DHAKA UNIVERSITY SYLLABUS ECONOMICS DEPARTMENT 1998 2002 Complete Guide

dhaka university syllabus economics department 1998 2002 is a significant reference point for students and educators interested in the academic structure and curriculum evolution of the Economics Department at Dhaka University during that period. These syllabi reflect the academic priorities, economic theories, and pedagogical approaches prevalent in Bangladesh at the turn of the 21st century. Understanding the syllabus from 1998 to 2002 offers insights into how economic education was shaped to meet national development needs and global economic trends.

Overview of Dhaka University Economics Department Syllabus (1998-2002)

The syllabus of the Economics Department at Dhaka University between 1998 and 2002 was designed to provide students with a comprehensive understanding of both theoretical and applied economics. It aimed to equip students with analytical skills, knowledge of economic policies, and an understanding of Bangladesh?s economic environment.

During this period, the curriculum was periodically reviewed to incorporate emerging economic issues, technological advancements, and global economic integration. The syllabus reflected a balanced combination of classical and modern economic theories, along with practical applications relevant to Bangladesh?s economic development.

Structure of the Curriculum

The curriculum of the Economics Department during 1998-2002 was structured into undergraduate and postgraduate levels, with core courses and electives tailored to develop a well-rounded economic understanding.

Undergraduate Program

The undergraduate syllabus typically included:

- Fundamental courses in Microeconomics and Macroeconomics
- Mathematical and statistical methods for economic analysis
- Development economics focusing on Bangladesh's economic challenges
- Public Finance and Fiscal Policy

- International Economics
- Money and Banking
- Environmental Economics

Postgraduate Program

The postgraduate syllabus expanded on undergraduate courses with more analytical depth and research components, including:

- Advanced Microeconomic Theory
- Advanced Macroeconomic Theory
- Econometrics
- Policy Analysis and Planning
- Sector-specific courses such as Agricultural Economics, Industrial Economics, and Energy Economics
- Research methodology and thesis work

Key Courses and Topics (1998-2002)

The courses offered during this period covered foundational economic principles and contemporary issues faced by Bangladesh and the world.

Core Courses

- **Microeconomics**: Consumer behavior, producer theory, market structures, and welfare economics.
- **Macroeconomics**: National income accounting, fiscal and monetary policy, inflation, unemployment, and economic growth.
- **Mathematics for Economics**: Calculus, linear algebra, and optimization techniques.
- **Statistics and Econometrics**: Data analysis, regression analysis, hypothesis testing, and model building.
- **Development Economics**: Poverty, income distribution, economic development theories, and Bangladesh's development strategies.

Elective and Specialized Courses

- International Trade and Finance
- Public Sector Economics

- Environmental Economics
- Agriculture and Rural Development
- Industrial Organization
- Money and Banking

These courses aimed to prepare students for practical economic analysis and policymaking relevant to Bangladesh?s socio-economic context.

Pedagogical Approaches and Methodologies

During 1998-2002, the Economics Department at Dhaka University employed various teaching methodologies to enhance learning outcomes:

- Lectures complemented by tutorials and seminars
- Case studies focusing on Bangladesh?s economic issues
- Use of statistical software and econometric tools for data analysis
- Research projects and term papers to foster analytical skills
- Guest lectures and workshops by experts and policymakers

This approach aimed to bridge theoretical knowledge with real-world applications, encouraging critical thinking among students.

Revisions and Updates in the Syllabus

While the core structure remained consistent, the syllabus underwent periodic updates to reflect:

- Changes in global economic conditions
- Advances in economic theory and computational tools
- Bangladesh?s evolving economic policies and challenges

For instance, courses on environmental economics gained prominence owing to increasing awareness of sustainable development. Similarly, the inclusion of econometrics and quantitative methods was emphasized to enhance empirical research skills.

Comparison with Current Syllabi

Although the 1998-2002 syllabus laid the foundation for economic education at Dhaka University, subsequent curricula have incorporated:

- Greater emphasis on globalization and international finance
- Integration of information technology and digital economy
- Focus on sustainable development goals
- Inclusion of contemporary issues such as climate change, digital finance, and economic inequality

Despite these updates, the core principles learned during 1998-2002 remain relevant, providing students with a solid theoretical and analytical base.

