



THE TECHNICAL UNIVERSITY
OF KENYA

TUNNEWS

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TU-K Wins *Ushirikiano* Digital Challenge

TU-K to Sign
MoU with
the Railway
Museum

Also Inside:

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- ▶ We lead Africa in TVET Studies
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- ▶ Big Books Gift from Canada



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EDITORIAL

As we come to the last quarter and business end of 2019, TUKNEWS has gathered very interesting stories about the exploits of the students and staff in various disciplines. For instance, our students made The Technical University of Kenya proud by emerging

winner of the *Ushirikiano Digital Social Media Campaign 2019*. It was no mean feat for TU-K to emerge tops among 57 universities that took part in this EAC-sponsored competition. The win confirms that at TU-K, we mean business. Our students can stand up and compete favourably with the best from Africa and the world. More importantly was the fact that the students deepened their understanding of EAC's mission in creating a united region for the benefit of the residents of Kenya, Uganda, Tanzania, Rwanda, Burundi and South Sudan.

On the diplomatic front, our own Dr Esther Nyambura Mungai, has been appointed Kenya's new Ambassador and Deputy Head of Mission in Berlin, Germany. Dr Mungai is a Senior Lecturer at TU-K where she teaches entrepreneurship and strategic management. TU-K feels honoured by the Head of State, H.E President Uhuru Kenyatta for picking one of our academics to represent Kenya in German. It is our hope that even as she represents Kenya, Dr Mungai will specifically be a good ambassador of TU-K as we seek to widen our academic networks in German and Europe.

As an institution, TU-K is known for being ahead of the pack in matters innovation. For the first time in the history of Kenyan universities, we broke the tradition where orientation previously involved only students. We set record by inviting parents and guardians to join First Year students for the orientation programme. The objective was to involve parents and guardians in the students' academic journey to curb some of challenges they face such as drug abuse, misuse of money. I am glad to note that parents were very happy and assured us that they will monitor their children to ensure they complete their studies on time and without a hitch.

It is important to also note that mobile telephone service provider, Safaricom Limited, has launched a digital platform to help the youth gain knowledge and obtain self-reliance skills. The platform dubbed *Blaze Link* is designed to test the youth on their skills, provide them with technical skills to build on and match them with job openings in the market. I urge TU-K students to take advantage of the move by Safaricom and other blue-chip companies such as Samsung and Techno that have also shown interest in creating jobs for the youth by promoting the development of computer applications.

A few weeks ago, the University received a 40-foot container full of textbooks from Canada. The Textbook for Change charity shipped to TU-K 24,000 textbooks covering various programmes. The Canadian academic charity - Textbooks for Change was founded in 2013 by Chris Janssen and later launched in 2014. The organisation provides affordable and accessible education materials to university students. We are grateful to Mr Janssen for the gesture.

Enjoy your reading!

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Dr. Judith Waswa takes students through the newly-developed National Food Policy documents

Path Towards a Healthy Diet

TU-K's Department of Human Nutrition and Dietetics and the Ministry of Health held a one-day training to sensitize staff on the newly-developed nutritive policy guideline to help deal with all forms of malnutrition affecting human health.

School of Health Sciences Director Prof Alfred Orina, who opened the training, said the event focused on keeping staff members up-to-date with information from national health

documents aimed at increasing their knowledge and attitudes.

He commended the Ministry for gracing the event, adding that it advanced the institution's capacities towards service delivery in the teaching practice.

Department of Human Nutrition and Dietetics Chair Dr Judith Waswa who was the organizer of the event said the training sought to empower the teaching staff with knowledge and

skills to interpret national documents and enhance the department's outreach activities to students and employees regarding the importance of a healthy diet and physical activity.

She further said reports from WHO indicated that 63% of deaths that occur globally are attributed to non-communicable diseases (NCDs). These diseases include cancer, diabetes, cardiovascular disease and chronic respiratory ailments.

Handling Emergency Situations

St John Ambulance officials recently trained TU-K members of staff on emergency operations. The function was held at the Women's Hostels.

The training focused on the "chain of survival," and members were trained in handling unconscious but breathing individuals, unconscious but not breathing, those who have been choked, and bleeding complications.

They also trained in various areas such as how to detect danger in the event an individual has been injured, how to test for response from casualty,

opening the airway for the casualty, checking the pulse and putting the casualty in a recovering position while awaiting the ambulance.

The Occupational Safety and Health Act, 2017 seeks to secure the health, safety and welfare of employees and other people at the workplace and protect the public from the health and safety risks of business activities. It also aims at reducing workplace risks at the source. The training is conducted annually to boost the available human resource capacity in the university and enable them to handle emergency

operations due to the growing student population.

It was organized by the University Health and Wellness Services headed by Dr Argwings Kodhek, who said the acquired skills would help boost response to emergencies within the university. The newly acquired ambulance is always on stand-by to respond quickly to medical emergencies and staff and students are encouraged to call hotline number **0735860611** in case of emergency.

According to First Aid trainee development officer at St John

“What we eat and our nutritional status can result in cardiovascular diseases, some types of cancer and diabetes. Foods, diet and nutritional status, including overweight and obesity are also associated with elevated blood pressure and blood cholesterol, and resistance to the action of insulin. These conditions are not only risk factors for NCDs, but major causes of illness,” she emphasized

She said most university female students were in their childbearing age and therefore needed enough nutrient stores in the form of folic acid to prepare them for motherhood, noting that the National Nutrition Guidelines for Healthy Diets stipulates guidelines for all age-groups throughout the life cycle and this would as well benefit students greatly.

She asked the ministry to cascade this knowledge to other institutions of learning such as primary and high schools in order to achieve the horizontal health diet regimes across the age-groups.

“In primary and secondary boarding schools, the school managers need to plan well the food diets, bearing in mind the stage of development of our children. The students are facing adolescence growth spurt where the body requires enough nutrients and a healthy diet and physical activity to grow,” she pointed out. The new documents include the Kenya Food Composite Table of 2018, The

Kenya Food Recipe, National Food Guidelines for Health Diets and Physical Activity and The National Activity Plan 2017

According to the ministry’s programme manager for Food Fortification and Food Composite Database, who was the training’s main facilitator, Mr John Mwai, for many years Kenya has relied on American nutritional guidelines which were inconsistent with the Kenyan food composites, prompting the ministry to develop a local document to address emerging issues regarding homegrown food consumption throughout the life

“In primary and secondary boarding schools, the managers need to plan well the food diets, bearing in mind the stage of development of our children. The students are facing adolescence growth spurt where the body requires enough nutrients and a healthy diet and physical activity to grow.”

DR JUDITH WASWA

cycle of human life from conception to old-age.

He said the policy guidelines were developed in conjunction with the Ministry of Agriculture and international agencies such as the United Nations’ World Food Programme (WFP), the World Health Organization (WHO) and the Food and Agriculture Organization (FAO). The purpose of the development of the national documents is to localize the food composite regime and sensitize decision-makers to use the information for the benefit and well-being of the people and communities. He further said it will help institutions of higher learning to develop an interest in food analysis as an important area of teaching and research.

He said food composition data described the content of foods in terms of nutrients, energy and non-nutrients. This content forms the basis for almost all aspects of nutrition and represents the basic tools to improve nutrition, health and food security in all populations. Departmental staff who attended included Dr Mary Mugambi, Peris Cheruyoit, Janet Malla, Catherine Gutu, Lizbeth Karani, Susan Wairegi, Mildred Adhiambo, Carolyne Owange, and Paul Owino, a Master’s student. Mr Mwai was accompanied by the ministry’s programme manager for Health Diets and Physical Activity, Ms Leila Akinyi.

Ambulance, Mr Boniface Kitongu, who was the facilitator, the training was important as it equips staff with skills to enable them save lives and promote recovery while helping prevent the casualty’s health condition from worsening.

He said students should be included in the training to learn how to handle emergencies. “Emergencies can occur when the students are alone in the hostel, when they are on the way home or even when they are alone at home,” he said.



A first-aid training session in progress at TU-K



First year students follow proceedings during their orientation ceremony at the Main Hall

Leading Africa in TVET Studies

TU-K remains the most attractive university to students taking Diploma and Bachelor of Technology programmes in Africa.

Addressing first-year students and separately parents who had accompanied them for registration, Vice-Chancellor Prof Francis Aduol said TU-K was the only university teaching technical and vocational disciplines in Africa.

He said this status had given the university an edge in producing world-class technicians and technologists now shaping the industrial market in the electrical and electronic engineering, mechanical engineering, health science, and the built environment, hospitality and tourism sectors.

“Previously I thought we were second in Africa after Ibadan Technical University of Nigeria, but after further scrutiny, I discovered that the university existed online. It never physically existed,” Prof Aduol said.

He said the Diploma programmes were made flexible and students completed their studies within a period of three years, after which they

proceed for a Bachelor of Technology degree programme, completing within two years.

“Our diploma programmes are the most popular because they are marketable, practical-oriented and students taking this programmes are the most disciplined in the whole university,” he said. The Bachelor of Technology programme takes

The Diploma programmes were made flexible and students completed their studies within a period of three years, after which they proceeded for a Bachelor of Technology degree programme, completing within two years. — PROF. ADUOL

four years to complete, devotes two-thirds of the academic training to practical lessons, and all the university programmes are infused with technology.

TU-K graduates are most likely to work in sectors such as construction, manufacturing, product design, testing and technical services. He said the university had excellent and well-equipped workshops and highly qualified faculty, adding that it has a strong complement of professors and PhDs currently standing at 40 and 170 respectively.

“When I joined here, there was one PhD lecturer but the number has now grown. These are the people who will be moulding your children,” The V-C said. He asked the students to be responsible and take their studies seriously. He told parents that during his tenure, Technical University of Kenya has had only two student strikes, assuring them that their children will learn peacefully.

Deputy Chancellor in-charge of Academics, Research and Student



Parents Attend Students Orientation at TU-K

Affairs, Prof Paul Shiundu, asked the parents to work together with the university to address students' challenges.

He said that while students are expected to progress smoothly with their academic endeavours, some get discontinued due to failure to measure up to the expected academic requirements due to bad company, drug abuse and betting. "If your son came here for a four-year degree programme, the expectation as a parent is that he will graduate. However, this is not always the case as some end up engaging in drugs and dropping out of university."

He said some students commit money meant for fees on betting, and when they lose, they commit suicide. He asked parents to regularly visit the relevant faculty deans to monitor their children's progress. He said the university had set up programmes to sensitize students about the effects of drug abuse, betting, HIV/AIDS, STI/STDs by devolving peer counselling activities to schools and departments to ease access to attention.

The Technical University of Kenya held a historic students and parents orientation exercise at the institution's Graduation Square.

The function broke the tradition where orientation previously involved only students. Vice-Chancellor Prof Francis Aduol said TU-K had set a record as the first public university to invite parents and guardians together for the orientation programme.

He said the objective was to involve parents and guardians in the students' academic journey to curb some of challenges they faced such as drug abuse, misuse of school fees through betting, poor performance, absenteeism and other anti-social habits.

Prof Aduol said students were delicate in nature such that leaving them without proper follow-up could see them end up in bad company.


"Students are still young and it should not be assumed that they are grown up. Assuming that they are mature enough to take care of themselves is not bad, but remember they are still young and can be lured easily. It is everyone's duty to provide them with financial, moral and

emotional support."

Present were Deputy Vice-Chancellor, Academics, Research and Students, Prof Paul Shiundu, Students Support Services Director Prof Omondi Oketch, Academic Registrar, Dr. Hesbon Nyagowa, Senior Assistant Registrar, Students Recruitment and Admissions, Mr. Patrick Mathagu, Director, University Health and Wellness, Dr. Argwings Kodhek, and the Assistant Director, Student Accommodation and Catering Services, Ms Catherine Wainaina.

The event was an interactive question and answer discussion platform for parents and university officials. Parents expressed their gratitude to the V-C for involving them in the student academic affairs.

"We appreciate your sentiments and promise to work with you for the success of our children. It's the way to go. We thank you for involving us and this is the best way of ensuring our young people do not go astray. And to us parents and guardians we realize we have a major role to play. I wish all universities in Kenya would emulate this," said one of the parents.



TU-K Vice-Chancellor, Prof. Francis Aduol (second right) Director, School of Mechanical and Process Engineering Prof. Benard Odera (Right) and Executive Officer, Office of the Vice-Chancellor Mr. Cosmas Kanyadudi during their tour of France. The university took part in the 2nd Edition of Campus France event that was held recently in Paris, France

VC Attends Kenya Day in France

French universities are keen to establish collaborative initiatives in areas of education, research and training with the Technical University of Kenya (TU-K).

This was disclosed during the second Edition of Campus France-Kenya Day, held recently in Paris, France. TU-K held discussions with French education leaders and representatives of nine universities.

The institutions included CNRS-French National Scientific Research institution that works jointly with universities and researchers worldwide. Others were Ecole Internationale des Sciences du Traitement de l'Information (EISTI), Isara, Université de Bourgogne, Engineering School of Information and Digital Technologies (EFREI), Université Paris-Saclay, Université de Lille, EPF Ecole de l'ingénieur-E-S, and France Langue and Toulouse Business School.

Collaborations will focus on exchanging profiles of the university professors and researchers from which, CNRS would identify research partners.

The University further intends to establish MoUs to focus on post graduate training and also to seek

funding from European Community Action Scheme for the Mobility of University Students (ERASMUS) to support staff development programme.

TU-K would be interested in establishing collaborative frameworks in areas of film studies, engineering and technology.

The TU-K team, led by the Vice-Chancellor, Prof. Francis Aduol, included Director, School of Mechanical and Process Engineering, Prof. Bernard Odera, and Executive Officer, Office of the Vice-Chancellor, Mr. Cosmas Kanyadudi.

