

TU NEWS

A publication of the Office of the Vice-Chancellor

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ACU BOSS SPEAKS AT TU-K

- THE FUTURE OF EDUCATION: A SHIFT TOWARDS BLENDED LEARNING
- ACU URGES SCHOLARS TO JOIN NETWORKS
- KNDI TO COLLABORATE WITH TU-K ON TRAINING, RESEARCH
- ALUMNUS FINDS NICHE IN FABRICATIONS, MANUFACTURING



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TU-K IS SOARING HIGH

April 25, 2022 was a special and memorable day for TU-K. The University hosted Dr. Joanna Newman, the CEO of Association of Commonwealth Universities (ACU), who delivered a public lecture at the Main Hall. Dr Newman became the first ever CEO of ACU to visit and speak at TU-K. The event was well attended by students, staff and high-ranking academics from sister universities.

I note with gratitude that the members of staff worked diligently and made it possible for the graduation ceremony to be conducted in March 2022. This was the first time in the history of TU-K to hold a graduation ceremony in the first quarter of the year as opposed to the usual December. This was because in December 2021, the students were not ready for the ceremony owing to the disruption occasioned by the Covid-19 pandemic. The ceremony had to be moved to a later date to allow the concerned students to complete academic work such as attending lectures, writing examinations, projects and Industry-Based Learning.

During the first quarter of the year 2022, the University made remarkable strides in academic linkages and career talks for students among others. For instance, the Department of Hospitality and Leisure Studies held an annual career talk that was attended by a host of industry experts. The experts encouraged students to take advantage of emerging trends in the sector, especially those brought about by the pandemic, in order to come up with sustainable income generating activities in the tourism sector. The students were introduced to potential areas for growth that have skill gaps that they could venture into and make a career.

It is encouraging to note that institutions from other countries have recognised the potential in working with TU-K. For instance, Bayero University, Kano, Nigeria recently visited to explore a potential working relationship and possible collaboration with TU-K. The University has also partnered with Birmingham City University, England, on a three-month certification course for Master's and PhD students. This course will provide orientation training for advanced academic proposal writing and research, which will equip those starting their Master's and PhD programmes with efficient practical skills. The first cohort of 20 PhD students from the School of Creative Arts and Technology and School of Hospitality and Human Ecology have attended a virtual training session.

Student associations such as Institute of Electrical and Electronics Engineers (IEEE) organized the annual Industry Symposium, themed; "4th Industrial Era and The Future of Work." This annual symposium was organised to provide a platform for continued discourse of bridging the gap between academia and industry. The event also attracted notable industry players who made inspiring speeches and interacted with the students.

The TU-K IBL programme recently received a shot in the arm. The Department of Technical and Applied Physics in the School of Physics and Earth Sciences partnered with Kenyatta National Hospital and Chiromo Group of Hospitals to run an Industry-Based Learning Programme for its Master of Science in Medical Physics students. The first cohort has already begun their clinical rotation at KNH where they will have real interactions with patients in the wards and also work at the radiology and imaging departments. The same group will attend anatomy practical sessions.

All the activities covered in this issue are pointers of an active university that means business.



Prof. Francis W.O. Aduol

GIGS OFFER HOPE IN JOB SCARCITY

By Mercy Wanjama

Even as the youth hunt for their dream jobs, they should take advantage of the 'Gig Economy' to earn a living.

Acting Chancellor and Pro-Chancellor, Dr. Angelina Awino Kinya, challenged graduands to quickly master skills in respective areas of specialization where they can offer services to clients on short-term basis - in what is globally known as 'Gig Economy'.

Dr. Kinya said global connectivity and digital platforms are offering several opportunities especially to young talents where they can connect with potential individual clients, companies or organizations who need their services on short-term contracts.

While speaking to the graduands during the 10th graduation ceremony, Dr. Kenya said short-term employment opportunities are now becoming popular globally, and one does not need to be permanently employed to be able to earn a living.

"Analysts argue that gig economy is growing fast even in developing countries such as ours, more applications are being developed, interestingly enough by young people. These apps have made it possible to sell products and receive services online by the click of a button



Dr. Angelina Awino Kinya,
Ag. Chancellor and Pro-Chancellor

no matter where you are located in the world," noted Dr. Kinya.

While congratulating the graduands and the staff, Dr. Kinya challenged them to be aggressive and open-minded in seeking out job opportunities that not only tap into careers they pursued but also talents they have.

"Even as you look for a relevant job to place you in the discipline where you have trained, turn the hobby or talent you have into income generating venture,

"Even as you look for a relevant job to place you in the discipline where you have trained, turn the hobby or talent you have into income generating venture.

these would include comedy, cooking, online content creation can also earn you good fortune," she added.

Dr. Kinya highlighted that the government through the Ministry of ICT, Innovation and Youth Affairs has set up platforms dubbed AJIRA where young people can be trained on online job opportunities and networking for digital-based opportunities both locally and internationally.

"AJIRA links the youths to virtual job opportunities and offers mentorship programmes, please take advantage of these free clinics to equip yourselves with necessary skills to earn a living," She added.

FUTURE OF EDUCATION: A SHIFT TOWARDS BLENDED LEARNING

The Vice-Chancellor, Prof. Francis Aduol, has said that the institution had taken a deliberate position on learning whereby the university had integrated digital learning in its syllabus and most of the learning was being done online.

The decision came after the global economic impact of the COVID-19 pandemic on university education. Prof. Aduol explained that most of the theoretical lecturers were being offered online while students only came to campus to take practicals and examinations.

The VC said that due to these endeavors, graduands had received the best education and training and one that was sensitive to the real world. He added that the university had increased its investment in ICT infrastructure to support the process of integrating digital learning. "We are happy to note that both the lecturers and students have adapted well into the new mode of learning which had ensured that the academic calendar continues uninterrupted," he added.

He further said that the university would seek collaborations with other



Prof. Francis Aduol when he spoke during the graduation ceremony.

industry players in order to establish a strong foundation by providing the necessary tools and facilities of learning. He reminded the graduands to continue to be good ambassadors of their Alma Mater as they stepped to join various fields in the industry or even travelled out of the country for further studies.

The VC, on behalf of the Management Board and the Senate, conveyed his gratitude to the Government for its continued support in resource mobilization amid the hard economic times arising from the COVID-19 pandemic. He added that the University Council had played a very crucial role in lobbying for finances to inject into the university's operational costs as well as infrastructural development.

Prof. Aduol assured the Government that the institution would continue to adhere to good governance as outlined in the statutes and other accompanying legislation.

"The varsity is conscious of the development needs of the nation within the Agenda Four framework and is thus fully committed to working closely with Government to achieve these objectives," he added.

He concluded his remarks by congratulating the graduands for the great milestone they had achieved and urged them to be good ambassadors of TU-K as they stepped out into the world of work just as their predecessors.

CS MAGOHA URGES VARSITIES TO OFFER QUALITY COURSES

Education Cabinet Secretary, Prof. George Magoha, underscored the need for universities to continuously seek partnerships with industry players to ensure the programmes being offered are aligned to the development needs of the country.

The CS said this during TU-K's 10th graduation ceremony, in a speech read on his behalf by Mr. Fredrick Ndambuki, the Secretary in charge of Administration at the Ministry of Education.

"The Big-Four Agenda is a legacy project by the President, focusing on the areas of agriculture and food security, universal health care, affordable housing and industrialization that is manufacturing. The quality of education that our institutions of higher learning offer is key in preparing Kenyans in participating practically to the fulfilment of the Big-Four Agenda and by extension the realization of our Vision 2030," read Mr. Ndambuki.

He advised the university to use the resources allocated by the Government to write winning proposals which will attract research funding. He also hailed the university, which was established with a focus to offer technical and vocational training, saying that he was impressed that the institution had continued to fulfil its mandate. He added that his Ministry was ready to work with the university to pool resources for the expansion and development of infrastructure required to meet the needs of the increasing number of students.

"I wish to assure the University Council of continued support from the Ministry in the growth and development of this university. As mentioned by the Vice-Chancellor, we will be able to partner more with the management of this university in mobilizing resources for expansion and development of infrastructure required, so that it can be able to offer access to all those who meet the minimum requirements of joining this university in the various programmes on offer," stressed Mr. Ndambuki.

In addition, the CS also spoke about the need to lay proper ground work for the recently adopted Competency Based Curriculum (CBC). He urged local universities to adequately prepare relevant programmes for CBC learners who will be seeking admission in their respective universities in the coming years.

The CS encouraged the graduands to take up scholarship opportunities



Education CS, Prof. George Magoha



Mr. Fredrick Ndambuki, the Secretary in charge of Administration at the Ministry of Education.



Graduands

that are periodically publicly announced in the press to advance their studies. "There are opportunities for further education through government and foreign government scholarships. Be on the look out and take advantage of such

"I wish to assure the University Council of continued support from the Ministry in the growth and development of this university. - Prof Magoha

prospects to advance your studies," he said.

He also heartily congratulated the graduands for their hard work and encouraged them to take up volunteering opportunities to acquire skills required in their job market. "I wish to congratulate the graduands for your resilience and hard work in your academic journey. This has been made possible with the support of your lecturers, parents and guardians," he read.

"As you now venture into the world of work be ready to start from any opportunity that comes your way including volunteering to earn the necessary on job experience," he concluded.

TU-K HOLDS COLOURFUL 10TH GRADUATION CEREMONY



Procession session during the 10th Graduation Ceremony

The Technical University of Kenya held its 10th Graduation Ceremony on Friday, 11th March, 2022 in a colourful ceremony streamed live from the University's Main Hall.

The event was presided over by Dr. Angelina Kinya, a Council member, who was also installed as Acting Chairperson of Council and Pro-Chancellor for a period of three months.

Dr. Kinya noted that technology was advancing rapidly resulting in online digital platforms becoming the new way of connecting independent experts and potential customers. "Young ambitious individuals have ventured and invested heavily in it, which has seen them become successful overtime."

More than 1400 graduands were awarded degrees and diplomas in various disciplines. Dr. Kinya advised the graduands to take advantage of the digital era where "Gig Economy" had become a common phrase. "Do not just sit back and expect a job to come knocking on your door. Even as you look for relevant jobs based on your discipline, turn that hobby of yours into an income generating venture," she said.

The Education CS, Prof. George Magoha, was represented by Mr. Fredrick Ndambuki, the Secretary in

charge of Administration at the Ministry of Education. In his speech, the CS noted that his Ministry was ready to work with universities to pool resources for expansion and development of infrastructure required to meet the needs of the increasing number of students.

In addition, he urged local universities to adequately prepare relevant programmes for Competency Based Curriculum (CBC) learners who in the next few years will be seeking admission.

The CS encouraged the graduands to take up scholarship opportunities that are publicly announced in the press in order to advance their studies.

"There are opportunities for further education through the Kenyan

"There are opportunities for further education through Kenya Government and foreign government scholarships. Be on the look out and take advantage to advance your studies,"

Government and foreign government scholarships. Be on the look out and take advantage of such leverage to advance your studies," he said.

The Vice-Chancellor, Prof. Francis Aduol noted that the university had fully integrated into digital learning, a strategy that was put in place due to the challenges of the COVID-19 and has since become the new normal. He was confident that the lecturers and students had adapted well which had made learning much easier and convenient.

"The university is conscious to the development needs of the nation and the Agenda Four framework. We are fully committed to working with the Government to achieve this objective," noted the VC.

Prof Aduol said the University had been able to benchmark with the best due to its collaborative nature within academia to ensure the programmes are of global quality standards, in turn improving the institution's global ranking. He also appreciated the Ministry of Education for its continued funding to the University and the Council for its support in the smooth running of university operations. He congratulated the graduands and wished them the very best as they ventured into the real world.

VALEDICTORIAN SHARES SECRETS

The Technical University of Kenya 2021 Valedictorian spot was scooped by Ms. Dorcas Chelagat Tuitoek. The Bachelor of Engineering student graduated with first class honors in Chemical Engineering. She scored an average mark of 83.4%, making her the best overall student in her graduating year. Dorcas was a student in the School of Chemical and Biological Systems Engineering.

Ms. Tuitoek was among the few graduands who attended the graduation ceremony physically, while the majority joined the event virtually in compliance with the laid down Covid-19 protocols. She was given the opportunity to address the graduating Class of 2021 whereby she thanked God and expressed her gratitude for the support that she and her fellow graduands received from their families. "Thank you to the families represented here. Your support, dedication and sacrifice has not been overlooked."

She thanked the lecturers for their role in pushing them to do their best, while taking time to build relationships with them. She was especially appreciative of her lecturers, "I will remain eternally grateful to Prof. Maende, Dr. Gitonga and my supervisors; Engineer Bess and Mr. Ngetuny for being superb mentors. Your unwavering support gifted me with direction. Thank you for inspiring me and



Ms. Dorcas Chelagat Tuitoek

allowing me to benefit from your many years of experience."

Ms. Tuitoek hailed the university administration for the oversight role it played to ensure that students studied in a conducive environment and were provided with quality education. She also thanked the non-academic staff for their efforts in supporting the smooth running of academic programmes at the University.

She expressed her heartfelt appreciation to her parents who were her greatest support system. "Allow me to thank my greatest support system, my dad, Dr. Joseph Rotumoi, and my

mum, Magdalene Rotumoi, for holding my hand. Your support has truly been remarkable. I am sincerely grateful and I love you so much," she said.

Dorcas applauded the hard work and dedication by the graduands, "Our graduation today is testament to our hard work, commitment and sacrifice made over the years. The past four or so years have been tough, but we are here to celebrate our triumphs, victories and achievements." She urged the graduating class to keep in touch, "We have learnt a lot about ourselves, spent a lot of time studying and encouraging each other and making memories. We should bond together to celebrate these memories."

She encouraged the students to be strong and live an "antifragile" life as they forged through the new chapter in their lives. She urged her fellow graduands to face the real world with confidence while finding solutions to existing problems, "May we be the world changers, may we leave a mark and continue to prevail." She encouraged the continuing students to be patient and resilient as they pursued their career dreams.

In her concluding remarks, she encouraged her fellow graduands to be hopeful, kind and to speak life. She closed off by quoting the words of Amanda Goma, "There is always light if we only are brave enough to see it."

THE SKY IS NO LONGER THE LIMIT - ALUMNUS

The 10th graduation ceremony TU-K Alumnus speech honorus was granted to Mr. Richard Barasa. He graduated from TU-K with a Bachelor of Science in Medical Laboratory degree in the year 2015. After graduation, he volunteered in various organizations including Gertrude's Children Hospital and Mama Lucy Hospital. Armed with the necessary work experience, Barasa secured a job at Cytec Limited as an Application Specialist before joining Bliss Specialist Health Care as a Laboratory Quality Coordinator. Presently, Mr. Barasa is the Hospital Laboratory Manager and Laboratory Quality Coordinator at Avenue Health Care Group in Parklands, Nairobi.

His journey as a specialist in the field of medical laboratory science begun after he joined TU-K as a student. One day by either luck or fate he fell terribly ill. Richard sought medical help without proper diagnosis for 4 days until he met a particular doctor who confirmed he had Malaria. That was his turning point as he sought to pursue a degree in Medical Laboratory Science with a passion to give patients proper diagnosis and improve



Mr. Richard Barasa, Laboratory Manager and Laboratory Quality Coordinator at Avenue Health Care Group, Parklands.

their outcome.

Mr. Barasa was honored for his amazing career journey. In his speech he congratulated the graduating Class of 2021 for braving the grueling academic journey which culminated in their graduation ceremony that would linger on in their lives forever.

"Remember no matter what your skills are, there is always much to do and more to achieve," he advised. "Keep acquiring

new skills, continue taking calculated risks, keep innovating and never get comfortable with your achievements," he continued.

Mr. Barasa urged them to avoid complacency and comfort zones because we are in a hyper competitive world and told them the glitter of success or past achievements should be a spring board rather than a destination.

He urged the graduands to join the Technical University Alumni Association (TUKAA) saying the Association would provide them with an avenue to give back to the university through various initiatives including, mentorship of students by sharing information and opportunities, motivating them in their career paths through career talks, contributing to the growth of university infrastructure by participating in development projects and assisting with industrial attachment of students.

Mr. Barasa urged graduands to rise up to this challenge and maintain the image of TU-K as a choice institution of higher learning.

PICTORIAL



PhD graduands Achoko Melissa Allela (left) and Allan Lynda Audrey (Right) pose for a picture with VC Prof. Francis Aduol



Parents to the late Njuguna Wambui Emelda pose for a picture with the Director of the School of Hospitality and Human Ecology, Prof. Richard Makopondo (centre) during the graduation ceremony. The late Wambui graduated posthumously.



Seated from left; Council members Mr Bernard Malenya, Mrs. Margaret Lesuada, Mr. Fredrick Ndambuki (the Secretary in charge of Administration at the Ministry of Education), Dr. Angelina Awino Kinya (Acting Chancellor and Pro-Chancellor), Hon. David Koech, Ms. Isabella Kogei and VC Prof. Francis Aduol. Standing from left; Prof. Paul Shiundu, Deputy Vice-Chancellor



Academic procession



Some of the undergraduands during the ceremony





(Academic and Students Affairs), Prof. Francis Gatheri (Executive Dean, Faculty of Applied Sciences and Technology), Prof. Peter Matu (Executive Dean, Faculty of Social Sciences and Technology) and Prof. Edwin Ataro (Executive Dean, Faculty of Engineering and the Built Environment)



Dr. Angelina Awino Kinya, Ag. Chancellor and Pro-Chancellor, Awards Nduti, Nicholas Ndaru PhD in Food Science and Technology.



Some of the graduands pose for a picture with the VC Prof. Francis Aduol



A section of professors during graduation ceremony held at the Main Hall

SCHOOL OF BIOLOGICAL SCIENCES ACQUIRES ELISA MICROPLATE READER

The GIZ/Center for International Migration regional office in Nairobi officially handed over a state-class laboratory equipment named "Elisa Microplate Reader" to the Vice Chancellor, Prof Francis Aduol. The equipment was procured for the School of Biological and Life Sciences after a successful grant proposal by Dr. George F. Obiero, a Lecturer in the Department of Biochemistry and Biotechnology. He is also a Humboldtian Fellow and holds PhD in Bioinformatics from the University of the Western Cape, South Africa, as well as a Master of Science in Cell and Molecular Biology from Maseno University.

The Elisa Microplate Reader, as stated by Dr. Obiero, is used to detect micro unit samples based on spectrophotometry at four different wavelengths of light.

Prof. Dorcas Yole, the Director, School of Biological and Life Sciences remarked that the Department was elated to receive the Elisa Microplate Reader because it is a crucial utility equipment applicable across fields like Molecular Biology, Immunology, Microbiology, Pharmacology, Ecology, among others. In addition, both Prof. Yole and Dr. Obiero, stressed that the equipment enhances the capacity of TU-K's scientists to undertake cutting-edge research work and also provide students with the hands-on practical learning experience.

"The Elisa Microplate Reader is a unique equipment in the history of the lab, because we have never had such an equipment before," said Dr. Obiero. "The previous students that we supervised, the most immediate ones that graduated last year, we had to spend money at KEMRI for the students to access the equipment. So, this was a priority equipment, that has taken long but we are glad that it has come," he said.

The handover ceremony was also attended by the Deputy Vice-Chancellor, Academics and Student Affairs, Prof. Paul Shiundu, the Executive Dean, Faculty of Applied Sciences and Technology, Prof. Francis Gatheri and a host of academic staff. Prof. Francis Aduol was thankful to the GIZ/Center for International Migration for its efforts to enhance research capacities by equipping our labs. He further congratulated Dr. Obiero for his efforts.

"We don't take this for granted, because I know, you (Dr. Obiero) had to apply for the grant. The equipment did not just come in automatically. You had to indicate the kind of equipment that you would like to have and they agreed on it," he said.

He stressed that despite the financial difficulties that the university was experiencing, the School should not shy away from asking the management to



Dr. George F. Obiero, a Lecturer in the Department of Biochemistry, explains the uses of the Elisa Microplate reader to the VC Prof. Francis Aduol. Looking on is the DVC-ASA, Prof. Paul Shiundu, Prof. Dorcas Yole, the Director, School of Biological and Life Sciences and technical academic staff in the school.

support them in buying equipment for its laboratories. Furthermore, since the Elisa Microplate Reader can be used to carry out research across different schools, he asked the School to make the equipment available to other schools whenever possible.

"I understand this type of equipment is normally used across board. So I would like to urge you that whenever you are not using it, make it available to other people, except that it should not be over used so that it becomes expensive to maintain," he advised. "There clearly must be a program schedule to monitor it and there must be somebody in charge of it, so that it doesn't break down," he added.

