



AHMADU BELLO UNIVERSITY, ZARIA

ACADEMIC BRIEF

JANUARY, 2022

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FOREWORD

The academic brief is an important document that stipulates the growth and development trajectory of an institution. It encapsulates the university's long term strategic focus in terms of academic activities and the necessary supporting infrastructure and services.

In the 59 years of its existence, Ahmadu Bello University has recorded many successes in the delivery of its core mandates of teaching, research and community service, as envisioned by its founding fathers. Many graduates have been produced who have made impacts in different facets of our national and global developments. The University has also expanded in size, with increasing number of faculties, academic departments and programmes at both degree and sub-degree levels. The university has to consolidate on these achievements through a coherent academic brief that guides its development pattern.

This is the first successful effort at developing a comprehensive academic brief for the university through a structured, inclusive process. The document has passed through all the approving units of the University, up to the Governing Council. It envisions a particular strategic direction for the university, especially considering the challenges of the time and the need to position it for greater achievements in the next 50 years. Lofty aspirations have been defined, together with the required resources and alignments to achieve them.

I must appreciate the coordinating efforts of the Directorate of Academic Planning and Monitoring in developing this academic brief. I thank all the members of the academic brief development committee for their sacrifice and commitment. I also call on all members of the University Community and other stakeholders to fully commit to the effective implementation of the plans envisioned.

Thank you.

Prof. Kabiru Bala
Vice- Chancellor
February 28, 2022

PREFACE

The academic brief was developed based on the mission, vision and core values of the University as conceived by its founding fathers. An appraisal of the historical background and current state of affairs of the University together with certain policy positions of the University Governing Council provided critical information. These were considered alongside the strategic advantages of the university and its status as a first-generation University in Nigeria. In addition, consultations were made with different academic and support service units of the university to ensure proper stakeholder engagement. This provided the basis for shaping the university's strategic focus and the conception of its development aspirations as contained in the academic brief.

The Academic Brief comes in 12 chapters based on the guidelines of the National Universities Commission (NUC). It contains baseline data and projections required to plan and manage academic activities of the university based on a strategic direction that is envisaged to make the University to rank among the top 100 universities by its centennial jubilee.

On behalf of the Directorate of Academic Planning and Monitoring, I sincerely thank the Vice-Chancellor for the opportunity and the confidence reposed in Directorate to coordinate the development of the Academic Brief. I appreciate all members of the committee who worked tirelessly to see to the development of the document. I also acknowledge all stakeholders of the University, especially the University Senate and the Governing Council for their critique and approval.

Thank you.

Prof. Y. M Ibrahim

Director, Directorate of Academic Planning and Monitoring.

February 28, 2022

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CHAPTER ONE

INTRODUCTION

1.1 Preamble

This chapter discusses historical evolution of the Ahmadu Bello University, which was conceived and named as University of Northern Nigeria. Later the nomenclature of the University was changed from the University of Northern Nigeria to Ahmadu Bello University. The phases of growth and development of the University is succinctly and briefly captured in the chapter.

1.2 Historical Background

Ahmadu Bello University (ABU) is a federal university located in Zaria, Kaduna state. The establishment of the University for Northern Nigeria was conceived following the recommendation of the Ashby Commission for the expansion of higher education in Nigeria. Consequently, three regional universities were established; University of Nigeria Nsukka, University of Ife, Ahmadu Bello University, Zaria and one Federal University at Lagos. However, before the commission's report, the northern regional government had commenced planning for a university, presumably converting the Ahmadu Bello College at Kano to a university. The report of the Ashby Commission provided a new direction and focus of establishing a university of Northern Nigeria at Zaria rather than Kano.

In this regard, a law was enacted in May 1961 (A Law No.24 of 1961) by the then Northern Regional House of Assembly for the establishment of a Northern Nigeria University. In September 1962, a motion was passed by the house of assembly that recommended changing the name of the university to Ahmadu Bello University, bearing the name of the then Premier of the Northern Region, who was also appointed as the first Chancellor of the University. The University Law came into effect on 4th October 1962, and the first Senate meeting was held on that day. While effective teaching began on the 10th October, 1962, with student's population of four hundred and twenty-five (425). An initial budget of 2, 150,000 pounds was approved to cover for both capital and recurrent expenditure for the take-off of the University. The speed of operation was probably unprecedented in the University.

The northern regional government appointed Professor Norman S. Alexander as the first Vice Chancellor with Sir, Kashim Ibrahim as the First Chairman of the University Provincial Council.

The University incorporated the existing facilities of the then Nigerian College of Arts, Science and Technology at Samaru; Ahmadu Bello College in Kano; the Agricultural Research Institute at Samaru; the Institute of Administration at Kongo, Zaria; Research Farm Centre at Shika; and the Veterinary Research Institute, Vom, Jos Plateau.

The University started with 4 Faculties, 15 Departments, 2 Institutes, 1 Centre, 425 Students, and 142 teaching and non-teaching Staff. The University received a boost in the first decade of its establishment, which led to the creation and establishment of many Faculties and Institutes. Prominent among them include Institute of Education, Institute of Health, and Institute of Research on Economic Development.

Ahmadu Bello University became a Federal Institution in 1975 when the Federal Government took over the ownership of all regional Universities in the country. It became a first-class University in Nigeria, Africa and the world, in the first decade of its inception, attracting both foreign students and staff across the globe. The University operates three main campuses; Samaru and Kongo in Zaria, and a School of Basic and Remedial Studies, Funtua that was initially in Samaru. It also has three Colleges of Agriculture located at Shika, Mando and Kabba.

The Samaru campus houses the administrative offices and a number of Faculties including; Faculties of sciences, social-sciences, arts and languages, education, environmental design, engineering, medical sciences, agricultural sciences; as well as a number of Centres and research facilities. The Kongo campus hosts the Faculties of Law and Administration. The Faculty of Administration consists of Local Government and Development Studies and Public Administration Departments. However, the creation of ABU Business School has encapsulated Department of Economics, Business Administration and Accounting.

From a modest beginning 59 years ago, Ahmadu Bello University has been transformed into the largest and the most diverse University in Sub-Saharan Africa. It has passed through many phases of growth and development. Currently, the University occupies a land area of seven thousand (7,000) hectares and encompasses eighteen (18) Faculties, a Postgraduate School and 108 Academic Departments. In addition to the Centre for Distance Learning, it also has over 21 Institutes/Research Centres, a School of Basic and Remedial Studies, a Demonstration Secondary School, a Primary School, and Extension and Consultancy outfits that provide –a variety of services.

The total student's enrolment in the University's Undergraduate and Postgraduate degree programmes in the 2019/2020 academic session is about 52,000, drawn from every State of the Federation of Nigeria, Africa and the rest of the world, thus making the University the most nationalistic in terms of student's admission and staff recruitments. All ethnic groups in the country are represented in the University. At present, the University has over 3, 000 academic staff and 8,319 non-teaching staff. The University has also nurtured two University Colleges, Abdullahi Bayero College (now Bayero University, Kano) and Abubakar Tafawa Belewa College (now Abubakar Tafawa Balewa University, Bauchi), and many tertiary institutions across the country are affiliated to it. It also nurtured two (2) Colleges of Education (FCE Zaria and FCE Kano).

In its entire history of existence, the University has met the developmental needs for which it was founded, especially with regards to the production of high-quality graduates and community services in Engineering, Environmental Design, the Medical Sciences, Agriculture, the Humanities, Education and the Natural Sciences. The University has over nine million alumni who are found in different sectors in all parts of Nigeria, Africa, Europe, Asia and the United States. The alumni occupy important positions in the public and the private sectors of the economy, at all Levels of Government and in educational Institutions of higher learning in and outside Nigeria.

From its inception the University is administered by thirteen (13) Vice Chancellors, including the current Vice Chancellor (Table 1.1):

Table 1.1: List of Vice Chancellors in Ahmadu Bello University Zaria

S/N	Name	Date
1	Professor Norman Alexander	1962-1966
2	Professor Ishaya Shuaibu Audu	1966-1975
3	Professor Iya Abubakar	1975 1978
4	Professor Oladipo Olujimi Akinkugbe	Oct.'78-Aug.'79
5	Professor Ango Abdullahi	1978-1986
6	Professor Adamu Nayaya Muhammad	1986-1992
7	Professor Daniel Sarror	1992-1996
8	Major General Mamman Kontagora (Rtd)	1996-1999
9	Professor Abdullahi Mahdi	1999-2005
10	Professor Shehu Usman Abdullahi	2005-2010
11	Professor Abdullahi Mustapha	2010-2015
12	Professor Ibrahim Garba	2015-2020
13	Professor Kabiru Bala	2020-2025

1.3 Location and Proprietor

The main campus of Ahmadu Bello University is located at Samaru, Zaria, Kaduna State, Nigeria. It was established in 1962 to serve the manpower need of the northern regional government, but in 1975 the University was nationalized by the then federal government under the military regime of General Murtala Ramat Muhammad. From that period, it has continued to be a federal government owned institution and is the largest University in West Africa.