“TU-K is working closely with the Embassy of France in Nairobi and has on several occasions hosted the leaders of the mission including the Head of Cooperation and Cultural Affairs Department”

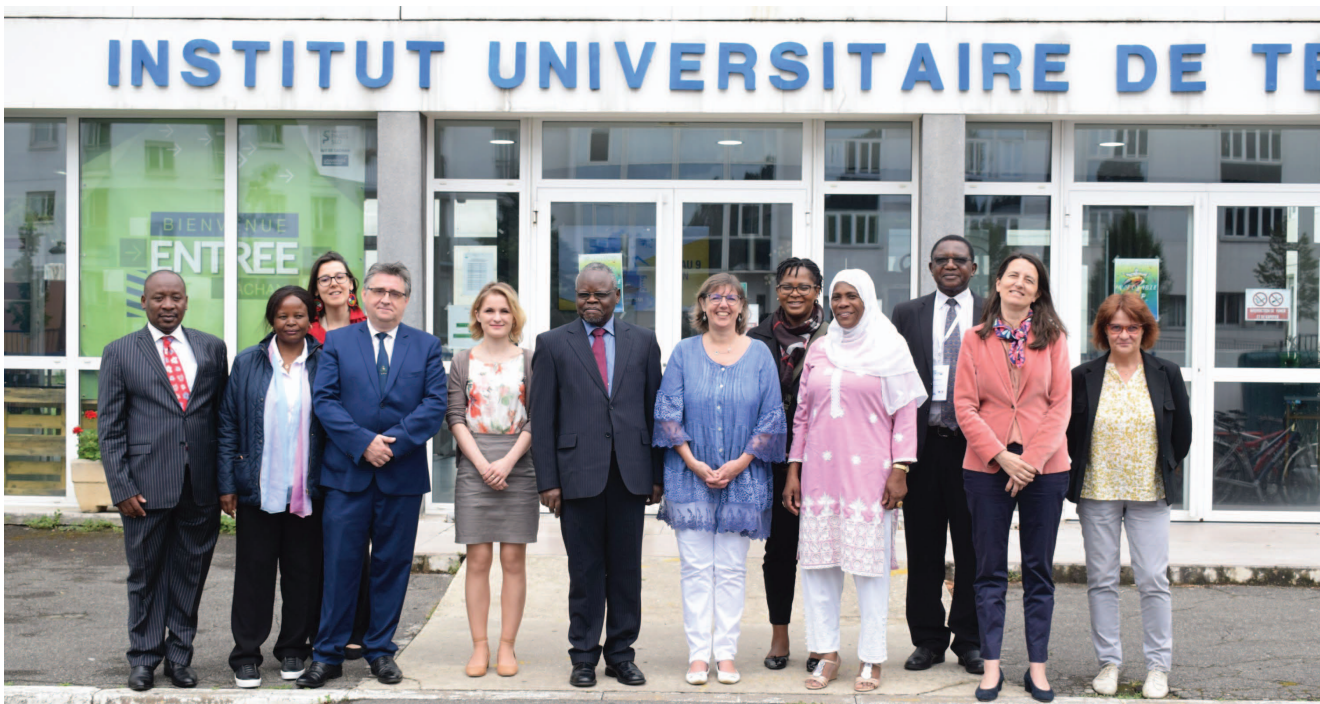
Presentations were made on topical issues around the long standing diplomatic relationship between Kenya and France and mainly focused on technical and higher education partnerships. TU-K is spearheading technical training in the country.

The University's working relationship with France dates back to 2016, when TU-K was represented in the first edition of Kenya Day, held in Paris, France. The event brought together Directors of International Relations and Linkages from various French Universities, Research Centres and TVET institutions.

TU-K is working closely with the Embassy of France in Nairobi and has on several occasions hosted the leaders of the mission including the Head of Cooperation and Cultural Affairs Department Mr. Cyril Gerardonand.

During the meeting, it was agreed that TU-K will invite the French Embassy in Nairobi to make a presentation on the opportunities in establishing and using joint laboratories with CNRS.

ISARA will find ways of offering scholarships to TU-K junior staff for further studies, with a view to support



TU-K team led by the Vice-Chancellor Prof. Aduol pose for a picture with other university leaders and representatives. TU-K is interested in establishing collaborative frameworks with French universities, in areas of film studies, engineering and technology, exchanging profiles of the university professors and researchers among other areas.

their development programme.

The team was informed that TU-K would be interested in the English taught programmes of Sustainable Food Systems and Innovation and Entrepreneurship Management at Master's level.

To strengthen ties in areas of tourism and hospitality, the team noted that TU-K would be establishing partnership to mount French language courses with the School of Hospitality and Tourism Studies, together with the Department of Language and Communication Studies.

TU-K would be keen to establish collaboration in Master of Business Administration in Aerospace and Aviation Systems Management for staff development.

Prof. Francis Aduol and the President of Universite' Paris Saclay, Prof. Sylvie Retailleau signed Memorandum of Understanding on behalf of TU-K and IUT Cachan respectively.

The ceremony was marked by brief remarks from the leaders of the two universities, followed by a tour of the IUT Cachan facilities. The team was taken through a tour of the teaching and training facilities of the IUT

Cachan. There was consensus that the MoU should facilitate acquisition of similar equipment for TU-K.

The VC and the Head of Cooperation, Mr. Cyril Gerardonheld, held discussions on the current scholarship opportunities at IUT Cachan.

It was agreed that the French Embassy in Nairobi would consider supporting two students on staff development programme once their admission at IUT Cachan is processed. The students would be placed under the Social Security Programme.

Mr. Goluck Konuko Bags First PG Scholarship Under TU-K IUT Cachan Cooperation

Following the successful establishment of academic cooperation between TU-K and Universite' Paris-Saclay, the French Government through the Embassy in Nairobi has granted TU-K opportunities for Postgraduate scholarships.

Under this framework, the two universities will undertake joint curriculum development and delivery. It will involve staff and student exchange in collaborative programmes with emphasis on project learning. This involves students working on projects with practical application as

part of their examinable syllabus.

However, of most significance was the granting of the initial Masters' Scholarship to Mr. Goluck Konuko of the School of Electrical and Electronic Engineering. Mr. Konuko will be joining Universite' Paris-Saclay in September 2019, to study Master of Multimedia Networking.

The Vice-Chancellor sent his appreciation to the Embassy of France and further congratulated Mr. Konuko for the award. *TUKNEWS* wishes him all the best.



TU-K students Ms. Audrey Misikho (2nd L) Ms. Tersesia Gichamba (C) and Ms. Irene Jerop (2nd R), who will be travelling to France to help in teaching English as assistants. They are with the French Language Coordinator, Dr. Teresa Otieno (L) and French Lecturer, Ms. Ann Wafula (R)

Students to Teach English in France

TU-K students are among a group of Kenyan students leaving for France to work as English teaching assistants for seven months.

They will be expected to teach in French primary or secondary schools. The programme is sponsored by the Embassy of France and the French Ministry of National Education.

The programme is designed to give students the opportunity to discover a new region and culture by working alongside an English teacher in a

French school environment. It is neither aimed at experienced teachers nor only students intending to become language teachers, but rather to provide a fantastic opportunity for the students to gain the seven months of international professional experience. The students begin the programme on 1st October 2019.

The students will be paid a gross monthly allowance of close to 80 thousand Kenyan Shillings.

The programme is open to students

of all disciplines who can demonstrate competence in French, and who are seeking to increase their linguistic and cultural proficiency. The students are expected to work in different cities. The TU-K students are: Audrey Nakhatama who will be based in Academy of Bordeaux, Teresia Wairimu, Academy of Clermont-Ferrent and Irene Jerop who will be heading to Academy of Rouen.

The Vice-Chancellor, Prof Francis Aduol, thanked the students for

'French for Hospitality' Lessons

TU-K French lecturers were among top scholars who attended training for French lecturers in April at the Alliance Française and Aga Khan Academy in Mombasa.

The training dubbed 'French for Hospitality' was organized by the French Embassy in collaboration with the Alliance Française of Mombasa and was conducted with the objective to equip the French language instructors with skills in the teaching of French for specific purposes,

specifically French for tourism and hospitality.

The program targeted lecturers and instructors of French language from public and private universities as well as TVET institutions from all over Kenya.

Dr Teresa Atieno-Otieno and Ms Ann Wafula, both from the Department of Language and Communication Studies attended the training.

The training was facilitated by

Ms Amandine Diogo, the education manager of Business French at the Chamber of Commerce and Industry in Paris, France.

The training was informed by the increasing demand for professional French speakers in various sectors of the economy that do not necessarily require general French language but rather a skewed linguistic capacity to facilitate execution of the professional mandate, according to Dr Atieno-Otieno.

securing the opportunity to work abroad and told them to portray a positive image of TU-K and our country, Kenya. He told the students to utilize the opportunity to learn the culture, further their French language and deliver appropriately.

He revealed that when he visited France recently, the French Government expressed concern that there were few Kenyans studying in their country contrary to expectations and asked for more Kenyan students to enrol.

He shared his experience while he was a student in Germany, saying the language barrier, harsh weather, food and cultural differences as some of the common challenges students should expect when living in a foreign country.

The V-C revealed how he had severally appealed to members of the students' union to pay a visit to any European country and experience how other people lived, recalling the good times he had as a student learning the European culture.

"Europeans fit easily with Africans and the African culture than Africans did when visiting Europe," he observed. He challenged the students to learn French and German and practice it by speaking to people.

He told them to create networks while there by visiting each other and creating more friends from outside.

The students were accompanied by their lecturers Dr. Teresa Atieno-Otieno and Ann Wafula from

the Department of Language and Communication Studies.

Dr Atieno-Otieno commended the students for performing very well in their mastery of the French language, the reason for their selection. She said Kenya was the second African country after South Africa to be admitted for this programme by the French Ministry of Education. Kenya was given 70 slots. Other students came from Kenyatta University, Moi University and Masinde Muliro University of Science and Technology.

Prof Aduol appealed to the Department of Language and Communication Studies to design a course programme for French to further the language.

According to the invitation letter, the role of the teaching assistant is cut out and will involve participating in language training for students in and out of class and to lead the class in the study of themes of civilization and, in general, aim to interest students and teachers in the language and culture of Kenya.

The programme is designed to give students the opportunity to discover a new region and culture by working alongside an English teacher in a French school environment.

Additionally, the teaching assistants will be expected to provide help in the classroom with oral and written English for small groups of students. Working either with a teacher in their class, or leading a variety of exercises with a small group of students, or conducting a variety of activities outside of school hours, and accompanying the teachers.

The assistant will also be expected to organize oral expression activities on their own with small groups of students or to work alongside the supervising teacher with the whole class. The assistant's timetable may be shared between up to three schools.

Furthermore, the teaching assistant will be expected to provide linguistic and cultural assistance to teachers. They will perform this by helping the teachers organize student visits, exchanges, exhibitions, drama groups, publication of a newspaper, school correspondence, club activities, and creation of didactic material.

The visiting students will also be expected to make recordings on tape for the audio-visual resources of the school's library by carrying with them supporting materials from newspaper articles, magazines, video, poetry, songs, tourist documents, and any other printed matter related to their everyday life.

At the primary level, the teaching assistants will be expected to work with children between the age of 8 to 11 years while for secondary school will be between 11 and 18 years.

She cited business, international relations and diplomacy field, events and convention management, tourism and travel management, information and knowledge management and hotel and restaurant management the sectors.

The four-day training conducted in a local classroom lecture approach, dwelt on activity development, classroom implementation and student assessment. Dr. Atieno-Otieno said the training was an eye opener for French teachers.

"This course is crucial for our university graduates whose job market

is basically local, apart from a few who secure placement on the international market.

For the lecturers, such training is important because it helps us update our pedagogical skills in tandem with international foreign languages trends," she added.

The French Embassy, through Linguistic and Education Attaché Ms Julie Briand, who was the coordinator of the training, said her country was committed to supporting the teaching and learning of French language in Kenya across the various institutions offering the language.

She said the embassy looked forward to upcoming trainings in other fields such as international relations and diplomacy, business, hotel and restaurant management.

"We look forward for positive impact in the teaching and learning of French in TU-K considering the French Embassy has granted three of their students to undertake a seven months paid internship 'teaching of English' in various primary and secondary schools in France," Briand said.



Étudiantes de la TU-K qui suivent divers programmes: Audrey Misikho, Teresa Gichamba et Irène Jerop, en compagnie de Docteur Teresa Otieno, coordinatrice du français et Mme Ann Wafula, professeur du français lorsqu'elles ont rencontré le vice-chancelier Professeur Francis Aduol, un mois avant le départ des étudiantes pour la France.

Les Étudiants de TU-K vont Enseigner l'Anglais en France

Les étudiantes de la TU-K font partie d'un groupe d'étudiants kényans qui partent pour la France travailler comme assistants de langue en anglais pendant sept mois.

Ils devront enseigner dans les écoles primaires et secondaires françaises et le programme est parrainé par l'ambassade de France et le ministère français de l'Éducation nationale.

Le programme est conçu pour donner aux étudiants l'occasion de découvrir une nouvelle région et une nouvelle culture en travaillant aux côtés d'un professeur d'anglais dans un environnement scolaire français. Il ne

visent ni les enseignants expérimentés, ni uniquement les étudiants souhaitant devenir enseignants de langues, mais plutôt une occasion fantastique pour les étudiants d'acquiescer les sept mois d'expérience professionnelle internationale. Les étudiants commencent le programme le 1er octobre 2019.

Les étudiants recevront une allocation mensuelle brute de près de 80 000 shillings Kényans.

Le programme est ouvert aux étudiants de toutes les disciplines qui peuvent démontrer leurs compétences en français et qui cherchent à améliorer leurs compétences linguistiques et

culturelles. Les étudiants sont censés travailler dans différentes villes. Les étudiants de la TU-K sont: Audrey Nakhatama qui sera basée à l'académie de Bordeaux, Teresa Wairimu, à l'académie de Clermont-Ferrent et Irène Jerop qui se rendra à l'académie de Rouen.

