med. (Harvard) 1988 and Diploma in oral and maxillofacial surgery (Harvard) 1988. He joined the University of Nairobi in 1988 as a lecturer and was promoted to senior lecturer in 1992.

Prof. Guthua has published papers and has also co-authored a book on essentials of oral anatomy. Eighty per cent of his publications are in reconstruction surgery which is his area of specialisation.

He has supervised several postgraduate students. Prof. Guthua has also won donor funds and equipment for his Department and several scholarships for his students to undergo further training abroad. He is currently the Chairman of the Department.

**Dr. Paul Waruoro Kanyari**, Department of Veterinary Pathology, has been appointed on promotion Associate Professor. He holds B.V.M. (Nairobi) 1976, M.Sc. (Colorado) 1979 and Ph.D. (Nairobi) 1988. Prof. Kanyari joined the University of Nairobi in 1977 as an assistant lecturer and rose through the

ranks to lecturer, 1979 and senior lecturer in 1989.

During his academic career, Prof. Kanyari won the Fulbright Senior Scholar Award. He has published articles in referred journals both locally and internationally. He has also supervised several postgraduate students. His area of research is protozoology.

**Dr. Hannah Wangeshi Kinoti** Department of Religious Studies, has been appointed on promotion, associate professor She holds a B.A. (E.A) 1966 and Ph.D (Nairobi) 1983. Prof. Kinoti joined the University of Nairobi in 1974 as a tutorial fellow and rose through the ranks to assistant lecturer 1982, lecturer 1984 and senior lecturer in 1988.

She has published several papers in referred journals and is the past Chairman of the Department. Prof. Kinoti is also a member of the East African Ecumenical Theological Symposium among other international organizations. She has carried out research in the area of Kikuyu morality and found out that the Kikuyu institution of 'ngwiko' was effective in preventing sexual crimes such as rape.

**Dr. Jenesio I. Kinyamario** Department of Botany, has been appointed on promotion as an Associate Profes-

sor. He holds a B.Sc. (Nairobi) 1978, M.Sc. (Texas) 1984 and Ph.D (Nairobi) 1988. Prof. Kinyamario joined the University of Nairobi in 1985 as a tutorial fellow and rose to assistant lecturer 1986, Lecturer 1987 and senior lecturer in 1990.

He has published several papers in referred journals and has supervised several postgraduate students in Nairobi and Kenyatta universities. His area of research is plant ecology specialising in grasses. While doing research he found out that Kikuyu grass has a high foliage value and that bamboo was a grass with several economic uses including the making of baskets.

**Dr. Gilbert E. M. Ogotu**, Department of Religious Studies has been appointed on promotion as an Associate Professor. He holds a B.A. (Makerere) 1972, M.A. (Nairobi) 1975 and PhD (Oxford) 1983. Prof. Ogotu joined the University of Nairobi in 1978 as a tutorial fellow and rose through to lecturer 1980, and senior lecturer in 1987. Prof. Ogotu has published several papers in referred journals. He was the regional coordinator of the Africa Church History Association.

His area of specialisation is

church history where his research found out that in the recent past, a Gospel according to St. Thomas was discovered. However the Gospel appeared to go against the teaching of the other Gospels and was therefore rejected by the church.

He also found out that in Kenya there was intense missionary activity by street preachers funded by organizations in the west and that street preachers, forming small sects were attracting many christians from the mainstream churches.

**Dr. Nick Gatheru Wanjohi**, Department of Government has been appointed on promotion as an Associate Professor. Prof. Wanjohi holds' B.A. (Nairobi) 1974, M.A. (Nairobi) 1976 and Ph.D (Nairobi) 1980. He joined the University of Nairobi in 1977 as a tutorial fellow, was promoted to lecturer in 1980 and senior lecturer in 1988. He has supervised several postgraduate students and has published several books and articles in referred journals. His area of specialisation is political economy. Prof. Wanjohi has participated in various civic education programmes in the country as a consultant. In

Please cont. on pg 78



**Dr. Tarcisius A. Ngatia**, Department of Veterinary Pathology has been appointed on promotion as an Associate Professor. He holds B.V.M. (Nairobi) 1976, M.Sc. (Colorado) 1979 and Ph.D. (Nairobi) 1988. Prof. Ngatia joined the University of Nairobi in 1977 as an Assistant Lecturer was promoted to lecturer 1979 and Senior lecturer in 1989.

He has supervised several postgraduate students and has published several papers in referred journals. He is the current Chairman of the Department and his area of specialisation is pathology of mammary glands.

**Dr. Emmanuel Omolo Wango**, Department of Animal Physiology has been appointed on promotion as an Associate Professor. He holds BVM (Nairobi) 1977, M.S.c (Nairobi) 1983 and Ph.D. (Cambridge) 1988. He joined the University of Nairobi in 1977 as an assistant lecturer. In 1989 he was appointed Senior Research Scientist at the Institute of Primate Research. He moved to Moi University as a senior lecturer in 1992, but returned to the University of Nairobi in 1993, in the same position.

Prof. Wango has supervised several postgraduate students and has published several papers in referred journals. His main area of research is in male and female

reproductive physiology

**Dr. Erastus Kiambi Kange'the**, Department of Public Health, Pharmacology and Toxicology has been appointed on promotion as an Associate Professor. He holds BVM (Nairobi) 1979, M.Sc. (Bristol) and Ph.D. (Nairobi) 1987. He joined the University of Nairobi as a graduate assistant in July 1979 and rose through the ranks of tutorial fellow, Oct 1979, Lecturer 1982 and senior lecturer 1989.