Prof. Aduol also urged the staff to maintain the labs and use them to attract prospective students. "This will be achieved by inviting secondary school students to visit the labs to see the equipment and state of the art facilities available at TU-K so that when they sit for their KCSE examinations, they will select TU-K as their university of choice," he said.

Prof. Shiundu also noted the financial

strain of purchasing laboratory equipment and counselled academic staff to write more joint proposals to buy the required equipment.

"It is increasingly difficult for institutions of higher learning to get financing for laboratory equipment," he said. "As you look through your needs, there are those must have sets of equipment, which may not be necessarily expensive, those that are considered as work horse equipment, that a whole range of people can use," he added.

"If we cannot buy it, it helps sometimes to put heads together and write joint proposals which must not be confined to Biology alone. Look for your other counterparts, buy the equipment and see where to store them," he encouraged.

Prof. Gatheri, the Executive Dean, thanked the Vice-Chancellor for visiting the laboratory and for employing more personnel to ensure it functioned smoothly. He further informed the Vice-Chancellor that Safaricom Foundation had provided them with a grant to refurbish the lab.

"This lab was clean, but the floor was in a pathetic condition. We are very happy that Safaricom Foundation has donated almost 1 million for the refurbishment of this lab."

The VC urged the School to not only proudly display this partnership but also persuade Safaricom Foundation to adopt the laboratory, so that the Foundation can offer more support in equipping and refurbishing the lab.

The School hopes that the equipment will aid in turning the university into an attractive and well-equipped research institution in the region.



School of Biological and Life Sciences acquires Elisa Microplate Reader

DEPARTMENT OF HOSPITALITY AND LEISURE STUDIES HOLDS ANNUAL CAREER TALK



Guest speaker, entrepreneur and TUK Alumnus, Timothy Kamau, speaking to the participants

Students follow proceedings during the annual career talk

The Department of Hospitality and Leisure Studies (HLS) in the School of Hospitality and Human Ecology held its annual career talk that was attended by a host of experts from the industry.

The two-day event was attended by Prof. Odoch Pido who represented the Executive Dean, Faculty of Social Sciences and Technology, Prof. Richard Makopondo, the Director, School of Hospitality and Human Ecology, Prof. Boniface Kihima, the Academic Team Leader, Department of Hospitality and Leisure Studies among other departmental staff.

The chief guest during the event was Dr. Keziah Odemba, Director of Tourism, Ministry of Tourism and Wildlife.

Dr. Odemba encouraged students to continue learning and to take advantage of the emerging trends in the sector, especially those brought about by the pandemic, in order to come up with sustainable income generating activities in the tourism world.

"During a crisis, we don't behave the same way, we catch up with changing times," she said.

She went further to name the potential areas for growth that have skill gaps which the students might be interested in venturing in including air travel and cruise ships, carbon credit, health and safety etcetera.

Dr. Odemba outlined the Government's vision for the industry. This included the development of blue flag beaches, reforestation of parks,

increasing marine areas and adopting renewable energy for all tourism sites, among others.

She advised the students to work hard, be confident and build their communication skills. Dr. Odemba, concluded by urging the students to be passionate in whatever they choose to pursue, and persevere the challenging circumstances after university.

Other industry players who gave valuable words of wisdom to the students included, Ms. Petronilla Omundo, the Group Learning and Development Manager, Sarova Stanley. She belabored the need for students to have a clear vision of their growth in their career because it was the only way that they would be able to wake up happy and not disgruntled.

She also counselled with them to have mentors as they grew in their career, a sponsor to tell good about them when they were not around, a partner to bounce thoughts with, a competitor and a mentee.

Ms. Keziah Wanjiku Kamau, Founder and CEO of Zuri Ignite Ltd, advised the students to invest in their self-development. Time is your best currency. And remember time is wasted on the young, and wisdom is wasted on the old," she said. "Practice the law of honor, and make sure your business empowers others," she added.

TU-KAlumni at the event underscored how marketable TU-K students become among the industry players after leaving

the university. Amongst them included Brian Kamanga, Shift Manager at the Standard Gauge Railway. He stated that students make mistakes, but those mistakes should not define them. He further posed, "How employable are you?" To answer that, he encouraged the students to have goals, be skilled and keep up with the rapidly changing technology. "Your network is your net worth. Have good relationships, as they will help you get to the next level," he said. He further advised the students to put some pressure on themselves, since the journey to success is not a very comfortable endeavor.

Timothy Kamau, an alumnus and entrepreneur, advised the students to be strategic and have a blueprint of where they were going. He also told them to identify opportunities in the market, especially those that haven't been explored.

Prof. MakOpondo appreciated the guests for taking time from their busy schedules to interact with the students so that they could learn away from class. "There is a lot to learn when you interact with industry players. It is a rare opportunity to learn a thing or two away from class. Besides, they are more current in the needs and trends of the market," he said.

Prof. Boniface Kihima echoed the same sentiments, urging the students to take the opportunity to learn, manage their expectations and ask the questions that would help them grow in their career.

STUDENTS URGED TO EXERCISE SOBRIETY DURING ELECTIONS

By Mercy Wanjama

The Technical University of Kenya Students Association (SATUK) has called on university students act responsibly in the upcoming general elections.

The association, through the Secretary General, Boniface Muema, urged students to take an active role as it is their democratic right.

"We have a responsibility to continue contributing to nation-building by taking an active role in our democratic duty in this year's general election; throughout the campaign period, all the way to the day we shall cast our votes and beyond," said Muema

"Since independence, university students have always been involved in the struggle for democracy, and have been in the forefront, leading resistance against oppression, playing a key role in Kenya's struggle for democratisation. They are, in part, responsible for the conducive democratic political environment we enjoy today," he added.

In the past, politicians are known to have misused and incited university students to cause chaos during campaigns.

In this regard, SATUK has called on



SATUK Secretary General, Boniface Muema

students to desist from such practices and in turn be agents and advocates of peace.

The association also highlighted that the students' positive response to this call will go a long way in setting an important trajectory for young people and other comrades to emulate for a responsible and peaceful election, emphasizing that the future of a nation is built with the strength

"We have a duty to continue contributing to nation-building by taking an active role in our democratic duty in this year's general election" - Boniface Muema.

of its young generation.

Mr. Muema also highlighted that university students need to understand that electing responsible leadership will ensure the economy is conducive and that there are employment opportunities after graduation.

Making informed decision especially electing leadership who embrace education will ensure easy access of bursaries.

SATUK REVIEWS ITS CONSTITUTION

By Edgar Gaichuhie

The Technical University of Kenya student leadership (SATUK) has begun the process of reviewing the student's constitution. SATUK committee has already been split into two to discuss various articles.

The process includes; passing a motion of review by the students congress, constitution amendment, creation of student committee to collect views from students, which are then presented to the senate and thereafter presented to the university council for approval. The Promulgation process is then initiated.

"We want to make sure that there is good rapport between the student leaders, the students who come for assistance from us and the administration who assists us to offer services to the students of this great campus," said Peter Mwangangi, SATUK Chairman

According to 2018 student constitution,

currently used, the review process is typically undertaken after every two years. Nonetheless, the process has taken longer than expected due to the covid-19 pandemic which had hit learning from March 2020.

According to SATUK, the constitution will be aimed at mainly creating a good coexistence between the school administration and the student body; on the other hand, students with disabilities had not been well represented in the constitution and therefore SATUK is looking for a way through the constitutional review to ensure they are well-represented.

In an interview with the SATUK Secretary General Harrison Boniface Muema, he noted that with the increase of international students there needs to be their identification in the constitution since they are also an important part of the student's fraternity; he also added

that there is need for identification of the roles of student leaders, since in some cases the leaders are not tasked correctly on the issues that they are supposed to look upon.

The issue of inclusivity of the postgraduate students also rose up since they have also been part of the student's fraternity which contributes to the school's growth. SATUK has also seen the need to have a work study programme.

"We are looking forward to a plan on which we shall have students on a work study programme with the help of our Administration. We want skills to be enhanced as they continue with their education," Said Muema.

As per now the student leader and the stakeholders in the university are still in the deliberation process which is the most engaging section in the constitution review.

KNDI TO COLLABORATE WITH TU-K ON TRAINING, RESEARCH

On Thursday, 7th April 2022, TU-K hosted Prof. Salisu Maiwanda Abubakar from Bayero University Kano, Nigeria at the University's Conference Room on a proposed collaboration. The purpose of the meeting was to explore the working relationship and chart a way forward that can enable collaboration between the two institutions.

The Africa Centre of Excellence for Population Health and Policy (ACEPHAP) in Bayero University, Kano, Nigeria and the Kenya Nutritionists and Dieticians Institute's ATRI-PLC are setting up a consortium of research institutes in Kenya. TU-K had written to the Kenya Nutritionists and Dieticians Institute's (KNDI) requesting to join the consortium.

The Center of Excellence is operating on a USD 8 Million grant from World Bank, focusing on Nutrition, Nursing, and Public Health. TU-K is therefore set to join other universities from the region since the grant encourages regional collaboration. The institutions that will join the consortium include Maseno University, Pwani University, Mount Kenya University, Masinde Muliro University of Science and Technology, Karatina University and Kabarak University.

Prof. Maiwanda proposed four core areas of collaboration through a Memorandum of Understanding (MoU) including, staff and student exchange in training and mentorship, Mega research and innovation (multi-disciplinary and multi-country), community outreaches on joint outreach activities, provision of competency training for nutritionists and dieticians, nurses and other health workforce, and any other activities of common interests including other departments of ACEPHAP's, KNDI, and universities.



Vice-chancellor TU-K, Prof. Francis Aduol (c), Dr. David Akeyo, CEO Kenya Nutritionists and Dieticians Institute 1st (R), Prof. Salisu Maiwanda, Deputy Director, ACEPHAP, Bayero University 2nd (R), Prof. Paul Shiundu, Deputy Vice-Chancellor- Academics and Students Affair 1st (L), Dr. Judith Waswa, Academic Team Leader-Department of Human Nutrition and Dietetics 2nd (L).

Prof. Paul Shiundu acknowledged that the proposed collaboration was timely given that the University was focusing on matters research and postgraduate studies. The collaboration will also be a motivation to staff and students especially postgraduate students. He advised on including policy issues which he stated were very essential. Prof. Shiundu added that the issue of community outreaches was fundamental for TU-K's in communities' initiatives.

Dr. Lewis Sitoki who represented the Executive Dean, Faculty of Applied Sciences said he was delighted about the proposed collaboration which would benefit both staff and students. He added that TU-K was currently ranked 7th in the country and this collaboration would help boost its ranking. Dr. Sitoki said the faculty was ready to be part of the collaboration.

Prof. Jackson Odote welcomed the

idea of the collaboration saying that many academic staff were unable to conduct research due to expenses and therefore the synergies in sharing resources and collaboration was commendable. He said the collaboration will give TU-K visibility through back linkages, intercountry linkages and a lot of research work/output from Nigeria will be a learning process.

Dr. Francis Obuya and Judith Waswa appreciated the timing of the meeting and suggested that other departments should join the collaboration through the Department of Human Nutrition and Dietetics (DHND).

Kenya Nutrition and Dieticians Institute's (KNDI's) ANTRI-PLC will act as a link between ACEPHAP and universities. TU-K's Department of Human Nutrition and Dietetics will act as a link to the consortium.



Members from the Department of Human Nutrition and Dietetics pose for a picture with Prof. Salisu Maiwanda, from Bayero University (5th from right), Flanked by, Prof Paul Shiundu and Dr. David Okeyo from (KNDI).

PARTNERSHIP



A group of education specialists from Finland paid a courtesy on the VC to seek possible collaboration in the areas of Technical Teacher Training, student exchange and joint student admissions. The educationalists included Mr Juha Hautanen of the Department, teacher training at the Jamk University, Jelena Santalainen from Hame University and Jari Poikonen a Senior Advisor Global education, Jamk University. They were also accompanied by Cornelius Kiplangat and Emily Koech of Maxglobal. The Finnish group pledged to Assist TU-K in tutor training for hands-on courses. Prof. Tom Kwanya and Senior Registrar Mr. Robert Borter was also present during the meeting.

School of Surveying and Geospatial Sciences



Hands-on-Training: School of Surveying and Geospatial Science students in an Industrial Based Learning (IBL) session, with a special focus on geospatial data acquisition. A team from Geoid Technologies Ltd. was brought in to make a demonstration on modern surveying data collection methods using drones.



SCHOOL OF BIOLOGICAL SCIENCES HOLDS WORKSHOP



Prof. Dorcas Yole



Some of TU-K students who attended the workshop

The School of Biological and Life Sciences (SBLs) recently held a workshop themed; scientific research, innovation and project development workshop organized by SATUK through the office of the School Representatives. Some of key discussion area was; biological sciences research and the significance it has on solving societal problems.

Dr. Cedric Matunda led a discussion on mental health and drug abuse touching on short term and long-term effects.

Other panelist included; Prof. Dorcas Yole, Dr. Patrick Okanya, Dr. James Nyariki and Dr. Edward Okonjo.

Prof. Yole, the School Director, challenged students to involve themselves in research work and practical aspects of their learning

"We have gone out of our way by introducing six practicals per unit to ensure that you have more hands-on learning, this make you more practical," Prof. Yole noted.

She added; "Your final year project chants your way to research work, please take it serious, it will open your eyes to world of research, you need to start as early, actually you should start it in your third year."

Prof. Yole also noted that the school is setting up a science laboratory specifically for research.

The students were also encourage dto write papers in science journals and organize educational trips.

DR. ATENG APPOINTED KIPPRA CHAIR

Dr. Benson Ateng, a Senior Lecturer and the Academic Team Leader in the Department of Economics and Resource Management, has been appointed the chairperson of the Kenya Institute for Public Policy, Research Analysis (KIPPRA). His appointment comes in the latest gazette notice.

"In exercise of the power, conferred by Section 7 (3) of the State Corporation Act, I appoint Dr. Benson Ateng, as the Chairperson of KIPPRA up to October 5, 2024, with effect from April 8, 2022," read the notice signed by the Head of State, President Uhuru Kenyatta.

The overall objective and mandate of KIPPRA is to improve public policy making for realization of national development goals, by providing leadership in economic forecasting, policy analysis and research, as well as the formulation of medium

and long-term strategic perspectives for economic and social development.

As such, Dr. Ateng will be in charge of spearheading the institution in conducting objective research to guide the country's policy making.

Dr. Benson Ateng' holds Postdoctoral in Economics from George Washington University, USA, PhD in Economics, MA in Economics and B.Ed from the University of Nairobi. He has authored 6 papers in refereed journals, two chapters in scholarly books and eleven peer-reviewed reports. In addition, he is a member of professional bodies and societies including Kenya Economics Association and Institute of Directors (Kenya). Dr. Ateng' is also actively involved in various projects and consulting for various organisations including the World Bank.



Dr. Benson Ateng

IEEE TUK - INDUSTRY SYMPOSIUM HELD

By Stephen Okwiri, IEEE-TU-K

In line with the strong Industry-Academic linkage spirit of the TU-K, the IEEE Technical University of Kenya Student Branch organized the annual Industry Symposium, themed; "4th Industrial Era and The Future of Work". This annual symposium aimed to provide a platform for continued discourse of bridging the gap between academia and industry.

Present at the symposium were great industry leaders, professionals and enthusiastic students. Some of the mini-activities of the symposium included; keynote speeches, industry workshops, panel discussions, tutorials and project exhibitions all aimed at molding students to be capable of playing an effective role in the society at graduation.

Michelle Boit, a Consultant, Petroleum Engineer and the Founder of Michelle Boit Foundation, addressed the necessity and significance of soft skills in the industry as a factor in both employability and retainability. She challenged the students to take advantage of the current technology to set themselves at higher skill ready for the real world.

Eng. Anthony Sang, the Chief Manager Construction, Operation and Management Department (CM-COM) at Konza Technopolis Development Authority highlighted the need for industry and academia linkage.

"While most of the preparatory years of a professional are spent between the



VC Prof. Francis Aduol

four walls of a lecture hall, the rest of his practice will most likely be spent out there". If the two environments - industry and academia - are not linked, what will result is what now is: a dissonance between the student's qualifications and the industry's requirements," said Mr. Sang.

Arch. George Arabbu, the Director of Sightscape Studio Ltd encouraged students to join professional associations stating that they are spaces for academic and professional interactions, interrogations and collaborations, opportunities for networking and forming relationships that may have professional benefits, platforms for mentorship and apprenticeship, and avenues for inter-university partnerships.

Some of the discussion topics during the symposium included; positioning yourself for the future, progression in the industry, future of work and innovation practices were addressed. Industry workshops were also conducted by the representatives from Architectural Association of Kenya (AAK) and Engineers board of Kenya (EBK) who took the students through the process of becoming registered Architects and Engineers respectively.

Faith Ambale Masoso who did a research paper on the Design of a 5V USB Solar Charger Using a Buck Converter and Brian Boit who wrote on preparing for the Future of Work: Teaching Building Information Modelling in Architecture, Engineering and Construction Programs were awarded as students with the best papers. The best projects were also awarded. The leading project by Stephen Okwiri and James Omondi based its research on the predictive maintenance of drones.

In his address during the symposium, the Vice-Chancellor, Prof. Francis Aduol, challenged student engineers to take up active responsibility in acquiring soft skills including; informal and formal communication. He indicated that, such additional skills will help them rise to leadership positions.

Attending the event too were the Executive Dean, FEBE, Prof Edwin Ataro; Prof. Salesio Kiura Dr. Mary Ahuna and several members of staff.



IEEE TU-K Branch Treasurer; Mr. Godwin Ochieng from left, Mr. Stephen Okwiri (chairman), Eng. Michael Muchiri from Ministry of Transport and Infrastructure, Ms. Meble Makadia, Corporate Communication Officer, State Department for Transport (SDOT), Dr. Mary Ahuna (IEEE-TU-K Patron) and Ms. Rachael Birech (IEEE TU-K Vice Chair) pose for a photo during the 2021 IEEE TUK Industry Symposium

WOMEN IN ENGINEERING AFFILIATE GROUP LAUNCHED

The Institute of Electrical and Electronics Engineers (IEEE) TU-K chapter has launched Women in Engineering at TU-K to ensure gender-gap in engineering is reduced.

IEEE Women in Engineering (WIE) is a global network of IEEE members and volunteers dedicated to promoting women engineers and scientists, and inspiring girls around the world to follow their academic interests in a career in engineering and science. This is by providing opportunities for them to have mentors and role models who can help them break the stereotypes. Gender inclusiveness in the field of engineering has been a challenge over the decades, at times regressing, yet evolving. The gender gap has persisted over the years. The women association will necessitate need to tap into the potential of women and their contribution into the engineering and technology sector.

Associations first Chairperson, Maurine Chepkemioi highlighted objectives of the group that include; pledge to nature women in STEM to become competent engineers and technologists, who can play an effective role in the society.



Seated from left to right (IEEE TUK Patron Dr. Mary Ahuna, seated from left, Petroleum Engineer Consultant Eng. Michelle Boit, IEEE Kenya Section Chair Ms. Esther Muchiri, Executive Dean FEBE Prof. Edwin Ataro and IEEE WIE TUK Chair Ms. Maurine Chepkemioi) pose for a photo during the IEEE WIE Launch

Michelle Boit, a Consultant Petroleum Engineer and founder of Michelle Boit Foundation challenge the student by narrating her journey in engineering. Boit is also the CEO of E-mentoring Africa, Esther Muchiri, an ICT professional and Chairperson of IEEE Kenya Section and the who also attended the launch. She

added that students need to be trained on soft skills to prepare them quickly fit the industry.

Also present during the launch were; Executive Dean, FEBE, Prof. Edwin Ataro; Ag. Director, SEEE, Dr. Awino, IEEE WIE Patron Dr. Njeri Ngaruiya.

TU-K PARTNERS WITH KNH AND CHIROMO

The Department of Technical and Applied Physics in the School of Physics and Earth Sciences at TU-K has partnered with Kenyatta National Hospital and Chiromo Group of Hospitals to run an Industry-Based Learning Programme for its Master of Science in Medical Physics students.

Speaking during a practical exam for the programme, the Academic Team Leader, Prof Jackson Odote said, "The first cohort had already begun their clinical rotation at Kenyatta National Hospital, where they will have real interactions with patients at the wards and also work at the radiology and imaging departments."

"The same group will go for their anatomy practicals of the same procedures at Chiromo Group of Hospitals. When they finish their clinical rotation, they will have to write proposals for their research work which will take one year," he added.

In this collaboration, the University has already signed a Memorandum of Understanding with Kenyatta National Hospital. The programme which was first introduced in 2019, is unique and new, only offered at TU-K in the East and Central Africa region.