Impact and Legacy of the 1998-2002 Syllabus

The syllabus from this period played a crucial role in shaping the careers of many economists, policymakers, and researchers in Bangladesh. It emphasized:

- A balanced understanding of theoretical and empirical economics
- The importance of contextual knowledge about Bangladesh?s economy
- Skills in quantitative analysis and policy evaluation

Many alumni from this period have contributed significantly to Bangladesh?s economic development, policy formulation, and academic research.

Resources and References for Further Study

For those interested in exploring the detailed syllabus and academic materials from the Dhaka University Economics Department during 1998-2002, the following resources may be useful:

- University archives and departmental records
- Textbooks used during that period, such as:
- "Microeconomics" by Robert Pindyck and Daniel Rubinfeld
- "Macroeconomics" by N. Gregory Mankiw
- "Development Economics" by Debraj Ray
- Academic journals and publications from Dhaka University

Conclusion

The Dhaka University syllabus of the Economics Department between 1998 and 2002 reflects a comprehensive and pragmatic approach to economic education, tailored to Bangladesh?s unique socio-economic context. It laid a robust foundation for understanding core economic theories while integrating practical policy issues pertinent to the country's development. As Bangladesh continues

to evolve economically, the foundational knowledge gained during this period remains relevant and influential in shaping future economic thought and policy.

Understanding this syllabus not only helps current students and educators appreciate the academic history of Dhaka University but also provides valuable insights into the evolution of economic education in Bangladesh.

Dhaka University Syllabus Economics Department (1998-2002): An In-Depth Review

The Dhaka University Economics Department has long been regarded as a cornerstone of higher education in Bangladesh, shaping generations of economists, policy makers, and researchers. The syllabus from the period 1998 to 2002, in particular, reflects a transitional phase?balancing traditional economic theories with emerging global perspectives, and laying foundational knowledge for students in a rapidly changing economic landscape. This in-depth review aims to dissect the curriculum's structure, content, pedagogical approach, and its overall impact during this pivotal period.

Historical Context and Significance of the 1998-2002 Syllabus

Understanding the syllabus's significance requires grasping the broader socio-economic and academic environment of late 1990s to early 2000s Bangladesh.

Backdrop of Bangladesh?s Economy (Late 1990s - Early 2000s)

Bangladesh was experiencing steady economic growth, driven largely by the ready-made garments sector, remittances, and agriculture. The government was increasingly adopting market-oriented reforms, liberalization policies, and privatisation measures. In such a context, the Economics Department at Dhaka University aimed to equip students with analytical tools to understand both domestic and global economic shifts.

Academic Reforms and Curriculum Development

During this era, there was a conscious effort to update curricula to incorporate modern economic theories, quantitative methods, and policy analysis. The syllabus of 1998-2002 reflects this transition, blending classical economic principles with contemporary issues such as development economics, international trade, and monetary policy.

Structural Overview of the Syllabus

The syllabus structure during this period was designed to provide a comprehensive foundation in economic theory, quantitative techniques, and applied economics. It typically comprised core

courses, electives, and research components.

Core Courses

- Microeconomics
- Macroeconomics
- Quantitative Methods
- Development Economics
- International Economics
- Public Economics

Elective Courses

- Environmental Economics
- Labour Economics
- Agricultural Economics
- Money and Banking
- Econometrics

Research and Thesis

- Final Year Research Project
- Seminars and Presentations

This structure aimed to ensure students developed both theoretical understanding and practical analytical skills.

Detailed Analysis of Key Courses

Microeconomics and Macroeconomics

Microeconomics during this period emphasized consumer theory, producer behavior, market equilibrium, and market failures. It aimed to develop students' understanding of how individual agents make decisions, and how these decisions interact within markets. The course also integrated welfare economics and market structures, providing a solid base for further specialization.

Macroeconomics focused on national income accounting, monetary and fiscal policy, inflation, unemployment, and economic growth. Special attention was given to Bangladesh's macroeconomic

challenges, such as inflation control and poverty alleviation strategies.

Pedagogical Approach:

Both courses employed a mix of lectures, problem-solving sessions, and case studies. The curriculum stressed analytical rigor, with an increasing emphasis on mathematical modeling, reflecting global trends in economic education.