CHAPTER TWO

IDENTITY OF THE UNIVERSITY

2.1 Preamble

The chapter addresses issues related to the corporate identity of the University. It provides information about its name, logo, motto, University colours and colours of the faculty hoods, in addition to some important facts about the monumental tower that symbolises the creative nature of the University as a citadel of learning.

2.2 Name

The University is named after its founder and the first Premier of Northern Nigeria, *the Sardauna of Sokoto*, Sir Ahmadu Bello. It was **founded on October 4, 1962**. Ahmadu Bello University's logo, along with the words "Ahmadu Bello University", the initials "ABU" and other distinguishing signs owned by ABU shall wholly express its corporate identity in perception and in all academic correspondences.

2.3 Logo

The University's logo represents a key identity and unique brand respected and recognisable across the whole of Africa south of the Sahara. It defines who the staff and Alumni are, what they do and what the community stands for. Ahmadu Bello University logo's classic design is bold, confident, and reflects vibrant corporate visual identity. It reflects the University's creative spirit, respects for traditions and remains a visual shorthand of the highest academic and social traditions that represents it as "a citadel of great learning". The iconic representation of crescent, the University in *Arabic* text translated as "Ahmadu Bello University" and encapsulated by a protective rosary, symbolises a priceless tradition.



2.4 Motto

"The first duty of every university is the search for and the spread of knowledge and the establishment of the nation."

2.5 University Colours and Colours of Faculty Hoods

The main University Colour is green and the colours of Faculty Hoods are as presented in Table 2.1.

Table 2.1: University Colours and Colours of Faculty Hoods

S/No	Faculty/School	Colour
1.	Administration	Sky Blue
2.	Agriculture	Green
3.	Arts	Red
4.	Education	Golden Yellow
5.	Environmental Design	Lemon Green
6.	Engineering	Brown
7.	Law	Black
8.	Basic Medical Sciences	Purple
9.	Pharmaceutical Sciences	Blue
10.	Life Sciences	Maroon
11.	Social Sciences	Orange
12.	Veterinary Medicine	Yellow
13.	Physical Sciences	*
14.	Allied Health Sciences	*
15.	Basic Clinical Sciences	*
16.	Clinical Sciences	*
17.	Dental Surgery	*
18.	Business School	*

** The University is in the process of assigning colours to the faculties/schools listed from nos 13 – 18 above.*

2.5 University Mission, Vision and Core Values

Vision

Ahmadu Bello University shall be a world-class University comparable to any other, engaged in imparting contemporary knowledge, using high quality facilities and multi- disciplinary approaches, to men and women of all races as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large.

Mission

To advance the frontiers of learning and break new grounds, through teaching, research and the dissemination of knowledge of the highest quality; to establish

and foster national and international integration, development and the promotion of African traditions and cultures; to produce high-level human power and enhance capacity- building through retraining, in order to meet the needs and challenges of the catchment area, Nigeria and the rest of the world.

Core Values

In achieving the vision and mission, Ahmadu Bello University considers as fundamental the values of quality, excellence, diversity, equity, integrity, service, accountability, entrepreneurship; pluralism, sharing, and partnering. Our thrust has been to sustainably conserve these core values, which has ensured that the University enjoys tremendous goodwill nation-wide and abroad.

2.6 University's Strategic Goals and Objectives

The current strategic goals of the University were developed from the identified values and needs, in accordance with the three key mandates of the University (teaching, research, and community service). The guiding principle is that the University will always strive for excellence by fostering a culture of continuous improvement of high standards in everything we do. Under each of these strategic goals, there are a number of institutional-level strategic objectives to be used as a roadmap for the attainment of the strategic goals.

The identified strategic goals include the following:

- Goal 1: Excellence in Teaching and Learning
- Goal 2: Excellence in Research and Innovations
- Goal 3: Excellence in Postgraduate Education
- Goal 4: Extensive High-quality Digital Resources
- Goal 5: Excellence in Support Services (Public & Community)
- Goal 6: Excellence in Outreach, Linkages, and Collaborations
- Goal 7: Excellence in Governance and Management
- Goal 8: Excellence in Resource Mobilization and Utilization

Goal 1: Excellence in Teaching and Learning

Strategic Objectives

- A. To strengthen the systematic and mandatory review of curriculum and pedagogy for all academic programmes
- B. To review existing staff development and condition of service policy to create a quality critical mass of staff for enhanced performance output.
- C. To attract and select the most talented students from both national and international communities on the basis of academic merit and intellectual

interest and offer them an excellent academic experience that equips them to excel in whatever they choose to do after graduation

Goal 2: Excellence in Research and Innovations

Strategic Objectives

- A. To identify and sustain key international partners and knowledge networks in order to strengthen the University's research capacity and linkages.
- B. To strengthen the provision and development of a supportive research environment which is crucial to the maintenance and enhancement of the University's research standing.
- C. To develop our policies on research integrity and the conduct of research by diverse researchers in terms of their interests, talent, and expertise within and across disciplines.
- D. Increase scholarly participation and productivity by embedding research, scholarship, and faculties/departments, publications in international and impact factor journals.
- E. Scale-up research potentials and activities to make full use of human and material resources for scholarship and stakeholder benefits.

Goal 3: Excellence in Postgraduate Education

Strategic Objectives

- A. To improve postgraduate (PG) enrolment towards meeting the 70/30 percent ratio in postgraduate and undergraduate (UG) intake in the University.

Goal 4: Extensive High-quality Digital Resources

Strategic Objectives

- A. To provide high-quality, modern, and cost-effective IT infrastructure, services, and training
- B. To design flexible and engaging online learning environments

Goal 5: Excellence in Support Services (Public & Community)

Strategic Objectives

- A. To effectively deliver and responsively manage key facilities and support services.
- B. To deliver outstanding facilities and services and manage them effectively and responsively

Goal 6: Excellence in Outreach, Linkages, and Collaborations

Strategic Objectives

- A. To increase close cooperation with our present and future partners in order to boost our research profiles, visibility, and funding
- B. To sustain and develop Academic affiliation relationships with key local, regional, and international higher education institutions throughout the region
- C. To create public and private cooperative agreements with our community and other agencies, such as Businesses & Non-profits bodies for the benefit of the local and regional economy
- D. To build a strong relationship with the Alumni of the University

Goal 7: Excellence in Governance and Management

Strategic Objectives

- A. Develop a framework within which administrators can function more effectively
- B. Construct a cohesive and streamlined approach to the administration of the University

Goal 8: Excellence in Resource Mobilization and Utilization

Strategic Objectives

- A. Have a good appreciation of the likely resource implications of its goals and objectives
- B. Increasing the flow of funds to the University for Solvency
- C. Improve Financial Planning for Budget Sustainability

CHAPTER THREE

ORGANIZATIONAL STRUCTURE

3.1 Preamble

The authorities of the University shall be the Officers, the Council, the Senate and the Faculties of the University and such other bodies as may be prescribed by the Ahmadu Bello University, Zaria Statute.

3.2 The Visitor

The President of the Federal Republic of Nigeria is the Visitor of Ahmadu Bello University as provided for by the relevant laws of the country. He attends the University's convocation ceremonies either in person or sends a representative from time to time; he sets up a Visitation Panel to examine the previous performance of the University and recommend to the Visitor the necessary measures to be taken to help the University achieve its objectives and goals that are relevant to national needs and development.

3.3 The Chancellor

The Chancellor is appointed by the Visitor on the recommendation of the Council, and shall be the Head of the University. He holds office for five years from the date of his/her appointment or until his/her resignation, whichever be the shorter, and shall be eligible for reappointment. The Chancellor of Ahmadu Bello University performs ceremonial functions. Usually, he/she confers Degrees and Diplomas on graduands of the University at every Convocation ceremony. He/she also distributes Certificates and Prizes to deserving graduands during such ceremonies

3.3 The University Council

The University Council is the highest decision-making authority of the University. It is composed of internal and external members, in addition to principal officers of the University. The external members including the Chairman of Council (Pro-Chancellor), are appointed by the Visitor. The internal members are nominated/elected by the Congregation and the University Senate for a maximum of two consecutive tenures renewable after two years. The broad functions of the University Council are enshrined in the Act establishing the University and Statute 4. The Registrar of the University is statutorily the secretary of the University Council.