The Master of Science in Medical



Prof Jackson Odote assessing a student during a practical examination

Physics programme trains students on how to apply physics concepts and methods to the prevention, diagnosis and treatment of human diseases. The main areas of focus in medical physics are treatment by ionizing radiation (radiation oncology), diagnostic imaging with X-rays, ultrasound and nuclear magnetic resonance (diagnostic radiology), diagnostic imaging with radioisotopes

(nuclear medicine) and the study of radiation hazards and radiation protection (health physics).

Currently in Kenya there are approximately 20 medical physicists, thus acquiring a Master of Science in Medical Physics presents a lucrative niche for scientists who want to fill the growing human resource gap in the demanding profession.



From left: Mrs Hiwot Tufa Doyicha, Mr Belay Gebrasesassie representative from Federal Republic of Ethiopian and Adama Science and Technology University pose for a picture after a consultative meeting with the VC Prof. Francis Aduol to seek ways of collaboration in areas of Applied Natural Resources, Electrical Engineering, Chemical and Material Engineering. Second right is Prof. Richard Makopondo, Director School of Hospitality and Human Ecology and Agnes Githinji, Senior Assistant Register, to the Office of the VC.



Director, School of Health Sciences and Technology, Prof Isaac Orina leading an online seminar on research writing. Other facilitators included Ms. Zine Sapula, Dr. Judith Waswa, Dr. Mokua and Dr. James Nyariki.



TEAM BUILDING - TU-K FRENCH CLUB
Looking for a club? Don't look far, "The TU-K French club" is the place to be. Its doors are open to all students in the university. Come learn French in a fun way. TU-K French club members held a fun day at university's grounds in South C for a team building session under the leadership of Amos Nashisako. Silus Aseka. The club activities include: chit-chat, debate, cooking and drama, music festival and classes.



To mark the International Day of Forests, We Naturalists, The Millennial Environmentalists partnered with the Technical University of Kenya to plant more than 70 indigenous trees at Men's Hostels in South B. Dean of Students, Prof. Omondi Oketch received guests led by Amit Banka, Founder & CEO, We Naturalists, Catherine Nchimbi who is the organization's Director in Africa, James Kamau - Chair and Founder, The Millennial Environmentalists. Also present were, Geetika Singh who is a Wildlife Conservationist & Journalist, SATUK Leaders, Miss Universities, Mr. TU-K among other guests and students.



Facilitators from Ajira Digital take TU-K students through Ajira Digital Programmes, these include job opportunities they can benefit from through online linkages. Ajira Digital Programme is a government initiative driven by the Ministry of ICT, Innovations and Youth Affairs to empower young people to access digital job opportunities locally and internationally.



Japhet Kwenga, Lecturer, Department of Hospitality & Leisure Studies supervising students during practicals.



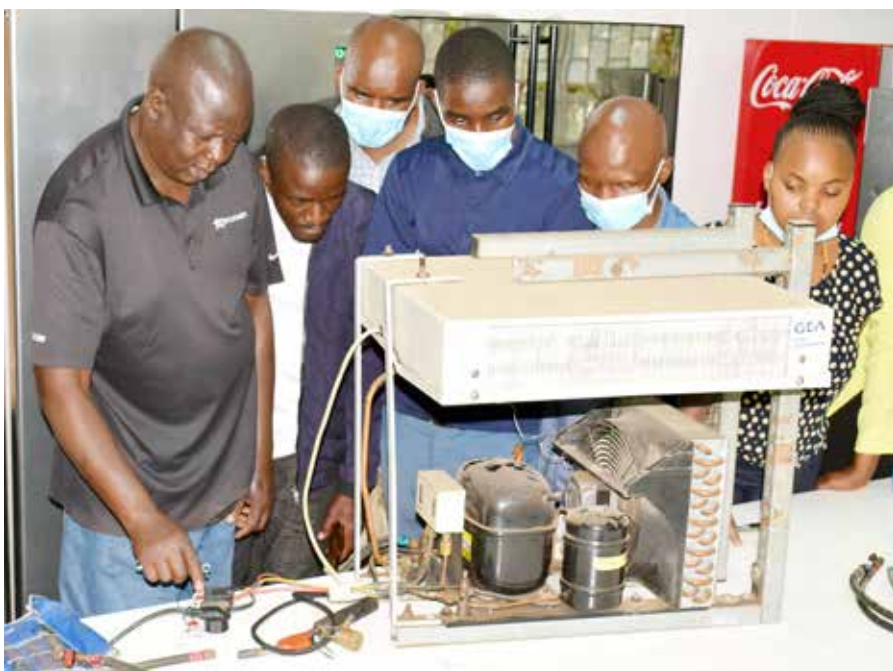
TU-K Supply Chain Operations Director Finley Gwaro (right) leads his team during tender verification exercise and bid opening for the construction of the T-Block and I-Block. Representatives from 12 companies who bid were present.



Moi University students at the Engineering workshop for a practical session.



Kibabii University student leadership held a joint meeting with the Technical University of Kenya counterparts led by SATUK Chair Mr. Peter Mani Mwangangi during their benchmarking mission at TU-K. The team from Kibabii was led by Student Union Chair Mr. Tyson Miranda and were accompanied by Dean of Students Dr. Alice Mutai and Deputy Dean Mr. Nasongo B.M. TU-K Director, Students Support Services Prof. Omondi Oketch chaired the meeting. Other student leadership that have benchmarked with TU-K in the past include Pwani University and Masinde Muliro University of Science and Technology.



Industry players attended a short-course training on refrigeration and air conditioning at Samsung Lab, under collaboration from GIZ, Ministry of Environment and Forestry and TU-K.

ACU URGES SCHOLARS TO JOIN NETWORKS

The Association of Commonwealth Universities (ACU) has called on scholars and professionals to take advantage of vast opportunities to promote higher learning and research.

Through international collaborations, ACU brings together universities from around the world - and people to study and work together in an effort to advance knowledge and improve lives.

ACU, through several networks underscores the importance of academic collaborations and cross-networks with governments, development organizations and other agencies in seeing to it that nations develop through sustainable goals.

ACU CEO and Secretary General, Dr. Joanna Newman said ACU has since developed wider connections including; Commonwealth Climate Resilience Network, Peace and Reconciliation Network, Knowledge and Resources and the Higher Education and SDGs Network where individual professionals or institutions can join. ACU Head of UN, Commonwealth and Strategic Partnerships, Richard Grubb and ACU Governance Manager, Jackie Middleton, had accompanied Dr. Newman

Dr. Newman was speaking during a public lecture held at the Technical University of Kenya on 25th April 2022. The event was attended by several vice-chancellors, deputy vice-chancellors, university college principals and other representatives from local universities. They included: Meru University of Science & Technology Ag. DVC Prof. Simon Thuraniira, Egerton University DVC, Prof. Benard Aduda, Co-operative University of Kenya VC Prof. Kamau Ngamau, Karatina University VC Prof. Mucai Muchiri, TU-K VC Prof. Francis Aduol, Maseno University VC Prof. Julius O. Nyabundi, Moi University,



ACU CEO and Secretary General, Dr. Joanna Newman

Mboya University College Principal Prof. Charles Ochola, Laikipia University Ag. DVC Prof. Albert Rutere and Murang'a University of Technology VC Prof. Dickson M. Nyariki. Also present during the event were the Association of Technical Universities and Polytechnics in Africa (ATUPA) Secretary General Mrs Jahou S. Faal and Mr. Cosmas Kanyadudi, Executive Officer in the Office of the VC and ACU Ambassador at TU-K.

TU-K Management, teaching staff members and students attended the lecture where Dr. Newman together with her team from ACU responded to various questions regarding the association's activities,

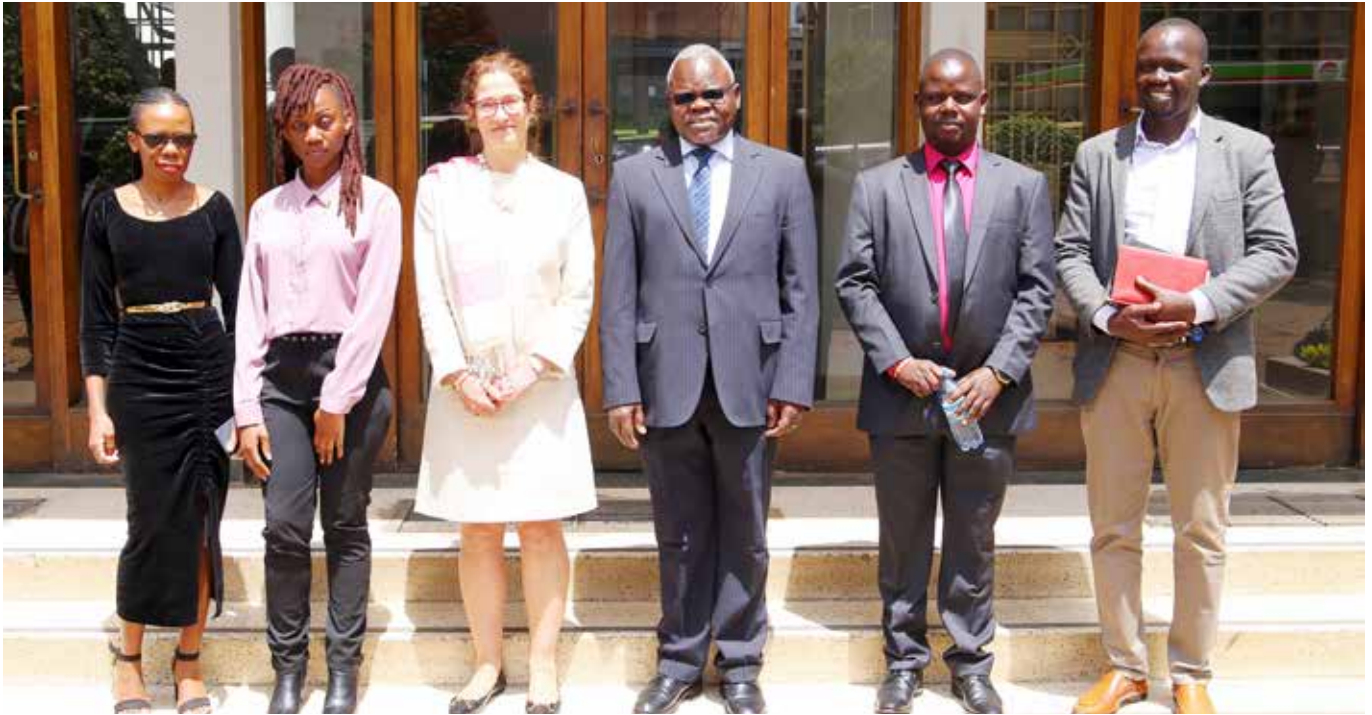
opportunities and available support.

The lecture was held ahead of the 21st Conference of Commonwealth Education Ministers (CEEM) which was held on April 27th and 28th in Nairobi. The conference was themed; 'Rethinking Education for Innovation, Growth and Sustainability Post-Covid-19'.

The high-level conference also brought together senior government officials from across the Commonwealth, teachers, development partners, civil society, and policymakers to address key education priorities within the Commonwealth towards the 2030 Agenda.



From Left to Right; Meru University of Science & Technology Ag. DVC Prof. Simon Thuraniira, Egerton University DVC, Prof. Benard Aduda, Co-operative University of Kenya VC Prof. Kamau Ngamau, Karatina University VC Prof. Mucai Muchiri, ACU CEO and Secretary General, Dr. Joanna Newman, TU-K VC Prof. Francis Aduol, Maseno University VC Prof. Julius O. Nyabundi, Moi University, Mboya University College Principal Prof. Charles Ochola and Laikipia University Ag. DVC Prof. Albert Rutere



Some of the recipients of the Queen Elizabeth Commonwealth Scholarship; Jeanette Mokhothu (left), Naomi Scoon (2nd Left), Moses Akwila, (2nd Right) and Laban Rotich pose for a picture with ACU CEO and Secretary General, Dr. Joanna Newman (third left) and TU-K VC Prof. Francis Aduol (third right)

Climate Resilience Network

Through the Commonwealth Climate Resilience Network, Dr. Newman said there was an urgent need to build resilience in universities.

“The network we have built up is set to address the institutional challenges and how the universities can be more effective in building resilience of governments, communities and the private sector to be able to combat climatic changes,” said Dr. Newman.

Some of the TU-K staff members involved in the Climate Resilience Network including; Prof. Alex Muumbo Dr. Mildred Aduma and Mr. Laban Rotich.

“These networks are for your staff members and post-graduate students. They are a fantastic way of reaching out to people with different backgrounds and disciplines.”

In addition to the existing scholarships, Dr Newman disclosed that ACU has also introduced Queen Elizabeth scholarship on Climate Resilience for students, staff and institutions.

University of London through funded research has partnered with universities in Fiji, Kenya and Mozambique under a project called Transforming Universities for Changing Climate to better understand the university’s activities on climate change and how they may be enhanced.

Peace and Reconciliation Network

In areas of Commonwealth Peace and Reconciliation Network, Dr. Newman said ACU offers network challenge grants for

professionals and academic staff focused on peace and reconciliation thematic areas. This will help in developing peace programmes in the world.

Higher Education and the SDGs Network

Higher Education and the SDGs Network targets academics, practitioners, and students at member universities across the Commonwealth who are directly engaging and integrate with the Sustainable Development Goals agenda.

This is through sharing content materials, peer learning and practice, developing SDGs focused research, collaborative impact research.

“ACU also helps in building up Research Community through research impact, research uptake, research administration, open access, decolonising research, research ethics and integrity,” said Newman adding that ACU offers early career research training grants and staff funding

Some of the members of the Research Community Network include Prof. Suki Mwendwa, Prof. Fiona Mbai, and Mr. Steve Ruger.

Scholarships

Dr. Newman also highlighted past and current areas of scholarships through management of government scholarship schemes, Chevening Scholarship, Commonwealth, Marshalls and Queen Elizabeth Commonwealth Scholarships that have been on over in the last 60 years.

“These are unique scholarships with up to two years of study in any Commonwealth countries, we also have Master’s scholarships, split site scholarships, PhDs and twinning programmes,” Dr. Newman said.

She noted that collaborations such as twinning programmes benefits both the scholar, institutions and faculties through joint research collaborations.

To avoid potential brain-drain through international scholarships, ACU has placed a condition to scholars to return home after completing their studies. “I know there are a number of alumni who have gone back and made lasting contribution in their home countries,” she noted.

Some of the alumni of the scholarship include; Yusuf Abdul Rahman Nisbo, who is the National Chairman of the Supreme Council of Kenya Muslims, Prof. Emily Akuno, the late Dr. Joyce Laboso, who also served as a lecturer at Egerton University before joining politics and rose to serve as Bomet Governor and Deputy Speaker of the National Assembly.

The ACU has over 500 member universities with 66 per cent in low and middle-income countries and 109 member universities in Africa including 12 in Kenya.

“TU-K is among the member universities with the Vice-Chancellor Prof. Francis Aduol being a member of the ACU Council,” Dr. Newman said.

STUDENTS VISIT KONZA TECHNOPOLIS

By Stephen Okwiri, IEEE-TU-K

Engineering students under the umbrella body Institute of Electrical and Electronics Engineers (IEEE) TU-K chapter, visited Konza Technopolis in a quest to have fast-hand and practical aspects of learning.

During the visit, IEEE advisory council headed by Dr. Mary Ahuna and Student's Chair, Mr. Stephen Okwiri led the students drawn from Engineering, Computer Science and IT, Geospatial and Surveying Sciences.

Konza City staff met the students in the Conference Hall where they took them through the view of the Konza Technopolis by use of smart walls that were fixed in all the corners of the Conference Room.

The city will have a data centre, which will harbour the government, private and Konza's data and also a cloud center that will ensure an integrated data protection and retrieval when required. There would be an agricultural place where the integrated agricultural practices which are modern like the drip/trickle systems and sub-irrigations appliances would be applied. The security system would be supplemented by the most sensitive CCTV cameras and the major police station.

The mechanical, electrical and civil approach with a tinge of the remote operations of the entire place were well versed to the students by the respective engineers. It was brought to the understanding of most that the aim of Konza is to bring a more pragmatic approach for the need of a Smart City, where the latter means that the objective is to have a self-sustaining city that will be



IEEE TUK Students being briefed at Konza Smart City accompanied by Prof. Sameer Hameer

able to detect adjustments and make the most desired mitigation to the problems or defects thereof. This ranges from the electrical and mechanical elements to the solid waste and sewage systems. Quite an

intricate phenomenon thereof.

The first visit was the general aerial view of Konza Technopolis from the 8th Floor via different angles of depression.

The students were also taken through sewage systems that had an integration of filtration pumped from one level to another, this including recycling the water to irrigation or for general use. The experience was one of the most amazing, interesting and compelling; it is through that great force of quest for knowledge that gave the students the zealotry to visit the other places. The most illustrious compound was well umpired, the subdivisions and fragmentations well explained and from the wholesome consolidation, the modern city of Konza is birthed.

The city will have a data centre, which will harbour the government, private and Konza's data and also a cloud center that will ensure an integrated data protection and retrieval when required.



IEEE TUK Students during a field trip at Konza Technopolis pose for a photo.

US DON GIVES PUBLIC LECTURE AT TU-K

The Centre for Science and Technology Studies at TU-K held a public lecture dubbed "Technology, Technical Education, Culture and Society," by Prof. Toyin Falola on Wednesday 16th March, 2022.

The public lecture demonstrated how science has existed alongside humans and the application of science as the basic definition of technology.

The presentation was organized by Prof. Maurice Amutabi, Director, Centre for Science and Technology Studies and his team. It was attended by several members of staff from TU-K as well as staff from other universities including Kenyatta University, Jaramogi Oginga Odinga University and Daystar University. Those who couldn't attend the public lecturer physically followed the event online via zoom.

A Professor of History, Toyin Falola disclosed how modern technology had affected issues around values. He posited that the African culture has been infiltrated by the Western culture and technological advancement is responsible for the distribution of European culture.

Prof. Falola argued that technology had consumed some of the valuable cultural values that are supposed to be beneficial to the society adding depravity in social engagements. Increasing technological vices could be the reason for the adoption of new developments without sieving out the parts that are not favorable when considering the cultural history of the people.

He further explained that in the current era, most people no longer talked to each other due to the relationships they had contracted with machines. In spite of this, we need not run away from technology but rather understand it and break it into pieces and make it work for us.

"We have our own indigenous cultural and technology systems. We should reclaim them because all technologies



Toyin Omoyeni Falola - Historian and Professor of African Studies.

essentially start as local/indigenous and eventually grow," Falola continued.

He noted that previously Africans were innovative as seen from the history of Pyramids, traditional herbalists and many other things. Africans had mental facts that had been lost and that is what

According to him, there is need for continuous innovation in technology which must be encouraged, noting that the future of the nation rested on the youth.

we need to reclaim.

He urged Africans to develop technology that can be linked to their basic needs including, food production, health services, accessible buildings, providing for the needy and hence eradicating poverty and most importantly promoting technological education.

"There is a need to emphasize local entrepreneurship and higher education leadership to empower our youths on three months' practical based technical education/apprenticeship. This will link students with roadside artisans (welders, mechanics, saw millers etc.). The aim is to get students to learn the basics skills and knowledge of the practical side of business," said Prof. Falola.

According to him, there is need for continuous innovation in technology which must be encouraged, noting that the future of the nation rested on the youth.

"Cultures do not just start in a vacuum. They are developed from discoveries and approaches that have endured the test of time and they include technological breakthroughs that have today been considered artefacts or at best obsolete," he said.

Prof. Falola further added that if the present technological developments endured for a long time, they would become the cultures of tomorrow that may also be replaced with another technology.

He concluded by urging the Government to prioritize development as one of the agenda of the African state.



Physical and virtual audiences being addressed during the CEDRED public lecture by Prof. Toyin Falola.

TU-K SEEKS PARTNERSHIP WITH BIRMINGHAM CITY UNIVERSITY

By Mercy Wanjama

The Technical University of Kenya (TU-K) is seeking to partner with Birmingham City University, England, for a three-month certification course for Master's and PhD students.

This course will provide orientation training for advanced academic proposal writing and research, which will equip those starting their Master's and PhD programmes with efficient practical skills.

This follows the signing of a Memorandum of Understanding between TU-K and Birmingham City University have with Erasmus+ International Credit Mobility Partnership project for Capacity Building in Higher Education.

The Project, which focuses on training PhD students on proposal writing and research methods, saw the first cohort of twenty PhD students from the School of Creative Arts and Technology and School of Hospitality and Human Ecology at TU-K undergo virtual training from 1st to 4th November, 2021.

