

Mount Kenya



University

REMARKS

BY

Prof. Stanley W. Waudu, Ph.D.

VICE-CHANCELLOR

DURING THE

**EDUCATION TRANSFORMATION AGREEMENT
SIGNING CEREMONY**

ON

15TH MAY, 2019

1.0 Salutation

- Simone Outarra, Head of Education, Middle East and Africa, Microsoft East Africa Limited,
- Sebul Haileleul, General Manager East Africa, Microsoft East Africa Limited,
- Michael Rasugu, Education Lead - East Africa MEA Emerging Markets - MCC, Microsoft in Education
- Irene Githinji, Digital Skills Program Manager, Africa
- Andrew Gakiria, Senior Associate, Learning Systems, Tabarin Consulting Limited,
- George Kiptalam, Tabarin Consulting,
- Dixon Karani, Tabarin Consulting,

- Deputy Vice-Chancellors,
- Registrar, Academic Administration,
- Principals present,
- University Librarian,
- Deans of Schools present,
- Directors,
- Staff, Ladies and Gentlemen,

Modified Salutations

The Microsoft Delegation headed by..

The guests from Tabarin Consultants,

Mount Kenya University Team,

Students leaders,

Ladies and gentlemen,

I join my colleagues in welcoming our guests to Mount Kenya University (MKU). Today marks the beginning of a formal collaboration between MKU and Microsoft that is anchored on the power of ICT whose enablers are computer systems.

Ladies and gentlemen, computer systems have an evolutionary history that dates from the 1940s. The evolution has enabled computers to go through five (5) generations.

The generations are:

Evolution of Computer Systems (<https://www.webopedia.com>)

Period	Generation of computers	Characteristics
1940-1956	1 st Generation computers e.g. UNIVAC and ENIAC	<ul style="list-style-type: none"> i) Used vacuum tubes for circuitry and magnetic drums for memory. ii) Enormous in size iii) Expensive to operate; used a lot of electricity iv) Generated a lot of heat v) Relied on machine language, the lowest-level programming language to perform operations and could only solve one problem at a time. vi) Input was based on punched cards and paper tape vii) Output was displayed on printouts
1956-1963	2 nd Generation Computers	<ul style="list-style-type: none"> i) Transistors replaced vacuum tubes. Transistor was invented in 1947 at Bell Labs ii) Smaller, faster, cheaper and more energy efficient. iii) Relied on punched cards and printouts for output. iv) Moved from cryptic binary machine language to symbolic languages such as COBOL and FORTRAN. v) Stored instructions in memory which moved from magnetic drum to magnetic core technology

1964-1971	3 rd Generation Computer Systems	<ul style="list-style-type: none"> i) Used an integrated circuit ii) Transistors were miniaturized and placed on silicon chips called semi-conductors which increased speed and efficiency. iii) Instead of punched cards and printouts, keyboards and monitors were used. iv) Smaller and cheaper v) Performed many different applications at the same time
1971-present	<p>Microprocessors</p> <p>1971: Intel 4004 chips was developed</p> <p>1981: IBM introduced the first computer for home use</p> <p>1984: Apple introduced Macintosh</p>	<ul style="list-style-type: none"> i) Many integrated circuits were built into a silicon chip. ii) Small in size and powerful iii) Have GUIs, mouse and handheld devices
Present and Future	<p>Artificial intelligence</p> <p>Example:</p> <p>Voice recognition devices</p>	Capable of learning and self-organization

Ladies and gentlemen, as we are aware, ICT is a critical component in our day to day operations including educational activities. ICT supports teaching and learning processes. It has, therefore, added new dimensions to teaching and learning that were not previously available. Learning in an ICT enhanced environment is more stimulating and engaging than in a traditional classroom environment.

Ladies and Gentlemen, ICT infrastructure, a game changer in the processes of teaching and learning. It is a value addition to Mount Kenya University (MKU). For example, MKU Open Distance and Electronic Learning (ODEL) programmes are supported by ICT infrastructure. Also, MKU Distance Institution-Based and Electronic Learning (DIBeL) programmes are supported by ICT infrastructure. Benefits associated with the use of ICT infrastructure to support the process of teaching and learning are many including attracting and retaining students.

For example, there are six thousand and twenty seven (6027) students and eleven thousand and thirty nine (11,039) students in the ODEL and DIBeL programmes respectively. Mount Kenya University also uses ICT infrastructure to manage University operations, information and data through the Management Information System.

Ladies and gentlemen, the collaboration between Microsoft and MKU will enhance our ability to leverage on opportunities such as developing competitive advantages provided by ICT. In addition, the collaboration will help students gain skills relevant to employability and entrepreneurship. We will also be in a position to offer a range of industry certification options.

In conclusion, I thank all those who have worked tirelessly to make sure that the collaboration between Microsoft and MKU is a reality. We look forward to an effective implementation of the Education Transformation Agreement.

Thank you and God bless you.