Lors d'une réunion avec le vice-chancelier, Professeur Francis Aduol, le V-C a remercié les étudiants d'avoir obtenu la possibilité de travailler à l'étranger et leur a demandé de donner une image positive de la TU-K et de notre pays, le Kenya. Il a dit aux étudiants d'utiliser cette opportunité pour apprendre la culture, approfondir

IBL a Boost for Career Choices

The Department of Economics and Resource Management in the School of Business and Management Studies has taken Industry-Based Learning (IBL) for third year students to a completely new level.

During a recent course, students were taken through invigorative topics by the Career Management Centre team. Most of the topics covered are widely ignored by education givers,

all in the assumption that people are knowledgeable when it comes to such matters.

One of the topics was curriculum vitae writing. Here students were made aware of the do's and don'ts when it comes to creating a captivating CV and what recruiters look out for.

Jane Mutisya, a career coach and career development facilitator, briefly touched on interviewing skills

mostly used by recruiters. She gave tips on recruiting cycle from the type of resume review to offer, and what recruiters look for in CVs. She explained to students why job offers are based on how you perform during the most critical interview moments.

Ms Mutisya asked students to think big and aim high while striving to be strategic and think about their careers as building a skyscraper.

leur langue française et donner les résultats escomptés.

Il a révélé que lors de sa visite récente en France, le gouvernement français avait fait part de sa préoccupation devant le fait que peu de Kenyans étudiaient dans leur pays contrairement aux attentes et avait demandé à davantage d'étudiants kényans de s'inscrire.

Il a partagé son expérience d'étudiant en Allemagne, soulignant que la barrière de la langue, les intempéries, la nourriture et les différences culturelles étaient les défis communs auxquels les étudiants devraient s'attendre lorsqu'ils vivaient dans un pays étranger.

Le V-C a révélé à quel point il avait individuellement appelé les membres du syndicat des étudiants à se rendre dans n'importe quel pays européen et à faire l'expérience de la vie d'autres personnes, rappelant les bons moments qu'il avait passés à apprendre la culture européenne.

“Les Européens s'intègrent facilement avec les Africains et la culture africaine par rapport aux Africains lorsqu'ils visitaient l'Europe”, a-t-il observé. Il a mis les étudiants au défi d'apprendre le français et l'allemand et de le pratiquer en parlant avec des gens.

Il leur a dit de créer des réseaux pendant leur séjour en se rendant visite et en créant plus d'amis de l'extérieur.

Les étudiantes étaient accompagnées de leurs professeurs, Dr. Teresa Atieno-Otieno et Mme Ann Wafula du Département des études de langue et de communication.

Dr. Atieno-Otieno a félicité les étudiantes pour leur très bonne maîtrise de la langue française, qui a motivé leur sélection. Elle a déclaré que le Kenya était le deuxième pays africain après l'Afrique du Sud à être admis pour ce programme par le ministère français de l'Éducation. Le Kenya a eu 70 places. Les autres étudiants venaient de l'Université Kenyatta, de l'Université Moi et de l'Université des sciences et technologies Masinde Muliro.

Professeur Aduol a fait appel au Département des études de langue et de communication pour concevoir un programme de cours de français afin de promouvoir la langue.

Selon la lettre d'invitation, le rôle de l'assistant de langue est défini: il s'agira de participer à une formation linguistique pour les étudiants en classe et en dehors de celle-ci et de diriger la classe dans l'étude sur des thèmes de civilisation et, en général, d'intéresser les étudiants et des enseignants de la

Le programme est conçu pour donner aux étudiants l'occasion de découvrir une nouvelle région et une nouvelle culture en travaillant aux côtés d'un professeur d'anglais dans un environnement scolaire français.

langue et de la culture du Kenya.

De plus, les assistants de langue devront fournir de l'aide en anglais oral et écrit à de petits groupes d'élèves. Travailler soit avec un enseignant de leur classe, soit en effectuant divers exercices avec un petit groupe d'élèves, ou en effectuant diverses activités en dehors des heures de classe et en accompagnant les enseignants.

L'assistant devra également organiser des activités d'expression orale seul avec de petits groupes d'étudiants ou travailler aux côtés de l'enseignant principal avec toute la classe. L'horaire de l'assistant peut être partagé entre trois écoles au maximum.

En outre, l'assistant de langue devra fournir une assistance linguistique et culturelle aux enseignants. Ils le faisaient en aidant les enseignants à organiser des visites d'étudiants, des échanges, des expositions, des groupes de théâtre, la publication d'un journal, la correspondance scolaire, des activités de club et la création de matériel didactique.

Les assistants de langue devront également enregistrer sur bande magnétique les ressources audiovisuelles de la bibliothèque de l'école en emportant avec eux les supports suivants: articles de journaux, magazines, vidéos, poèmes, chansons, documents touristiques et tout autre matériel imprimé en rapport avec leur vie quotidienne.

Au niveau primaire, les assistants devront travailler avec des enfants âgés de 8 à 11 ans, tandis que pour le secondaire, ils auront entre 11 et 18 ans.

Other topics discussed were job search techniques and career killing moves, personal branding where they talked about body language, dress code, personal grooming and social media management.

The IBL programme helps students explore all aspects of their careers; it also works to prepare them for the transition to industry needs.

Ms Florence Nelima a Lecturer in Economics and Resource Management, was the organizer of the IBL activities that usually take three months with intensive theory and

fieldwork that requires supervisors to visit students at different strategic stations they are posted to work in Nairobi.

A lot of data out there shows that for many students, the first year [in university] is the make-or-break one for them,” Nelima explains.

“If they don't feel like they are succeeding in their studies, many students struggle to graduate from the university”.

TU-K is the only university that offers the IBL programme as a non-compulsory unit. It is designed in such

a way that the students' supervisors at the company they are attached to assigns them a challenge that fits within the curriculum of their course of study. After the student has accomplished it, the supervisor together with the lecturer will assess and grade the student depending on their performance.

Among the speakers who came from Career Management Centre was Jane Mutisya, Eve Mutio, Lillian Mutua and Jackie Karimi.

TU-K Don is Kenya's Envoy to Germany



Dr. Esther Nyambura Mungai

Dr Esther Nyambura Mungai is Kenya's new Ambassador and Deputy Head of Mission in Berlin, Germany.

Prior to this appointment, Dr Mungai was a Senior Lecturer at the Technical University of Kenya (TU-K), teaching entrepreneurship and strategic management.

Her main assignment will be to pursue Kenya's foreign policy and international trade affairs with the overarching objective of protecting, promoting and projecting the nation's interests abroad.

She will endeavour to further the five pillars of diplomacy - economic, peace, environment, culture and diaspora relations - to realize a robust and sustained economic transformation befitting the goals and aspirations of Kenya Vision 2030.

The scholar holds a PhD in Business Administration (Entrepreneurship) and an MBA (Strategic Management) both from the University of Nairobi. She also holds a Bachelor's degree in Education (BEd) from Kenyatta University. While at TU-K,

Dr Mungai served as Chair of the Department of Entrepreneurship and Technology Management, and curriculum development, faculty research colloquium and technology transfer committees.

Besides academia, Ambassador Mungai has served as a director, National Drought Management Authority, where she chaired the strategic committee, and as a member in both audit and human resource committees.

She also served as a pioneer director representing women interests in Kiambu County, Biashara Fund, an initiative that sought to economically empower women, youth and disabilities in the county.

persons with

"I am driven by a burning desire to project the positive image of our country and that of Kenyans across the nations by addressing core issues of national interest such as strategic engagements, trade, international relations, trans-border security,

corruption, crimes and violence, narcotics. I will seek to project Kenya's strategic significance in diplomacy and partnerships with other nations in areas such as bilateral and regional peace, security and the economy," Dr Mungai says.

During her illustrious career, Dr Mungai has participated in the design, development and implementation of the practical training programme to promote and protect the basic human rights of children, a programme of the Global Movement for Children under the auspices of the United Nations.

Dr. Mungai holds a PhD in Business Administration (Entrepreneurship) and an MBA (Strategic Management) both from the University of Nairobi and a Bachelor's degree in Education from Kenyatta University.

She also attended the open space workshop for Youth Enterprise Facility (YEF), a partnership between the African Commission, the Youth Employment Network and the International Labour Organization (ILO) to establish the Africa Entrepreneurship Business Mentoring Programme.

The programme was the consolidated effort of Inoorero University, ILO through the YEF), Kenya Private Sector Alliance, Federation of Kenya Employers, African Youth Trust and the Royal Danish Embassy. Over the years, Dr Mungai has proved to be an excellent negotiator with exemplary communication and public speaking skills effectively gathering facts and credible information while making timely reports as attested to by her extensive research work.



Log on to the 'BLAZE Link' to Jobs

Safaricom's Blaze ceremony and launch at TU-K's Main Hall

Mobile service provider Safaricom Limited has launched a digital platform to help the youth gain knowledge and obtain self-reliance skills.

The platform dubbed *Blaze Link* is designed to test the youth on their skills, provide them with technical skills to build on and match them with job openings in the market.

Addressing students when she launched the platform at TU-K, Safaricom head of Consumer Segment and Marketing, Fawzia Ali Kimathi, asked students to take advantage of the innovation and create job opportunities for themselves.

She said the innovation was a milestone considering that 22.2% of the youth in Kenya remain unemployed despite being graduates from colleges and universities.

To this end, she said, Safaricom had rolled out an e-learning platform to empower the youth by offering them a free online digital link that could enable them hit the market with and become their own bosses.

She said the link was accessible to everyone and successful students will be linked for further training. "After

logging in, you are given a test which will help you identify your strength and skills," she noted.

The innovation is a new addition to the **Be Your Own Boss (BYOB)** platform which focused on empowering the youth as they journey towards success.

She said TU-K is a renowned institution for technical and vocational

Safaricom has collaborated with Google, Wezesha, Cloud Factory and Brighter Monday to offer thousands of free online courses cutting across multiple disciplines including sales and marketing, finance, agriculture, creative arts, programming and development.

disciplines, and asked students to take up the challenge. "Youths with talents and passion miss out because they don't have the resources and opportunity to harness their skills. Now Blaze Link will offer these solutions and we are targeting about 1.3 million youths," she said.

Safaricom has collaborated with Google, Wezesha, Cloud Factory and Brighter Monday to offer thousands of free online courses cutting across multiple disciplines including sales and marketing, finance, agriculture, creative arts, programming and development.

The platform directs and connects Kenyans under the age of 26 to job opportunities. The partners will offer their expertise in ensuring that the platform links people to opportunities by giving them visibility.

TU-K alumnus and IBM's country manager for Eastern Africa, Mr Nicholas Nesbitt, said IBM, Google and Safaricom had embraced digital learning faster. "This is where you do not necessarily have to learn everything or refer to books and memorize, but to know how to get it and where," he said.



The Makonde, Kenya's 43rd Tribe

Journalism students join in to try a Sindimba dance when they visited the Makonde people who were recently recognized as the 43rd tribe

Most Kenyans know about the 42 tribes of Kenya but only a few are aware about the country's 43rd tribe. The Makonde came into the limelight in February 2017 when President Uhuru Kenyatta officially naturalised their status to become Kenyans, many years after they started agitating for citizenship.

In October 2016, determined to get President Kenyatta's audience, they embarked on a long trek of over 400 kilometres from Kwale County to Nairobi. Despite frustrations along the way, they finally met the President who was remorseful because Kenya had 'taken too long to consider you as our brothers and sisters'. The long trek would mark the last time they would be referred to as stateless people.

"Thanks to President Uhuru Kenyatta's government, we are now Kenyan citizens," said community spokesperson, Thomas Nguli.

Technical University of Kenya journalism students took a trip to the Makongeni village in the South Coast, Kwale County, to find out more about the Makonde community and their life now after they were recognized as Kenyan citizens.

The Makonde welcomed the students with their proudly cultural Sindimba dance accompanied by traditional songs they perform on special occasions. The acquisition of citizenship and national identity cards

(IDs) has certainly put a smile on the faces of the Makonde, and solved many of their problems.

Initially they could not work in government and some companies because they did not possess IDs, but things have changed since community members can now be recruited as police officers and others by the National Youth Service (NYS).

Mzee Nguli says they can now open bank accounts and register for MPESA mobile money transfer services. This has reduced confrontations that existed when they used their neighbours' ID cards. It has also enabled them access education services since their children can now get birth certificates, a requirement for all admissions. Teresia, 25, says women have not been left behind; they have joined sacco's supporting small businesses and creating employment.

However all is not well. "We are happy now that we are Kenyans but we are still faced with many challenges. For example, we do not possess any land. We have no title deeds to this village we have called home for a long time," says Nguli.

Many of them are living on abandoned plantations or on government land for which they now appeal to the president to issue them with title deeds. The community of about 15,000 people came to Kenya in the 1930s and settled in Makongeni

to work on sisal plantations at the country's coast.

The community speaks Kimakonde and Kiswahili. Mzee Nguli notes that Kimakonde is slowly fading away since children born today predominantly speak Kiswahili. The Makonde have also intermarried with members of the Kamba and Luo communities who are their neighbours at Makongeni.

The national ID is an important document in Kenya as a proof of citizenship particularly in dealings with the government and even the private sector. "We've struggled for many years to acquire them," says Nguli.

He noted that there were some periods during President Moi's era when the Makonde were not allowed to speak out their complaints in public. If anyone dared, they would be apprehended. Apart from the Makonde, Nubians are also pleading for citizenship.

They were brought to Kenya from Sudan by the British colonialists in the 1880s to fight imperial wars. After World War II, they settled in Kenya and elsewhere in East Africa with their pursuit for citizenship and land rights remaining elusive. However, Nguli says the Makonde's efforts were fruitful because they remained persistent and always came out to explain their need for recognition.