Training for the second cohort which brought together PhD students from School of Business and Management Studies & School of Information and Social Studies, took place at TU-K from 28th March to 1st April, 2022 and was conducted by, Dr. Peter Samuels, a Senior Lecturer in Research Practice and STEAM Fellow, Business School, Faculty of Business, Law and Social Sciences, Birmingham City University.

During the closing and award ceremony for the second cohort on 1st April, 2022, TU-K Vice Chancellor, Prof. Francis Aduol, emphasized the importance of the training programme



VC Prof. Francis Aduol (2nd right) awards certificate to Esther Kute from the Department of Design and Creative Media, She is one of the PhD students. On the left is Prof. Suki Mwendwa, DVC Prof. Paul Shiundu and Dr. Peter Samuels (right)

to Masters and PhD students saying as it would equip them with research skills, while hinting at the adoption of the three-month certification course for postgraduate students at the university. "In this university, we recognize that there is a need for us to train people on how to do research and we propose that anybody who is coming here to do their Master's or PhD will have to take a certificate course in research methods," he said.

When approved by Senate, this will ensure that the research process for PhD students is less tenuous since they will

have gathered in-depth skills on how to carry out their research and complete their PhD studies in record time.

The VC further alluded to the fact that TU-K wants to start the special programme together with Birmingham City University's International Office and Erasmus+, who were the joint coordinators responsible for administration of the one-week training project held at TU-K. "I will be very keen to work with Dr. Samuels and Birmingham City University to help us start this programme here," he said, adding that he would be ready to share with Dr. Samuels, the proposed



Group picture of the university management, teaching staff and some of the PhD students who benefited from the programme.

STUDENTS BENEFIT FROM MCK INTERNSHIP



Moses Sagwe



Agatha Wanjiru



Annet Robi

Six students from the Technical University of Kenya got internships with various media houses courtesy of the Media Council of Kenya (MCK). Teckler Lhissaa Lubanga, Nyamari Moses Sagwe, Nicholas Odhiambo Juma, Faith Ngure, Annet Robi Chuchu and Agatha Wanjiru Mwangi, all final year students in the Department of Journalism were in the first cohort of the MCK industrial placement programme.

The six were part of over one hundred and seventy aspiring journalists and communications professionals studying in various institutions of higher learning who were placed in different media houses across Kenya through the MCK's Industrial Placement Programme on Monday, 24th January 2022. TU-K students gained placement in various media houses including Capital FM, Radio Africa Group, Lubao FM, Radio Amani and Egerton Radio.

The Department of Journalism IBL Coordinator and Lecturer, Mr. Dan Okoth, applauded the Media Council of Kenya for this initiative. "Internship is a wonderful opportunity for students to integrate theory and practice. We thank the Media Council for helping place our students in various media houses," he said.

MCK partnered with 40 recognised media houses across Kenya to establish the internship programme for the Financial Year 2021/2022. The programme is geared towards providing journalism students practical work experience before graduation to prepare them for the job market. The internship programme was established to bridge the gap between training institutions and the industry by providing the upcoming communication and media practitioners with hands on skills to prepare them for the world of work.

The internship, whose duration is three months, is part of the requirements for students' graduation. The beneficiaries

of the programme were placed in the editorial, radio, television, digital and corporate communications departments in line with their academic training.

The interns are expected to familiarise themselves with the Code of Conduct for the Practice of Journalism in Kenya and other professional principles. During the attachment period, the students will receive Sh15,000 stipend to cover their transport and insurance costs, while the partner media houses will be facilitated to cater for sundries and other costs incurred by the attachees.

Ms. Agatha, a 3rd year student pursuing Diploma in Journalism was placed at Egerton Radio. She was grateful for her experience, "My placement at Egerton Radio has been a great experience and an eye opener. I have been in a position to put into practice what TU-K has taught me. My career and skills have given me an edge. A huge thank you to TU-K for moulding me. I am looking forward to more years of exploring this vast career of media and communication."

Ms. Robi got her placement at Radio Amani. The fourth-year journalism student pursuing her bachelor's degree was excited to apply the knowledge she had learnt in class. "I am happy to be in the inaugural cohort of the MCK industrial placement programme. TU-K has equipped us with the necessary skills in both theoretical and practical aspects

The interns are expected to familiarise themselves with the Code of Conduct for the Practice of Journalism in Kenya and other professional principles.

of my course and I am glad to be able to apply everything learnt," she held.

Ms. Teckler, a fourth-year student pursuing her degree in journalism was placed at Capital FM. She currently writes for the capital news website under the byline 'Teckler Lhissa' where she writes on political, health, agriculture, business and gender issues. She is grateful to her lecturers and the university for preparing her for industry. Her experience at Capital FM has greatly enriched her expertise.

"The opportunity at Capital FM through the Media Council of Kenya has enhanced my skills. When I finish my internship on the 23rd April, 2022, I'll be confident to search for a job at any media house." Teckler has been nominated for the Global Citizen Fellowship Programme by the Capital FM Programmes Director. The virtual event will be held on the 29th of July, 2022.

The internship programme was established to benefit final year journalism and communications students from different accredited universities and colleges.

"In line with our mandate of setting standards and ensuring compliance with those standards, the Council has seen the need to set up infrastructure and to extend support to promote and strengthen working relations between the media sector and training institutions in Kenya", said MCK CEO, Mr. David Omwoyo.

The Council received over 800 applications for the internship programme following a call in November 2021. The placement will be done in a quarterly basis.

The Council sent out a call for applications on 19th April, 2022 for the second cohort of interns. Eligible candidates have been invited to apply through the MCK careers' portal <https://mediacouncil.or.ke/services/support-services/careers>. The internship is set to run from May to July 2022.

RADICAL OPENNESS IS KEY TO A GENUINELY DEMOCRATIC POLITICS



Participants during the presentation



Dr. Dannica Fleuss

Dr. Dannica Fleuss, a Research Fellow and Lecturer in Political Theory at Helmut Schmidt University, Hamburg, Germany and a Research Associate at the Center for Deliberative Democracy and Global Governance at the University of Canberra, Australia, made a paper presentation at TU-K in March 2022.

The topic of the presentation was “Reconsidering ‘Reasonableness and ‘Progress’: Democratic Theory Beyond the Western and White Gaze. Dr. Fleuss’ presentation was pivoted on her ongoing research which sought to highlight the circumstances of politics in pluralistic societies, and provide the core challenge that political philosophers are facing at this time, while providing a solution, way out, or alternative way of democratic theorizing. She also used the works of political theorists, Habermus and Rawls, to explain “reasonableness” and “political progress” as models for “good politics” in other cultural contexts,

During the presentation, Dr. Fleuss explained that the main challenge currently facing political theorists and philosophers, particularly in pluralistic societies is that comprehensive metaphysical and religious doctrines can no longer serve as a source or foundation for normative political theorizing. She explained that Rawls’ Political Liberalism theory that sees a people who only know general facts about society, but have no knowledge about their individual capacities or social/economic position as well as Habermus’ Deliberative Democracy

theory that states action norms i.e. legislation and collectively binding decisions about policies and principles are valid when possibly all affected persons could agree as participants in rational discourses, are “deceptively simple.” As such they are not adequate enough to provide action-guiding norms for visions for good politics.

She therefore challenged political philosophers or theorists, to pause and reflect on how and on what basis they can propose action-guiding norms for politics and visions of “good” politics.

Since there are no foundations, political truths or right way to identify or propose action guiding norms for good politics, Dr. Fleuss proposes a Democratizing and Decolonizing theory; that asks political theorists to embrace humility, and understand oneself as an equal member of one’s local community. They are also given the ultimate role of the interpreter, and of guild master to one or more procedures of democracy, and in so doing they should not control

Fleuss challenged political philosophers to pause and reflect on how and on what basis they can propose action-guiding norms for politics and visions of “good” politics.

the substance of a community focus.

She also proposed “radical openness” as a positive political path to a genuine democratic and inclusive politics. In this regard, radical proceduralists/pluralists are left with the task to start and facilitate open-ended conversations and not deliver their conclusions. This involves making theorizing more inclusive by deliberately creating forums that engage people on equal grounds in democratic theorizing, and give the participants equal chance of participation while providing an atmosphere of emotional security to create a group feeling that nourishes capacity and willingness to participate.

Dr. Danicca Fleuss’ research has received accolades from peers, with Dr. Jean Paul Gagnon from the University of Canberra describing her work as one that offers political theorists and philosophers a position for getting their hands dirty.

“Dr. Fleuss offers, a professional destiny that sees one’s place of work as not the lecture theatre, nor cluttered desk, but rather the street, the dining table, the café, the online forum, and countless other spaces and places where so many of us meet, greet, talk and continue figuring out our places in the world and what we want from this life,” he adds.

The event was organized by the Center for Science and Technology Studies. In attendance, albeit online, were Dr. Patrick Dikirr, Prof. Maurice Amutabi, Dr. Theophilus Chando, Dr. George Outa, Prof Odoch Pido, Prof. Arun Datta and Prof. Omondi Oketch, among others.

PROF. ADUOL CONDEMNS SEXUAL AND GENDER BASED VIOLENCE, CALLS FOR GENDER BALANCE

The Gender Mainstreaming Committee at the Technical University of Kenya on 28th January set out to sensitize the University staff through training workshops. The workshops were held in categories starting with the University's Management (The Senate), members of staff and students. The training was organized by the Gender Mainstreaming Committee of the University under the Chairmanship of Prof. Dorcas Yole.

The Training was attended by the Vice-Chancellor- Prof. Francis Aduol, the DVC- Prof. Paul Shiundu, Executive Dean FAST- Prof. Francis Gatheri, Dean FEBE- Prof. Edwin Ataro, and Dean FSST- Prof. Peter Matu, Director Planning and Quality Management- Mrs. Agnes Gachau. It was facilitated by Prof. George Amolo and Dr. Sarah Kibugi.

Prof. Shiundu gave his opening remarks by pointing out how TU-K over the years had held these mainstreaming workshop and through consistency the university had managed to improve in matters of sensitizing staff on gender balance. He noted that the training for Senate members was a further manifestation of the progress being made by the Committee.

To officially launch the training, the Vice-Chancellor reminded the members of the importance attached to the training, especially on the Senate in the sense

that they were always bombarded with questions on the extent to which they had mainstreamed gender in the University. "A number of international institutions usually want to know the extent to which you are striving to ensure gender balance and gender peace within the institution," he continued.

Prof. Aduol further addressed three main issues including Gender Balance, Gender Based Violence (GBV), and Sexual Harassment. He noted that TU-K had struggled to maintain gender balance from the students noting that being a technical university, girls mostly shied away from technical courses. On staff, he pointed out that there were lesser women in the senior managerial positions at the University.

He challenged the Gender Mainstreaming Committee to work closely with his office to come up with solutions especially on the issue of gender balance in the senior positions, keeping in mind that the positions at the top were usually very competitive. On the issue of students' gender balance, he urged the Committee to revive a project started 2 years ago, whereby the Committee used to visit girls' schools mostly to sensitize them on the academic programmes on offer at TU-K while also supporting their science laboratories with equipment.

On the issues of gender based violence,

Prof. Aduol said his office receives many complains especially from female staff, complaining of being harassed by male staff. Even worse some cases of physical violence have been reported usually ending up in disciplinary against the culprits. "The University does not condone such kind of violence and will take stern action on the staff involved," he said.

The VC urged the Committee to work more closely with his office so as to achieve gender balance and deal quickly with issues of violence and sexual harassment.

Members were then taken through the whole essence of the gender mainstreaming by Dr. Sarah Kibugi. She sensitized them on the gender mainstreaming in workplaces that were displayed as roles allocated to women and men. She stated that differences between women and men should never be used as ground for discrimination.

She talked about the different forms of GBV including physical violence, sexual violence, psychological violence, economic violence and harmful traditions. She also touched on the consequences of the violence as well as coping strategies.

Dr. Kibugi noted that a TU-K Gender Policy was underway and once approved, members of staff would have to familiarize themselves with it and called upon all to become ambassadors of the gender mainstreaming initiatives at the University.

PROF. SHIUNDU LAUDS GENDER MAINSTREAMING EFFORTS

Deputy Vice-Chancellor, Academics and Students Affairs (DVC-ASA), Prof. Paul Shiundu (pictured) has lauded efforts aimed at ensuring gender mainstreaming at the University, noting that it was headed in the right direction in ensuring gender biases and related matters are rooted out.

Prof. Shiundu highlighted that the University had taken up active responsibility to ensure that both genders were protected and accorded the merit they deserved.

"We appreciate the Vice-Chancellor, Prof. Francis Aduol, for facilitating development of Gender Policy that will ensure gender mainstreaming at the University. This is in line with Government and global expectations to ensure equality for everyone," Prof. Shiundu noted.

The DVC was speaking at the University during a gender sensitization workshop for caretaker staff. The workshop is part of the series of training organized by Gender Mainstreaming Committee headed by Prof. Dorcas Yole.

Other members who facilitated the training included Dr. Wamalwa, Lawrence Opondo (leading the caretaker group), Agnes Gachau. Mrs. Martha Muthoni and John Omolo were identified as gender champions representing the caretaker



staff.

"We are glad the University was able to send gender champions and trainers to various government training. It is therefore expected that such training will be extended to other sections at the University," he said.

Prof. Shiundu noted that the University had been sensitive in ensuring affirmative action including job placements and other opportunities.

"It is important that everyone understood their rights so that they can be a position to take action against

cases around sexual harassment and discrimination," he added. "You have the right to stop anyone from doing anything unacceptable to you."

Prof. Shiundu challenged the Gender Mainstreaming Committee to ensure activities geared towards equality cut across genders to ensure that the male gender is not overshadowed.

"Gender violence has always been considered to be against the female gender, but it can be vice-versa. It may not be in the same proposition but it is critical since gender biases cuts across," Prof. Shiundu noted.

He added; "The world for a while now has been trying to save the girl child, but now the boy child is suffering in the process," he noted.

Gender Mainstreaming Committee Chairperson, Prof. Dorcas Yole, also noted that efforts to ensure equality should cut across genders. "The gender mainstreaming efforts we have been engaging in are not about women only, it addresses issues from all genders," Prof. Yole noted.

Mr. Opondo on the other hand challenged the team to positively impact the society using the skills they had acquired.

LET'S PROMOTE TEACHING OF THE ARTS - VC

The Vice-Chancellor, Prof. Francis Aduol, has urged African universities to promote and patronize the teaching of arts programmes because it is the philosophy and foundation of the knowledge taught in universities. Prof. Aduol was speaking during The Exploring Visual Cultures (EVC) project book launch.

In his speech, Prof Aduol explained how art is a controversial subject in universities, particularly in technical universities. He described a movement in African universities that puts emphasis on training useful technical disciplines to secure employment while ignoring arts and social disciplines.

"When you talk of disciplines in the Art and Humanities, you find that there is a problem. A number of African countries feel that they should not be funding art research disciplines anymore. But I say they are completely misinformed. It is a statement coming from politicians because quite a number of us teach what we teach but do not go deeper to understand the foundations and the philosophies of what we teach," he added.

He said in the medieval times, people went to university to study arts. He mentioned the three branches of arts: the liberal arts, the mechanical arts and the fine arts.

"I have had the privilege of starting this University. And I have always had to deal with the challenge of why do you want to teach arts in a technical university? It is based on that kind of philosophy that I advise, there is no way you can claim you are educated if you don't understand the philosophy and the foundations of the knowledge that you teach," he stressed.

"As a result, the traditional university began by offering graphic design, fine arts and music, and they remain some of the most vibrant programmes in the university. Therefore, the university insists that it will promote arts," said Prof. Aduol

"Part of the reasons that I come to your functions is because I believe in my heart that the arts programmes in this university are threatened. So they need very active support from the top of the institution. People need to know that we are patronizing this programme. Arts is important to us and it is thus important to promote its teaching as a valuable curriculum in the university," he stressed.

Prof. Aduol, congratulated the team for producing the book that was excellently printed and also thanked EVC Project for choosing to launch the book at TU-K.



Prof. Lize Kriel one of the editors of the book 'Visuals Cultures of Africa' presents a copy of the book to the VC during the launch



The Chairperson, Exploring Visual Cultures Expert Panel, Dr. Avi Sooful. VC Prof Aduol, and DVC ASA Prof. Paul Shiundu.

BOOK ON VISUAL CULTURES OF AFRICA LAUNCHED



A book titled "Visual Cultures of Africa" has been launched by The Exploring Visual Cultures (EVC) project through funding from the German Federal Foreign Office.

EVC is a joint transnational project coordinated by an Expert Panel and run by universities, schools and art galleries / museums from all over the world. The School of Creative Arts and Media at the Technical University of Kenya is part of the Exploring Visual Cultures Project. In April 2020, The School, together with the National Museums of Kenya, Kenyatta University and the Academy of Fine Arts, Munich hoped to host a joint conference on Visual Culture in Nairobi. However, due to the Covid-19 pandemic the conference didn't happen. Instead,

The Project uses visual language as a way through which we could learn to understand each other. In this process we learn to respect each other and that is the height of humanity

the partners wrote the book "Visuals Cultures of Africa."

The book voices our past, present and future beliefs and values while illustrating how cultures and identities are intertwined. The book further looks at our complex histories and discusses how we use images, objects, and artefacts to describe current happenings in society while giving expressions of our fears, hopes, and resolutions.

The Chairperson, Exploring Visual Cultures Expert Panel, Dr. Avi Sooful, talked about the EVC Project. "The Project is about exploring us as people, as countries, and continents. And in the process we learn more about each other," she said.

"The Project uses visual language as a way through which we could learn to understand each other. In this process we learn to respect each other and that is the height of humanity," she added

Dr. Sooful said the Project had achieved its milestones in its short existence and through collaborations, it had already produced a book. She therefore thanked the editors: Dr. MaryClare Kidenda, Prof. Lize Kriel and Dr. Ernst Wagner for putting the book together. She also thanked the students whom she considered as their legacy having also helped put together the collective memory exhibition.

"In creating the collective memory exhibition, it will be accompanied by a catalogue that honors you as participants, and also honors us in how we construct essays that will be part and parcel of that



A student presents a game board prototype

collection of visual information,” she said.

The EVC Project is now working in partnership with Documenta Fifteen, that actually brought them to Kenya, to further collaborate on how to model the idea of visual culture.

Dr. Ernst Wagner, said the EVC Project answered the problem of eurocentrism. “We cannot live alone, our education system into the 21st century can’t be developed without being in contact with partners all over the world. That is why I am so grateful that we are able to take up such a wonderful project,” he said.

Prof. Lize Kriel thanked the reviewers, the authors, publishers as well as the sponsors for their financial support.

The Deputy Vice-Chancellor, Academic and Student Affairs, Prof.

Paul Shiundu, on behalf of the academic division, welcomed all the guests to the University.

“This is a very important occasion for us and I am grateful that this team has come together and one of the outputs is this book that we are launching here today; it is so significant to us as an institution,” he said.

Prof. Maina Matu, said the Faculty of Social Sciences and Technology felt honored by the visibility it has had in hosting the event, right after the proposal writing workshop. “The School of Creative Arts and Media has actually given the Faculty the visibility it requires. By giving the Faculty this kind of visibility, the University is also visible worldwide,” he said.

“In my informal talks with the Director of the School, I had challenged him to bring out the School’s great potential. And I can see that our informal talks have yielded a lot of fruits,” he added.

He therefore thanked the Vice-Chancellor for giving them a conducive environment to work and go about their business. He further thanked the DVC (ASA), Prof. Shiundu, for encouraging them to undertake such academic exercises, the Director of the School, Prof. Odoch Pido, as well as the Academic Team Leader, Dr. Mary Clare Kidenda, for their hard work.

He stressed that the book was now accessible online for free and thus encouraged everyone to download it and read it at their own pace.

GAMIFYING THE AFRICAN CULTURE

At the book launch, TU-K and University of Applied Sciences Augsburg students, under the Documenta Fifteen project also showcased a game board that sought to carry the African culture beyond the continent through gamifying the life experience of a hawker.

In the prototype presentation of ‘Hawker 101’, players pick different roles such as hawkers, city county officials (kanjos) and other locals, each with their own roles for the game. The players try to achieve their goals by gathering and trading resources.

There was also the ‘Brikicho’, a hide and seek game with a Kenyan twist, that is aimed at building a bridge of two generations, generation y and z (who have not had the privilege of playing the game in their childhood days). The game allows this group to enjoy the game experience from the comfort of their smart phones.

Suki Mwendwa, a Professor in the School of Creative Arts and Media, had the privilege of entertaining the guests through a dance as an expression of art, and a way of connecting with earth. She also acted as the master of ceremony.