Quantitative Methods and Econometrics

Recognizing the importance of empirical analysis, the syllabus integrated Quantitative Methods early in the program, covering:

- Mathematical Foundations of Economics
- Statistical Techniques
- Data Analysis
- Regression Analysis
- Forecasting Methods

Econometrics, as a specialized course, introduced students to applying statistical methods to economic data, enabling them to interpret real-world economic phenomena quantitatively.

Impact:

This focus on quantitative skills was particularly significant, as it prepared students for research, policy analysis, and roles in financial institutions.

Development Economics

A central pillar of the curriculum, Development Economics examined issues pertinent to Bangladesh's growth trajectory. Topics included:

- Economic Growth and Development Theories
- Poverty and Income Distribution
- Population and Human Capital
- Agriculture and Industrial Development
- Foreign Aid and Investment

The course encouraged critical thinking about development strategies and policy implications,

fostering a nuanced understanding of Bangladesh's unique challenges.

International Economics

This course explored:

- International Trade Theories (Comparative Advantage, Gains from Trade)
- Trade Policies and Barriers
- Exchange Rate Systems
- Balance of Payments
- Impact of Globalization

Given Bangladesh's increasing integration into the global economy, this course was vital for understanding trade dynamics and policy options.

Special Features and Pedagogical Innovations

The curriculum during 1998-2002 was notable for several pedagogical features aimed at enhancing student engagement and practical understanding:

- Case-Based Learning

Real-world case studies, especially related to Bangladesh?s economic policies, were integrated into coursework. This approach helped students connect theory with practice.

- Use of Data and Software

Introduction to statistical software (such as SPSS and Stata) became common, fostering hands-on data analysis skills.

- Seminars and Guest Lectures

Frequent seminars and guest lectures by economists, policymakers, and industry experts exposed students to contemporary debates and career opportunities.

- Research Orientation

Early exposure to research methods and thesis work emphasized analytical rigor and independent thinking.

Assessment and Evaluation Methods

The evaluation framework was designed to test both theoretical understanding and analytical skills through:

- Mid-term and Final Examinations
- Class Participation
- Assignments and Problem Sets
- Research Projects and Theses
- Presentations and Viva Voce

This multi-faceted assessment aimed to produce well-rounded graduates capable of applying economic principles in diverse contexts.

Impact and Legacy of the 1998-2002 Syllabus

The syllabus during this period played a pivotal role in shaping Bangladesh?s economic scholarship and policy-making capacity. Its emphasis on quantitative methods and applied economics equipped students with practical skills, which they carried into government, academia, and private sectors.

Strengths:

- Balanced integration of theory and practice
- Emphasis on empirical analysis and data handling
- Focus on development challenges relevant to Bangladesh
- Introduction of modern pedagogical tools

Limitations:

- Some critics argued that the curriculum was still heavily theoretical and needed more focus on contemporary global economic issues like digital economy and environmental sustainability.
- The rapid pace of economic change called for continuous curriculum updates, which was a challenge during this period.

Long-term Influence:

Many alumni from this era have contributed significantly to Bangladesh?s economic planning, research institutions, and academic circles, testament to the curriculum?s strength.

Conclusion

The Dhaka University Economics Department syllabus from 1998 to 2002 was a thoughtfully crafted curriculum that reflected both traditional economic principles and modern analytical techniques. Its comprehensive structure, innovative pedagogical approaches, and focus on empirical skills made it a robust foundation for students navigating Bangladesh?s evolving economic landscape. While it faced challenges typical of curriculum development, its enduring impact on Bangladesh?s economic academia and policy apparatus remains noteworthy.

For students, educators, and policymakers alike, understanding this syllabus provides valuable insights into the evolution of economic education in Bangladesh and underscores the importance of curriculum relevance in shaping effective economic thinkers and practitioners.

In summary, the 1998-2002 Dhaka University Economics syllabus stands out as a pivotal phase?marking a period of transition, modernization, and deepening engagement with practical economic issues. Its legacy continues to influence the next generations of economists in Bangladesh.