From left, Director of Library, Learning Resource Services, Dr. Sarah Kibugi, Vice-Chancellor Francis Aduol, DVC in-charge of Academics, Research & Students Prof. Paul Shiundu, scan through textbooks donated to the university from Canadian academic charity "Textbooks for Change"

Big Books Gift from Canada

The Technical University of Kenya Library has received a rare donation of 24,000 textbooks covering various programmes from the Canadian academic charity — *Textbooks for Change*.

The 40-foot container of books was shipped in from Canada where the non-profit organization *Textbooks for Change* is based.

Textbooks for Change was founded in 2013 by Chris Janssen and later launched in 2014. The organization provides affordable and accessible education materials to students across the globe.

TU-K got the entire collection of books on business, hospitality and tourism, engineering and other programmes free of charge, the only cost involved was the freight charge up to the port of Mombasa and the clearing fee from the port.

The journey to get these books started in November 2018, when Director for Library and Learning Resource Services, Dr. Sarah Kibugi

requested for the donation after getting approval from Vice-Chancellor, Prof. Francis Aduol.

A request to Textbooks for Change was then made, but before they could approve the request from TU-K, they required a breakdown of all the programmes offered. In addition, an online form had to be filled with the necessary details as an assurance TU-K would be able to handle a donation of this size and also use most or all the books donated.

In February this year, the request took shape and the containers left Canada on 14th March, arriving at TU-K on 27th May where they were received by the Vice-Chancellor accompanied by the Deputy Vice-Chancellor — Academics, Research and Students, the Director Library and Learning Resources Services and members of staff.

The Library staff were quite excited as this was the first time they were receiving such a large number of books, which will make a difference in

teaching, learning and research - the core values of a university.

The V-C acknowledged that the books were good and would serve TU-K well. The library director said the donation was a big boost for the TU-K, which had not been very attractive to students because of its dwindling stock. "We believe this is a new beginning for the library and that both staff and students will be make good use of the books," she added.

Textbooks for Change representative Chris Janssen visited TU-K to find out how the books were received, how they are being worked on, the usage and if they will be beneficial to the TU-K fraternity.

He was very happy to find the library staff busy cataloguing the books and preparing them for circulation. He pledged to give more donations due to the good work done. He also promised to return to TU-K in October so that he can assess the use of the books and meet with the university management.



HEP SSA is encouraging strategic partnerships to enrich engineers and improve engineering research in Kenyan universities.

British Deputy High Commissioner, Susie Kitchens speaking during Higher Education Partnerships in sub-Saharan Africa (HEPSSA) stakeholder workshop held at Crowne Plaza Hotel

Engineering Studies Enriched

Some of the initiatives include developing programmes that encourage Kenyan industry entrepreneurship, supporting the establishment of research institutions like KIRDI, KEMRI and KIPI by putting relevant policies in place.. — AMB DR JOSEPH KIPLAGAT

Universities have been urged to revise their programmes to suit the emerging industry needs, and in particular, the manufacturing sector.

Higher Education Partnership in the Sub-Saharan Africa Programme (HEP SSA) Programme Manager, Mr Sebastian Scott, said the programme is a national academy with a global outlook supported by the Anglo-American Group Foundation and the UK government through the Global Challenges Research Fund established by the Royal Academy of Engineering in 2016.

He said HEP SSA aims at ensuring that higher education in Africa produces engineers with the knowledge required to meet industry needs, address shortage of engineers and highlight the role of engineering in driving economic development in the region.

The British Deputy High Commissioner, Susie Kitchens, and The Technical University of Kenya,

with the support from The Royal Academy of Engineering (UK), were the hosts of the workshop themed ‘Professional Engineering Registration of University Lecturers through University-Industry-Professional Body Partnership’ held earlier this year.

The keynote speaker, Department of Industrial Information and Research Director, Amb Dr Joseph Kiplagat, said the government through the Ministry of Industry, Trade and Cooperatives was working to identify sectors that can contribute to the growth of engineers.

“Some of the initiatives include developing programmes that encourage Kenyan industry entrepreneurship, supporting the establishment of research institutions like Kenya Industrial Research and Development Institution (KIRDI), Kenya Medical Research Institution (KEMRI) and Kenya Industrial Property Institute (KIPI) by putting relevant policies in place,” he said.



British Deputy High Commissioner Susie Kitchens (Front Left), exchange business cards with Vice-Chancellor, Prof. Francis Aduol (right), as DVC-ARS, Prof. Paul Shiundu (centre), looks on. This was during Higher Education Partnerships in sub-Saharan Africa (HEPSSA) stakeholder workshop held at Crowne Plaza Hotel, Nairobi.

The programme is currently funding several universities, indirectly supporting an additional, as well as over 100 local and regional industries.

Since 2016, over 1,500 teaching staff and over 1,400 students have taken part in secondments, workshops, guest lectures and training sessions.

“Engineering teaching must be applied to real life and needs to be more hands-on. Students are the next generation of Africa’s engineers and should play a pivotal role in redesigning engineering education and programmes such as HEP SSA must always remain needs-led,” he said.

He emphasized on collaborations between African academia and African industry to ensure more sustainable and united engineering development within the continent. “The institutions selected for the programme not only receive funding and support from the academy and its extended networks, but the students and staff gain experience through partnerships with local industry to create real changes within their communities,” he added.



TU-K Department of Aerospace and Aviation Engineering Chair, Prof. Faustin Ondore, speaks during the Higher Education Partnerships in Sub-Saharan Africa (HEPSSA) inception workshop

Kitchens said the HEP SSA programme was founded in 2013 to form and strengthen the relationships between academia and industry, adding that the programme ensures that the higher education system in sub-Saharan Africa produces engineers with the required skills.

Murang’a University, Machakos University and Masinde Muliro University have benefited from the programme. TU- K has also benefited by partnering with the Newton Utafiti

Fund. The HEP SSA programme has supported over 160 academics and is continuing to lay emphasis on collaboration in sub-Saharan African universities,” she added.

The workshop was attended by Deputy Vice-Chancellor, Academics, Research and Students, Prof Paul Shiundu, Faculty of Engineering Science and Technology (FEST) Executive Dean, Prof Eng Alex Muumbo and lecturers from various universities.



Members of staff who included secretaries and clerks at Cooperative University in Karen, Nairobi. Some of them are involved in office management, quality management standards and the institution's quality service charter.

1.



Former Chief Justice Dr. Willy Mutunga together with TU-K DVC in-charge of Academics, Research & Students Prof. Paul Shiundu, University Students Support Services Director Prof. Omondi Oketch, other staff and SATUK officials led by the chairman Paul Karanja view portraits of Heroes and Heroines during a 'Team Courage' Exhibition held at the university recently. Dr. Mutunga challenged to strive stand out and change society through spaces in the family, community and in the country.

2.

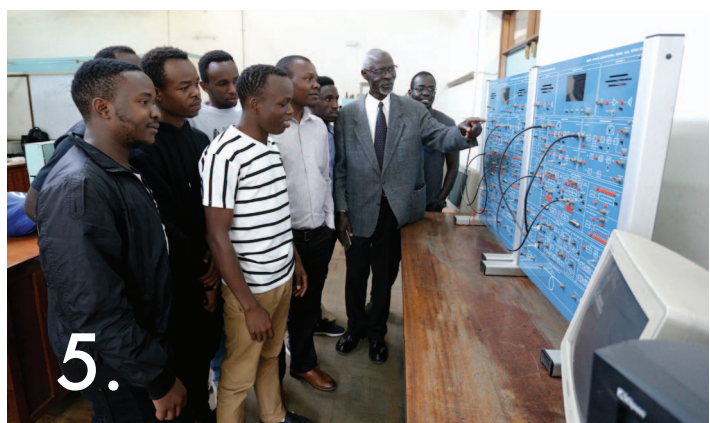


In this group picture taken during an ISO workshop the topical areas they were trained in included records management, ISO 900:2015, general communication facets,

SATUK Chairman Mr. Paul Karanja (third from left) with student leaders from other universities met the VC Prof. Francis Aduol who is also Chairman of Vice Chancellors' Committee. They discussed issues including student leadership and their involvement in university management.



A participating student busy with technical operations at TU-K's Advanced Engineering Workshop during the annual Avic International Africa Challenge that brought together competitors from various technical colleges and universities across Africa.



Prof. Robert Jalang'o Akello take Bachelor of Engineering - Electrical & Electronic Engineering students through concepts in integrated optics and photonic and microwave engineering systems

TU-K to Sign MoU with the Railway Museum

The Technical University of Kenya will sign a Memorandum of Understanding (MoU) with the Nairobi Railway Museum to benefit creative arts students with real-life job market experiences and entrepreneurship exposure.



Vice-Chancellor Francis Aduol, speaks at the Nairobi Railway Museum during an exhibition ceremony organised by the School of Creative Arts and Technologies (SCAT)



Design and Creative Media student, Mr. Joseph Musyoki (Left), takes the VC through his project called 'Lost' under the category "Stop Animation" during the exhibition at the Nairobi Railway Museum

The Railway Museum neighbours TU-K and is the old East Africa railway's historical hub. It attracts local and international tourists, organizations and institutions to see steam locomotives and train engines, railway lines and an array of artistic material crafted at designated sections within the museum.

The Museum is a beehive of ingenuity and handicraft activities with a mix of young and old curators and historians exhibiting creative works of art, inducting knowledge sharing forums, talent and entrepreneurship incubation.

Vice-Chancellor, Prof. Francis Aduol said the museum facility had in the past worked with the university and it would be in the interest of both institutions to formalise the relations to ensure continuity in ensuring industry training and placement among university students and graduates.

The VC spoke during an exhibition ceremony organised by the School of Creative Arts and Technologies (SCAT) where finalist students

showcased brilliant innovations. The projects also form part of the students' final examination projects. "Even before we transformed from The Kenya Polytechnic, the University collaborated with the museum. We appreciate the relationship and will sign an MoU to help our students interact with real work environment," Prof Aduol said.

The V-C praised the students for the brilliant work they exhibited, noting that the university will help them compile their work into a report book students can use as a portfolio whenever they are seeking for internship or job placements.

"We will work with the School to see how to create a *coffee book* to showcase this excellent work, this can be distributed to prospective corporates," he added. Elias Randiga, the Assistant Curator at the museum welcomed TU-K's collaboration interest and endeavours in training noting that the Railway Museum is the only one of its kind in the region and played a pertinent role in the making of Nairobi city.

Faculty of Social Sciences and Technology Executive Dean Prof Peter Matu challenged the students to always think of opportunities in the job market while pursuing their studies.

"We are impressed that you are able to interpret theories. It is the mandate of the university to ensure learners solve problems through creative means," said Prof Matu, adding that the exemplary results demonstrate the lecturer's commitment.

SCAT Director Prof Odoch Pido commended the alumni for continually supporting the department and challenged them to help graduates seeking internships and job opportunities.

"We are happy to receive support from our former students. Mr Sam Obar, who is doing very well in the industry, brought us an iMac computer," said Prof Pido.

Former TU-K DVC Prof Suki Mwendwa also appreciated efforts put in by the alumni and challenged the University to put up an equipped studio for students to experience hands-on learning.



Faculty of Social Sciences and Technology Executive Dean, Prof. Peter Matu receives the Ushirikiano Digital Challenge award on behalf of the University from Youth Enterprise Development Fund Chairman Ronnie Osumba. The university emerged best in East African Community (EAC) sensitization competition dubbed 'Ushirikiano Digital Social Media Campaign.'

TU-K Wins Ushirikiano Digital Challenge

Students from The Technical University of Kenya are the 2019 edition of the just concluded East Africa Community-sponsored competition dubbed 'Ushirikiano Digital Social Media Campaign', after beating 57 other universities.

“Despite minimal resources in production of this content, we were surprised by the vigour and creativity displayed by the students. The campaign reached over 10 million people aggregated from all target platforms,”

— DR ALICE YALLA,

As part of the Ministry of East African Community and Regional Development responsibility in public education, university students were invited from across the country to participate in the online-based competition.

The educational campaign sought to help in public sensitization on the EAC bloc's core integration obligation of ensuring robust socio-economic and political growth focusing on young people access information through online-based platforms. This campaign was steered toward creation of multimedia communication content that generate discussion and debate around integration within the EAC.

Students were placed in thematic areas and tasked to develop content

either in picture form, infographics, videos or write-ups. This content was submitted and distributed on Twitter, Facebook, WordPress, YouTube and Instagram online platforms.

“Despite minimal resources in production of this content, we were surprised by the vigour and creativity displayed by the students. The campaign reached over 10 million people aggregated from all target platforms,” said EAC State Department Director Dr Alice Yalla, noting that the majority audiences were young people aged between 18 and 24 years.

The debate generated through dissemination of the content, reactions and general reach contributed to individual student score and overall



TU-K students who participated during the East Africa Community (EAC) sensitization competition dubbed 'Ushirikiano Digital Social Media Campaign' pose for a picture with Faculty of Social Sciences and Technology Executive Dean, Prof. Peter Matu and other senior university staff during the award ceremony at Nairobi Safari Club hotel

university result. The three-month competition saw TU-K win top positions, beating six universities in the final leg out of 57 private and public universities invited to compete.

The *Ushirikiano Digital* challenge kicked off November last year and culminated in an award ceremony at Nairobi Safari Club Hotel. TU-K won in three categories - YouTube, WordPress, Instagram - the University of Nairobi took lead on the Twitter platform.

Led by Elizabeth Achieng', a tutorial fellow in the Department of Governance and Public Policy, TU-K won 35 awards (21 slots in position one, seven slots in position two, and seven slots in position three). Catholic University of East Africa, St Paul's University and Riara University emerged among the top six in the contest.

Dr Yalla said the government was on course in liberalizing the regional bloc to open up job opportunities across the borders. "We however challenge young people to leverage on technology, build their technical capacity to be able to match the competition," she said. She

noted that Rwandan nationals are already absorbed in Kenya's industrial area.

Youth Enterprise Development Fund Chairman Ronnie Osumba who was the chief guest during the award ceremony challenged young people to be proactive and seek out self-employment opportunities. "Every year, training institutions graduate up to 1.1 million young people to the job market, 10% get a formal job and half of them do not get jobs at all," he noted.