The event was also attended by a host of book authors as well as scholars from the University of Pretoria, South Africa. Proceedings of the event are available online through: <https://www.waxmann.com/index.php?eID=download&buchnr=4523> and <https://www.explore-vc.org/en/activities/news/book-visual-cultures-of-africa-published.html>.



A TU-K student presenting his prototype

GOOD TIDINGS IN TU-K, GE AVIATION DEAL

Dr. Nathan Woods, General Electric (GE) Aviation (USA) Technical Manager for Africa, recently paid the Vice Chancellor Prof. Francis Aduol a courtesy call. His visit was a confirmation of strong collaboration between TU-K and GE. Arrangements are currently underway to sign a Memorandum of Understanding (MoU) to further advance this partnership.

The two organizations have a long-standing cordial relationship since the GE Aviation visited the University to obtain first-hand information about TU-K's Aeronautical Engineering programmes. During this first visit, the two parties discussed on the possibility of GE Aviation donating an aircraft engine to TU-K. Subsequent to the initial visit, GE Aviation donated and shipped a CF6-806A aircraft engine that powers Airbus A310 worth Sh200 million to the School of Aerospace and Vehicle Engineering. This was for the purpose of enhancing education, training and research to students undertaking Aeronautical Engineering programmes.

"The engine is now installed in the School's dedicated aircraft propulsion system laboratory," said Prof. Faustine Ondore, who was part of the team that received Dr. Woods. Prof. Ondore has previously trained at the GE Customer Training Center in the US.

During his visit, Dr. Woods expressed his satisfaction in the way the engine was being used to support the aeronautical engineering programmes and also pledged continued strong support for the programme by accepting to be a member of the School's Industrial Liaison Committee. In addition, he also alluded to further exploring ways of sensitising



Dr. Nathan Woods, General Electric (GE) Aviation (USA) Technical Manager for Africa, VC Prof. Francis Aduol and Prof. Faustine Ondore.

and promoting the University in the various functional organizations within the US and beyond. Dr. Woods also had the opportunity to meet the students and lecturers in the Department where he actively engaged them in discussions.

"On our part, the School of Aerospace

and Vehicle Engineering will ensure that the engine and other support available are put to optimum use," said Prof. Ondore. He also added that the School would remain on the lead in the engagement with GE Aviation.

A day out at Phoenix Aviation, Wilson Airport



B.Eg Year Class from the School of Aerospace and Vehicle Engineering at Phoenix Aviation field visit heavy maintenance hangar for EEAQ 2131 Electrical Engineering Principles on-aircraft Instruction. Prof Faustin Ondore is flanked by Head of Workshop Mr. Joseph Muchiri, Head of Base Maintenance Mr. Muhammed and Engineering Specialist Mr. Timothy. A more advanced session is planned before the end of the Course.

ALUMNUS FINDS NICHE IN FABRICATIONS, MANUFACTURING

A former Kenya Polytechnic student (now the Technical University of Kenya) break-even in fabrication of simple process and manufacturing tools. Having graduated with a diploma, Mr. Thomas Ochiech Asao's ventured into self-employment and his business' niche is already creating jobs among youths and artisans who use the fabricated tools in manufacturing soaps, candles, stone cutters, cabro-moulds, fence posts, peanut butter, cold rooms, incinerators, among others. Mr. Asao has since ventured the East African market.

Business Daily Newspaper's Kevin Rotich caught up with him at his Kariobangi-based workshop, here is his story; Thomas Ochieng Asao started as a small-scale artisan at Kariobangi in Nairobi. He used to make jikos, doors and window grills as well as beds and chairs for local customers.

From his humble beginning, he never envisioned that one day his business would become East Africa's leading supplier of commercial and industrial equipment.

Now, Misunga Engineering Works is a thriving enterprise, off Outering Road, in the city. The company, which was started in the 2000s, manufactures industrial machines for making candles, soaps, stone cutters, cabro-moulds, fence posts, peanut butter, cold rooms, incinerators, among others.

"I started small in the juakali sector but I had passion for mechanical engineering because we lacked production machines locally," said Mr Asao who graduated with a diploma in engineering from the Kenya Polytechnic.

"So, my goal was to invent equipment that will make ordinary Kenyans produce products such as peanut butter, soaps and candle at home or anywhere else without having to rely on big manufacturers."

His first innovation was a candle-making machine followed by one used to make soaps. He focused on these two-products since they were in high demand.

Initially, the machines were not in the best shape but over time Mr Asao kept on improving them by leveraging new technologies.

The company has now distributed over 100 fabricated machines that are used to make soaps, peanut butter, among others, in Kenya as well as Uganda, Tanzania, Rwanda and South Sudan.

"We have created a lot of jobs in East Africa, especially in Kenya. Recently,



Misunga Engineering Works founder Thomas Ochieng standing besides the soap machine that he assembles at his workshop in Kariobangi, Nairobi. Photo By Kevin Rotich

we were in Juba for two months where we created a project called Juba manufacturers in Juba," says Mr Asao who has employed eight people.

Amidst high residential buildings, one is treated with a number of fabricated machines at the firm's assembly plant in Kariobangi. When we arrived, workers were busy assembling a soap loader, which is a soap-making machine that can manufacture 500 kilos of bathing, multi-purpose and laundry soaps for small-scale producers.

"For you to get a license, you must be tested through KIRDI and tested by KEBS."

"We sat down and saw that for us to have a soap we need to have some ideas of analytical chemistry, manufacturing chemicals and mechanical production. So, after this, we combined mechanical, production and analytical chemistry to make this one a success."

His machines are certified by the Kenya Industrial Research and Development Institute (KIRDI) and the Kenya Bureau of Standard (Kebs), to ensure they meet all specifications before they are sent out to buyers.

"For you to get a license, you must

be tested through KIRDI and tested by KEBS."

Also, before machines are sent to customers, the firm trains buyers on how to operate them to avoid accidents and damages as well as uphold quality standards.

"I do not let somebody go with my machine before training them. I must train you on the concept of running the machine, formulation," says Mr Asao who was working on an order from Somali when Enterprise visited.

He says a complete set of a mini-plant soap machine goes for Sh300,000, and consists of a soap loader, mixing tank, discharging area and stamping unit.

The machine, which can take about 40 days to design, test and train, produces soap weighing 1kg, 600g, 400g and small soap tablets for hotels.

We design this machine to suit everyone. You can put it in your garage at home. It does not need a big space," the entrepreneur notes.

However, he says the high cost of steel is hindering the business, coming back from a ban on scrap metals by President Uhuru Kenyatta last year.

"Even if you want to build a jiko you have to go for a big sheet of steel, making the price of steel more than the price of the jiko to be sold," he says.

This article was first published by Business Daily on 3rd May 2022.

DON DEVELOPS BREAST PROSTHETICS

TU-K Don develops silicone breast prosthetics for breast cancer survivors battling appearance issues. Dr. Mary Mugambi, a TU-K don has developed, silicone breast prosthetics, an innovative solution to restoring the confidence, self-esteem, and improve social functioning of brave breast cancer survivors, who have lost a breast or two as a result of the cancer treatment. The innovative product, brings to light the silent challenge of appearance change after breast cancer treatment, and the devastating impacts it has on survivors. It also provides a long-lasting solution to improving the self-image while restoring lost femininity.

The journey through breast cancer treatment can be tough, affected by financial, health and mental challenges. Having braved through the challenges, breast cancer survivors still face social stigma of appearance related issues that affect their self-esteem and social life after losing a breast or both. Dr. Mary Mugambi, a 4-bout breast cancer survivor knows this too well.

"On the first bout, the doctors were able to save my breast. The second bout, it came in less than 3 years and 4 doctors gave me two choices: lose the breast and keep my life, or keep the breast and die in a short time," she said.

Dr. Mugambi made the decision to survive. After the surgical procedure, the challenges of managing her feminine appearances kicked in. To look like a 'normal woman' she had to endure stuffing scarfs, socks and t-shirts.

"It's a psychological hit. Once it hits, you accept and say now what do I do? So, you start stuffing socks to look feminine, because you can't walk around with a half chest," she says.

Dr. Mugambi also explains, that while dealing with the appearance change, the embarrassment comes when you look unproportional. And it becomes worse when people start noticing it, and even stare at your chest. Because stuffed materials could either creep up, or change appearance, attracting unsolicited attention.

"I can now laugh about it, but you should have seen me in class, when students noticed the misappropriation. They can be cheeky and brutal," she reminiscence.

It's the unspoken word, the stares that brings stigma, damaging breast cancer survivors psychological state and the confidence they had before. As such, the ideas of developing the prosthetics, was born out of a selfish desire to solve her personal appearance problem.

"I wanted a solution for me. I was being selfish here," she said.



Dr. Mary Mugambi with samples of the breast silicone prosthetics

Well, once a student is ready, the teacher shows up. Unexpectedly, one day while watching TV, she bumped into a program called 'Face-Off', and the idea of developing a silicone breast prosthetic emerged.

Face Off is an American reality television TV series. In the series, a group of prosthetic makeup artists compete against each other to create characters such as those found in science fiction, fantasy, and horror movies using silicone and costumes.

Silicone is a readily available product in Kenya used for plumbing and hardware. However, for her silicone breast prosthetics, the silicone has to be soft enough to be used as a body part, and that can only be imported. The silicone she uses to make prosthetics is the one used to make soft children's dolls. Silicone prosthetics is a huge business in the developed world, however for developing countries like Kenya, the idea is yet to take off. And, the lack of such a product leaves breast cancer survivors to suffer in silence.

Silicone prosthetics is a huge business in the developed world, however for developing countries like Kenya, the idea is yet to take off.

In Kenya, breast cancer survivors battling appearance change have limited solutions to this challenge. They can either use knitted prosthetics, or soft gel silicone breast prosthetics encased in a thin plastic film, that can only be imported. Amoena is the most common brand in Kenya, but difficult to find and extremely expensive retailing at KSh. 20,000.

Amoena, is not popular because it bursts open causing the gel to leak out. Besides being expensive, it can only last for a year, and it's also vulnerable to external elements. The knitted prosthetics on the other hand can be itchy, and shrink when washed, as well as absorb odours.

In developing her product, the internet and social media, particularly You-tube, played a key role in helping her learn how to make the prosthetics. She watched tutorials on how to make fishing worms, different molding techniques using different types of silicone and resin. "My experience was like looking for a perfect cake recipe, finding none, then borrowing different tips from numerous experts to make my own unique recipe," says Dr. Mugambi.

"What sets my product apart is that it's durable, it does not loose shape, doesn't leak out, as well as react to external elements like heat or absorb water, and most importantly does not cause irritation to the skin," she says. "My products are handcrafted making each prosthetic unique. The best part is that I wear my product and women are shocked to discover that I wear a prosthetic. I carved out a mould that resembles the human breast shape no matter the size of the woman. When a woman wears my product, it is impossible to tell if she is wearing a prosthetic."

Finances remain the biggest challenge in producing the product. So far Dr. Mugambi, is using her savings to support the venture. In addition, getting the right target audience for the breast prosthetics still remains an uphill task. Her next assignment is to learn marketing skills to reach the right clients.

On the bright side, Dr. Mugambi recently won first prize from the Commonwealth Business Women Network and The Global Foundation for Education and Economic Mobility (GFEEM), for pitching her innovative business idea.

For Dr. Mugambi it is not about the money, it is about restoring the lost confidence, self-esteem and lost femininity of the brave women who have undergone breast cancer treatment and survived.

"Women come to my home office, walkout wearing the prosthetic full of confidence, while the packaging materials collect dust. The smiles on their faces is what keeps me going," she concludes

TU-K STUDENTS IN FRANCE SHARE EXPERIENCES

16 TU-K students are currently teaching English Language in France, in a French Government exchange programme with Kenyan universities. Below, a section of the students share their experiences in France.



Irene Jerop

International Relations and Diplomacy

I have had a wonderful experience working as a language assistant in France for the last three academic years. I have been able to visit many parts of France and explore the rich multicultural aspects, the architecture, arts, fashion, music and gastronomy not to mention the 'Fromage et pâtisserie'. It has been enriching teaching English while interacting with the people in French. Living in Paris has allowed me access to multiple museums of French and European history thanks to the Education Pass given to the teaching staff. The internship program can facilitate ease in access to opportunities on career and further education prospects.



Abigaël Nyambura

Hotel and Restaurant Management

As a lover of the French language and thanks to numerous encouraging words and teachings from my French professor, I successfully secured myself a spot as a language assistant in France after an interactive and highly competitive interview at the French Embassy. Having studied French in high school, I was convinced that I was up to the task. Life in France has been very different, beautiful but requiring immense dedication, willingness to learn and adapt. Furthermore, the French culture, food, museums, scenery and people are a wonder. To share my experience and moments amongst other languages assistants and my new colleagues has been my greatest pleasure. I am elated to have been part of this great program and look forward to greater opportunities in the future



Audrey Nakhatama Misiko

Hotel and Restaurant Management

After having my contract renewed, I had another opportunity to live and work in France. This time I was posted in Grenoble, a city next to the French Alps. Another city that offered a totally different experience from what I had lived before. Living close by the alps made the temperatures really low. The landscape in Grenoble is beautiful especially when the alps are covered in snow. I really enjoyed Grenoble. I was placed in a technical high school, where the students had classes, they learnt shoe making and also glove making. This means that the English classes were mostly focused on language used in their field of specialization. I had frequent conversational classes with a small group of students and therefore had a chance to really practice their English skills. All the students were very enthusiastic about having conversations with me and this made me satisfied. During my final classes, the students were all grateful to me and even offered me Thank You cards!

This program offers us young people an opportunity to fully experience and immerse ourselves in a new country. I would recommend it to any TU-Kenya student thinking about it.



Franklin Bett
Tourism and Travel Management

The journey started when I chose to study French as a unit in my undergraduate course. Having done French in high school, I was convinced that this would be a great avenue to improve my French as well as benefit from the many opportunities that the French language had to offer. And true to my hopes, the opportunity to teach English in France emerged. I applied and to my surprise I was lucky to have been selected. This great adventure has allowed me to discover the beautiful country of France and Europe at large. From experiencing the European culture to enjoying the efficient transport system (Metros, Tramways and Public Bicycle) and to watching live matches at the stadium, I must admit that living in a First World country has been the best experience of my life.



Sylvia Ndwiga
Event and Convention Management

Working as a language assistant has taught me a lot such as dealing with students as young as 2 years old and as old as 20 years old. My French has improved greatly as I can now communicate better with the French people. Cultural exchange has also been a big part of my experience in France. As an event student, I was able to organize and execute an exhibition on Kenya with the help of my students and colleagues at the high school. I have also been able to have a feel of other 7 countries in Europe thanks to their proximity to France. This has helped me know more and experience more about Europe."



Hawo Hassan
Tourism and Travel Management

My stay in France has been amazing. I have gained a lot of skills and experiences, from teaching skills to interpersonal skills. I experienced a whole new culture, so different from the Kenyan culture but yet so beautiful. Through interactions with my colleagues and some friends I have also greatly improved my spoken French. As a tourism student, I took advantage of the Schengen visa and visited seven countries in the European Union, this has been the highlight of my stay.



Cynthia Kiprono
International Relations and Diplomacy

France is a beautiful country. Apart from the weather, my experience is amazing, mind-opening and motivating. I love and appreciate the French culture considering that I am an international relations student mostly interested in cultural diversity. For instance, I stay at Dijon, a city with the famous Chouette (Owl) which is believed to grant wishes to those who reach up to it, which is totally the vice versa of some of our Kenyan cultures which believe it brings curses or bad luck. That alone has taught me to embrace cultural differences. I've also been able to understand that everyone's perspective on different aspects matters. Personally, I've been able to improve my French language, learned patience and time consciousness. To comrades, the world currently is a global village, full of opportunities but it requires open-mindedness, patience and persistence.

FRENCH EXPERIENCE

Ian Njaramba

International Relations and
Diplomacy

My experience in France has been an exciting adventure and a great ordeal. The experience gained through living and working in France serves as a gateway to a new outlook to life. I have gained the confidence to travel and visit many places in the world. I live in Creil, a small town 25 minutes away from Paris. I always feel at home here because every corner I take there is a black man. The weather here is astonishing. We are in spring. It rains for three straight days, there is sun for 1 week, then later one morning it snows and the cycle continues. The worst temperature I have experienced was -7°C in Lille during the Christmas holidays.

France has greatly preserved its history which is maintained and showcased in her museums. As a history lover, I have visited more than 10 museums. My top 3 been Musee du Louvre, Musee d'Orsay and Centre Pompidou. I have also visited 3 of the 6 Cathedrale Notre Dame in Paris, Beauvais and Amiens. I have many souvenirs about Paris, the city of a 1000s lights. I will write 'souvenirs de Paris mémoire' to recollect the many exploits I have had. Paris is where I had the best birthday party with my friends at the foot of Tour Eiffel. We had a picnic on the green lawns of Champs de Mars covered by the bright soft sun and surrounded by lovers.

I have never been so satisfied with



Ian Njaramba with his friends

life and its riches until I walked into one of the rooms of Napoleon II in Musee du Louvre in Paris. It was glorious and magnificent.

The sophisticated metro system in Paris has had me thinking it is 'arranged confusion'. But it is very helpful. Believe me you do not want to walk around Paris on foot. It is tiring. It took me a while to understand how to use the metro. I have missed up to 5 stops before.

As a young man, clubbing is one of my joys. Paris is one of the best party places in Bastille and Quartier Latin. But the ugly side is that the club bouncers can be racist every time they see a black man.

I spent my Christmas in Lille together with friends. The vin chaud, barbe a papa and goffe were my best eatables. People in France know the true spirit of Christmas. Towns put up dreamy displays, shows and marche de Noel.

I truly miss Kenyan food particularly ugali, kienyeji chicken and nyama choma, not forgetting a cold Tusker. But French cuisines are to die for. You need to try one of the 'smelly cheeses. A typical French dinner includes a starter of wine, cheese and du pain.

I strongly recommend blue cheese Bleu d'Auvergne [with apples], fromage au lait de chèvre and Camembert from Normandy. You must try La crème chantilly, beer from Belgium (Lefte blonde) and raclette. Wine is the best gift mother nature gave to plants for man's consumption. Wine is water here. The best thing you can do is visit a wine farm. Learn and make your own wine from scratch.

French people can be a little arrogant but make the best friends. They can die for you. They are kind and generous.



Grace Bulimu

Mechanical Engineering

As a mechanical engineer graduate, never in my wildest dreams had I imagined myself working as an English language assistant in a foreign country. This has been an opportunity to improve my spoken French, expand my network and cultivate transferable skills. I have experienced professional and cultural diversity and enjoyed traveling to various EU countries. My mind is open to diverse ventures, especially in my career. It's an opportunity I would encourage engineering students in particular not to shy away from.



Dawn Chemoiwa

International Relations and Diplomacy

Experiencing Europe has been an amazing journey. I say Europe because this opportunity gave us a chance to travel around European countries, consume and interact with the different cultures, architectures, weather and societies. p.s Kenyan weather is amazing, enjoy! I have had a beautiful time with the students and co-workers in the school I have been attached to. For most of them it has been their first interaction with a Kenyan and they have enjoyed the experience too. Thankfully from this experience, my French has tremendously improved and my professional and personal character has evolved. It's been an unforgettable experience!



Sarah Annabell
International Relations

This has been an overwhelming experience in all the good ways! Immersion into a work experience of both growth and learning. I've learnt a lot of professional conduct and responsibilities that have given me invaluable experience as I prepare to join the workforce.

I have been able to travel to some of the most iconic sites and significant locations in European history- an exciting opportunity. Living in France has offered me the opportunity to experience European culture and gastronomy. I have improved my French speaking skills to professional working proficiency as well. I am well-rounded as a global citizen. As an International relations student, this is invaluable to my professional aspirations.

Stacy Obatsa
Applied Biology

I am currently an English Language Assistant in France. It's safe to say that I have immensely enjoyed my experience here. It has positively changed my perspective about how I see the world. I have also discovered a lot about myself during this program. I have learnt a lot about the French culture and my French speaking skills have also improved greatly. My advice to other students is to apply for such opportunities whenever they arise and get to explore the world because I believe it will be worth it.



Cyril Savai
International Relations and Diplomacy

For the seven months that I've conducted my attachment in France as an English language assistant, I've been able to grow politically, socially, economically but more specifically; professionally. Serving in the capacity of a language assistant has marked the most uplifting moment of my life so far. As a student of International Relations and Diplomacy, this has indeed been a very essential period of my career path. I had an opportunity to gain international experience as well as act as a young ambassador for my country. Literally, my perspective about life and the world at large has vehemently broadened. Furthermore, this exchange programme allowed me to be at the heart of the French education system, in lieu of this, I got to comprehend alien education system which has expounded my knowledge.