3.4 The University Senate

The Senate is the highest academic authority of the University. It exercises control over finances, manages educational affairs and acts for the University in all academic matters. The Senate therefore directs and regulates the admission of students, teaching and instruction and examinations within the University. The Senate is responsible for the promotion of research and the conferment or withdrawal of degrees (including honorary degrees), diplomas, certificates, licentiateships and distinctions. The powers of the Senate are however subject to the powers of the Council in all ramifications. The Senate is composed of the Principal Officers of the University, all Deans and Directors of academic Directorates/Centres and Divisions, all Professors in the University, all Heads of Departments, academic staff representing the University Congregation and the Registrar who is the Secretary of the Senate.¹

3.5 The University Congregation

The Congregation functions as a forum to discuss matters affecting the academic well-being of the University from time to time. It is also an avenue where the University community receives information from the Vice-Chancellor. The Congregation consists of Principal Officers of the University and all members of academic and non-academic staff holding degrees or higher national diplomas (HNDs) from recognized institutions. It nominates or elect members to represent it at the University Governing Council and the University Senate. The Vice-Chancellor of the University is the Chairman of the Congregation while the Registrar serves as the Secretary.²

3.6 The University Convocation

Convocation, in the context of Ahmadu Bello University, Zaria refers specifically to the entirety of its alumni (Alumni Association) which functions as one of the university's representative bodies. It consists mainly of all ABU graduates along with the Chancellor, Pro-Chancellor, Vice-Chancellor, Deputy Vice-Chancellors, Provosts/Deans/Directors, all Heads of Units/Colleges/Faculties/Departments and all university staff (academic/non-academic). Due to its increasingly large size, an executive committee is elected biannually which is responsible for convening general alumni meetings, proposing developmental views and making representations concerning such views to the university administration. Equally important is that the convocation encourages co-operation among alumni,

¹ See Statute 5 for other functions of the University Senate

² See Statute 8

especially in regard to donations. The convocation nominates or elect a member to represent it at the University Governing Council.

3.7 Principal Officers

3.7.1 The Vice-Chancellor

The Vice-Chancellor (VC) is the Chief Executive and Accounting Officer of the University. The VC chairs several committees and sees to the implementation of decisions of the University council and the day-to-day management of the affairs of the University. The VC is appointed by the University Council based on merit and holds a 5-year non-renewable tenure appointment.

3.7.2 The Deputy Vice-Chancellors

The Deputy Vice-Chancellors are usually nominated by the Vice Chancellor and elected by the Senate of the University and subsequently ratified and approved by the Council. They assist the Vice-Chancellor in both administration and academics, in the day-to-day activities of the University. Each holds a 2-year tenure renewable for another term.

3.7.3 The Registrar

The Registrar is the Chief Administrative Officer of the University and he is responsible to the Vice-Chancellor for the day-to-day administrative work of the University. He heads the Registry Department and serves as the Chief administrative adviser to the Vice-Chancellor. He is the Secretary to the University Council, Senate, Appointment and Promotions Committee, Congregation, Convocation and the Honorary Degree Awards Committees. The Registrar is also expected to plan, organize, direct and coordinate the operations of the administrative machinery of the University-including academic matters. The Registrar is appointed by the University Council based on merit and holds a 5-year non-renewable tenure appointment.

3.7.4 The Bursar

The Bursar is the custodian of the finances of the University and heads the Bursary Department. He is responsible to the Vice-Chancellor for the day-to-day financial transactions of the University especially, in respect of disbursement of funds, financial accounting and treasury services; contracts, pensions, gratuity, loans, insurance and several other planning and annual budget preparations. The Bursar represents the Vice-Chancellor in all financial matters. He ensures that financial regulations are made, published for the knowledge of the University Community and ensures that financial procedures are followed. It is part of his

functions to see to it that funds generated or allocated are judiciously used. The Bursar is appointed by the University Council based on merit and holds a 5-year non-renewable tenure appointment.

3.7.5 The Librarian

The University Librarian shall be responsible to the Vice-Chancellor for the administration of the University library; co-ordination of the library services in the University, its campuses, faculties, schools, departments, institutes and other teaching and research units; implementation of the policy of the University with respect to the development of the library. The Librarian is appointed by the University Council based on merit and holds a 5-year non-renewable tenure appointment.

3.8 Directorates, Centres, Institutes, Schools and Divisions

Ahmadu Bello University, Zaria has various Directorates, Centres, Institutes, Schools and Divisions that render variety of services (academic and research) to the University and the larger community. These are summarized in Table 3.1.

Table 3.1: Summary of Directorates, Centres, Institutes, Schools, Divisions and other Units in Ahmadu Bello University Zaria.

	Name/Acronym
1. Directorates	Directorate of Academic Planning and Monitoring (DAPM) Directorate of University Advancement (DUA) Public Affairs Directorate (PAD) Directorate of Public Affairs
2. Centres	Centre for Energy Research and Training (CERT) Centre for Biotechnology Research and Training (CBRT) Equipment Maintenance and Development Centre (EMDC) Centre for Disaster Risk Management and Development Studies (CDRMDS) Centre for Historical Documentation and Research (Arewa House) Centre for Islamic Legal Studies (CILS) Sustainable Procurement Environment and Social Standard Centre of Excellence (SPESSCE)

	<p>Public Procurement Research Centre</p> <p>Centre for Spatial Information Science (CSIS)</p> <p>Centre of Excellence on Development Communication (CEDC)</p> <p>International Centre of Excellence for Rural Finance and Entrepreneurship (ICERFE)</p> <p>African Centre of Excellence on New Pedagogy in Engineering Education (ACENPEE)</p> <p>African Centre of Excellence on Neglected Tropical Diseases and Forensic Biotechnology (ACE-NTDFB)</p> <p>Mc. Arthur Centre of Excellence on Veterinary Epidemiology (MACEVE)</p> <p>Venom, Antivenom and Natural Toxins Research Centre (VANTRC)</p>
3. Institutes	<p>Institute of Administration (IOA)</p> <p>Institute of Education (IOE)</p> <p>Institute of Information and Communication Technology (IAICT)</p> <p>Institute for Developmental Research and Training (IDR&T)</p> <p>Institute for Agricultural Research (IAR)</p> <p>National Animal Production Research Institute (NAPRI)</p> <p>National Agricultural Extension and Research Liaison Services (NAERLS)</p>
4. Schools, Colleges	<p>Distance Learning Centre (DLC)</p> <p>School of Postgraduate Studies (SPGS)</p> <p>School of Basic and Remedial Studies (SBRS)</p> <p>Samaru College of Agriculture</p> <p>College Agriculture and Animal Sciences</p> <p>College of Agriculture Kabba</p>

	ABU Staff Schools Demonstration Secondary School
5. Divisions and Units	Student Affairs Division Security Division Division of Agricultural Colleges (DAC) University Health Services (UHS) Gender Policy Unit Physical Planning and Municipal Services ABU Microfinance Bank Anti-corruption and Transparency Unit (ACTU) ABU Press Limited

3.9 Faculties and Departments

The faculty is an academic unit of the university, headed by a Dean, which comprises of several departments representing the various academic programmes. Ahmadu Bello University, Zaria, has 18 Faculties and 108 departments namely;

- i. ABU Business School (Six departments)
- ii. Administration (Two departments)
- iii. Agriculture (Seven departments)
- iv. Arts (Eight departments)
- v. Allied Health Sciences (Three departments)
- vi. Clinical Sciences (Ten departments)
- vii. Basic Clinical Sciences (Five departments)
- viii. Basic Medical Sciences (Three departments)
- ix. Dental Surgery (Three department)
- x. Education (Eight departments)
- xi. Engineering (Ten departments)
- xii. Environmental Design (Eight departments)
- xiii. Law (Four departments)
- xiv. Life Sciences (Five departments)
- xv. Pharmaceutical Sciences (Six departments)
- xvi. Physical Sciences (Seven departments)
- xvii. Social Sciences (Three departments)
- xviii. Veterinary Medicine (Ten departments)

3.10 Committee System

As part of its organizational structure, the University adopts a committee system to drive through its policies. University committees are of two types: standing and *ad-hoc* committees. Standing committees have the character of permanence and are integral to the main University authorities like the Council or Senate. Examples are the Appointment and Promotions Committee, the University Board of Research, Senior Staff Disciplinary Committee, the Senate Standing Committee on Examinations and various Board of Governors across the University. *Ad-hoc* committees are established for the purpose of achieving specific immediate purposes at various levels of the University.

3.11 University Components

Key to the University organizational structure are the staff/students of the University. The relationship between the various units that make up Ahmadu Bello University is shown in the flow chart in figure 3.1 below.