TU-K Executive Dean, Faculty of Social Sciences and Technology Prof Peter Matu commended the students who participated in the *Ushirikiano Digital* challenge and urged the ministry to facilitate other sensitization forums to enlighten the public on EAC's market liberalization.

Kiswahili author, Dr Ken Walibora, who spoke during the ceremony, reiterated the importance of adopting Kiswahili as a lingua franca, saying the language plays a key role in building identity and fostering a common socio-economic and political course.

Dr Walibora also narrated the

historical milestones of the Kiswahili language in East Africa and across the continent noting that South Africa is already teaching Kiswahili in their schools.

Representatives from East African Civil Society Organization Forum who helped organize the event also spoke. University rapporteurs, students and officers from government agencies were among key stakeholders who attended the ceremony.

Dr Walibora also narrated the historical milestones of the Kiswahili language in East Africa and across the continent noting that South Africa is already teaching Kiswahili in their schools.



TU-K hosted Members of Parliament, from Uganda who were on a benchmarking mission

Ugandan MPs on Learning Mission

The Technical University of Kenya recently hosted nine Members of Parliament, from Uganda for benchmarking mission.

The Parliamentary Select Committee was constituted to investigate allegations of sexual violence in Uganda's schools, colleges and universities. In its report released on 7 March 2019, the committee recommended strict legal measures to ensure survivors of sexual violence are protected by the law enforcers.

Led by the Chairman Hon Robina Gureme Rwakoojo, the committee visited TU-K to find out how the institution handles matters related to sexual violence. Vice-Chancellor Prof Francis Aduol hailed the visit and thanked Kenya's Ministry of Education for choosing TU-K, adding that it was a great honour and privilege.

He said the interaction and experience shared between the legislators and TU-K staff was healthy and played a key role in the spirit of

integration. The MPs were shown steps and measures the university has set up to address sexual violence.

University Secretary Mrs Ruth Kirwa explained that both staff and students observe rules and regulations as well as abide by the laws as stipulated in the University Charter, The Constitution of Kenya and other laws. She emphasised that the university

The interaction and experience shared between the legislators and TU-K staff is healthy and plays a key role in the spirit of integration.

— PROF. ADUOL

monitors and evaluates complaints and compliments. TU-K creates awareness through sensitization of staff and students through meetings, memos, publications and posting information on websites.

The team was reminded that TU-K has support services through the Directorate of University Health and Wellness Services and the Department of Guidance and Counselling, which organises talks, induction and empowering of girls during orientation and every semester.

TU-K's Sexual Harassment Policy reads, "Pursuant to the vision and mission of the Technical University of Kenya the institution upholds the policy of an equal opportunity employer, the virtues of honesty, integrity and that no employee shall be subjected to sexual harassment whatsoever as stipulated and envisaged in the Employment Act, No 11 of 2007."



Vice-Chancellor Francis Aduol (Front Left) chats with MUBS Principal Prof. Waswa Balunywa (Centre) and Council Chairman, Mr. Isaac Ngobya Mubarak, when they visited TU-K for benchmarking

Makerere Comes Calling

Makerere University Business School (MUBS) will offer a PhD and two Master's scholarships to students to Technical University of Kenya (TU-K) staff.

MUBS Council Chairman, Mr Isaac Ngobya Mubarak, revealed the scholarship plan recently when he led a delegation on a benchmarking visit to TU-K.

Mubarak acknowledged that TU-K has played an important role in TVET and therefore his university was keen on borrowing a leaf. He said MUBS was keen to collaborate with TU-K and sign a Memorandum of Understanding (MoU).

The team toured workshops and laboratories and held discussions with the university management and members of the faculty. "TU-K ranks ahead in TVET. We are happy, what we have seen will help us in decision making," said Mubarak.

The Vice-Chancellor, Prof Francis Aduol, said he looked forward to such

collaborations and encouraged TU-K students to go on academic exchange programmes. "TU-K commits to producing hands-on graduates and gives diploma and certificate holders a chance to move to the next level," he said.

Referring to the Industry Based Learning (IBL) programme, the V-C explained that it was a revolutionary plan by the university's faculties to have learners, and in some cases,

IBL is a revolutionary plan by the University's faculties to have learners, and in some cases, members of staff, go to industry to sharpen their skills in the real world. — PROF. ADUOL

members of staff, go to industry to sharpen their skills in the real world.

"TU-K produces not only thinkers and designers but also innovators and technopreneurs. The university has partnerships with relevant industry players in the academic, manufacturing and service sectors and this involves a highly hands-on approach to teaching and learning," he emphasised.

MUBS Principal, Prof Waswa Balunywa, said the delegation was happy with the Computer Numerical Control machines and equipment in the university laboratory, noting that they provide students with the skills needed to drive the economy. He noted that MUBS learned of TU-K's activities through the Commonwealth Association of Technical Universities and Polytechnics in Africa (CAPA) and looked forward to working with the institution based on the understanding of the importance of TVET.



Orero Boys High School students in one of TU-K laboratories

V-C Tips Orero Boys on Careers

Vice-Chancellor Prof Francis Aduol has advised students of Orero Boys High School in Homa Bay County to work diligently in their studies to join institutions of higher learning and pursue careers of their dreams.

The V-C spoke when he hosted a group of 45 students and their teachers, who were on an education trip to Nairobi.

“Your coming here is a great investment and opportunity for you to get a feel of what the university looks like and interact with academic staff. Consider yourself lucky and always remember that universities were created for you,” said Prof. Aduol

He challenged students to have passion of careers of their choice.

“Before venturing into any career, ask yourself, do you like it and what do you think you can do in terms of qualifications. Consult widely and look at institutions that offer such programmes.”

Prof Aduol commended the School for exhibiting sterling performance during last year’s KCSE exam. Orero emerged 9th nationally, recording a mean score of 9.4 and sending 283 candidates to university.

The VC expounded that students should familiarise themselves with institutions of higher learning by regularly checking their websites and keeping a record of other events. He assured them of the university’s support and promised to tour the

school soon.

Community and Global Engagement Director, Prof Florence Oloo, and School of Business lecturer Martha Achieng’, were also present.

The Orero team was led by Deputy Principal, Mr Paul Anangwe, who thanked TU-K for hosting them. He reiterated that his school enjoys good working relationship with TU-K.

“TU-K has had a long term partnership with our school. The university has been our mentor and given us the impetus from which, our Form Four top performers have toured the university for four consecutive years,” he said.



The International Atomic Energy Agency Education experts during a meeting at TU-K

Atomic Energy Experts Visit TU-K

The Technical University of Kenya (TU-K) has been urged to offer certificate and refresher courses in radiation protection and safety.

International Atomic Energy Agency Education (IAEA) and training in radiation protection and safety experts visited TU-K recently and said such courses would enhance radiation protection and safety of persons working in the health and industrial sectors.

The experts included Ghana Nuclear Regulatory Authority Director, Prof Augustine Faanu, a member of the IAEA steering committee for education and training in radiation, transport and waste safety, Mr Julio Barcelo, a senior expert and former commissioner at Spain's Nuclear Security Council, IAEA consultant for the development of training courses and Dr Andrea Luciani, a radiation safety-training specialist at IAEA.

The experts were invited by the National Commission for Science, Technology and Innovation (NACOSTI), to evaluate and identify the training needs of Kenya and assess education and infrastructure.

They were tasked to appraise the status of the provisions for education

and training in radiation protection and safety of radiation sources. This was also to include identification of national education and training needs, areas in education and training where provisions should be improved, and recommend actions to be taken to strengthen education and training in line with IAEA Safety Guide and Safety Reports.

TU-K was identified as one of the National Nuclear Institutions (NNI). Through the Department of Physics and Space Science, the university took part in the development of a strategic action plan for the NNI, which was later reviewed to match with the needs of education and training in radiation protection and safety.

TU-K is spearheading TVET training in Kenya and the experts urged the university to stick to this mandate. The team was informed that the department is prepared with a well-equipped radiation laboratory and sources.

They further advised the university to expand collaboration with industry through teaching and assessment of students.

Such collaborations should include Kenyatta National Hospital and

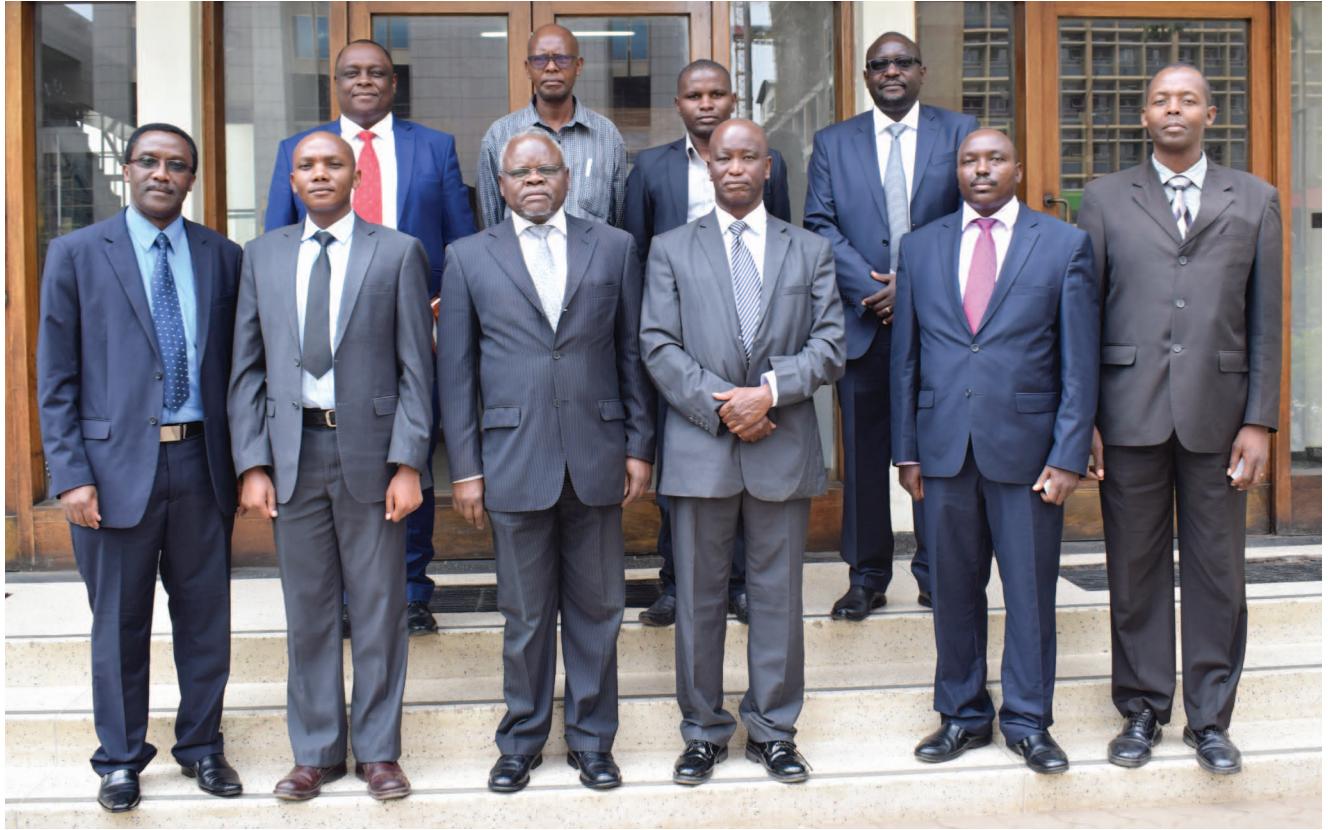
the Radiation Protection Board to enhance demonstrations and technical visits related to control of occupation and public exposure.

IAEA recommended the university to develop the curriculum to conform to IAEA Safety Guide and Safety Reports, and appoint a radiation protection officer since the laboratories have radiation and nuclear sources.

Executive Dean, Faculty of Applied Sciences and Technology (FAST) Prof Francis Gatheri, Department of Physics and Space Science Chairman Prof George Amollo, and Lecturer, Ms Pamela Kilavi received the visitors. Officers from NACOSTI and the government attended.

Prof Gatheri thanked the visitors and welcomed the recommendations. He noted that the university was committed to its mandate of training both high and middle-level personnel for all sectors.

"Our priority is working with the industry and regulators. We incorporate the ideas of various stakeholders in curriculum development to ensure that our programmes are acceptable," he said.



Senior Officers from the Kenya Defence Forces pose for a picture with Vice-Chancellor (3rd from Left), flanked by senior officers of the university after the presentation of certificates

Top KDF Personnel Train at TU-K

Senior Officers from the Kenya Defence Forces (KDF) were recently awarded certificates of competency in Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) at the Technical University of Kenya (TU-K).

The officers led by Lt Col John Mwangi Thagana were awarded the certificates by Vice-Chancellor Prof Francis Aduol.

The V-C congratulated the officers, terming the event significant in the history of the university and marked the beginning of a strong working relationship with the Defence Forces.

“World over, Governments seek advice from universities and work closely in finding solutions bedeviling their countries. It could be in research, education, health among other issues. We will be pleased to work with Defence Forces in matters of Security,” he said

He appealed to the forces to make use of the university, which has state-

of-the-art equipment and laboratories as well as highly qualified staff.

The collaboration, he explained, will focus on research and training, staff exchange programmes and student internship. Key areas to be considered will be the disciplines in the School of Mechanical and Process Engineering, School of Infrastructure and Resource Engineering, Department of Food Science and Technology, Department of Computer Science, and School of Physical Sciences and Technology.

Deputy Vice-Chancellor in-charge of Academics, Research & Students, Prof Paul Shiundu thanked the military for having confidence in TU-K for the training. He appealed to KDF to send more officers to train at

The collaboration will focus on research and training, staff exchange programmes and student internship

the institution.