Fundamentally, working alongside the French teachers has improved my teamwork capacity, decluttered my preexistent prejudices against foreigners and facilitated exponential professional skills growth. Additionally, I managed to sharpen acting talent where I got an opportunity of performing in a play written by a renown French writer, under the direction of ALFEE, Accueil de Langue Francaise pour les Etudiants Etrangers).

Finally, I was lucky to establish networks across Europe considering the people I interacted with during my stay, which works as an added advantage for personal growth. Keeping in mind the popular saying, 'Your network is your worth.' Essentially, my oratory skills in French have vastly improved and having been interacting with native French speakers and foreigners from all over, I will testify having realized the necessity to austerity of speech both in English and French. I will advise fellow comrades to study French language regardless of their discipline in order to improve their chances for job qualification and as a pan-African, I will denote that it's also with the aim of achieving a united Africa.



FRENCH EXPERIENCE



Halima Barasa
Information Science

My experience in France has been amazing and very educative. I can say that it was difficult to adapt at first especially with the transport system and the food. I have now adapted well and enjoying experience. It's an amazing country with many touristic destinations. I have been able to visit a lot of places I could only read in books. As an English assistant i have learnt a lot of skills as a teacher, I have made alot of friends and now i am exposed to different cultures and has made me learn a lot from other people's stories. I am also glad to have experinced the seasons that i used only to hear about. The exposure has made me change the way i perceive things. Pursuing this program abroad has made me think about self independence as it was my first time to leave alone and make my own decisions. My French has greatly improved and i have been exposed to a lot of opportunities. I therefore encourage students to keep applying for this program as it will expose them to a lot of opportunities out there. They will surely get to choose their path as their mind broadens.

DR. OTIENO CHECKS ON STUDENTS IN FRANCE

Dr. Teresa Atieno Otieno was recently in France to assess TU-K English Language Assistants (ELA) who are completing their seven-month contract. While teaching English in their various schools the students related the contents in their areas of specialization and also shared aspects of Kenyan way of life such as history, languages such as Kiswahili and other facets of Kenyan culture.

For one to participate in this programme that is facilitated by French International Education, a branch of the French Ministry of National Education, Youth and Sports, a student must have a B1 Level of French regardless of the course they are

pursuing in the university. TU-K has so far has sent a total of 16 English Language Assistants since September 2019 when this proramme was launched. To date 10 have graduated, of which one has found a job in the hospitality industry in France, two will be joining Universities in France

“From all the institutions that I visited, the head and staff members were very proud of the TU-K language assistants.”

—Dr. Atieno

to do their Master's this September, the other seven are still pursuing for jobs or further studies. While the other six are yet to graduate by the end of this year.

“In all the French institutions that I visited, the head and staff members were very proud of the TU-K language assistants. They demonstrated high level of professionalism and dedication. Though they are not trained teachers, they have done a tremendous job,” Dr. Otieno noted.

Dr. Otieno also indicated that another batch of eight students will be leaving for France by end of September this year.



Dr. Otieno with TU-K students at the “Defence” in Paris, France



Dr. Otieno takes a selfie with group of TU-K students in Paris

John Mutimba Information Science

When opportunity comes knocking at your doorstep, it is advisable not only to grab and hold onto it but to make the most out of the chance. I was fortunate to be selected as a language assistant in France for the year 2021/2022. Bubbling with excitement, I learnt that I had been placed in the academy of Lille on the North of France. I didn't know much about the region because it would be my first time staying in France.

On the other hand, I was longing for this cultural experience; to learn something from the French way of life; be an ambassador of my country Kenya and represent the values of The Technical University of Kenya to the utmost. I was also prepared for any culture shocks that I would see in Europe. I remember vividly, during the training at The French School in Nairobi, one of the teachers had learnt that I would be in Lille. I had just learnt that the people in Lille are known as Les ch'ti. He asked me "Do you drink beer?" I laughed hysterically and just before I could answer, he said, "You will be shocked at how much the people in Lille drink beer." Indeed, that was my first culture shock but isn't happy hour anytime?

At the end of September, I arrived in the North of France. Like a typical Kenyan travelling abroad, I had packed maize flour because missing ugali would be a nightmare for sure. I spoke French very well back in Kenya and I had successfully represented TU-K in interuniversity French contests with success. However, my first three weeks after arriving in France were alien because the natives spoke with a completely different accent that I couldn't understand easily. They also couldn't get what I was saying because we all spoke French with accents from different countries. Positively, after a few days, I had adapted well to the French environment and I managed to communicate at ease always learning and improving day after another. The North of France experiences the coldest temperatures and I was prepared enough, thanks to the heavy clothes that I had shopped back in Kenya before arriving in France.

In my opinion, working as a language assistant has been the best souvenir so far in my journey. I got to work with European partners just as I had completed my university coursework. It was an upper hand for me to start my professional training in Europe. The students in the two schools were always happy to be around me. They would smile and interact with me whenever we ran into each other in and out of the school. I undertook BSc, Information Science back in the university.



John Mutimba

Thanks to this course, I got to manage a project between the French and Turks in the school information center hence a great milestone in my career as an Information professional. I learnt how to network and improved my communication skills in a professional environment. The education system in France is also completely different from ours in Kenya. There are no school uniforms in France and students are allowed to go with phones and personal digital assistance in school. The reading culture in French schools is also superb and almost unbelievable.

The French cuisine is top notch. It is cultural to have the starter, main meal and dessert in every French meals. I enjoyed the aperitifs which are like starter wines that would be drunk with sausages (saucissons sech). In France a main meal is always composed of meat (a must)

In my opinion, working as a language assistant has been the best souvenir so far in my journey. I got to work with European partners just as I had completed my university coursework.

since the French really love eating meat. The desserts are usually bread known as baguette and cheese which are typically a French tradition. I loved the Carbonade Flaman which is a specialty from the North of France. It is made from tenderized spiced beef with salad and stew. What's interesting is it is accompanied by sparkling wine that brings the taste of heaven to the meal.

The few months that we've been in France has been beneficial for travelling. I have had the chance to be in Belgium, Spain, Italy and Netherlands. I visited the extra-ordinary places and beautiful sceneries of these countries; learning their background history. This has enabled me to have an open mind and to see the world differently. It takes courage too, especially being in a country where you don't speak their language. At times I was forced to use sign language during these voyages.

Finally, being a language assistant was a major stepping stone to my passion in music. I did a French city to city tour playing in Festivals and indoor events. In addition, I had contacts with renowned music producers and artists in the world with whom we have worked on projects that are to be released in due time.

The experience from France is and has been a real one that would be remembered for sure.

FRENCH EXPERIENCE



TU-K Students participate in French Debate Competition. The debate is an annual competition organised by Agence Universitaire de la Francophonie (AUF) University Agency of the Francophonie in conjunction with Kenyatta University and the French Embassy in Kenya. TU-K students included; Firdaus, First year student in the Department of Leisure and Events Management, Majimbo Anyangu, Second year student in the Department of Electrical Engineering and Isaac Musembei a fourth year student pursuing BA in International Relations and Diplomacy. Mr. Musembei was the runner's up. Other universities who participated included; University of Nairobi, Kenyatta University and Moi University. During KU at 50 Anniversary TU-K students showcased debate prowess with Isaac Musembei emerging as the best male debater.

TU-K MARKS FRENCH DAY



Participants during the French Day.

TU-K became the first Kenyan University ever to organize a French Day in Kenya on the 29th of January 2022. On this day French language lovers met to celebrate the French language by sharing their talents in the language in form of songs, poems, dances, short plays, spoken words, games and tongue twisters. The main hall was very colourful with red blue white predominantly French colours.

The function was well attended courtesy of the great organisation of the TU-K French Club led by the Patron Dr. Teresa Otieno and Madam Ann Wafula.

Present at the function were the French Embassy, Alliance Française, French Network of Kenya (FNK) Mitahato Village Kiambu, Campus France, UoN, KU, Riara University,

Maseno University, Eldoret University, Pwani University, Strathmore University, Coast Institute of Technology, Ngong' Huruma Primary, SOS Primary Buruburu and finally Blossom Educational Center led by Mr, Silas Aseka.

Mrs. Julie Briand, Attaché for Education and French at the French Embassy in Kenya congratulated TU-K for this initiative. In her speech she said: "Like any language, French is not one-sided; learning it paves the way for cultural exchanges. With a solid level of French, Kenyans can now teach English or Kiswahili in Francophone countries, as is the case for the 60+ language assistants currently in France who make French youth discover Kenyan cultures and traditions". She encouraged more young Kenyans to



Attaché for Education and French at the French Embassy in Kenya. Mrs. Julie Briand

learn French language.

"With DRC now joining the East African Community, there will be more job openings if you have French language in your CV", she added.

RISK OF WEARING EAR PIECES WHILE CROSSING CITY ROADS

By Michael Okech

Occasionally while walking in town or along the streets you will see at-least 2 people in a group of five youths with either earphone or headphone, this is an indication that common sense has taken a holiday among the youths. According to the Kenya National Safety Programme, an estimated 100,000 accidents occur annually as distracted pedestrians and drivers enjoy music through headphone.

This behavior is slowly extending to campuses and offices wearing headphones at work is an often-tempting option for workers, and can indeed be useful to assist concentration, on the flip side it reduces person's ability to concentrate also regarded as a major office-etiquette problem.

Researchers coined the term "inattentional blindness" to describe the lack of awareness caused by forgetfulness to the surrounding noises. They found that typical mishaps due to the use of musical devices plunged in the year include missing a step while walking down stairs, leaving a door slam into someone behind you, failing to hear a car horn or even wandering on to a bike lane.

NTSA has determined at least 5 people die daily as a result of some kind of music device plugged into their ears while walking or driving, in a year close to 2,000 people die.

But the dangers in the digital era don't stop there. In this age of internet self-love, a number of deaths annually have been attributed to the practice of plunging music devices in the ears to follow latest music, videos, social media and even video calls this prevents an individual from hearing the sound of an oncoming vehicle, bicycle, motorbike and even train. Hence they are occasionally hit.

"I'm so used to listening to music in my car before school because I used to do that every day in high school, so it has become a habit here. Music to me is a huge mood assistant and helps me whenever I need a pick me up or a calm me down from class," said, Vincet student at the Technical University of Kenya.

Makena 22, confessed that she usually uses her headphones on campus, "as a way to de-stress before classes or to give myself a little time to myself during the day."

But of course, with the growing number of headphone use on campus comes the criticism that it is greatly reducing social



interaction among students. Listening to music can stop someone from hearing a polite hello. In fact, many students put in headphones with the sole purpose of avoiding conversation with others.

I was walking along Jogoo road one evening and a gentleman was biking down the road when suddenly a pedestrian pops up on to the pavement, seemingly unaware he was obstructing the bike lane. The gentleman was unable to brake since he was speeding; he rang the bell and shouted "hey watch out!" to warn him of the danger. To my great surprise, these warnings were continuously ignored even as he was approaching closer and closer. The biker had to take a sharp turn to avoid a crash, next he fall with a bang inside the drainage system. The pedestrian strolls blissfully away, unmindful of the accident he has just caused.

It turns out that the pedestrian, was not malicious he was just listening to his iPod. It is a habit that has become almost inseparable from the daily routines of so many people; the next time you are out, count the number of people with some kind of music device plugged into their ears. It is quite concerning to realize they are all aurally disconnected from their surroundings even more so when it might

be a cab driver zooming down the road at 100km an hour who cannot hear another car horn is a danger to him and other road users.

The first and hardest step in addressing the problem is convincing people that this is a legitimate concern. While most existing studies focus on the harm caused to users' ears, there is strong evidence to support that wearing earphones poses a significant threat to others as well. According to a 2018 study published in the journal of road users, the number of people suffering serious injury or death while wearing music headphones has risen by 50% over the last Five years.

Despite these findings, the times and trends remain well against a safe course of action. If anything, we are moving in the wrong direction. Simple earphones of yesteryear are no longer satisfactory for today's tech-savvy urbanized youths. It has instead become 'trendy' to wear noise-canceling boom boxes over one's head, blasting music at volumes that push the boundaries of the human ear.

It is time to hold a serious discussion regarding steps the community can take to make this confusion of earphone-wearing individuals safer, and limiting portable music to the appropriate time



THE TECHNICAL UNIVERSITY OF KENYA

MODULE II PROGRAMMES UNDERGRADUATE AND DIPLOMA

STARTING **JULY** 2022



THE Technical University of Kenya (TU-K) is the leading university in technological education and training in Kenya. The University was awarded a Charter in 2013, making it a fully-fledged public university. The University specialises in training at the Postgraduate, Undergraduate and Diploma levels, while at the same time engaging in research. It has a clear student upward movement policy, which makes it easy for students to move from one level of training to the next, and recognise prior training by awarding students credit transfers. The University has developed and implemented a digitised and completely paperless student applications process; from application to registration. Students are therefore, advised to make their applications on-line for the programmes listed below:

COURSE TITLE	REQUIREMENTS	DURATION
FACULTY OF ENGINEERING AND THE BUILT ENVIRONMENT		
SCHOOL OF ARCHITECTURE AND SPATIAL PLANNING		
Bachelor of Architectural Studies/ Bachelor of Architecture	• KCSE Mean Grade C+ (plus), with C+ in Mathematics, C+ in Physics, and C+ in English/ Kiswahili	4 years (BAS); 2 years (B. Arch.) Integrated
Diploma in Technology (Architecture)	• KCSE Mean Grade C, with C in Mathematics, C in Physics and C in English/Kiswahili	3 years (Integrated)
SCHOOL OF AEROSPACE AND VEHICLE ENGINEERING		
Bachelor of Engineering (Aeronautical Engineering)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, C+ (Plus) in Physics, C+ (Plus) in Chemistry and C+ (Plus) in Eng./Kis.	5 years (Integrated)
Diploma in Technology (Aeronautical Engineering Technology)	• KCSE Mean Grade C (plain) with C- (minus) in Maths A, C in Physics, C in Chemistry and C in Eng./Kis.	3 years (Integrated)
Diploma in Technology (Mechanical Engineering Technology): Automotive and Autotronic Engineering option	• KCSE Mean Grade C (plain) with C- (minus) in Maths A, C- (minus) in Physics, C- (minus) in Chemistry and C- (minus) in Eng./Kis.	3 years (Integrated)
SCHOOL OF CHEMICAL AND BIOLOGICAL SYSTEM ENGINEERING		
Bachelor of Engineering in Biosystems and Environmental Engineering	• KCSE Overall minimum mean grade C+ with Mathematics C+, Physics C+, Chemistry C+, Biology = C, English = C+ OR • A level Minimum 2 principals in Mathematics and Physics; Subsidiary in Chemistry; and Credit pass in English and Biology at O level	5 years (Integrated)
Bachelor of Engineering (Chemical Engineering)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, C+ (Plus) in Physics, C+ (Plus) in Chemistry and C+ (Plus) in Eng./Kis.	5 years (Integrated)
Bachelor of Engineering Technology (Chemical Engineering Technology)	• KCSE Mean Grade C- (Minus) and Diploma in Technology in Chemical Engineering Technology or equivalent	3 years (Part-time)
Diploma in Technology (Chemical Engineering Technology)	• KCSE Mean Grade C (Plain) with at least C- (minus) in Maths A, Physics, Chemistry and English/ Kiswahili	3 years (Integrated)

*Integrated programmes will be taught during the day on weekdays together with Government-sponsored students
Part-time programmes will be taught in the evenings and on weekends*

COURSE TITLE	REQUIREMENTS	DURATION
SCHOOL OF CONSTRUCTION AND PROPERTY STUDIES		
Bachelor of Built Environment (Construction Management)	• KCSE Mean Grade C+ (plus), with C+ in Mathematics and C+ in Physics • Diploma in Technology in Quantity Surveying, Building Construction, Civil Engineering, Architecture with a credit pass and KCSE Mean Grade C- (Minus) OR • TEP Diploma in Building Construction, Civil Engineering, Architecture, Quantity Surveying or equivalent with at least 2 years relevant work experience, with a credit pass and Mean Grade C- (Minus)	4 years (Integrated programme) 3 years (Part-time)
Bachelor of Quantity Surveying	• KCSE Mean Grade C+ (plus), with C+ in Mathematics, C+ in Physics and C+ in English/ Kiswahili OR • Diploma in Quantity Survey, with a credit pass and KCSE Mean Grade C- (minus)	4 years (Integrated programme) 3 years (Part-time or Integrated)
Bachelor of Technology (Building Construction)	• KCSE Mean Grade C+ (plus), with C+ in Mathematics and C+ in Physics OR • KCSE Mean Grade C- (Minus) and Diploma in Technology in either: Building Technology, Civil Engineering, Quantity Surveying or Architecture or equivalent or TEP Diploma in the above areas with a Credit pass.	4 years (Integrated programme) 3 years (Part-time or evening)
Bachelor of Real Estate	• KCSE Mean Grade C+ (plus), with C+ in Mathematics and pass in Physics OR • KCSE Mean Grade C- (Minus) and Diploma in Technology in Real Estate or equivalent or TEP Diploma in the above areas,	4 years (Integrated programme) 3 years (for Diploma holders)
Diploma in Technology (Real Estate)	• KCSE Mean Grade C (Plain) together with at least C- (minus) in Maths and pass in Physics	3 years (Integrated programmes)
Diploma in Technology (Quantity Surveying)	• KCSE Mean Grade C (Plain) together with C (plain) in Maths, Physics and Eng./Kis.	
Diploma in Technology (Construction Management)	• KCSE Mean Grade C (Plain) together with C- (minus) in Maths, Physics and Eng./Kis.	
Diploma in Technology (Building Construction)	• KCSE Mean Grade C (Plain) together with C- (minus) in Maths, Physics and Eng./Kis.	