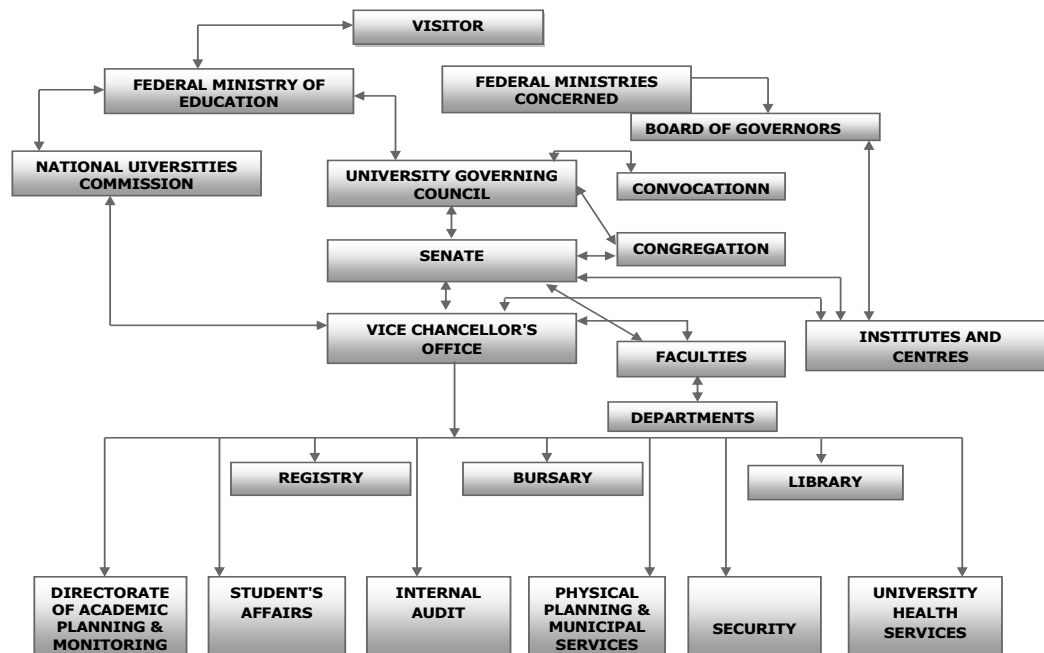


Figure 3.1: Ahmadu Bello University Organizational Structure (Organogram)

CHAPTER FOUR

ACADEMIC PATTERN

4.1 Preamble

The academic pattern of the University is described in this chapter. The University has universal standard academic programmes. For teaching, research and administrative efficiency, the University's structural components are broadly organised into Faculties, Colleges, Schools, Institutes, Centres, Directorates, Departments and Affiliated Institutions. Related departments with their programmes are grouped to form a Faculty, headed by a Dean. The University is looking at the prospects of coalescing more Faculties into Colleges, normally headed by Provosts. The collegiate structure will allow rapid expansion of programmes and admission quota, accelerate decision-making and achieve greater coordination and cross fertilization of ideas within related disciplines.

4.2 Academic Components of the University

4.2.1 Faculties and Departments

The University has eighteen academic Faculties and details of the various courses being run in various academic units of the University is provided in Table 4.1, while a comprehensive list is attached as Appendix I.

Table 4.1: Summary of Programmes by Faculty and Department

Faculty/Department	UG	PGD	Master	M.Phil	Ph.D	Total
ABU Business School	6	5	10	2	6	29
Accounting	1	1	2	1	1	6
Banking and Finance	1	1	2		1	5
Business Management	1	1	3	1	1	7
Economics	1		1		1	3
Insurance and Actuarial Sciences	1	1	1		1	4
Marketing	1	1	1		1	4
Administration	2	3	5	3	2	15
Local Government and Development Studies	1	1	2	2	1	7
Public Administration	1	2	3	1	1	8
Agriculture	4	4	8	1	8	25
Agricultural Economics and Rural Sociology	1	1	2		2	6
Agronomy		1	1	1	1	4
Animal Science		1	1		1	3
Crop Protection			1		1	2
Plant Science		1	2		2	5
Soil Science			1		1	2
Allied Sciences	3		1	1	1	6
Medical Laboratory Sciences	1					1
Medical Radiography	1					1
Nursing Sciences	1		1	1	1	4
Arts	9	2	14	1	14	40
African Languages and Cultures	1	1	3		2	7
Arabic	1		2		2	5
Archaeology	2		1		2	5
English	2		3		2	7
French	1		1		1	3
History	1		1		1	3

Philosophy			1	1	1	3
Theatre and Performing Arts	1	1	2		3	7
Basic Clinical Sciences			4		3	7
Chemical Pathology			1		1	2
Haematology and Blood Transfusion			2		1	3
Medical Microbiology						
Pathology			1		1	2
Basic Medical Sciences	2	1	3		2	8
Human Anatomy	1	1	1		1	4
Human Physiology	1		2		1	4
Medical Biochemistry						
Clinical Sciences	2		5		1	8
Anaesthesia						
Community Medicine						
Dental Surgery						
Medicine						
Obstetrics and Gynaecology						
Ophthalmology						
Paediatrics						
Psychiatry						
Radiology						
Surgery						
Trauma and Orthopaedic Surgery						
Dental Surgery						
Oral and Maxillofacial Surgery						
Oral Medicine						
Orthodontics and Paediatric Dental Surgery						
Education	19	2	32	2	19	74
Arts and Social Science Education	5		6		5	16
Educational Foundation and Curriculum		1	3		3	7

Educational Psychology and Counselling	2		3		2	7
Human Kinetics and Health Education	1		4		4	9
Home Economics						
Library and Information Science	1	1	4	2	2	10
Science Education	7		6		1	14
Vocational and Technical Education	3		6		2	11
Engineering	13	10	26	3	19	71
Agricultural and Bioresources Engineering	1		1		1	3
Chemical Engineering	1	1	1		2	5
Civil Engineering	1		4		3	8
Computer Engineering	1	1	2		2	6
Electrical Engineering	1	1	2		2	6
Mechanical Engineering	3	2	5	3	2	15
Metallurgical and Material Engineering	1		1		1	3
Polymer and Textile Engineering	2	2	3		3	10
Telecommunications Engineering	1	1	2		2	6
Water Resources and Environmental Engineering	1	2	4		1	8
Environmental Design	9	3	20		16	48
Architecture	1	1	4		2	8
Building	1	1	4		3	9
Fine Arts	1		4		4	9
Geomatics	2	1	1		1	5
Glass and Silicate Technology	1		1		1	3
Industrial Design	1		1		2	4
Quantity Surveying	1		2		2	5
Urban and Regional Planning	1		3		1	5

Law	2	4	5	4	4	19
Commercial Law		1	1	1	1	4
Islamic Law		1	1	1	1	4
Private Law		1	1	1	1	4
Public Law		1	1	1	1	4
Life Sciences	5	4	8		8	25
Biochemistry	1	2	3		2	8
Biology	1	1	2		2	6
Botany	1		1		1	3
Microbiology	1	1	1		2	5
Zoology	1		1		1	3
Pharmaceutical Sciences	1	2	6	1	6	16
Clinical Pharmacy and Pharmacy Practice			1		1	2
Pharmaceutical and Medicinal Chemistry			1		1	2
Pharmaceutics and Industrial Pharmacy			2		2	4
Pharmaceutical Microbiology						
Pharmacognosy and Drug Development		1	1		1	3
Pharmacology and Toxicology		1	1	1	1	4
Physical Sciences	7	8	24	1	20	60
Chemistry	1	2	7		5	15
Computer Science	1	1	1		1	4
Geography & Environmental Management	1	3	9	1	5	19
Geology	1	1	1		2	5
Mathematics	1		1		1	3
Physics	1		4		4	9
Statistics	1	1	1		2	5
Social Sciences	4	2	9	2	3	20
Mass Communication	1	1	3		1	6
Political Science	2	1	4	2	1	10

Sociology	1		2		1	4
Veterinary Medicine	1		22	2	25	50
Theriogenology and Production			1		1	2
Veterinary Anatomy			1		1	2
Veterinary Medicine	1		3		3	7
Veterinary Microbiology			1		2	3
Veterinary Parasitology and Entomology			3		3	6
Veterinary Pathology			1		1	2
Veterinary Pharmacology and Toxicology			2		3	5
Veterinary Physiology			1	1	2	4
Veterinary Public Health and Preventive Medicine			2		1	3
Veterinary Surgery and Radiology			7	1	8	16
Grand Total	89	50	201	23	157	520

NB: See Appendix I for a comprehensive guide on the existing programmes in A.B.U. Zaria by faculties and departments.

4.3 Admission Requirements

4.3.1 Undergraduate

Admission into Ahmadu Bello University would be opened to all, irrespective of race, belief or political learning. Candidate seeking for admission must possess the necessary requirements as stated hereunder:

i. 4, 5 and 6-Year Degree Programme:

Admission into the above degree programmes is done through the U.T.M.E. with a minimum of 5 credits from recognized examination bodies (SSCE, NECO, NABTEB, WAEC, etc.) at the Senior School Certificate (SSC) Level in relevant subjects which must include English Language and Mathematics.

ii. 3-Year Degree Programme:

Admission into the three – year degree programme is done through JAMB Direct Entry with pass in at least two relevant subjects from recognized examination bodies (IJMB, GCE, NCE or Diploma passed at credit Level), in addition to meeting the O’Level credit requirement.

iii. 2-Year Degree Programme:

Admission into the two – year degree programme is done through Special Admission for candidates who hold HND from recognized Institutions, in addition to meeting the O'Level credit requirements.

4.3.2 Inter- University Students Transfer

Students can transfer from another University to Ahmadu Bello University, provided they meet the receiving Faculty/Department's requirement in terms of qualification, grade and the minimum duration of stay to earn the University's degree.

Further details on programme specific admission requirements are given in appendix II.