Lt Col Thagana noted that his officers were excited having trained and acquired skills from TU-K. He said the university has a history of producing top-notch engineers, technicians and technologists, adding that KDF was committed to working with the university.

“TU-K has immense capacity that is underutilized. We can collaborate in so many areas, for instance taking part in tailor-made programs that address our needs. We need to engage further,” he said.

He assured the VC that he soon would organise a team to tour the university and come up with a framework for collaboration leading to an MoU.

The trainees, Lt Col Bernard Njiraini, Major Michael Mwangi Mucugia, Major Vincent K. Yegon, Major George Akilimali, Captain Francis Karanja and Captain Simon Kan’gethe were awarded certificates.

A peek inside the TU-K Alumni Mentorship Programme

The Technical University of Kenya Alumni Affairs Office has officially launched its alumni mentorship programme.

Previous research indicates that there are substantial advantages in creating alumni mentoring programmes, since they have the capacity to positively impact and transform students, alumni and an institution at large.

It is through mentorship that students can get the opportunity to interact with professionals and learn more about the knowledge and skills needed in their careers besides establishing greater relationships to the institution.

Alumni can therefore be engaged to become key players in the development of a university's mentorship programme.

In Kenya today, it is evident that the job market has become very competitive. The thought of settling down in respective career paths is even more daunting, as graduates are faced with a myriad of challenges.

Not many students receive a key element of support through mentorship during their studies, which can perhaps pass as the biggest blown opportunity in the history of higher education.

Mentors provide that additional level of objective guidance that students can't get in lecture rooms. A mentor is someone who has been there before and is willing to take a step back and say, I've been there and here's what you can do and not do.

Mentoring is important because it provides not only career growth, but also guidance on what exactly students should expect in the industry. Mentorship is also beneficial to alumni as it provides them with the opportunity to reconnect with their alma mater and prepare and employ quality graduates to their organizations upon graduation.

Mentorship exposes students to



Maurice Okungu
Director, Alumni Affairs

skills such as handling peer pressure, decision-making, time management, self-motivation and identifying their skills among several others.

Active mentoring as an intervention can help to improve students' academic achievement and help to counter poor behaviour, drug use and depression.

There is no single way to run an effective student-alumni mentoring programme, since each institution is different and it's therefore up to each to determine what works for its students and alumni.

Here at Technical University, the Alumni Affairs Office has pinpointed alumni who can match up as mentors in various schools.

"Sometimes you need that person to sit you down and tell you what to expect," says James Ngugi the chairman of the alumni interim committee. He emphasizes that providing a realistic point-of-view is important for students to make their life easier upon graduation.

The Alumni Office, through benchmarking with peer institutions and research, has realized that the three most potent elements linked to long-term success for university graduates in relation to mentorship support.

Students need to attain the feeling that they had a role model who made

them excited and motivated about their studies, that their institution cared about them as individuals, and that they had a mentor who encouraged them to pursue their goals and dreams.

The TU-K alumni directorate also intends to have alumni holding influential positions and give public lectures to students as recently witnessed at the School of Journalism. Through its database, the Alumni Office is currently selecting mentors and matching them with students who can offer them objective advice.

Both will be expected to commit some time throughout the academic year to interact and exchange knowledge. Alumni relations professionals who lead successful mentoring programmes recommend starting slow.

Serah Musau, an alumna of the Kenya Polytechnic and a director at the Ungwana Institute, an organization that mentors students in institutions all over Kenya, says student commitment is one of the biggest challenges to producing a successful mentoring programme.

The Alumni Office is committing alumni mentor programme volunteers to enlighten student leaders and class representatives in a mandatory information session on the benefits of mentorship and to complete an in-depth application on who they would like to mentor them and topics of interest.

Students want to acquire insights about careers and the business world and learn about the skills and tools needed to thrive in the competitive marketplace. Alumni associations come in handy through mentoring programmes.

Mentorship also serves as a way for alumni to stay in touch with the institution and for professionals to keep connected as to what is going on in the university.

Guidance and Counselling Devolved



TU-K Assistant Counsellor, Sabina Ng'ang'a, takes students through emergency operation and training at the university women's hostel in Upper-hill

The Department of Guidance and Counselling, in collaboration with the Interreligious Christian Council of Kenya (ICCK) and Daystar University have launched annual peer education training of students to address emerging incidences of suicide ideations and mental illnesses affecting students.

The departments aim at training over 150 students drawn from the various schools and departments every year.

Student Support Services Director Prof Omondi Oketch said peer education training is in line with the directorate's commitments to advocate and support students' welfare in various ways while on campus throughout their years of study. He said his office was always available to provide assistance to students facing all sorts of challenges.

He said many students faced social challenges such as drug and substance abuse, lack of fees, addiction disorders, and loss of money due to gambling

practices, leading to depression, school dropouts, social conflicts and mental illnesses. He said some resorted to suicide.

He disclosed that his Office had also devolved guidance and counselling services to schools and departments to broaden the students' channels of communication with a view to alleviating crises.

Prof Omondi said he had established that students in need of assistance faced difficulties finding offices to seek help, but will now easily get it from peer educators in their respective departments. He said the main reason for devolving these services is to ensure problems are addressed at the grassroots level to save time.

He revealed that universities were becoming soft spots of all sorts of crime, forcing TU-K to design social mechanisms to deal with emerging trends. "My office intends to walk with the students throughout their study by addressing their problems real time,"

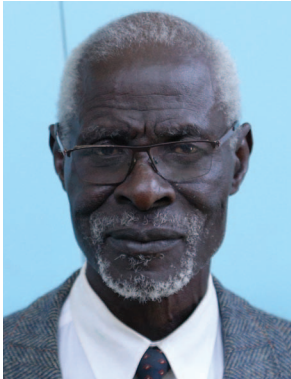
he said.

He said the institution was looking forward to placing peer counsellors in students' hostels. "My focus is to ensure that in a group of 10 students, there should be a counsellor in their midst to help moderate bad intentions," Prof Omondi noted.

The lead counsellor in the Directorate of Students Support Services, Ms Margaret Mbuthia, said the department's main objective was to provide opportunities for psychosocial, moral and spiritual support of the university community. She said the office was making all-out efforts to intensify peer counselling in the university.

In June, the Department of Guidance and Counselling graduated over 50 peer educators who will spearhead the programme. The students had undergone a three months guidance and counselling course. Each semester, the directorate picks three students from each school to participate in the training.

Staff Appointments



Prof. Robert Jalang'o Akello has been appointed as Professor of Electrical and Communications Engineering in the Department of Electrical and Communications Engineering. Prof. Jalang'o comes on board with over 30 years of experience in academic and

management practices having started at the University of Nairobi, rising to the position of Chairman of the Department of Electrical and Information Engineering.

Among his outstanding achievements in society is the discovery of the lightning arrestors, and in 2005, he was recognized by the National Lightning Safety Institute of USA for his continuous efforts on enhancing lightning safety issues in Kenya. Prior to his appointment, Prof. Jalang'o was teaching at Multimedia University of Kenya (MMU).

He attended Pe-Hill School where he sat for his Kenya African Preliminary Examination (KAPE) in 1961, proceeding to Homa-Bay High School

for his "O" Levels in 1965. Between 1966-1967, he studied matriculation at Kiev State University in Ukraine before joining Moscow Electrotechnical Institute of Communications for his Diploma and Master of Science Degree in Engineering between 1967-1972. He obtained his PhD from the University of Wales in 1977. Prof. Jalang'o has widely published in Journal publications, and presented papers in several International Conferences, Workshops and Seminars.

He is also a member of several professional bodies such as the Institution of Electrical and Electronic Engineering (USA), Institution of Electrical Engineers of UK and the Institution of Engineers of Kenya (IEK).



Prof Sameer J. Hameer has joined the Department of Aerospace and Aviation Engineering, School of Mechanical and Process Engineering as Associate Professor. Prior to his appointment, Dr Hameer was an Assistant Professor at the Bahir

Dar Energy Centre, Bahir Dar Institute of Technology, Bahir Dar University in Ethiopia, where he was instrumental in the development of a recently launched PhD programme in Sustainable Energy Engineering. Dr Hameer has over six years' experience in conducting teaching and extensive research in renewable energy. He holds a PhD in Aerospace Engineering, a Master of Science in Aerospace Engineering and Bachelor of Science in Electrical Engineering from Georgia Institute of Technology, Atlanta, Georgia. He is a registered member of the Engineers Registration Board, has over 10 publications and has attended several conferences and workshops.



Dr Kimunguyi Kiliswa Joseph has been appointed Lecturer, Department of Industrial Mathematics.

Dr Kimunguyi has over 15 years teaching experience. Before his appointment at TU-K he worked at Kibabii University as a lecturer. He holds a PhD in Applied Mathematics, a Master of Science in Mathematics and a Bachelor of Education in Science from Kenyatta University, Nairobi. Dr Kimunguyi has extensive research skills including adult education and university teaching, public relations, speech writing and oratory, mathematical modeling, computational fluid dynamics, thesis supervision and examination. He has attended several seminars and workshops and published three books and a paper.



Dr Tom Owano Kongere Has been appointed Lecturer, Department of Management Science and Technology.

Until his appointment at TU-K, Dr Tom Owano Kongere was a lecturer at the University of Nairobi's School of Business, Management Science Department. He holds a Master of Science degree in Operations Research and Management Science from Warwick University, UK and a Bachelor's in Commerce degree from the University of Nairobi. He has three publications and books and has supervised over 30 MBA students who are in different stages of their work.



Dr Othieno Nyanjom has been appointed Senior Lecturer, Department of Governance and Public Policy.

Dr Othieno Nyanjom has conducted extensive research on governance issues including constitutionalism,

democratization, corruption and human rights. Prior to his appointment, he was a consultant at the Kenya Institute of Public Policy Research and Analysis, where he was in charge of researching the status of public service values, principles and national values, and governance principles. He holds a PhD in development studies from the University of Sussex, a Master of Science in international development studies from University of Bradford, UK and a Bachelor's degree in economics and governance from the University of Nairobi and has published over 10 monographs and books publications in journals.



Dr Gladys Muthoni Njoroge has been appointed Lecturer, Department of Architecture and Environmental Design.

Before her appointment, Gladys was a tutorial fellow at the Jomo Kenyatta University of Agriculture and Technology (JKUAT) and a programme coordinator in charge of coordination, internal moderation and marking of exams. She was also the head of the Building Department responsible for recruitment and allocation of tutors and chairing of departmental meetings. She holds a Bachelor's and a Master's degree in Architecture (Urban Design) from the University of Nairobi.



Dr Joan Lillian Ogendo has been appointed Lecturer, Department of Business Administration.

Until her appointment, Dr Ogendo was a lecturer at the Catholic University of Eastern Africa where she supervised MBA projects, strategic management (MBA) and human resource management and development (MBA). She holds a PhD in Business Administration (Strategic Management) and a Master's in Business Administration from the University of Nairobi, Master of Arts in Counselling and Psychology and a Bachelor of Science in International Business Administration (IBA) from the United States International University (USIU). Dr Ogendo has supervised four MBA students, published two books, over five articles and has an unpublished thesis.



Dr John Mokuia Mose has been appointed Lecturer, Department of Biomedical Sciences and Technology.

Dr John Mokuia Mose holds a PhD in Molecular Medicine (Clinical Immunology) from the Jomo Kenyatta University of Agriculture and Technology (JKUAT), a Master of Science in Immunology and a BSc in Medical Laboratory Sciences from JKUAT. Dr Mokuia has over 10 years' academic research and teaching experience. He has worked as a lecturer at Kenya Methodist University, where he taught both post-graduate and undergraduate courses. He has participated in several conferences and has seven publications.



Dr Paul Maina Wanjau has been appointed Lecturer, Department of Industrial Mathematics.

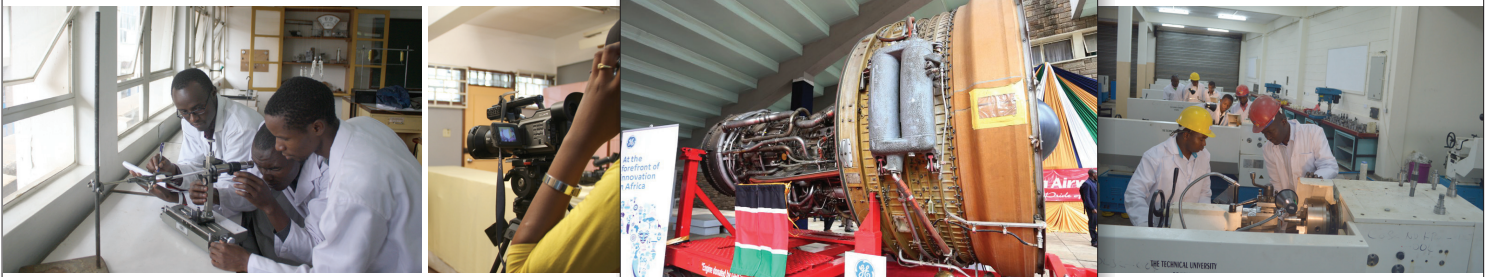
Dr Wanjau holds a PhD in Applied Mathematics from Moi University, a Master of Science in Applied Mathematics and a Bachelor of Education in Chemistry and Mathematics from Kenyatta University. Dr Wanjau has over 16 years teaching experience at Kenyatta University, Karatina University and Murang'a University. He has four publications to his credit.