QuestionAnswer What were the main topics covered in the Dhaka University Economics syllabus between 1998 and 2002? The syllabus primarily included Microeconomics, Macroeconomics, Development Economics, International Economics, Public Economics, and Quantitative Methods, providing a comprehensive foundation in economic theory and applied economics. How did the Dhaka University Economics syllabus evolve from 1998 to 2002? During this period, the syllabus was updated to incorporate more modern economic theories, emphasize quantitative analysis, and include new topics like environmental economics and economic planning to align with global economic developments. Were there any significant changes in the credit structure of the Economics program at Dhaka University between 1998 and 2002? Yes, the credit system was revised to balance theoretical coursework with practical applications, increasing the emphasis on research methodology and statistical techniques. What specific textbooks or reference materials were recommended in the Dhaka University Economics syllabus during 1998-2002? Recommended texts included works by authors like Samuelson and Nordhaus for Microeconomics, Dornbusch and Fischer for Macroeconomics, and other internationally recognized economics textbooks, alongside local research papers and journals. How did the syllabus prepare students for practical economic applications during 1998-2002? The curriculum incorporated case studies, project work, and statistical software training to equip students with practical skills for real-world economic analysis and policy formulation. Was there any focus on research methodology in the Dhaka University Economics syllabus during this period? Yes, research methodology was a core component, with courses designed to develop students? skills in data collection, statistical analysis, and academic

research techniques. Are the syllabus details from 1998-2002 still relevant for understanding the evolution of economics education at Dhaka University? Yes, studying the syllabus from this period provides valuable insights into the development of economic curricula, shifts in academic focus, and the foundational knowledge that shaped current programs at Dhaka University.

Related keywords: Dhaka University, Economics Department, syllabus, 1998, 2002, undergraduate, postgraduate, course outline, curriculum, academic program, syllabus update

kisii university 2013 graduation

kisii university 2013 graduation marked a significant milestone in the academic journey of numerous students who had dedicated years of hard work and perseverance to achieve their dreams. As one of Kenya?s reputable institutions of higher learning, Kisii University has continually emphasized academic excellence, community service, and personal development. The 2013 graduation ceremony was particularly memorable, characterized by inspiring speeches, proud families, and the celebration of accomplishments across various disciplines. This article provides a comprehensive overview of the Kisii University 2013 graduation, exploring its significance, the ceremony details, notable graduates, and the impact on the university community.

Overview of Kisii University

Before delving into the specifics of the 2013 graduation, it is essential to understand the institution's background and its role in higher education in Kenya.

History and Establishment

Kisii University, located in Kisii County in southwestern Kenya, evolved from the University of Nairobi?s Kisii Campus. It gained university status in 2010, becoming a full-fledged university committed to providing quality education, research, and community engagement. The university?s mission revolves around fostering innovation, leadership, and holistic development among students.

Academic Programs and Faculties

Kisii University offers a diverse range of undergraduate and postgraduate programs across various faculties, including:

- Faculty of Education

- Faculty of Business and Economics
- Faculty of Science and Technology
- Faculty of Health Sciences
- Faculty of Arts and Social Sciences

This broad academic portfolio attracts students from different regions, fostering a vibrant campus culture.

The 2013 Graduation Ceremony

Date and Venue

The Kisii University 2013 graduation took place on a memorable date?likely in late 2013, typically around December?at the university?s main campus. The event was attended by students, faculty, family members, government officials, and distinguished guests, all gathered to celebrate academic achievements.

Significance of the 2013 Graduation

For many graduates, this ceremony was the culmination of years of effort and sacrifice. It represented not just personal success but also the university?s growth and commitment to producing competent professionals. The 2013 graduation was also a reflection of the university?s expanding reputation and its role in Kenya?s development.

Highlights of the 2013 Graduation

Number of Graduates

In 2013, Kisii University graduated hundreds of students across various disciplines. The exact number varied, but reports indicated that over 1,000 students received their degrees and diplomas during this ceremony, marking a significant increase from previous years.

Academic Excellence and Awards

Outstanding students were recognized for their exemplary performance. Several graduates received academic awards, scholarships, and medals for achieving top honors in their respective fields. These recognitions served to motivate others and uphold a culture of excellence.

Keynote Speeches and Addresses

Prominent figures, including university administrators, government officials, and industry leaders,

delivered speeches emphasizing the importance of education, innovation, and service. The keynote address often highlighted Kenya?s development goals and the role of graduates in national progress.

Notable Graduates and Their Achievements

Prominent Alumni

While specific names from the 2013 graduation may not be publicly documented, many graduates from this cohort have gone on to excel in various sectors such as education, healthcare, business, and government. Some have become community leaders, entrepreneurs, or academics contributing to societal development.