Prof. Kange'the has supervised several postgraduate students. He has carried out research and published several papers in referred journals. His area of specialisation is meat science.

In his research he has devised a mechanism of trapping tsetse flies and other insects. He has also devised a method of identifying the source (animal) of fresh, cooked and canned meats.

**Dr. F. M. Njeruh**, Department of Public Health, Pharmacology and Toxicology has been appointed on promotion as an Associate Professor. He holds BVM (Nairobi) 1979, M.Sc. (Nairobi) 1983 and Ph.D. (Nairobi) 1988. Prof. Njeruh joined the University of Nairobi in 1979 as a tutorial fellow, was promoted to lecturer in 1987 and senior lecturer in 1989. He has supervised several

postgraduate students. He has also carried out research and published several papers in referred journals. During his research on the hydatid disease among the Turkana of Kenya, he found out that the dog, an agent of infection with the hydatid disease for human beings, is an integral part of the Turkana family. He also found that the hydatid disease, though initially confined to the Turkana area, has spread to other areas of Kenya as a result of neglect of slaughter houses.

**Dr. S. M. Arimi**, Department of Public Health, Pharmacology and Toxicology has been appointed on promotion as an Associate Professor. He holds BVM (Nairobi) 1976, M.Sc. (Oslo) 1977 and Ph.D. (Reading) 1987. He joined the University of Nairobi as an assistant lecturer in 1976, was promoted to lecturer 1980, and senior lecturer in 1989.

Prof. Arimi has supervised several postgraduate students. He has also carried out research and published several papers in referred journals. His area of research is food hygiene, with an emphasis on diseases that can be transmitted from animals to human beings. During his research he discovered that milk sold by hawkers in Nairobi was likely to be contaminated because the warm tempera-

ture in the city is conducive to the multiplication of bacteria.

**Dr. Agnes Wakesho Mwangombe**, Department of Crop Science has been appointed on promotion as an associate professor. She holds B.Sc. (Nairobi) 1977, M.Sc. (Wisconsin) 1981 and Ph.D. (Wisconsin) 1983. She joined the University of Nairobi in 1988 and was promoted to senior lecturer in 1991.

Prof. Mwangombe has supervised several postgraduate students and has published several papers in referred journals. Her area of specialisation is seed pathology. She has carried out research in coffee research and found out that some diseases are imported into Kenya along with seeds brought from abroad as control at the airports was poor ■





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## University of Nairobi Anthem

University of Nairobi, we labour all together  
In search for knowledge and truth  
We bless and honour thee  
We are the pinnacle of excellence in knowl-  
edge  
Knowledge to serve our motherland (oh!  
Kenya)  
Knowledge to serve all mankind.

Be not engulfed by pride, complacency, medi-  
ocrity,  
U.O.N. shall shun the pitfall of being the ivory  
tower,  
With sacrifice and dedication our problems  
we'll o'ercome,  
With sacrifice and dedication our problems  
we'll o'ercome

We are the fount of knowledge  
We create, we hold the vision  
God give us grace to serve  
And the future for us is bright

And our Children shall drink from our fount  
of knowledge,  
Knowledge shall surely set them free (beyond  
the stars)  
Knowledge shall surely set them free.

## Wimbo wa Chuo Kikuu cha Nairobi

Chuo Kikuu cha Nairobi, twafanya kazi  
pamoja  
Kutafuta maarifa na ukweli  
Chuo Nairobi kiko mioyoni mwetu  
Sisi ni kielelezo cha elimu bora  
Kwa elimu twakuza nchi yetu (ya Kenya)  
Kwa elimu twajenga dunia.

Tujitenge na majivuno, unyonge na uduni  
Chuo Nairobi tusiwe mbali na mwananchi  
Kwa moyo wa kujitolea, tutatue shida zetu  
Kwa moyo wa kujitolea, tutatue shida zetu

Tu chemichemi ya elimu  
Twakuza, tunayo maono  
Mola atujalie tutende  
Kweli twaona mwangaza mbele

Watoto wetu watakunywa chemichemi ya  
elimu  
Elimu iwaweke huru (umbali wa nyota)  
Elimu iwaweke huru.

*Composed by Dr. Arthur M. Kemoli*





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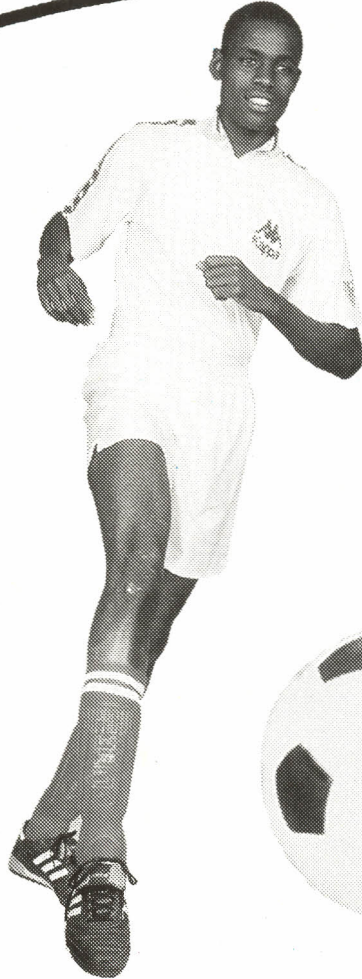
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