*Integrated programmes will be taught during the day on weekdays together with Government-sponsored students
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COURSE TITLE	REQUIREMENTS	DURATION
SCHOOL OF CIVIL AND RESOURCE ENGINEERING		
Bachelor of Engineering (Civil Engineering)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, C+ (Plus) in Physics, C+ (Plus) in Chemistry and C+ (Plus) in Eng./Kis.	5 years (Integrated programme)
Bachelor of Engineering Technology (Civil Engineering)	• KCSE Mean Grade C- (Minus) and Diploma in Technology in either: Civil Engineering, Highway Engineering, Water Engineering, Building Construction or equivalent or TEP Diploma in the above areas,	3 years (Part-time)
Diploma in Technology (Civil Engineering)	• KCSE Mean Grade C (Plain) with at least C- (minus) in Maths, Physics, Chemistry and English/Kiswahili or • Certificate in Civil or Water Engineering, with KCSE Mean Grade D+	3 years (Integrated programme)
SCHOOL OF ELECTRICAL AND ELECTRONIC ENGINEERING		
Bachelor of Engineering (Electrical and Electronic Engineering)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, C+ (Plus) in Physics, C+ (Plus) in Chemistry and C+ (Plus) in Eng./Kis.	5 years (Integrated programme)
Bachelor of Engineering Technology (Electrical and Electronic Engineering Technology)	• Higher Diploma in Technology (Electrical and Electronic Engineering Technology) together with KCSE Mean Grade C- (Minus) • KCSE Mean Grade C- (Minus) and Diploma in Technology in Electrical and Electronic Engineering Technology or its equivalent recognised by senate of TU-K or TEP Diploma in the above disciplines.	3 years (Part-time)
Diploma in Technology (Electrical and Electronic Engineering)	• KCSE mean Grade of C (Plain) with at least C (Plain) in Maths A, Physics, Chemistry and Eng/ Kisw	3 years (Integrated programme)
SCHOOL OF MECHANICAL AND MANUFACTURING ENGINEERING		
Bachelor of Engineering (Mechanical Engineering)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, C+ (Plus) in Physics, C+ (Plus) in Chemistry and C+ (Plus) in Eng./Kis.	5 years (Integrated programme)
Bachelor of Engineering Technology (Mechanical Engineering Technology)	• KCSE Mean Grade C- (Minus) and Diploma in Technology in Mechanical Engineering Technology OR • TEP Diploma in Mechanical Engineering or equivalent with at least 2 years relevant work experience, together with Mean Grade C- (Minus)	4 years (full-time) 3 years (Part-time)
Diploma in Technology (Mechanical Engineering Technology): • Manufacturing Engineering • Industrial Plant and Energy Engineering • Structural Fabrication and Metallurgical Engineering • Refrigeration and Air Conditioning Engineering: • Mechatronic Engineering	• KCSE Mean Grade C (Plain) with at least C- (minus) in Maths, Physics, Chemistry and English/Kiswahili	3 years (Integrated)
SCHOOL OF SURVEYING AND GEOSPATIAL SCIENCES		
Bachelor of Engineering (Geospatial Engineering)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, C+ (Plus) in Physics, and C (plain) in Geography	5 years (Integrated)
Bachelor of Applied Science (Geospatial Information and Communication)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, C+ (Plus) in Physics and C (plain) in Geography	5 years (Integrated)
Bachelor of Technology • Surveying Technology • Geo-information Technology	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, C+ (Plus) in Physics and C (plain) in Geography • KCSE Mean Grade C- (Minus) and Diploma in Technology in Geo-information Technology, Surveying Technology or equivalent	4 years (Integrated) 3 years (Part-time)
Bachelor of Science (Land Administration)	• KCSE Mean Grade C+ (plus), with C+ in Mathematics and pass in Physics	5 years (Integrated)
Diploma in Technology in: - • Geo-information Technology • Surveying Technology	• KCSE Mean Grade C (Plain) with C- (minus) in Maths, C Physics and Geography OR Certificate in Land Surveying or Cartography	3 years (Integrated)
FACULTY OF APPLIED SCIENCES AND TECHNOLOGY		
SCHOOL OF BIOLOGICAL AND LIFE SCIENCES		
Bachelor of Technology (Applied Biology)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Biology, C (Plain) in Maths A and C (Plain) in Chemistry • KCSE Mean Grade C- (Minus) and Diploma in Technology in Applied Biology or equivalent	4 years (Integrated programme) 3 years (Part time)
Bachelor of Technology (Biotechnology)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Biology, C (Plain) in Maths A and C (Plain) in Chemistry • KCSE Mean Grade C- (Minus) and Diploma in Technology in Biotechnology or equivalent	4 years (Integrated programme) 3 years (Part-time)
Bachelor of Technology (Food Science and Technology)	• KCSE Mean Grade C+ (plus) with C (Plain) in Biology/Agriculture/HSC, C (Plain) in Chemistry and C (Plain) in Mathematics • KCSE Mean Grade C- (Minus) and Diploma in Technology in Food Technology or equivalent	4 years (Integrated programme) 3 years (Part-time)
Bachelor of Science (Biochemistry)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Biology, C (Plain) in Maths A and C (Plain) in Chemistry	4 years (Integrated programme)
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COURSE TITLE	REQUIREMENTS	DURATION
Bachelor of Technology (Science Laboratory Technology)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Biology and C+ (Plus) in Maths A/ Physics • KCSE Mean Grade C- (Minus) and Diploma in Technology in Science Laboratory Technology or equivalent	4 years (Integrated programme) 3 years (Integrated programme)
Diploma in Technology (Science Laboratory Technology)	• KCSE Mean Grade C- (minus) with C- (minus) in Biology, C- (minus) in Chemistry/Physics and D+ in Maths A • Certificate in Science Laboratory Technology, together with Mean Grade D+ (Plus)	3 years (Full-time) 3 years (Integrated)
Diploma in Technology (Industrial and Applied Biology)	• KCSE Mean Grade C- (minus) with C- (minus) in Biology, D+ (plus) in Maths A and Chemistry.	3 years (Part-time)
Diploma in Technology (Biotechnology)	• KCSE Mean Grade C- (Minus) with C- (Minus) in Biology, Chemistry, Maths A/Physics and ENG/KIS	3 years (Part-time)
Diploma in Technology (Biochemistry)	• KCSE Mean Grade C- (Minus) with C- (Minus) in Biology, D+ (plus) in Maths A and Chemistry	3 years (Part-time)
Diploma in Technology (Ecology and Conservation Biology)	• KCSE Mean Grade C- (minus) with C- (minus) in Biology, D+ (plus) in Maths A and Chemistry.	3 years (Part-time)
Diploma in Technology (Food Science and Technology)	• KCSE Mean Grade C- (minus) with C- (minus) in Biology, Chemistry, Physics/ Maths A and English/ Kiswahili	3 years (Integrated)
SCHOOL OF COMPUTING AND INFORMATION TECHNOLOGY		
Bachelor of Technology (Information Technology)	• KCSE Mean Grade C+ (plus) with C (Plain) in Maths A, C (Plain) in Eng/Kisw • KCSE Mean Grade C- (Minus) and Diploma in Technology in Information Technology or equivalent	4 years (Integrated) 3 years
Bachelor of Technology (Computer Technology)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, C+ (Plus) in Physics and C (Plain) in Eng/Kisw • KCSE Mean Grade C- (Minus) and Diploma in Technology in Computer Technology or equivalent	4 years (Integrated) 3 years
Bachelor of Technology (Communication and Computer Networks)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, C+ (Plus) in Physics and C (Plain) in Eng/Kisw • KCSE Mean Grade C- (Minus) and Diploma in Technology in Computer Networks or equivalent	4 years (Integrated) 3 years
Diploma in Technology (Information Technology)	• KCSE Mean Grade C- (Minus) with C- (Minus) in Maths A and English/Kiswahili	3 years (Integrated)
Diploma in Technology in: - • Computer Technology • Communication and Computer Networks	• KCSE Mean Grade C- (Minus) with C- (Minus) in Maths A and Physics	3 years (Integrated)
SCHOOL OF CHEMISTRY AND MATERIAL SCIENCE		
Bachelor of Technology (Industrial and Applied Chemistry)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Chemistry, C (Plain) in Maths A, and C (Plain) in Physics • KCSE Mean Grade C- (Minus) and Diploma in Technology in Analytical/Industrial Chemistry or equivalent	4 years (Integrated)
Bachelor of Technology (Medicinal Chemistry)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Chemistry, Maths/Physics, Biology and any Group III/IV/V OR • KCSE Mean Grade C- (minus) and Diploma in Technology in Analytical/Industrial Chemistry or equivalent	4 years (Integrated) 3 years (Part-time)
Diploma in Technology Applied Chemistry (Analytical Chemistry)	• KCSE Mean Grade C- (minus) with C- (minus) in Chemistry, D+ (Plus) in Maths A/Physics.	3 years (Integrated)
Diploma in Technology Applied Chemistry (Industrial Chemistry)	• KCSE Mean Grade C- (minus) with C- (minus) in Chemistry, D+ (Plus) in Maths A/Physics.	3 years (Part-time)
SCHOOL OF HEALTH AND BIOMEDICAL SCIENCES		
Bachelor of Technology (Community Health and Wellness)	• KCSE Mean Grade C+ (plus) with C (Plain) in Biology, C (Plain) in Chemistry, C (Plain) in Maths/Physics and C (Plain) in English/Kiswahili • KCSE Mean Grade C- (Minus) and Diploma in Technology in Community and Public Health or equivalent	4 years (Integrated) 3 years (Part-time)
Diploma in Community and Public Health	• KCSE Mean Grade C- (Minus) with C- (minus) in Biology, Chemistry, Maths/Physics and English/ Kiswahili	3 years (Integrated)
Diploma in Technology (Health Records & Information Technology)	• KCSE Mean Grade C- (minus) with D+ (plus) in Maths A/B	3 years (Integrated)
Bachelor of Science (Nutrition and Dietetics)	• KCSE Mean Grade C+ (plus) with C (Plain) in Biology, C (Plain) in Chemistry, C (Plain) in Maths/Physics/ Geo and C (Plain) in English/Kiswahili OR • KCSE Mean Grade C- (Minus) and Diploma in Technology in Nutrition and Dietetics or equivalent	4 years (Integrated) 3 years (Part-time)
Diploma in Pharmaceutical Technology	• KCSE Mean Grade C (plain) with C (Plain) in Biology, Chemistry, Maths/Physics, English/Kiswahili	3 Year (Integrated full time)
Diploma in Nutrition and Dietetics	• KCSE Mean Grade C- (Minus) with D+ (Plus) in Biology, Chemistry, Maths/Physics, Geography/ Agriculture/Home Science and English/Kiswahili OR • Certificate in a related course, with KCSE D+ • KCSE Mean Grade C- (Minus) with D+ (Plus) in Chem/Physical Sciences, Bio/Biological Sciences Eng/Kis OR • D (Plain) in Phy/Maths/HSC/AGRIC/GSC	3 years (Integrated)
SCHOOL OF MATHEMATICS AND ACTUARIAL SCIENCE		
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COURSE TITLE	REQUIREMENTS	DURATION
Bachelor of Technology (Applied Statistics)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths Alternative A	4 years (Integrated)
	• Diploma in Technology in Applied Statistics and KCSE Mean Grade C- (Minus)	3 Year (Integrated)
	• Diploma in Technology in Actuarial Science and KCSE Mean Grade C- (Minus)	3 Year (Integrated)
Bachelor of Science (Mathematics)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths Alternative A	4 years (Integrated)
Diploma in Technology in: - • Applied Statistics • Actuarial Science	• KCSE Mean Grade of C- (Minus) with C- (Minus) in Maths Alternative A and C- In Group II, III, OR any other	3 years (Integrated)
SCHOOL OF PHYSICS AND EARTH SCIENCES		
Bachelor of Technology (Technical and Applied Physics)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Physics and C (plain) in Maths A	4 years (Integrated programme)
	• KCSE Mean Grade C- (Minus) and Diploma in Technology in Technical and Applied Physics or equivalent	3 years (Part time)
Bachelor of Technology (Environmental Resource Management)	• KCSE Mean Grade C+ (plus) with C+ (plus) in Biology/Agric. and C+ (plus) in Chemistry/Geography	4 years
	• Diploma in Technology in relevant areas from recognized institution	3 years (Part time)
Bachelor of Technology (Environmental Science)	• KCSE mean Grade C+ (plus) with C+ (plus) in Biology/Agric. and C+ (plus) in Chemistry/Geography	4 years (Integrated)
	• KCSE Mean Grade C- (Minus) and Diploma in Technology in Environmental Resource Management or equivalent	3 years (Part-time)
Diploma in Technology (Environmental Resource Management)	• KCSE mean Grade C- (minus) with C- (minus) in Biology and Chemistry Or a 1-year Certificate with KCSE D+ in relevant areas from an institution recognised by the Senate of TU-K	3 years (Integrated)
Diploma in Technology (Technical and Applied Physics)	• KCSE Mean Grade C- (minus) with C- (minus) in Physics, Maths A and Pass in 2 nd Group II, Group III/IV/V	3 years (Integrated)
Centre for Integrated Water Resource Management (CIWRM)		
Bachelor of Technology in Integrated Water Resources Management.	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths, Chemistry, Physics/Geography, Biology/any Group III/IV/V	4 years (Integrated programme)
	• KCSE Mean Grade C- (Minus) and Diploma in IWRM of Technical University and with a distinction or credit or any such qualification from the Technical University of Kenya or any other institutions accepted and recognized by the Senate of the Technical University of Kenya	3 years (Part time)
Diploma in Integrated Water Resources Management.	• KCSE Mean Grade C- (minus) with C- (minus) in Physics/Chemistry, Maths, Biology/ Geography and any Group III/IV/V • Candidates with a Certificate in Water Engineering or Certificate Grade III in Technology of the Technical University of Kenya or an equivalent qualification at the craft level from the Technical Training Institutes (TTI's) or from any other recognized institution	3 years (Integrated)
FACULTY OF SOCIAL SCIENCES AND TECHNOLOGY		
SCHOOL OF BUSINESS AND MANAGEMENT STUDIES		
Bachelor of Science (Accountancy)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A and C+ (Plus) in Eng./Kis.	4 years (Integrated)
	OR Diploma in Accountancy and KCSE Grade C- (minus)	3 years (Part-time)
Bachelor of Commerce: • Accounting • Business Administration • Finance • Human Resource Management • Insurance • Logistics and Supply Chain Management • Marketing	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B	4 years (Integrated)
Bachelor of Business Studies: • Business Administration • Human Resource Management • Logistics and Supply Chain Management • Sales and Marketing Management, International Business Management, Marketing, Business Management	• KCSE Mean Grade C- (Minus) and Diploma in Technology in any Business area	3 years (Part-time)
Bachelor of Economics	• KCSE Mean Grade C+ (Plus) and C+ (Plus) in Maths A and C (Plain) in English/Kiswahili	4 years (Integrated)
Bachelor of Technology (Business Information Technology)	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B.	4 years (Integrated)
	• Higher/Advanced Diploma in Information Technology or Computer Science OR 3-year Dip. Tech. Business Information Technology (BIT). Diploma in Information Technology, Computer Science OR its equivalent recognised by senate of TU_K together with KCSE Mean Grade C- (Minus)	3 years (Part-time)
Bachelor of Technology (Office Administration and Technology)	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B.	4 years (Integrated programme)
	• KCSE Mean Grade C- (Minus) and Diploma in Technology in Secretarial Studies or equivalent	3 years (Part-time)
Diploma in Business Information Technology	• KCSE Mean Grade C- (Minus) with D+ (plus) in Maths A/B OR • 1 year Certificate in Information Technology together with KCSE D+ (Plus).	3 years (Integrated programme)
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COURSE TITLE	REQUIREMENTS	DURATION
Diploma in Entrepreneurship	• KCSE Mean Grade C- (Minus) with D+ (plus) in Maths A/B OR • 1 year Certificate in a relevant area together with KCSE D+ (Plus).	3 years (Part-time)
Diploma in Business Studies: • Business Administration • Human Resource Management • Sales and Marketing Management • Procurement and Supply Chain Management	• KCSE Mean Grade C- (Minus) with D+ (plus) in Maths A/B OR: • 1 year Certificate in a relevant area together with KCSE D+ (Plus)	3 years (Integrated programme)
Diploma in Accountancy	• KCSE Mean Grade C- (minus) with C- (minus) in Maths A and Eng./Kis.	3 years (Part-time)
Diploma in Office Administration: • Legal Secretarial • Medical Secretarial • Business Secretarial • Foreign Language Secretarial	• KCSE Mean Grade C- (Minus) with D+ (plus) in Maths A/B OR: • 1-year Certificate in a relevant area together with KCSE D+ (Plus)	3 years (Part-time)
SCHOOL OF CREATIVE ARTS AND MEDIA		
Bachelor of Technology (Design)	• KCSE Mean Grade C+ (plus), with C+ in Mathematics and C+ in Physics	4 years (Integrate)
	• KCSE Mean Grade C- (Minus) and Diploma in Technology in Design or equivalent	3 years (Part-time)
Diploma in Technology in Design	• KCSE mean grade C- (Minus) and D+ (plus) in Mathematics and a Pass in Physics OR a relevant certificate in Fine Art or Design, together with Mean Grade D+ (Plus). Art and Design will be an added advantage. Where possible applicants are advised to provide portfolios for verification by the University.	3 years (Part-time)
Bachelor of Technology (Journalism and Mass Communication)	• KCSE Mean Grade C+ (plus) with C+ (plus) in Eng./Kis.	4 years (Integrated programme)
	• KCSE Mean Grade C- (Minus) and Diploma in Technology in Journalism and Mass Communication or its equivalent recognised by senate of TU_K	3 years (Part-time)
Diploma in Technology (Journalism and Mass Communication)	• KCSE Mean Grade C- (minus) with C- (minus) in Eng./Kis. And a Pass in Maths A/B, or any Group II, Group III, 2 nd Group II or 2 nd Group III or Group IV/V	3 years (Integrated programme)
Bachelor of Music	• KCSE Mean Grade C+ (plus) with C+ (plus) in Music	4 years (Integrated programme)
Diploma in Music	• KCSE Mean Grade C- (Minus) and Diploma in Technology in Music or equivalent	3 years (Integrated programme)
	• KCSE C- (minus) with C- (Minus) in Music and a Pass in Eng./Kis. Maths A/B or any Group II or Group III, 2 nd Group II or 2 nd Group III of Group IV or Group V. OR • Grade 5 theory and/or practical of ABRSM, LCM or equivalent body together with KCSE D+ (Plus). Involvement in Music Festivals, Church Music/ Gospel Music performance will be an added advantage.	3 years (Integrated programme)
Bachelor of Technology (Printing Technology)	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B, Physics, English/Kiswahili, Any Group III/IV/V OR	4 years (Integrated programme)
	• Diploma in Technology in Printing Technology and KCSE Mean Grade C- (Minus)	3 years (Part-time)
Bachelor of Philosophy in Technology (Printing)	• KCSE Mean Grade C- (Minus) and Higher Diploma in Printing Technology or its equivalent recognised by senate of TU-K	2½ years (Part-time)
Diploma in Technology (Printing)	• K.C.S.E Mean Grade C- with C- (Minus) in English/Kiswahili or Certificate in Machine Printing, Print Finishing, Print Origination together with KCSE D+ (Plus)	3 years (Integrated programme)
SCHOOL OF HOSPITALITY AND HUMAN ECOLOGY		
Bachelor of Science in Tourism and Travel Management	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B and a pass in English/Kiswahili	4 Years (Integrated Program)
Bachelor of Technology in Tourism and Travel Management	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B and a pass in English/Kiswahili	4 Years (Integrated Program)
	OR • 3-year Diploma in Technology in Tourism and Travel Management from TUK or Equivalent qualification from another institution recognized by the Senate together with KCSE Mean Grade C- (Minus) OR • KCSE Mean Grade D+ (Plus), a Certificate and Diploma in Tourism and Travel Management or equivalent	3 years (Part time)
Bachelor of Science in Hospitality Management	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B and a pass in English/Kiswahili	4 Years (Integrated Program)
Bachelor of Technology in Hotel and Restaurant Management	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B and a pass in English/Kiswahili	4 Years (Integrated Program)
	OR • KCSE Mean Grade C- (Minus) and Diploma in Technology (Dip-Tech) in Hotel and Restaurant Management or equivalent OR • KCSE Mean Grade D+ (Plus), Certificate and a Diploma in Hotel and Restaurant Management or equivalent	3 years (Part time)

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COURSE TITLE	REQUIREMENTS	DURATION
Bachelor of Technology in Institutional Catering and Accommodation Management	<ul style="list-style-type: none"> • KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B and a pass in English/Kiswahili • Group II or Group III, 2nd Group II or 2nd Group II or 2nd Group III or Group IV or Group V • KCSE Mean Grade C- (Minus) and Diploma in Technology (Dip-Tech) in Institutional Catering and Accommodation Management or equivalent 	4 Years (Integrated Program) 3 years (Part time)
Bachelor of Science in Event and Convention Management	<ul style="list-style-type: none"> • KCSE Mean Grade C+ (plus) 	4 Years (Integrated)
Bachelor of Technology in Textile Technology	<ul style="list-style-type: none"> • KCSE Mean Grade C+ (plus) with C (plain) in Chemistry OR • Diploma in Technology in Textile Technology and KCSE Mean Grade C- (Minus) OR • KCSE Mean Grade D+(Plus), Certificate and a Diploma in Technology in Textile Technology 	4 Years (Part-time) 3 Years (Part-time)
Bachelor of Technology in Fashion Design NEW!	<ul style="list-style-type: none"> • KCSE Mean Grade C+ (plus) with C (Plain) in Chemistry OR • 3-year Diploma in Fashion Design from TUK or Equivalent together with KCSE Mean Grade C- (Minus) 	4 Years (Part-time) 3 Years (Part-time)
Bachelor of Science (Counselling Psychology)	<ul style="list-style-type: none"> • KCSE Mean Grade C+ (Plus) OR • KCSE Mean Grade C- (Minus) and Diploma in Technology in Counselling Psychology or its equivalent recognised by senate 	4 Years (Integrated programme) 3 Years (Part-time)
Diploma in Social Work and Community Development	<ul style="list-style-type: none"> • KCSE Mean Grade C- (Minus) and a Pass in Eng/Kis, Maths A/B or Group II, Group III, 2nd Group II or 2nd Group III or Group IV/V, 	3 Years (Integrated)
Diploma in Technology (Fashion Design)	<ul style="list-style-type: none"> • KCSE Mean Grade C-(Minus) with D+ (Plus) in Chemistry and a Pass in Maths A/B or Physics, Biology or HSC, Eng/Kis or any Group III or Group IV or Group V OR a one-year relevant certificate with KCSE D+ (Plus) 	3 Years (Integrated)
Diploma in Technology in Textile Technology	<ul style="list-style-type: none"> • KCSE Mean Grade C-(Minus) with D+ (Plus) in Chemistry and a Pass in Maths A/B or Physics, Biology or HSC, Eng/Kis or any Group III or Group IV or Group V OR a one-year relevant certificate with KCSE D+ (Plus) 	3 Years (Integrated)
Diploma in Technology (Hairdressing and Beauty Therapy)	<ul style="list-style-type: none"> • KCSE Mean Grade C-(Minus) with D+ (Plus) in Chemistry and a Pass in Maths A/B or Physics, Biology or HSC, Eng/Kis or any Group III or Group IV or Group V OR a one-year relevant certificate with KCSE D+ (Plus) 	3 Years (Integrated)
Diploma in Technology in Tourism and Travel Management	<ul style="list-style-type: none"> • KCSE C- (minus) Mean grade and D+ (plus) in Maths A/Maths B and a pass in Eng/Kis, Group II or Group III, a 2nd Group II/III any Group IV or Group V, OR relevant certificate from an institution recognised by senate with KCSE D+ (Plus). 	3 Years (Integrated)
Diploma in Technology in Event and Convention Management	<ul style="list-style-type: none"> • KCSE C- (minus) Mean Grade with a pass in English/Kiswahili, Mathematics A/B, Group III, Group II or 2nd Group III or any Group IV V. OR • Relevant certificate from an institution recognized by Senate together with KCSE D+ (Plus). 	3 Years (Integrated)
Diploma in Technology in Hotel and Restaurant Management	<ul style="list-style-type: none"> • KCSE C- (minus) Mean grade and D+ (plus) in Maths A/ Maths B, and a pass in Eng./Kis, Group II or Group III, 2nd Group II or 2nd Group III or Group IV or Group V. OR • Relevant certificate from an institution recognized by Senate together with KCSE D+ (Plus). 	3 Years (Integrated)
Diploma in Technology in Institutional Catering and Accommodation Management	<ul style="list-style-type: none"> • KCSE C- (minus) Mean grade and D+ (plus) in Maths A/ Maths B, and a pass in Eng./Kis, Group II or Group III, 2nd Group II or 2nd Group III or Group IV or Group V. OR • Relevant certificate from an institution recognized by Senate together with KCSE D+ (Plus). 	3 Years (Integrated)
SCHOOL OF INFORMATION AND SOCIAL STUDIES		
Bachelor of Science (Information Science)	<ul style="list-style-type: none"> • KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B 	4 years (Integrated programme)