THE TECHNICAL UNIVERSITY OF KENYA

MODULE II PROGRAMMES AT UNDERGRADUATE AND DIPLOMA

THE Technical University of Kenya 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 upward movement policy, which makes it easy for students to move from one level to the next and recognise prior training by awarding students credit transfers. Interested individuals are encouraged to apply for the programmes listed below:



COURSE TITLE	REQUIREMENTS	DURATION
FACULTY OF ENGINEERING SCIENCE AND TECHNOLOGY		
SCHOOL OF ARCHITECTURE AND THE BUILT ENVIRONMENT		
Bachelor of Architectural Studies/ Bachelor of Architecture	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, Physics and Eng./Kis.	4 years (BAS) 2 years (B.Arch) integrated
Bachelor of the Built Environment (Construction Management)	• KCSE Mean Grade C+ (plus) with C (Plain) in Maths A and Pass in Physics, Eng./Kis. And 2 nd Group II/Group III/IV/V	4 years (integrated programme)
Bachelor of Quantity Surveying	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, Physics and Eng./Kis. And a Pass in 2 nd Group II/ Group III/IV/V	4 years (integrated programme)
Bachelor of Technology (Building Construction)	• KCSE Mean Grade C+ (plus) with C+(plus) in Maths A and Physics together with a Pass in 2 nd Group II/ III/IV/V OR • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in either: Building Technology, Civil Engineering, Quantity Surveying or Architecture or equivalent or TEP Diploma in the above areas, with 2 years relevant work experience	4 years (integrated programme) 2½ years (part time/ evening)
Bachelor of Real Estate	• KCSE Mean Grade C+ together with C+ (plus) in Maths A and a Pass in Eng./Kis., Group II/III/IV/V • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Real Estate or equivalent or TEP Diploma in the above areas, with 2 years relevant work experience	4 years (integrated programme) 2½ years (for Diploma holders)
Diploma in Technology (Real Estate)	• KCSE Mean grade 'C' (Plain) together with at least C (plain) in Maths and a Pass in Eng./Kis., Group II/III/IV/V	3 years (integrated programmes)
Diploma in Technology (Quantity Surveying)	• KCSE Mean grade 'C' (Plain) together with C (plain) in Maths A, Physics And a Pass in 2 nd Group II/Group III/IV/V	
Diploma in Technology (Construction Management)	• KCSE Mean grade 'C' (Plain) together with C (plain) in Maths A, and Pass in Physics, Eng./Kis. And 2 nd Group II/Group III/IV/V	
Diploma in Technology (Building Construction)	• KCSE Mean grade 'C' (Plain) with C(plain) in Maths A and Physics and Eng./Kis.	
Diploma in Technology Architecture	• KCSE Mean grade 'C' (Plain) together with C (plain) in Maths A, Physics and Eng./Kis	3 years (integrated programme)

NOTE: Applicants with Craft Certificate and a Diploma from KNEC may also apply for the relevant Bachelor of Technology programmes
Integrated programme: These are classes taken between 7.00 am and 6.00 pm during week days
Part Time: These are classes conducted between 5.00 pm and 9.00 pm including Saturdays

COURSE TITLE	REQUIREMENTS	DURATION
SCHOOL OF SURVEYING AND GEOSPATIAL SCIENCES		
Bachelor of Engineering (Geospatial Engineering)	• KCSE Mean Grade C+ (plus) with C+ (plus) in Maths A, Physics and C (plain) in Geography	5 years (integrated programme)
Bachelor of Technology (Surveying Technology)	• KCSE Mean Grade C+ (plus) with C+(plus) in Maths A, Physics and C (plain) in Geography	4 years (integrated programme)
Bachelor of Science (Land Administration)	• KCSE Mean Grade C+(plus) and C+ (plus) in Maths A and a Pass in Physics, Group III, 2 nd Group II/ Group IV/V	5 years (integrated programme)
Bachelor of Technology: • Geoinformation Technology • Surveying Technology	• KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Geoinformation Technology, Surveying Technology or equivalent	2½ years (part time/ evening)
Diploma in Technology: • Geoinformation Technology • Surveying Technology	• KCSE Mean grade 'C' (Plain) with C (plain) in Maths A, Physics and Geography • Certificate in Land Surveying or Cartography	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, Physics, Chemistry and Eng./Kis.	5 years (integrated programme)
Bachelor of Engineering Technology in 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 TU-K Diploma in Technology in Electrical and Electronic Engineering Technology or equivalent or TEP Diploma in the above discipline, with 2 years relevant work experience	2½ years (part time) 3 years
Diploma in Technology (Electrical and Electronic Engineering)	• KCSE mean grade of C (plain) with at least C (plain) in Maths, Physics, Chemistry and Eng./Kis.	3 years (integrated programme)
SCHOOL OF INFRASTRUCTURE AND RESOURCE ENGINEERING		
Bachelor of Engineering (Civil Engineering)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, Physics, Chemistry and Eng./Kis.	5 years (integrated programme)
Bachelor of Engineering Technology (Civil Engineering)	• KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in either: Civil Engineering, Highway Engineering, Water Engineering, Building Construction or equivalent or TEP Diploma in the above areas, with 2 years relevant work experience	3 years (part time)

NOTE: Applicants with Craft Certificate and a Diploma from KNEC may also apply for the relevant Bachelor of Technology programmes
Integrated programme: These are classes taken between 7.00 am and 6.00 pm during week days
Part Time: These are classes conducted between 5.00 pm and 9.00 pm including Saturdays

CONTINUED

COURSE TITLE	REQUIREMENTS	DURATION
Diploma in Technology (Civil Engineering)	• KCSE Mean grade C (Plain) with at least C (plain) in Maths, Physics, Chemistry and English/Kiswahili or Certificate in Civil or Water Engineering	3 years (Integrated programme)
SCHOOL OF MECHANICAL AND PROCESS ENGINEERING		
Bachelor of Engineering (Chemical Engineering)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, Physics, Chemistry and Eng./Kis.	5 years (Integrated programme)
Bachelor of Engineering Technology in Chemical Engineering	• KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Chemical Engineering Technology or equivalent	3 years (part time)
Bachelor of Engineering (Mechanical Engineering)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, Physics, Chemistry and Eng./Kis.	5 years (Integrated programme)
Bachelor of Engineering Technology in Mechanical Engineering Technology	• KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Mechanical Engineering Technology	3 years (part time)
Bachelor of Engineering (Aeronautical Engineering)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A, Physics, Chemistry and Eng./Kis.	5 years (Integrated programme)
Diploma in Technology Aeronautical Engineering	KCSE Mean grade C (Plain) with at least C (plain) in Maths, Physics, Chemistry and English/Kiswahili	3 years (Integrated programme)
Diploma in Technology (Chemical Engineering Technology)	• KCSE Mean grade C (Plain) with at least C (plain) in Maths, Physics, Chemistry and English/Kiswahili	3 years (Integrated programme)
Diploma in Technology (Mechanical Engineering – Options: • Manufacturing Engineering • Industrial Plant and Energy Engineering • Automotive and Autotronic Engineering • Structural Fabrication and Metallurgical Engineering • Refrigeration and Air Conditioning Engineering; • Mechatronic Engineering	• KCSE Mean grade C (Plain) with at least C (plain) in Maths, Physics, Chemistry and English/Kiswahili	3 years (Integrated programme)
FACULTY OF APPLIED SCIENCES AND TECHNOLOGY		
SCHOOL OF MATHEMATICS AND STATISTICS		
Bachelor of Technology (Applied Statistics)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A	4 years (Integrated programme)
Bachelor of Science (Mathematics)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A	4 years (Integrated programme)
Diploma in Technology: (Options) • Applied Statistics • Actuarial Science	• KCSE Mean grade of C- (Minus) with C- (Minus) in Maths A	3 years
SCHOOL OF COMPUTING AND INFORMATION TECHNOLOGY		
Bachelor of Technology (Information Technology)	• KCSE Mean Grade C+ (plus) with C (Plain) in Maths A	4 years (Integrated programme)
Bachelor of Technology (Computer Technology)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A and Physics	4 years (Integrated programme)
Bachelor of Technology (Communication and Computer Networks)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A and Physics	4 years integrated
Bachelor of Technology In: • Computer Technology • Information Technology • Communication and Computer Networks.	• KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Computer Technology, Information Technology, Communication and Network or equivalent	2 1/2 years (TU-K) 7 Semester (TEP) (part time)
Diploma in Technology (Information Technology)	• KCSE Mean Grade C- (minus) with C- (minus) in Maths A	3 years (Integrated programme)
Diploma in Technology • Computer Technology • Communication and Computer Networks	• KCSE Mean Grade C- (minus) with C- (minus) in Maths A and Physics	3 years (Integrated programme)
SCHOOL OF PHYSICAL SCIENCES AND TECHNOLOGY		
Bachelor of Technology (Technical and Applied Physics)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Physics and C (plain) Maths A OR • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Technical and Applied Physics or equivalent	4 years (Integrated programme) 2 1/2 years
Bachelor of Technology (Industrial and Applied Chemistry)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Chemistry, C (Plain) in Maths A and Physics OR • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Analytical/Industrial Chemistry or equivalent	4 years (Integrated programme) 2 1/2 years
Diploma in Technology in Analytical Chemistry	• KCSE Mean Grade C- (minus) with C- (minus) in Chemistry, D+ (Plus) in Maths A and Physics.	3 years integrated
Diploma in Technology in Industrial Chemistry	• KCSE Mean Grade C- (minus) with C- (minus) in Chemistry, D+ (Plus) in Maths A and Physics.	3 years (part time)
Bachelor of Technology in Environmental Science	• KCSE mean grade C+ (plus) with C+ (plus) in Biology and Chemistry • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Resource Management or equivalent	4 years (Integrated programme) 2 1/2 years (part time)
Diploma in 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)
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 Chemistry OR • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Applied Biology or equivalent	4 years (Integrated programme) 3 years.
Bachelor of Technology (Biotechnology)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Biology, C (Plain) in Maths A and Chemistry • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Biotechnology or equivalent	4 years (Integrated programme) 3 years (part time)


NOTE: Applicants with Craft Certificate and a Diploma from KNEC may also apply for the relevant Bachelor of Technology programmes
Integrated programme: These are classes taken between 7.00 am and 6.00 pm during week days
Part Time: These are classes conducted between 5.00 pm and 9.00 pm including Saturdays

COURSE TITLE	REQUIREMENTS	DURATION
Bachelor of Technology (Food Science and Technology)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Biology, Chemistry, Physics/Maths A and English/Kiswahili • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Food Technology or equivalent	4 years (Integrated programme) 3 years (part time)
Bachelor of Technology (Biochemistry)	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Biology, C (Plain) in Maths A and Chemistry.	4 years (Integrated programme)
Diploma in Technology In 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 in Biotechnology	• KCSE Mean Grade C- (Minus) with C- (Minus) in Biology, Chemistry, Maths A/Physics and any Group I	3 years (Part time)
Diploma in Technology in 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 in 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 (Part time)
SCHOOL OF HEALTH SCIENCES AND TECHNOLOGY		
Bachelor of Technology in Community and Public Health	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Biology, Chemistry, Maths/Physics and English/Kiswahili • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Community and Public Health or equivalent	4 years (Integrated programme) 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
Diploma in Technology in Health Records and Information Technology	• KCSE Mean Grade C- (minus) with D+ (plus) in Maths A/B	
Bachelor of Science in Nutrition and Dietetics	• KCSE Mean Grade C+ (Plus) with C+ (Plus) in Biology, Chemistry, Maths/Physics, Geography/Agriculture/ Home Science and English/Kiswahili	4 years (Integrated programme)
Bachelor of Technology in Nutrition and Dietetics	• KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Nutrition and Dietetics or equivalent	3 years (Part 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+	3 years (Integrated Programme)
Diploma in Pharmaceutical Technology – approved by Kenya Pharmacy and Poisons Board	• KCSE Mean grade C (plain) with C (Plain) in Biology, Chemistry, Maths/Physics, English/ Kiswahili	3 Year (Integrated full time)
FACULTY OF SOCIAL SCIENCES AND TECHNOLOGY		
SCHOOL OF BUSINESS AND MANAGEMENT STUDIES		
Bachelor of Science in Accountancy	• KCSE Mean Grade C+ (plus) with C+ (Plus) in Maths A and Eng./Kis. And a Pass in Group III, 2 nd Group II/III or Group IV/V	4 years (Integrated programme)
Bachelor of Commerce	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B.	4 years (Integrated programme)
Bachelor of Business Studies	• KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in any business area	2 1/2 years (Part time)
Bachelor of Technology (Business Information Technology)	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B • 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 Equivalent together with KCSE Mean Grade C- (Minus)	4 years (Integrated programme) 2 1/2 years (Part time)
Bachelor of Technology in Office Administration and Technology	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Secretarial Studies or equivalent	4 years (Integrated programme) 2 1/2 years (Part time)
Diploma in Business Information Technology	• KCSE Mean Grade C- (Minus) with D+ (plus) in Maths A/B OR Certificate in Information Technology together with KCSE D+ (Plus).	3 years (Integrated programme)
Diploma in Entrepreneurship	• KCSE Mean Grade C- (Minus) with D+ (plus) in Maths A/B OR Certificate in Information Technology together with KCSE D+ (Plus).	3 years (Part time)
Diploma in Business Studies Options: • 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 INFORMATION AND COMMUNICATION STUDIES		
Bachelor of Science (Information Science)	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B and a Pass in Eng./Kis., Group II/III and 2 nd Group II/III or Group IV or Group V.	4 years (Integrated programme)
Bachelor of Technology (Information Studies)	• KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Library Information Technology, Archives and Records Management, Information Science or equivalent	2 1/2 years (Part time)
Bachelor of Technology in Journalism and Mass Communication	• KCSE Mean Grade C+ (plus) with C+ (plus) 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 • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Journalism and Mass Communication or equivalent	4 years (Integrated programme) 2 1/2 years (Part time)

NOTE: Applicants with Craft Certificate and a Diploma from KNEC may also apply for the relevant Bachelor of Technology programmes
Integrated programme: These are classes taken between 7.00 am and 6.00 pm during week days
Part Time: These are classes conducted between 5.00 pm and 9.00 pm including Saturdays