4.3.3 Postgraduate Admission

An applicant for postgraduate studies must have met the normal undergraduate requirements of at least five relevant O' Level credits or a combination of relevant O' Level credits and A 'Level qualifications (in a maximum of 2 sittings) such as IJMB, HND, HSC, NCE, etc. In all cases, these must include a credit in O' Level English Language and Mathematics (where required).

i. Postgraduate Diploma (PGD):

An applicant for the Postgraduate Diploma must be a holder of third-class degree from Ahmadu Bello University or any other recognized University or H.N.D in the relevant areas, in addition to meeting the O' Level credit requirement.

ii. Master:

An applicant for the Master degree must be a holder of First or Second class degree from Ahmadu Bello University or any other recognized University in relevant areas. Note: A holder of HND (minimum of an Upper Credit) or equivalent is ordinarily not qualified for Master Admission except where he/she has acquired an additional qualification such as a PGD in the same or related field.

iii. Ph.D:

Ph.D applicants must hold a Master degree with a research thesis component (not project) from Ahmadu Bello University or any other recognized University in relevant areas.

Note:

- a. Candidates with a CGPA score of less than 3.5 are not eligible for Ph.D admission.
- b. Where a Ph.D applicant is judged to be deficient, such as having a professional Master degree or Master without a Thesis component, he/she may be considered for an M.Phil.
- c. Applicants who earn a minimum CGPA of a 3.5 at the end of the M.Phil. programme shall be upgraded to proceed with the relevant PhD study.
- d. Applicants for Ph.D programmes are expected to liaise with the relevant departments/programmes prior to selection of their proposed research areas to ascertain the department's capability to host their proposed study.
- e. Where a Master or Ph.D student is unable to complete his/her study within the stipulated time, such a student shall be awarded the relevant PGD or M.Phil (where applicable).
- f. Transcript: Candidates should request their former Universities or Institutions, to send their academic transcripts to the Secretary, School of Postgraduate Studies, ABU, Zaria prior to confirmation of their admission by the Senate.

4.4 Graduation Requirements**4.4.1 Undergraduate**

A total of 120 - 180 credit units are required to graduate for those admitted into 100 Level or for the 4, 5 and 6-year programme and 90 - 160 credit units for those admitted into 200 Level or for the 3/4-year programme and 60 credit units for those admitted into 300 Level or for the 2-year programme. These credit units are made up of cognate, elective, project, SIWES and General Studies (GENS) courses.

4.4.2 Postgraduate

Not all the Postgraduate programmes are offered as Part-Time and Full-Time. However, Postgraduate Diploma programme runs for 18 months and the total credit units required to graduate for PGD programmes are 18. A total of 36 credit units are required for master degree programme which runs for a minimum of 24 months. For Doctoral degree programme a total of 56 credit units are required to graduate while the programme runs for 36 months.

4.5 Course Credit System and Other Academic Regulations**a) Credit unit**

A one credit unit of lecture is allocated one contact hour per week. All the courses shall be assessed continuously and at specific times as determined by the Departments.

b) Course Credit System

In the 2013/2014 Academic Session, the National Universities Commission (NUC) reviewed the Pass Mark in the Undergraduate Programmes from 40% to 45%, and abolished the Pass Degree. Points system of grading, as opposed to the Letter Grade system Courses weighted in Credit Units according to the contact hours required to teach the course, e.g.

1 Credit Unit = 15 Contact Hours

2 Credit Units = 15 x 2 or 30 Contact Hours

3 Credit Units = 15 x 3 or 45 Contact Hours

For non-taught courses such as Projects, SIWES, Field Trips and Teaching Practice, the credit units may be as high as 6.

c) Course Code

Courses are identified by Course Code which enable courses to be grouped into the 1st and 2nd Semesters. It has two components: letter code (upper case), which is derived from Department or Faculty offering the course and digit code indicates 'Level' and 'Semester', e.g. COSC 101, ACCT 202, BLDG 303. etc. The first digit signifies Level, whereas the third digit specify the Semester. The arrangement is such that the last odd digit stands for 1st semester and the even for 2nd semester.

d) Classification of Courses:

i. Core Courses

Compulsory/mandatory courses for all students in the programme. It can come from within or outside the Department/Faculty and must be passed by every student before graduation. Failure of a core course in an examination constitutes a 'carry over', i.e. such courses are carried over to the corresponding semester of the next session(s) until passed.

The number of core courses per semester is influenced by factors such as:

- Registration ceiling of 24 credit units per semester
- Credit units of the individual core courses allowed in the particular semester
- Credit units for the entire electives for the semester (usually about 15 - 20% of the maximum credit load for the semester)
- The more the credit units of the courses, the less the number that may be accommodated.

ii. Prerequisite

This refers to a course that must be taken and passed prior to taking another precise course at the next Level of similar semesters.

iii. Concurrent:

A course that student must take with another particular course during a semester.

iv. General Studies:

These are a cluster of obligatory courses to be taken by all the students registered in the university irrespective of their programmes.

v. Electives

Courses generally classified as ‘optional’ can come from within or outside the Department/Faculty and are never ‘carried over’ if failed. It can be further classified into:

❖ Restricted electives:

- Taken from within the Department/Faculty.

❖ Unrestricted electives:

- Taken from any Department/Faculty in the University.

❖ Cognate electives:

- Like core courses, cognate electives must be taken by all students in the programme. Unlike core courses, they are never carried over.

A student records a ‘pass’ in a Semester Examination if he/she passes all core courses, even if an elective or electives are failed.

e) Duration of Academic Programmes

Academic programmes are expected to be completed within the normal duration (excluding periods of deferment).

Normal duration (Years)	Maximum Duration (Years)
4	$4 + 2 = 6$
5	$5 + 2\frac{1}{2} = 8$
6	$6 + 3 = 9$

f) Evaluation of Student Performance:

The purpose of evaluating student’s performance is to determine what has been achieved, identify strengths and weaknesses and to fulfil one of the University’s main functions apart from teaching. It involves a critical assessment in Laboratory/Workshop/Studio/Field trip/Clinical/Exhibition, paper and oral tests, assignment and examination through Continuous Assessment and final

Examination which carry 40% and 60% respectively. The final marks obtained are converted into Letter and Grade Point as shown below:

Marks Range (%)	Letter Grade	Grade Point
70 – 100	A	5
60 – 69	B	4
50 – 59	C	3
45 – 49	D	2
40 – 44	E	1

- g) **Cumulative Grade Point Average (CGPA):** In order to determine the performance of a student over time, his/her Cumulative Grade Point Average (CGPA) is used.

The CGPA is obtained by multiplying the Grade Point given to each range of numerical marks by the course credit and the product is added up to give the total weighted grade point. This total is divided by the total number of course credits taken (passed or failed). The CGPA shall be calculated to two decimal places.

Below is the formula for calculating the CGPA:

$$\frac{\sum_{i=1}^n GP_i}{\sum_{i=1}^n U_i}$$

Where:

n is the total number of course taken (passed or failed)

GP_i is the grade point scored in course 'i'

U_i is the total number of course credits (passed or failed)

h) Classification of Degree:

The class of degree a student earned at the end of the degree programme is designated as follows:

CGPA	Class of Degree
4.50 – 5.00	First Class
3.50 – 3.49	Second Class Upper
2.40 – 3.49	Second Class Lower
1.50 – 2.39	Third Class
1.00 – 1.49	Pass Degree

Probation:

A student is placed on probation if his/her CGPA falls below 1.50 (for Classified degree) or below 2.40 (for unclassified degree) for 2 consecutive semesters.

i) Withdrawal:

A student will be asked to withdraw if he/she fails to come out of probation after 2 consecutive semesters, i.e. the next two semesters. Withdrawal from a programme can also be on the basis of failure to register, without permission, for FOUR consecutive semesters having exhausted the maximum residency period for the particular programme, conviction on a criminal matter or serious examination malpractice.

j) Course Load;**i. Student:**

Full – time students shall register for a minimum of 24 credit units and a maximum of 48 credit units during each academic session except students on Industrial Attachment/Field Work/Teaching Practice. Student can only register less than the minimum or more than the maximum if he/she obtains permission from the Faculty Board or Senate. Yet, spill-over students shall be allowed to register for only the remaining credit units required for graduation.

ii. Academic Staff

Generally, academic staff are those staff in the services of the university employed to carry out the primary functions of teaching, supervision, research, clinical/library duties, community services and any additional duties considered basic for academic staff. These basic academic tasks vary from one category of academic staff to another, depending on where the staff is posted/located to carry out his/her primary duty within the University.

Therefore, productivity and performance of this category of staff (academic staff), should be assessed on the basis of relevant qualifications attained, and effective performance of duties as required of the staff irrespective of posting/location using an instrument/criterion as may be introduced or defined by the university from time to time.

- Minimum Workload

In order to have a proper understanding of the workload of an individual academic staff in a Nigerian University, it is imperative to comprehend Course Credit System (CCS) currently operating in the Nigeria University System. The CSS operates on the basis of credit unit of course offered to and/or passed by students. The credit unit has been defined by the NUC as "consisting of specified number of student-teacher contact hours per week per semester".