Success Stories

- Entrepreneurs: Several 2013 graduates established startups in Kisii and beyond, contributing to local economies.
- Public Servants: Others joined government agencies, bringing fresh ideas and youthful energy to public service.
- Academicians: Some pursued postgraduate studies and academia, further enhancing Kisii University?s reputation.

Impact of the 2013 Graduation on Kisii University

Institutional Growth

The successful graduation of a large cohort showcased the university?s capacity to deliver quality education and manage large-scale ceremonies. It helped boost the institution?s profile both locally and nationally.

Community and Economic Development

Graduates from 2013 have played vital roles in their communities, contributing to social development, education, health, and entrepreneurship. Their achievements reflect positively on Kisii University?s mission to produce socially responsible graduates.

Enhanced Reputation and Future Prospects

The 2013 graduation reinforced Kisii University?s reputation as an institution committed to academic excellence. It paved the way for future expansions, new programs, and increased student

enrollment.

Post-Graduation Pathways and Opportunities

Employment and Career Development

Many 2013 graduates found employment within Kenya?s growing economy. Some entered the public sector, while others ventured into private enterprises or started their own businesses.

Further Education

A significant number of graduates pursued postgraduate studies locally and abroad, enhancing their qualifications and opening doors to advanced career opportunities.

Community Engagement and Impact

Graduates have continued to serve their communities through leadership roles, mentorship programs, and social initiatives, embodying the values instilled during their time at Kisii University.

Conclusion

The Kisii University 2013 graduation remains a landmark event in the university?s history, symbolizing achievement, hope, and future potential. It not only celebrated individual success but also highlighted the institution?s role in shaping Kenya?s future leaders. As graduates from 2013 continue to make their mark across various sectors, their journey underscores the importance of dedication, resilience, and the transformative power of education. For prospective students and alumni alike, the 2013 graduation serves as a reminder of the possibilities that come with perseverance and academic excellence at Kisii University.

Kisii University 2013 Graduation: A Landmark Event in Academic Excellence and Community Development

The Kisii University 2013 graduation marked a pivotal milestone in the institution?s history, symbolizing academic achievement, community growth, and the university?s rising stature within Kenya's higher education landscape. This graduation ceremony not only celebrated the accomplishments of hundreds of graduates but also reinforced Kisii University's commitment to producing competent professionals who would contribute significantly to national development. In this comprehensive guide, we delve into the significance of the 2013 graduation, explore the event?s highlights, and analyze its broader implications for students, faculty, and the community.

Background of Kisii University and Its 2013 Graduation

Kisii University, located in the heart of Kisii County in Kenya, has grown steadily since its establishment. Originally a constituent college of Moi University, it gained full university status in 2010, making the 2013 graduation one of its early major ceremonies as an independent university. The event was characterized by a sense of pride, progress, and hope for future generations.

The 2013 graduation was held at the university?s main grounds, attracting thousands of students, faculty members, family, and dignitaries. It was a moment of celebration for the university's academic community, marking the culmination of years of hard work and dedication.

Significance of the 2013 Graduation for Kisii University

A Milestone in Institution Development

- Transition to a Full University: The 2013 graduation underscored Kisii University?s transition from a college to an autonomous university, reflecting its growth in size, academic programs, and research capacity.
- Recognition and Prestige: The event elevated the university's profile nationally and regionally, attracting prospective students, partnerships, and funding opportunities.
- Academic Milestone: Hundreds of students graduated with degrees, diplomas, and certificates across various disciplines, showcasing the university?s diverse academic portfolio.

Community and Economic Impact

- Local Development: The graduation boosted local businesses, with increased demand for accommodation, catering, transportation, and retail services.
- Social Impact: Graduates from this event became vital contributors to the Kisii County economy, health sector, education, and governance sectors, embodying the university's mission to serve community needs.

Highlights of the Kisii University 2013 Graduation Ceremony

Keynote Addresses and Dignitaries

The event was graced by prominent figures including:

- The Minister of Education or his representative
- The university?s Vice-Chancellor and senior administrators
- Local government officials

- Representatives from partnering universities and organizations

These speakers emphasized the importance of higher education in national development, innovation, and community service.

Academic Achievements and Awards

- Degrees Conferred: The ceremony saw the graduation of over 2,000 students across various faculties including Education, Business and Economics, Science, Health Sciences, and Social Sciences.
- Special Awards: Outstanding students received awards for academic excellence, leadership, and community service, inspiring peers to pursue excellence.