COURSE TITLE	REQUIREMENTS	DURATION
Diploma of Technology in 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)
Diploma in Technology in: <ul style="list-style-type: none"> Archives and Records Management Library and Information Technology 	• KCSE Mean Grade C- (minus) with D+ (plus) in Maths A/B and a Pass in Eng./Kis., Group II/III and 2 nd Group II/III or Group IV or Group V.	3 years (integrated programme)
SCHOOL OF SOCIAL AND DEVELOPMENT STUDIES		
Bachelor of Economics	• KCSE Mean Grade C+ (plus) and C+(plus) in Maths A and a Pass in Eng./Kis., Group III, 2 nd Group II/III or Group IV/V	4 years (integrated programme)
Bachelor of Science in Counselling Psychology	• KCSE Mean Grade C+ (plus) and a Pass in Eng./Kis., Maths A/B or Group II, Group III, 2 nd Group II or 2 nd Group III or Group IV/V OR • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Counselling Psychology or equivalent	4 years (integrated programme) 2½ years (Part time)
Diploma in Social Work and Community Development	• KCSE Mean Grade C- (Minus)	3 years (integrated programme)
Diploma in Counselling Psychology		
Bachelor of Arts in International Relations and Diplomacy	• KCSE Mean Grade C+ (plus) with C+ (plus) in Eng./Kis. and a Pass in Math A/B or Group II, Group III, 2 nd Group II/III or Group IV/V • KCSE Mean Grade C- (Minus) and TU-K Diploma in International Relations and Diplomacy or equivalent	4 years (integrated programme) 2½ years (part time)
Diploma in International Relations and Diplomacy	KCSE Mean Grade C- (Minus) with C- (Minus) in English/Kiswahili a Pass in Math A/B or Group II, Group III, 2 nd Group II/III or Group IV/V	3 years (Integrated Programmes)
Diploma in Disaster Management	• KCSE Mean Grade C- (Minus) with C- (Minus) in English/Kiswahili a Pass in Math A/B or Group II, Group III, 2 nd Group II/III or Group IV/V	3 years (Part time)
Diploma in Criminology and Security Studies	• KCSE Mean Grade C- (minus) a Pass in Eng./Kis., Math A/B or Group II, Group III, 2 nd Group II/III or Group IV/V	3 years (part time)
Bachelor of Arts in Criminology and Security Management	• KCSE Mean Grade C+ (Plus) with a Pass in Eng./Kis., Math A/B or Group II, Group III, 2 nd Group II/III or Group IV/V OR • KCSE Mean Grade C- (Minus) and TU-K Diploma in Criminology or equivalent	4 years (part time) 2½ years (part time)
Diploma in Legal Studies	• 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 its equivalent	3 years (part time)
SCHOOL OF CREATIVE ARTS AND TECHNOLOGIES		
Bachelor of Technology in Design	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A and a Pass in Physics, Group III, 2 nd Group II or 2 nd Group III or Group IV/V • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Design or equivalent	4 years (integrated programme) 2½ years (part time)
Diploma in Technology in Design	• KCSE mean grade C- (Minus) with D+(plus) in Maths A and a Pass in Physics, Group III, 2 nd Group II or 2 nd Group III or Group IV/V. Applicants are advised to provide portfolios for verification by the University.	3 years (part time)
Bachelor of Music	• KCSE Mean Grade C+ (plus) with C+ (plus) in Music • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Music or equivalent	4 years (integrated programme) 2½ years (integrated programme)
Diploma in Music	• 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 Philosophy in Technology (Printing)	• KCSE Mean Grade C- (Minus) and TU-K Higher Diploma in Printing Technology or equivalent	2½ years (part time)
Diploma in Technology in 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+	3 years (integrated programme)
Diploma in Technology (Fashion Design)	• KCSE Mean grade C- (minus) with D+ (plus) in Chemistry and a Pass in Maths A/B or Physics, BIO 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 programme)
Diploma in Technology (Textile Technology)		
Diploma in Technology (Hairdressing and Beauty Therapy)		
SCHOOL OF HOSPITALITY AND TOURISM STUDIES		
Bachelor of Science (Tourism and Travel Management)	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B and a Pass in Eng./Kis., Group II or Group III, a 2 nd Group II/III or any Group IV or Group V	4 years (integrated programme)
Bachelor of Technology (Tourism and Travel Management)	• 3-year Diploma in Tourism and Travel Management from TU-K or Equivalent qualification from another institution recognised by Senate, together with KCSE Mean Grade C- (Minus)	2½ years (part time)
Bachelor of Science (Hospitality Management)	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B and a Pass in Eng./Kis., Group II or Group III, 2 nd Group II or 2 nd Group III or Group IV or Group V	4 years (integrated programme)
Bachelor of Technology in Hotel and Restaurant Management	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B and a Pass in Eng./Kis., Group II or Group III, 2 nd Group II or 2 nd Group III or Group IV or Group V OR • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Hotel and Restaurant Management or equivalent	4 years (integrated programme) 2½ years (part time)
<p>NOTE: Applicants with Craft Certificate and a Diploma from KNEC may also apply for the relevant Bachelor of Technology programmes Integrated programme: These are classes taken between 7.00 am and 6.00 pm during week days Part Time: These are classes conducted between 5.00 pm and 9.00 pm including Saturdays</p>		

COURSE TITLE	REQUIREMENTS	DURATION
Bachelor of Technology in Institutional Catering and Accommodation Management	• KCSE Mean Grade C+ (plus) with C (plain) in Maths A/B and a Pass in Eng./Kis., Group II or Group III, 2 nd Group II or 2 nd Group III or Group IV or Group V OR • KCSE Mean Grade C- (Minus) and TU-K Diploma in Technology in Institutional Catering and Accommodation Management or equivalent	4 years (integrated programme) 2½ years (part time)
Bachelor of Science (Event and Convention Management)	• KCSE Mean Grade C+ (plus) with a Pass in Eng./Kis., Maths A/B, Group III, Group II or 2 nd Group III or any Group IV or Group V.	4 years (integrated programme)
Diploma of Technology in Tourism and Travel Management	• 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 2 nd Group II/III or any Group IV or Group V OR relevant certificate from an institution recognised by Senate, together with KCSE D+ (plus).	3 years (integrated programme)
Diploma in Technology in Event and Convention Management	• KCSE C- (minus) Mean grade with a Pass in Eng./Kis., Maths A/B, Group III, Group II or 2 nd Group III or any Group IV or Group V. OR relevant certificate from an institution recognised by Senate, together with KCSE D+ (plus).	3 years (integrated programme)
Diploma in Technology in Hotel and Restaurant Management	• KCSE C- (minus) Mean grade and D+ (plus) in Maths A/Maths B and a Pass in Eng./Kis., Group II or Group III, 2 nd Group II or 2 nd Group III or Group IV or Group V or relevant certificate from an institution recognised by Senate, together with KCSE D+ (plus).	3 years (evening) Expect for one practical day
Diploma in Technology (Dip-Tech) in Institutional Catering and Accommodation Management	• KCSE C- (minus) Mean grade and D+ (plus) in Maths A/Maths B and a Pass in Eng./Kis., Group II or Group III, 2 nd Group II or 2 nd Group III or Group IV or Group V OR relevant certificate from an institution recognised by Senate, together with KCSE D+ (plus).	3 years (integrated programme)
<p>NOTE: Applicants with Craft Certificate and a Diploma from KNEC may also apply for the relevant Bachelor of Technology programmes Integrated programme: These are classes taken between 7.00 am and 6.00 pm during week days Part Time: These are classes conducted between 5.00 pm and 9.00 pm including Saturdays</p>		



ONLINE APPLICATION PROCEDURE

Please read the following application guidelines carefully before you apply:

1. Visit the University website www.tukenya.ac.ke and locate the menu "Intake";
2. **Sign Up** and create an account;
3. Enter your personal details to obtain a **REFERENCE NUMBER**;
4. Copy the REFERENCE NUMBER and quote it as you pay a non-refundable application fees of **KES 2000** at any branch of Cooperative Bank or Kenya Commercial Bank. Use the REFERENCE NUMBER **AS ONE OF YOUR NAMES**. Your payment will be confirmed automatically after 24 hours;
5. After 24 hours elapses, return to the University website, log in and proceed to enter your academic qualifications
6. Upload a scanned copy of the corresponding certificate/result slip against each qualification and official passport size photograph with white background, birth certificate and national identification card/passport for nonresidents;
7. Choose your preferred programme of study; then
8. **SUBMIT** the application and wait for the selection process to be completed. You can always login and check for your application status using your account details.

NOTE:

- Bank Account Details: Cooperative; Account Number: 01129006234900
- Bank Account Details: KCB; Account Number: 1101632445
- Your payment will FAIL if you pay before obtaining a REFERENCE NUMBER
- You can apply for another course if you pay for it using the same REFERENCE NUMBER.

The successful applicants will receive their admission offer letters through the website. Once you get notification, visit TU-K website and access "Admission Menu". Follow link on Admission List Module II and download your letter.

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



THE TECHNICAL UNIVERSITY OF KENYA

SCHOOL OF GRADUATE AND ADVANCED STUDIES

POSTGRADUATE DEGREE PROGRAMMES

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 the solution of 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			SCHOOL OF BUSINESS AND MANAGEMENT STUDIES		
Master of Science in Applied Statistics	<ul style="list-style-type: none"> a) At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR b) Second Class (Lower Division) Honours degree from a university recognised by the Senate of TU-K plus at least two years working experience. The candidate must also have taken at least 12 units in Mathematics in their last two years of undergraduate studies and obtained a minimum average of 58% in the Mathematics area of specialisation, namely Pure or Applied at undergraduate level 	2 years	Master of Science in Electrical and Electronic Engineering	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 2 years of relevant work experience 	2 years
Master of Science in Mathematics (Pure or Applied Mathematics)	<ul style="list-style-type: none"> a) At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR b) Second Class (Lower Division) Honours degree from recognised university and at least two years working experience. The candidate must also have taken at least 12 units in Mathematics in their last two years of undergraduate studies and obtained a minimum average of 58% in the Mathematics area of specialisation, namely Pure or Applied at undergraduate level. 	2 years	Master of Arts in Entrepreneurship	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 1 year of relevant work experience 	2 years
SCHOOL OF BIOLOGICAL AND LIFE SCIENCES			SCHOOL OF INFORMATION AND COMMUNICATION STUDIES		
Master of Technology in Applied Parasitology	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 1 year of relevant work experience 	2 years	Doctor of Philosophy in Information and Knowledge Management	<ul style="list-style-type: none"> A holder of a Master's Degree of TU-K 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; OR An applicant shall be required to fulfil further requirements as may be stipulated by the respective department, school and/faculty and approved by the Senate of TU-K with regard to the field of study 	3 years
Master of Science in Forensic Biochemistry	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 1 year of relevant work experience 	2 years	Master of Applied Linguistics	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 1 year of relevant work experience 	2 years
Master of Science in Applied Parasitology			Master of Science in Information and Knowledge Management	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 1 year of relevant work experience 	2 years
SCHOOL OF HEALTH SCIENCES AND TECHNOLOGY			SCHOOL OF SOCIAL AND DEVELOPMENT STUDIES		
Master of Science in Community Nutrition	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree from TU-K; or equivalent from a university recognised by the Senate OR At least a Second Class Honours (Lower Division) degree from TU-K; or equivalent from a university recognised by the Senate, with at least two (2) years of relevant experience 	2 years	Master of Science in International Relations	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 1 year of relevant work experience. 	2 years
Master of Science in Medical Laboratory Sciences	<ul style="list-style-type: none"> At least a Second Class Honours (Upper Division) degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 2 years of relevant work experience 	2 years	SCHOOL OF CREATIVE ARTS AND TECHNOLOGIES		
Master of Technology in Applied Entomology			Master of Music in Music Education or African Music Studies	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 1 year of relevant work experience. 	2 years
Master of Public Health			Master of Musical Arts in Composition or Performance	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 1 year of relevant work experience. 	2 years
SCHOOL OF PHYSICAL SCIENCES AND TECHNOLOGY					
Master of Technology in Environmental Resource Management	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 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 from a university recognised by the Senate of TU-K OR Second Class Honours (Lower Division) degree from a university recognised by the Senate of TU-K in the relevant disciplines, with a Postgraduate Certificate and 1 year of relevant work experience 	2 years			
Master of Technology in Petroleum Chemical Technology					
Master of Science in Physics					
SCHOOL OF MECHANICAL AND PROCESS ENGINEERING					
Master of Technology (Mechanical Engineering)	<ul style="list-style-type: none"> At least a Second Class (Upper Division) Honours degree from a university recognised by the Senate of TU-K OR Second Class (Lower Division) Honours degree in the relevant disciplines with a Postgraduate certificate and 1 year of relevant work experience in the following areas: <ol style="list-style-type: none"> Bachelor of Technology in Mechanical Engineering Technology Bachelor of Philosophy in Mechanical Engineering Technology BSc/B.Eng in Mechanical Engineering or its equivalent 	2 years			
SCHOOL OF ELECTRICAL AND ELECTRONIC ENGINEERING					
Doctor of Philosophy in Electrical and Electronic Engineering (By Research)	<ul style="list-style-type: none"> A holder of a Master's degree of TU-K in the relevant field, or A holder of a relevant Master's degree from another institution recognised by Senate of TU-K 	3 years			

Applications for the Programmes above should be made by completing the online application form available on the Technical University of Kenya application portal: intake.tukenya.ac.ke.

The application form should be accompanied by copies of ACADEMIC CERTIFICATES, ID CARD and a bank deposit slip of a NON-REFUNDABLE APPLICATION FEES of Ksh 3,000/= paid against the application form REFERENCE NUMBER.

Bank Account Details

NOTE:

- Bank Account Details: Kenya Commercial Bank (KCB); Account Number: 1101632445
- Your payment will FAIL if you pay before obtaining a REFERENCE NUMBER
- You can apply for another Programme if you pay for it using the same REFERENCE NUMBER.

The successful applicants will be expected to pay the **FULL TUITION FEES FOR THE SEMESTER**. For Details of Fees, please check on the website within the admission menu.

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