For the purpose of determining or measuring workload, the NUC specified *one credit unit* to be equivalent to;

- (a) one hour of lecture or tutorial per week per semester,
- (b) two hours of seminar,
- (c) three hours of laboratory or field work, clinical practice/practicum or stadium sporting activity,
- (d) six hours of teaching practice, and
- (e) one week of industrial attachment.

The application of the CCS to the various academic programmes have been covered by Benchmark Minimum Academic Standards (BMAS) in various disciplines. To help determine the normal workload of academic staff by individual universities, the NUC has approved the following guidelines for the Nigerian University System;

"... a full-time staff should have a minimum teaching load of 8 credit units per semester, including post-graduate teaching...". The NUC further clarified the minimum teaching load as follows:

"For science-based disciplines, this should mean a minimum of 6 lecture hours and two 3-hour laboratory work per week". This means a total of 12 contact hours (6+6) per week.

"For arts-based disciplines, this should mean a minimum of 6 lectures and two 1-hour tutorials per week". This means a total of 8 contact hours (6+2) per week.

NTL = normal teaching load in the University (credit hour/week/semester).

Therefore, If the University decides to use the minimum workload as the normal workload for its teaching staff, then NTL

= 12 hours/week/semester for science-based disciplines

= 8 hours/week/semester for art-based disciplines

i. Non-Teaching Staff

The non-teaching staff are those staff members in the services of the university employed mainly for purpose of providing support services to the various Organs and Units of the University in the fields of Administration, Accounting, Engineering, Medical, Technical, Technological, municipal etc. Therefore, productivity and performance of this category of staff (non-teaching staff), must be assessed on the basis of relevant qualifications attained, and effective performance of duties as required of the staff irrespective of posting/location, using an instrument/criterion as may be introduced or defined by the university from time to time.

ii. Administrative, Technical and Municipal Services Staff Workload

These non-teaching staff offer unique and peculiar situation that will make the determination of their minimum or normal work difficult. Currently they are expected to work for 8hrs from 8:00 am to 4:00 pm except those affected by shifting. Normal workload may therefore be interpreted to mean carrying out duties and responsibilities as assigned or as may be specified in the staff job description and specific schedule of duties, within the general time frame of 8:00 am to 4:00 pm as the case may be. However, staff in this category may be required to delay closing where situation demands so.

4.4 Academic Schedules

Ahmadu Bello University, like all other Nigerian Universities, runs a semester system; a session shall consist of two semesters. A semester will last for 18 weeks i.e.: i) 2 weeks of registration; ii) 14 weeks of lectures; and iii) 2 weeks of examinations.

4.5 Programme Quality Assurance

The Management of Ahmadu Bello University Zaria approved the creation of Quality Assurance Unit (QAU) under the Directorate of Academic Planning and Monitoring (DAPM) at its 154th meeting on Monday 14th August, 2014 with a mandate to ensure standards for all programmes and services in the University are maintained. The QAU operates on a committee-based structure and the University has a robust quality assurance mechanism, which covers the different layers in the system; Department/Unit, Faculty and the entire University. There is a Central Quality Assurance Committee that ensures standards are maintained in teaching & learning and examination conduct. The composition of the committee includes: Director, Directorate of Academic Planning & Monitoring (DAPM) as Chairman, Deputy Director, Quality Assurance, DAPM, Academic Secretary, Faculty Quality Assurance Representatives and Administrative Secretary, DAPM as Secretary

Each Faculty has a Quality Assurance Committee to ensure academic standards are maintained in the Faculty. The Committee comprises all the Departmental Quality Assurance Committee Chairmen and headed by the Faculty Quality Assurance Representative to be appointed by the Dean of the Faculty. The activities of the Committee shall be reported to the Central Quality Assurance Committee. Similarly, each Department/Unit has a Quality Assurance Committee appointed by the Head of Department to ensure academic/operational standards are maintained in the Department/Unit. The activities of the Committee shall be reported to the Faculty Quality Assurance Committee.

In addition, there is Students Quality Assurance Ambassadors at the Departmental, Faculty and Central levels comprising of the class representatives to participate in the Quality Assurance activities on teaching & learning and examination conduct.

For monitoring purposes, there are five (5) sub-committees; Teaching & Learning, University Administration, Staff & Student Welfare, Outreach & Special Services and Research to oversee the functions of various organs of the University. A number of forms have been designed to aid monitoring of academic activities in the University. These are Departmental Quality Assurance Committee Monthly Report Form, Undergraduate and Post-graduate Students Lecture Monitoring Forms, Examinable Courses Form, Quality Assurance Team Lecture Monitoring Form, Students Course Evaluation Form and Checklist and Report on Examination Administration.

There is a revised Quality Assurance Manual (2020 – 2025 edition) that guides the Quality Assurance processes in the University. Soft copy of the Manual is available on the University website.

4.6 Programme Evaluation

Each programme is evaluated periodically through accreditation by the National Universities Commission and Professional Bodies (where applicable). There is also the external examiner system that checks the programme curriculum and examination conduct to ensure standards are maintained. External Examiners shall be used in the final year of the undergraduate programme in order to:

- i. Review learning outcomes and assessment techniques for courses and programmes.
- ii. Ensure academic standards and the quality of teaching, learning and assessment.
- iii. Confirm that standards are comparable to universities internationally.
- iv. Audit student feedback process for courses and programmes and actions arising
- v. Ensure fairness, validity and rigour of assessment at the Department.
- vi. Review, moderate and where appropriate adjust grading
- vii. Audit grades, distributions and samples of graded assessments Participate in practical, clinical or oral assessments of major projects
- viii. Provide feedback on strengths/weakness witnessed and recommendations for change.

In addition, students do evaluation of courses/lecturers at the end of each semester. The evaluation is done online using an approved template (please see appendix I). The evaluation results are analysed by the Directorate of Academic Planning and Monitoring and report sent to the Heads of Department.

4.7 Phasing of Achievement of the University Strategic Academic Goals

4.7.1 Establishment and Strengthening of Newly Created Academic Programmes

From 2021 to 2025, new programmes in the Faculty of Administration, Engineering, Environmental Design and College of Medical Sciences are expected to commence while some existing programmes in the ABU Business School (Banking and Finance, Marketing and Acturial Science) , Faculty of Engineering (Automotive Engineering, Computer Engineering, Mechatronics Engineering, Mining & Minerals Engineering, Telecommunications Engineering, and Transportation Engineering) and the College of Medical Sciences (Dental Surgery, Medical Laboratory, Radiography, etc.) are to be strengthen in terms of provision of academic buildings and teaching, learning & research facilities. The Faculty of Environmental Design is to gradually move to the Phase II. Currently, the Department of Glass and Silicate Technology has moved to the Phase II while the Departments of Urban and Regional Planning, Geomatics and Building shall move to the Phase II from now to 2023.

4.7.2 Achievement of Strategic Academic Goals

The University has the goal of being among the top 100 Universities in the Times Higher Education (THE) world ranking by 2062. Other ranking bodies may as well be considered *pari passu*.

The specific objectives are:

- a) To be at par with the very best in the fields of Agriculture, Engineering & Technology, Law and Sciences by 2062.
- b) To gradually shift focus to attain 70% Postgraduate studies by 2062
- c) To attain at least 70% self-sufficiency in terms of finance by 2062

This is in-line with the University's Vision of being 'a world-class university comparable to any other, engaged in imparting contemporary knowledge, using high quality facilities and multi-disciplinary approaches, to men and women of all races, as well as generating new ideas and intellectual practices relevant to the needs of its immediate community, Nigeria and the world at large'. Table 4.4 shows some of the phased development goals of the University.

Table 4.4: Phased Development Goals of the University

Phase	Years	World University Ranking based on the Times Higher Education (THE) metrics	Winning Nobel Laureate Award	Shifting focus to PG Programmes Goal: 70% PG	Science: non Science programmes admission ratio (both PG&UG) Goal: 75% Science
0 (Baseline)	Now (2021)	Yet to participate	None	Current PG:UG ratio is 12.5:87.5	Current Science: non-Science based admission ratio (both PG&UG) is 63:37
I	1- 5	Be in the top 1000 universities in the world based on THE ranking	None	Ratio to be increased to – 37.5:62.5	Ratio to be increased to - 75:25
II	5- 10	Be in top 700 universities in the world based on THE ranking	None	62.5: 37.5 PG-UG student ratio	
III	10- 15	Be in top 500 universities in the world based on THE ranking	At least 1	70.0: 30.0 PG-UG student ratio	
IV	15- 20	Be in top 400 universities in the world based on THE ranking	At least 1		
V	20- 25	Be in top 300 universities in the world based on THE ranking	At least 1		

VI	25-30	Be in top 200 universities in the world based on THE ranking	At least 2		
VII	30-35	Be in top 150 universities in the world based on THE ranking	At least 2		
VIII	35-40 (2061)	Be in top 100 universities in the world based on THE ranking	At least 3		

CHAPTER FIVE

RESEARCH POLICY

5.1 Preamble

Research is the original investigation undertaken in order to contribute to knowledge and understanding and, in the case of some disciplines, cultural innovation or aesthetic refinement. It typically involves enquiry of an experimental or critical nature driven by hypotheses or intellectual positions capable of rigorous assessment by experts in a given discipline. A researcher therefore is that individual undertaking this investigative exercise.