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COURSE TITLE	REQUIREMENTS	DURATION
Bachelor of Technology (Information Studies)	<ul style="list-style-type: none"> • KCSE Mean Grade C- (Minus) and Diploma in Technology in Library Information Technology, Archives and Records Management, Information Science or equivalent 	3 years (Part-time)
Diploma in Technology in: Archives and Records Management	<ul style="list-style-type: none"> • KCSE Mean Grade C- (minus) and a Pass in Eng./ Kis., Group II/III and 2nd Group II/III or Group IV or Group V OR • Library and Information Technology 	3 years (Integrated programme)
Bachelor of Arts (International Relations and Diplomacy)	<ul style="list-style-type: none"> • KCSE Mean Grade C+ (plus) with C+ (plus) in Eng./ Kis. • KCSE Mean Grade C- (Minus) and Diploma in International Relations and Diplomacy or equivalent 	4 years (Integrated programme) 3 years (Part-time)
Diploma in International Relations and Diplomacy	<ul style="list-style-type: none"> • KCSE Mean Grade C- (Minus) with C- (Minus) in English/Kiswahili a Pass in Math A/B or Group II, Group III, 2nd Group II/III or Group IV/V 	3 years (Integrated Programmes)
Diploma in Disaster Management	<ul style="list-style-type: none"> • KCSE Mean Grade C- (Minus) with C- (Minus) in English/Kiswahili a Pass in Math A/B or Group II, Group III, 2nd Group II/III or Group IV/V 	3 years (Part-time)
Diploma in Criminology and Security Studies	<ul style="list-style-type: none"> • KCSE Mean Grade C- (minus) a Pass in Eng./Kis., Math A/B or Group II, Group III, 2nd Group II/III or Group IV/V 	3 years (Part-time)
Bachelor of Arts (Criminology and Security Management)	<ul style="list-style-type: none"> • KCSE Mean Grade C+ (Plus) with a Pass in Eng./ Kis., Math A/B or Group II, Group III, 2nd Group II/III or Group IV/V, OR • KCSE Mean Grade C- (Minus) and Diploma in Criminology or equivalent 	4 years (Part-time) 3 years (Part-time)
Diploma in Legal Studies	<ul style="list-style-type: none"> • KCSE Mean Grade C (plain) with C+(plus) in English/Kiswahili OR • KCSE Mean Grade C- (minus) and C (plain) in English/Kiswahili together with Certificate in Criminology, Criminal Investigations, Disaster Management, Criminal Justice or Crime Prevention or equivalent 	3 years (Part-time)

*Integrated programmes will be taught during the day on weekdays together with Government-sponsored students
Part-time programmes will be taught in the evenings and on weekends*

ONLINE APPLICATION PROCEDURE:

1. Create an Account with us or sign in if the account is already created;
2. Enter your personal details to obtain a **REFERENCE NUMBER** which is in the form of **APP/xxxxx/2021**;
3. Enter your academic qualifications and upload scanned copies of the corresponding certificates or result slips. Please note that result slips for examinations taken more than two years ago will not be accepted;
4. Pay the application fee of KES 2,000 for Diploma/undergraduate programmes, KES 3,000 for postgraduate programmes and KES 3,600 for foreign applicants. These payments should be made through **MPESA Paybill number 5236153** and account number should be your application **REFERENCE NUMBER** obtained in 2. above. The payment will be confirmed automatically after 24 banking hours;
5. After the elapse of 24 banking hours, return to this portal, log in and choose your preferred programme of study; thereafter,
6. **SUBMIT** your programme of choice and wait for the selection process to be concluded. Meanwhile, you are advised to frequently log in, using your account details, to establish the status of your application.

Please note that applications should be submitted **NOT later than 3rd June, 2022**. However, you are advised to frequently visit our website for extended deadlines, if any. Also note that the **2022/2023 Academic Year** commences on **4th July, 2022**.

Enquiries or clarification on the application for the programmes above may be made through the dedicated Admissions Office telephone number +254 20 2216136.

Haile Selassie Avenue • P. O. Box 52428 – 00200, City Square, Nairobi • Tel. +254 20 2219929, 3341639 (General enquiries) • Fax: +254 (020) 2219689 • E-mail: registrar.academic@tukenya.ac.ke

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THE TECHNICAL UNIVERSITY OF KENYA
SCHOOL OF GRADUATE AND ADVANCED STUDIES

POSTGRADUATE DEGREE PROGRAMMES

STARTING JULY 2022

THE Technical University of Kenya (TU-K) is one of the special public universities in Kenya providing technical education and training. At the same time, it engages in research and innovation that is focused on application of technological knowledge and skills in finding solutions to societal problems. The University invites applications from suitable and qualified persons to enrol for the following postgraduate programmes:

PROGRAMME	ELIGIBILITY	DURATION	PROGRAMME	ELIGIBILITY	DURATION
School of Mathematics and Actuarial Science					
Master of Science in Applied Statistics	<ul style="list-style-type: none"> A holder of at least a Second Class Honours (Upper Division), Bachelor's degree in Statistics of TU-K; or equivalent from another university recognized by the Senate OR A holder of a Second Class Honours (Lower Division) Bachelor's degree in Statistics of TU-K, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience or a postgraduate diploma/certificate in Statistics and one (1) year of relevant work experience. 	2 years	Masters of Technology in Petroleum Chemistry	<ul style="list-style-type: none"> At least a second class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognized by the senate of TU-K OR At least a Second Class Honours (Lower Division) degree of TU-K or equivalent from a university recognized by the senate of TU-K; with either at least two (2) years of relevant experience OR relevant Postgraduate Diploma with 1-year relevant work experience. 	2YRS
Master of Science in Mathematics (Pure Or Applied Mathematics)	<ul style="list-style-type: none"> A holder of at least a Second Class Honours (Upper Division), Bachelor's degree in Mathematics of TU-K; or its equivalent from a university recognised by the Senate of TU-K, OR A holder of a Second Class Honours (Lower Division) Bachelor's degree in Mathematics of TU-K, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience or a postgraduate diploma/certificate in Statistics and one (1) year of relevant work experience. 	2 years	Master of Science in Computational Chemistry	<ul style="list-style-type: none"> At least a second class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognized by the senate of TU-K OR At least a Second Class Honours (Lower Division) degree of TU-K or equivalent from a university recognized by the senate of TU-K; with either at least two (2) years of relevant experience OR relevant Postgraduate Diploma with 1 year relevant work experience. 	2YRS
School of Biological and Life Sciences					
Master of Technology in Applied Entomology	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR At least a Second Class Honours (Lower Division) degree of TU-K or equivalent from a university recognised by the Senate of TU-K; with either at least two (2) years of relevant experience OR relevant Postgraduate Diploma with 1 year relevant work experience 	2 years	School of Computing and Information Technologies		
Master of Technology in Applied Parasitology	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree in Biological or related field of TU-K or its equivalent from a university recognised by the Senate of TU-K OR 	2 years	Master of Technology in Computer Technology	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR At least a Second Class Honours (Lower Division) degree of TU-K or equivalent from a university recognised by the Senate of TU-K; with either at least two (2) years of relevant experience OR relevant Postgraduate Diploma with 1 year relevant work experience. 	2 years
Master of Science in Forensic Biochemistry	<ul style="list-style-type: none"> Second Class Honours (Lower Division) degree in Biological or related field or its equivalent from a university recognised by the Senate of TU-K with either two (2) years relevant work experience OR a postgraduate diploma in relevant field of biology. 	2 years	Master of Technology in Communication and Computer Networks	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR At least a Second Class Honours (Lower Division) Bachelor's degree of TU-K in the relevant field, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience OR a relevant postgraduate diploma/certificate and one (1) year of relevant work experience. 	Minimum 2 Years (Full Time) Maximum 4 Years
Master of Science in Applied Parasitology	<ul style="list-style-type: none"> Second Class Honours (Lower Division) degree in Biological or related field or its equivalent from a university recognised by the Senate of TU-K with either two (2) years relevant work experience OR a postgraduate diploma in relevant field of biology. 	2 years	Centre for Integrated Water Resource Management (CIWRM)		
School of Health and Biomedical Sciences					
Doctor of Philosophy in Biomedical Science: Options in	<ul style="list-style-type: none"> A holder of Bachelor's degree in relevant field A holder of a Master's degree in the relevant field 	6 semesters	Master of Technology in Integrated Water Resources Management	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR A holder of a Second Class Honours (Lower Division) Bachelor's degree of TU-K in the relevant field, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience OR a relevant postgraduate diploma/certificate and one (1) year of relevant work experience. 	Minimum 2 Years (Full Time) Maximum 4 Years
<ul style="list-style-type: none"> Medical Microbiology Medical Immunology Medical Parasitology Clinical Haematology & Blood Transfusion Science Clinical Chemistry Clinical Histocytopathology Medical Virology 			RELATED FIELDS OF STUDY: Integrated Water Resources Management (IWRM); Hydrology & Water Resources; Geography Chemistry; Biology; Biochemistry; Environmental Sciences; Political Sciences; Law, Governance and Public Policy; Economics; Earth Sciences; Meteorology/Climate Sciences, Civil Engineering; Water & Environmental Engineering; Biosystems and Environmental Engineering; Geospatial Engineering; Agricultural Engineering; Mechanical Engineering; Electrical Engineering; etc.		
Master of Science in Community Nutrition	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR At least a Second Class Honours (Lower Division) degree of TU-K or equivalent from a university recognised by the Senate of TU-K; with either at least two (2) years of relevant experience OR relevant Postgraduate Diploma with 1 year relevant work experience. 	2 years	School of Construction and Property Studies		
Master of Science in Medical Laboratory Science	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR At least a Second Class Honours (Lower Division) degree of TU-K or equivalent from a university recognised by the Senate of TU-K; with either at least two (2) years of relevant experience OR relevant Postgraduate Diploma with 1 year relevant work experience. 	2 years	Doctor of Philosophy in Construction Project Management	<ul style="list-style-type: none"> A holder of a Master's degree in Construction Project Management or related area, from TU-K or any other institution accepted and recognised by Senate, or A holder of a relevant Master's degree of Technical University of Kenya or of any other institution recognised by Senate A holder of a relevant Bachelor's degree of TU-K or from any other university recognised by the Senate of TU-K 	3 years
Master of Public Health	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR At least a Second Class Honours (Lower Division) degree of TU-K or equivalent from a university recognised by the Senate of TU-K; with either at least two (2) years of relevant experience OR relevant Postgraduate Diploma with 1 year relevant work experience. 	2 years	Master of Construction Project Management Research and Thesis	<ul style="list-style-type: none"> At least a second class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognized by the senate of TU-K OR At least a Second Class Honours (Lower Division) degree of TU-K or equivalent from a university recognized by the senate of TU-K; with either at least two (2) years of relevant industry experience OR relevant Postgraduate Diploma with 1-year relevant work experience. 	2 Years
School of Physics and Earth Sciences					
Doctor of Philosophy (Physics)	A holder of a Master's degree in any relevant field of Physics	3 Years	School of Mechanical and Manufacturing Engineering		
Master of Science (Physics)	<ul style="list-style-type: none"> At least a second class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognized by the senate of TU-K OR 	2 years	Master of Technology (Mechanical Engineering Technology)	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree or its equivalent from a university recognised by the Senate of TU-K OR Second Class Honours (Lower Division) degree or its equivalent in the relevant discipline with a Postgraduate diploma/certificate and 1 year of relevant work experience in the following areas: - 	2 years
Master of Science (Medical Physics)	<ul style="list-style-type: none"> At least a Second Class Honours (Lower Division) degree of TU-K or equivalent from a university recognized by the senate of TU-K; with either at least two (2) years of relevant experience OR relevant Postgraduate Diploma with 1 year relevant work experience. 	2 years	School of Electrical and Electronic Engineering		
Master of Technology in Environmental Resource Management	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR At least a Second Class Honours (Lower Division) Bachelor's degree of TU-K in the relevant field, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience OR a relevant postgraduate diploma/certificate and one (1) year of relevant work experience. 	2 years	Doctor of Philosophy in Electrical and Electronic Engineering (By Research)	<ul style="list-style-type: none"> A holder of a Master's degree in the relevant field from Technical university of Kenya, or A holder of a relevant Master's degree from another institution recognised by the Senate of TU-K A Bachelor's degree in a relevant field 	3 years
School of Chemistry and Material Science					
Doctor of Philosophy (Chemistry)	A holder of a Master's degree in any relevant field of Chemistry	3 Years	Master of Science in Electrical and Electronic Engineering	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR A holder of a Second Class Honours (Lower Division) Bachelor's degree of TU-K in the relevant field, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience OR a relevant postgraduate diploma/certificate and one (1) year of relevant work experience. 	2 years

PROGRAMME	ELIGIBILITY	DURATION
School of Business and Management Studies		
Doctor of Philosophy in Business Administration: • Accounting • Finance • Human Resource Management • Logistics and Supply Chain Management • Marketing Management • Strategic Management • Business Analytics • Information Systems and Technology Management • Operations Strategy and Management • International Trade and Business Management • Risk and Actuarial Science • Innovation and Entrepreneurship Management	<ul style="list-style-type: none"> • A holder of a relevant Master's degree of TU-K or of another university or institution recognized by Senate of TU-K; OR • A candidate enrolled for a Master's Degree in TU-K for at least one year who has, to the satisfaction of the Senate, shown exceptional progress in the research work to merit upgrading. 	2 years
Master of Arts in Entrepreneurship	<ul style="list-style-type: none"> • At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR • A holder of a Second Class Honours (Lower Division) Bachelor's degree of TU-K in the relevant field, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience OR a relevant postgraduate diploma/certificate and one (1) year of relevant work experience. 	2 years
Master of Business Administration: • Accounting • Finance • Human Resource Management • Logistics and Supply Chain Management • Marketing Management • Strategic Management • Business Analytics • Information Systems and Technology Management • Operations Strategy and Management • International Trade and Business Management • Risk and Actuarial Science • Innovation and Entrepreneurship Management	<ul style="list-style-type: none"> • At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR • A holder of a Second Class Honours (Lower Division) Bachelor's degree of TU-K in the relevant field, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience OR a relevant postgraduate diploma/certificate and one (1) year of relevant work experience. 	2 years
School of Information and Social Studies		
Doctor of Philosophy In Applied Linguistics	<ul style="list-style-type: none"> • A holder of a Master's Degree of Technical University of Kenya in the relevant field; OR • A holder of a relevant Master's Degree from another institution recognised by the Senate of TU-K, shown exceptional progress in the research work to merit upgrading, • A holder of Degree in the relevant field 	3 years
Doctor of Philosophy in Information and Knowledge Management	<ul style="list-style-type: none"> • A holder of a relevant Master's Degree from another institution recognised by the Senate of TU-K, shown exceptional progress in the research work to merit upgrading, • A holder of Degree in the relevant field 	3 years
Master of Applied Linguistics	<ul style="list-style-type: none"> • At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR 	2 years
Master of Science in Information and Knowledge Management	<ul style="list-style-type: none"> • A holder of a Second Class Honours (Lower Division) Bachelor's degree of TU-K in the relevant field, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience OR a relevant postgraduate diploma/certificate and one (1) year of relevant work experience. 	2 years

PROGRAMME	ELIGIBILITY	DURATION
Master of Science in International Relations	<ul style="list-style-type: none"> • At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR • A holder of a Second Class Honours (Lower Division) Bachelor's degree of TU-K in the relevant field, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience OR a relevant postgraduate diploma/certificate and one (1) year of relevant work experience. 	2 years
Centre for Science and Technology (CSTS)		
Postgraduate Certificate in Research Methods	<ul style="list-style-type: none"> • A holder of at least a first degree of the Technical University of Kenya (TU-K) or equivalent from another recognized university or institution, or any other qualifications recognized by Senate. 	3 months
School of Creative Arts and Media		
Master of Music in Music Education Or African Music Studies	<ul style="list-style-type: none"> • At least a Second Class Honours (Upper Division) degree of TU-K in the relevant field or equivalent from a university recognised by the Senate of TU-K OR • A holder of a Second Class Honours (Lower Division) Bachelor's degree of TU-K in the relevant field, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience OR a relevant postgraduate diploma/certificate and one (1) year of relevant work experience. 	2 years
Master of Musical Arts in Composition Or Performance	<ul style="list-style-type: none"> • A holder of a Second Class Honours (Upper Division) degree of TU-K in the relevant field, or equivalent from another university recognized by Senate with either at least two (2) years of relevant experience OR a relevant postgraduate diploma/certificate and one (1) year of relevant work experience. 	2 years
School of Hospitality and Human Ecology		
Doctor of Philosophy in Hospitality Management	<ul style="list-style-type: none"> • A holder of a Master's (Thesis Option) degree of TUK in Hospitality Management or related field OR • A holder of a Master's (Thesis Option) degree Hospitality Management or related field from another institution recognized by Senate. OR • A holder of a Master's (Non-Thesis Option) degree in Hospitality Management or related field from TUK or another institution recognized by Senate • A candidate may be required to take a pre-qualification exam in special circumstances 	A Minimum of 3 Years
Doctor of Philosophy in Fashion Design and Technology	<ul style="list-style-type: none"> • A relevant Master's degree of TU-K or of another university or institution recognized by Senate OR • A candidate enrolled for a Master's Degree in TU-K for at least one year who has, to the satisfaction of the Senate, shown exceptional progress in the research work to merit upgrading 	3 Years (Full-time) 7 Years (Part-time)
Doctor of Philosophy in Textile Technology	<ul style="list-style-type: none"> • A relevant Master's degree of TU-K or of another university or institution recognized by Senate OR • A candidate enrolled for a Master's Degree in TU-K for at least one year who has, to the satisfaction of the Senate, shown exceptional progress in the research work to merit upgrading 	3 Years (Full-time) 7 Years (Part-time)

ONLINE APPLICATION PROCEDURE:

1. Create an Account with us or sign in if the account is already created on the student portal;
 2. Enter your personal details to obtain a **REFERENCE NUMBER** which is in the form of **APP/xxxx/2021**;
 3. Enter your academic qualifications and upload scanned copies of the corresponding certificates or result slips. Please note that result slips for examinations taken more than two years ago will not be accepted;
 4. Pay the application fee of KES 2,000 for Diploma/undergraduate programmes, KES 3,000 for post-graduate programmes and KES 3,600 for foreign applicants. These payments should be made through **MPESA Paybill number 5236153** and account number should be your application **REFERENCE NUMBER** obtained in 2. above. The payment will be confirmed automatically after 24 banking hours;
 5. After the elapse of 24 banking hours, return to this portal, log in and choose your preferred programme of study; thereafter,
 6. **SUBMIT** your programme of choice and wait for the selection process to be concluded. Meanwhile, you are advised to frequently log in, using your account details, to establish the status of your application.
- Please note that applications should be submitted **NOT later than 3rd June, 2022**. However, you are advised to frequently visit our website for extended deadlines, if any. Also note that the **2022/2023 Academic Year** commences on **4th July, 2022**.

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Education and Training for the Real World

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