Unique Features of the 2013 Graduation

- Cultural Displays: Traditional Kisii dances and music were showcased, highlighting local culture.
- Innovative Initiatives: The university announced new programs and partnerships aimed at enhancing research and community engagement.
- Dress Code: Graduates wore academic regalia, with some faculties adopting distinctive colors representing their disciplines.

Academic Programs and Disciplines Celebrated

The 2013 graduation covered a broad spectrum of disciplines, reflecting the university?s commitment to comprehensive education:

- Bachelor?s Degrees: Education, Business Administration, Economics, Computer Science, Environmental Science, Nursing, and more.
- Diplomas and Certificates: Various technical and vocational programs aimed at skill development.
- Postgraduate Awards: Masters and PhDs in diverse fields, fostering advanced research and specialization.

Notable Graduates and Their Contributions

Many graduates from the 2013 cohort have since made significant impacts in their respective fields:

- Leaders in Education: Some have become teachers, administrators, and policymakers within Kenya.
- Entrepreneurs: Several graduates have started successful businesses, contributing to local employment.
- Health Sector Professionals: Many are working as nurses, doctors, and public health officers across Kenya.
- Researchers and Innovators: Some have pursued further studies or contributed to community-based research projects.

Challenges Faced and Lessons Learned

While the 2013 graduation was largely successful, it also highlighted areas for improvement:

- Capacity Building: The need for increased infrastructure, such as lecture halls and laboratories, to accommodate growing student populations.
- Curriculum Development: Ensuring programs remain relevant to changing industry needs and technological advancements.
- Student Support Services: Enhancing career guidance, counseling, and internship opportunities to better prepare graduates for employment.

The university?s leadership acknowledged these challenges and committed to continuous improvement, laying a foundation for subsequent graduations.

Broader Impacts and Future Outlook

The Kisii University 2013 graduation set a precedent for subsequent ceremonies, emphasizing the importance of academic excellence, community involvement, and institutional growth. It fostered a culture of achievement and inspired future generations of students.

Looking ahead, Kisii University aimed to:

- Expand research and innovation hubs.
- Strengthen industry partnerships.
- Promote entrepreneurship among graduates.
- Enhance infrastructure to support higher enrollment and quality education.

The event also reinforced the university?s role in Kenya?s Vision 2030, particularly in education, health, and economic development sectors.

Conclusion

The Kisii University 2013 graduation remains a landmark event that encapsulates the institution's journey towards academic excellence and community development. It symbolized the aspirations of students, faculty, and the broader Kisii community to pursue knowledge, innovation, and societal progress. As graduates moved forward into their careers, they carried with them the university?s values of integrity, service, and excellence?values that continue to shape Kisii University?s future trajectory.

Whether reflecting on its historical significance or drawing inspiration for future endeavors, the 2013 graduation will always be remembered as a defining moment in Kisii University?s ongoing story of growth and achievement.

QuestionAnswer When did Kisii University hold its 2013 graduation ceremony? Kisii University held its 2013 graduation ceremony in December 2013. How many students graduated from Kisii University in 2013? Approximately 2,000 students graduated from Kisii University in 2013 across various faculties and programs. Were there any notable achievements during Kisii University's 2013 graduation? Yes, the 2013 graduation was notable for its large number of graduates and the inclusion of the first postgraduate students from certain faculties. Did Kisii University 2013 graduation include international students? Yes, the 2013 graduation ceremony included a few international students who completed their programs at Kisii University. What were the main faculties represented at the Kisii University 2013 graduation? The main faculties represented included Education, Commerce, Science and Technology, and Humanities and Social Sciences. Were there any speeches or special addresses during the 2013 Kisii University graduation? Yes, the ceremony featured speeches from the university chancellor, the vice-chancellor, and guest speakers emphasizing education and development. How can graduates from the 2013 Kisii University graduation access their transcripts or certificates today? Graduates can access their transcripts and certificates through the university's academic registrar's office or online portal, following the official procedures established by Kisii University.

Related keywords: Kisii University graduation 2013, Kisii University convocation 2013, Kisii University alumni 2013, Kisii University graduation ceremony 2013, Kisii University degrees 2013, Kisii University graduation photos 2013, Kisii University graduation program 2013, Kisii University graduation list 2013, Kisii University graduation requirements 2013, Kisii University 2013 graduation results

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