Ahmadu Bello University (ABU) recognizes research and research-led teaching as primary responsibilities of its academic staff. It places value on fostering, publishing, and disseminating research of the highest international quality. University research should serve to develop intellectual independence and promote community learning.

The University must ensure that it maintains the highest ethical standards. Dishonesty of any kind in research is unacceptable. Such dishonesty damages the search for truth, the individual(s) themselves, their colleagues and the general community. The University cannot permit the integrity of its research programmes to be placed in doubt.

The ABU Research Policy is a university wide policy and these guidelines should be seen as a framework for sound research practice and for the protection of individual research workers, including both staff and postgraduate research students, from possible misunderstanding. This policy sets the framework for the development and implementation of research policy at the ABU within which academic staff carry out their required research obligations, and in which students can engage and be supported in their research.

5.2 Goals and Objectives

The University aims to carry out research and creative work of a consistently high international standard that will contribute to the advancement of knowledge and understanding, and to the national goals of innovation, economic development, social development, environmental sustainability and the fulfilment of its obligations.

The Objectives of the Research Policy are to:

Promote the role of the University as a primary source of basic research;

1. Utilise the skills of the University to undertake all forms of research that contribute to the advancement of knowledge, cultural and social development, preservation of the environment and economic growth;

2. Develop portfolios of research that are of regional, national and international relevance and build on the strengths of the University and/or create strengths which the University has identified as a priority;
3. Maintain cohesive plans and effective management policies and practices that foster excellence, support individual, project and programmatic research;
4. Work to increase external funding and support for research and creative work;
5. Protect, develop and exploit the intellectual property developed in the University;
6. Promote research-based teaching and enhance scholarship through clearly linking research, professional practice, creative work and teaching;
7. Place a high priority on excellence and innovation in creative work, research, research training and the dissemination of research in the professional development, recognition and rewards systems of the University;
8. Recruit increased numbers of postgraduate and post-doctoral students and provide them with research supervision, infrastructure and support of the highest possible quality;
9. Develop and maintain an infrastructure that can sustain and promote high quality research and that maximises interfaculty co-operation and synergies; and
10. Promote research alliances and collaborative partnerships with other tertiary institutions, research institutions, public agencies and the private sector.

5.3 Structure of Research

Researches in ABU are conducted at 4 levels viz.:

- 5.3.1 Undergraduate students-projects
- 5.3.2 Postgraduate students research.
- 5.3.3 Individual staff research
- 5.3.4 Collaborative/interdisciplinary research

5.3.1 Long term research funding and research intensiveness

This will be secured by the following measures:

- expanded external fundraising
- replacement of ageing research equipment

- attracting more and better postgraduates
- expanding the research mentoring of younger academics by more experienced staff

5.3.2 *The Research Committee*

The University Board of Research (UBR) is the committee of Senate responsible for setting research policy, the management and administration of such policies, and advising Senate on research-related matters. UBR is responsible for producing this Research Policy Manual.

5.4 Research Management

Advice and policy on research matters is coordinated through a number of bodies and committees, including the following:

- (a) UBR, chaired by the VC, is the University's highest research management body.
- (b) School of Postgraduate Studies (SPGS) and Faculties are required to establish research committees to support the research activities of their staff and postgraduate students.

5.4.1 *Supervision of Research Students/trainees*

- a. The Head of Department or Academic Unit should ensure that supervision of each research student/trainee (including Undergraduate, Graduate and early career postdoctoral staff) is assigned to specific, responsible and qualified supervisor(s), and that the ratio of research students/trainees to supervisors ensures effective intellectual interaction and effective oversight of the research at all times.
- b. Supervisors or Heads of departments or academic units should provide each research student/trainee with written material on applicable government and institutional guidelines for the conduct of research, including those covering ethical requirements for studies on human and animal studies as well as requirements for confidentiality.
- c. Supervisors are obliged to provide guidance on all matters of research. This includes discussing with the student, at the outset, relevant issues of research conduct and ethics, and intellectual property, and referring any problems/queries to the Head of Department for consideration. Supervisors will normally be required to guide students in attending various research

trainings/workshops organized by the University or by other training providers.

- d. Supervisors must ensure, as far as possible, the validity of research data obtained by a student under his/her supervision.

5.4.2 Group Research

Research shall be conducted by a team of investigators usually led by a team leader, which shall in this case referred to as “Principal Investigator”, while others are classified as co- investigators and or research assistants.

A principal investigator must be a researcher who should have obtained a PhD degree with relevant research experience in terms of publications and prior research training in the discipline that guarantees a reasonable chance of success on the grant application.

In addition, the candidate will be guaranteed space and resources for the duration of the grant.

Responsibilities of Principal Investigators

- Shall be responsible for the establishment of the project team. Members shall be constituted based on project requirements, sponsor guidelines related to key project personnel, and the qualifications and contributions of potential participating members.
- Proposal budget development and submission
- Management of expenditure
- Notification of Sponsor and prior approvals

5.4.3 Peer Review

5.4.3.1 The University encourages all researchers to participate in peer review because this provides expert scrutiny of a research, and helps to maintain high standards and encourage accurate, thorough and credible research reporting.

5.4.3.2 Participants in peer review should act fairly and in a timely manner, should keep confidential and not disclose the content or outcome of any process in which they are involved, should declare conflicts of interest, and should ensure that they are informed, and comply with the criteria to be applied.

5.4.3.3 Researchers whose work is undergoing peer review must not seek to influence the process or outcomes.

5.4.3.4 Supervising researchers have a responsibility to assist trainee researchers, including students, in developing the necessary skills for peer review and understanding their obligation to participate.

5.4.4 *Research Funding*

The University needs to have a strong central part of its scholarly effort financed in a stable manner in order to enable it to plan wisely and to keep its research program in balance and harmony with the changing needs of society

Sources of Research Funding

5.4.4.1 Appropriations to the University - in support of research by the Government.

5.4.4.2 Research Grants and Contracts: Agreements for such grants and contracts may be entered into with an agency of the Federal, State or Local Government, or with a private entity.

5.4.4.3 Developmental Grants: These may be derived from foundations, from business and industry, or from individuals.

5.4.4.4 University/Industry Cooperative Research Programs

5.4.4.5 Foundations: Many public and private foundations and not-for-profit corporations provide support for research and scholarly projects.

5.4.4.6 Scholarship and Fellowship Funds

5.4.5 *Collaboration among Research Units*

The specialized Research Institutes in ABU serve as vehicles for engaging with other research institutions and industry and facilitate interdisciplinary and multidisciplinary relationships. The University promotes full synergy between them and the Academic Departments. This synergy would raise the research profile of the University, focus strengths in areas where there is (or the University wishes to develop) a concentration of research excellence, including areas of applied research, and to maximize external research funding.

5.5 Research Ethics Policy

Ethics refers to a system of moral principles governing the appropriate conduct of a person or group. Hence Research Ethics refers to an appropriate conduct of researchers and scholars in the performance or relationship with each other in the course of scholarship and research.

Ethical misconduct in research is any "fabrication, falsification and plagiarism in proposing, conducting or reporting research or other scholarly activities." Fabricating research findings refers to making up fictional results, while falsifying research results refers to altering, misrepresenting, or selectively reporting findings. Each of these acts violates the integrity of the research process and constitutes a serious breach of accepted ethical standards. Ethical research practice therefore requires that researchers at all stages of the research process conduct their research in an open and honest manner and make every effort to ensure the accuracy of their findings.

5.5.1 Plagiarism is a form of ethical misconduct in research and consists of the intentional or unintentional "use of the words, ideas, diagrams of publicly available work without appropriately acknowledging the sources of these materials." Thus, any use of the words, phrases, ideas, or work of others in any form without acknowledging the original sources constitutes plagiarism.

The ABU Policy on Research Ethics is aimed at protecting the integrity of the University and staff in the areas of research and scholarship.

5.5.2 Ethical Guidelines:

1. **The University expects affiliate researchers and scholars undertaking various researches within the University to be responsible and uphold the following principles:**
 - a. Recognise the substantive contributions of collaborators and students; use unpublished work of other researchers and scholars only with permission and with due acknowledgement; and employ archival material in accordance with the rules of the archival source;
 - b. Obtain permissions of authors before using new information, concepts or data originally obtained through access to confidential manuscripts or applications for funds for research or training

that may have been seen as a result of processes such as peer review;

- c. Use scholarly and scientific rigor and integrity in obtaining, recording and analyzing data, and in reporting and publishing results;
- d. Ensure that authorship of published work includes all those who have materially contributed to, and share responsibility for, the contents of the publication, and only those people; and
- e. Reveal to sponsors, universities, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decisions on whether the individual should be asked to review manuscripts.

2. The University holds Sections and individuals that administer University or Department guaranteed funds responsible for:

- a. Promoting integrity in research and scholarship; and
- b. Investigating possible instances of misconduct in research or scholarship, including: imposing appropriate sanctions in accordance with their own policies; and informing the appropriate authorities of conclusions reached and actions taken.

3. Researchers should reveal to sponsors, collaborating universities, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decisions on whether the individual should be asked to review applications, test products or be permitted to undertake work sponsored from outside sources.

5.5.3 Research Compliance

"Research Compliance" refers to the process by which the supervising authority, in accordance with laid down laws and regulations, certifies that research is conducted in a legal and ethical way while "Clearance" is the process by which the supervising authority proves this compliance.

A thesis/dissertation represents the culmination of years of academic preparation and uniquely expresses a student's training, skills and ideas. It therefore deserves the student's greatest effort and, as with all scholarly work, demands compliance with the highest ethical standards.

5.5.3.1 Publication and Authorship

1. Authorship of publications should include and be limited to the individuals who have made significant intellectual contribution to the research, including students.
2. Reviewers for articles submitted to learned journals should carry out their duties in a timely manner, declaring any conflicts of interest and agreeing to abstain from such situations.
3. Authors should recognise substantive contributions of collaborators and students as appropriate; use unpublished work of other researchers and scholars according to the usual conventions (including due acknowledgement).
4. Researchers should use scholarly and scientific rigour and integrity in obtaining, recording and analysing data, and in reporting and publishing results.
5. Researchers should ensure that authorship of published work includes all those who have intellectually contributed to, and share responsibility for the contents of the publication and only those people.
6. Important regulations regarding ownership of data, authorship, expected time commitments, access to research funds, remuneration of assistants, space arrangements and project phases and deadlines etc. should be made clear to young graduates, assistants or postgraduate students engaged as part of a major research work.

5.5.3.2 Research Concept and Data Collection

1. All data will be collected and used in a manner consistent with the ethical standards of this policy to be amended to reflect any changes in policy from time to time, and researchers will be notified of the changes.
2. All research reports and articles must contain sufficient data to allow for experiments and analyses to be reproduced.

5.5.3.3 Financial Accountability

1. Any member of staff, postgraduate or undergraduate students funded in parts or whole by the University or guaranteed by the department shall disclose any such monies available for the research and present a detailed report on expenditure of the said funds to the Head of Department through the Departmental Research Committee.
2. It is the responsibility of the lead researcher to ensure judicious use of funds made available for the research project.

For externally sponsored research (External Funding), individuals, groups and units of the university shall seek for funding of research projects from national and international organizations/agencies (Governmental and Non-governmental, public and private), as a way of improving their research outputs, qualities and provision of physical facilities that will result in high quality research outcomes. These shall be done through collaborations, partnerships and sourcing from grants and sponsorships.

The various research activities (internally and external funded) are carried out using University facilities. Researchers should therefore, in budgeting the cost of such projects, provide for the use of such facilities including bench charges for the laboratory space, equipment, analysis and utilities (water, electricity) and project administration. Proportion for project administration is currently 5% of total project cost. Where the funding agency allows for higher figure, researchers should endeavour to build it into their project cost.

Many external research sponsors have their own policies and guidelines on research conduct frameworks. These may include issues such as:

- i. **Commitment (Time Dedicated to research period):** Ahmadu Bello University shall ensure that awardees of research grants are granted part waiver of time engagements from their routine teaching and administrative responsibilities and other commitments. This is required to enable the staff, devote some of his/her time to carry out and accomplish the research activities scheduled in the project. The institution should provide some time in order for researchers to carry out the project activities effectively.
- ii. **Conflict of interest:** Every researcher shall be required to sign the “No Conflict of Interest” form developed by the UBR. This is to ensure accountability in the various processes particularly regarding procurement, reporting data analysis and financial transactions. Such signed documents are required to also be deposited with the University. The University through UBR and from the regular project progress reports, shall ensure the commitment of members of the team.
- iii. **Fund disbursement and management:** Individuals and research groups shall submit regular (biannual or yearly) reports of their financial transactions including bank statements, audited reports and procurement records to the UBR for vetting and review before submission to or concurrently to the funding agency. It shall be mandatory for each grantee to fully disclose fund disbursement and details of expenditure to the UBR.
- iv. **Research protocol:** Each funding agency has its research protocol. Grantees while encouraged to adopt and apply such protocols, shall clear and obtain all

necessary approvals from the responsible units and committees in the University. Such protocols shall not be in contravention and rules of Ahmadu Bello University and be seen to comply with internationally accepted principles of fairness and justice.

v. Reporting channels:

- a. All grantees shall be required to strictly adhere to the reporting channels and schedules as agreed by the funding agencies.
- b. Records of every report shall be deposited with the University Advancement, as well as the Research and Innovation Unit of the Directorate of Academic Planning and Monitoring

vi. Research misconduct

The process of addressing research misconduct varies from one sponsor to another and may be classified broadly into two:

- a. **Sponsor places the primary responsibility for the prevention and detection of misconduct on the University:** In this case, the principal investigator, or any interested member of the University community, shall report to the UBR, issues pertaining to financial irregularities for investigation as outlined in research Misconduct section. Outcome of such inquiry and actions being taken to address the abnormally if proven, shall be reported to the sponsor or funding grantor.
- b. **Sponsor retains the right to commence their own investigation:** The University Research Committee shall at the onset of a grant or externally sponsored research, identify funding associated with a particular act or acts of alleged research misconduct, applicable requirements and regulations, cooperate with the funding agencies and put in place measures to ensure compliance.
UBR shall review requests for information from such grantors based on the extant rules of the university and the external regulations or sponsor agreement. In case of (a) above, no interim report shall be provided. Only a summary of final report shall be made available to external non-governmental grantors unless prior agreement exists and after consultation with the University Council.
- c. **Protection of Research Misconduct Informants:** Any member of the University community who believes an act of research misconduct has occurred or is occurring should notify the UBR through his departmental or Faculty head. The Committee shall ensure through the Vice Chancellor that such individual is protected from retaliation of any kind.

vii. Data collection, archiving, ownership and publications;

Data collection, management and storage shall be the responsibility of the PI in case of group research. In case of student research (UG and PG), the responsibility of the data safety and retention is that of the student before graduation (a copy shall be deposited with the supervisor) and that of the supervisor after the student's graduation.

Research data should be kept for not less than three years after student graduation or after project completion. It may be kept longer under the following conditions:

- If there are intellectual property rights on it
- If there are ongoing issues of research misconduct
- If a student abandons the work

In the first of the two circumstances, the University may take possession of the data.

ix. Financial disclosures and agencies notifications:

Researchers who already hold a project grant shall be required to disclose to the University additional new grants obtained during the lifespan of the current or ongoing grant period. In the disclosure, evidence shall be provided to show that the new grant is substantially different from the ongoing grant in terms of project activities, facilities, budgeted items, material requirement and procurement, personnel emoluments and non-overlap of time allotted to the activities of the two project awards. Where there is synergy, evidence shall also be provided to the University and the initial project grantor, to ensure non duplicity

In addition to all the above, the following should be noted;

1. Principal investigators shall ensure that members of the research team work together as a cohesive group, the research activities and data/publications generated therefrom are valid and authenticated.
2. All members of the team are given opportunity to review the various procedures and results, and take responsibility for the contents of research reports.
3. All members of the team are consulted and make inputs prior to publications and appropriately listed as co-authors in the publications.
4. At the onset of the research, the team should develop clearly defined practices and procedures for the research and the roles and responsibilities of each member, including issues of data confidentiality.

5.5.4 Mandate

Ensuring a high standard of ethical practice in research is primarily the responsibility of researchers, whether departmental staff, or students.

5.5.4.1 University Mandate

The University has a collective responsibility to ensure and enable ethical research and to hold each researcher accountable for meeting these standards. Other mandates of the University are;

a. Establishment of Innovation Hubs

Establishment of an Innovation Hub in Ahmadu Bello University which shall facilitate the rapid transformation of research project results into products - an essential component in achieving long term economic growth of a nation and ensuring the relevance of universities to address socio-economic problems of the society. It will also serve as incubation centre for research ideas and their commercialisation beside facilitating patent and innovation drives.

- Ahmadu Bello University shall deploy its ICT facilities to establish open labs where researchers and prospective entrepreneurs can engage each other
- It shall also
 - ✓ develop policies and strategies for advancing start up enterprises through analyses of factors involved in innovative outcomes
 - ✓ Organize annual fairs to show case innovations by undergraduate and postgraduate students and other researchers

b. Remuneration and Employment of Resource Grant-based Personnel

In order to encourage quality research outputs and improve on the ability of the University to make scientific breakthroughs, Ahmadu Bello shall encourage the engagement of adjunct temporary research staff to facilitate the execution of external funded research projects.

- The salary structure of such researchers and other conditions of engagement shall reflect the existing salary packages in the University
- Where there is provision for engagement of adjunct or temporary staff in the conditions of award by the Grantor, the remuneration shall apply as stated and be paid from the grant.
- The University shall in addition develop a postdoctoral mentorship programme that will lead to the institution of postdoctoral fellowships in research laboratories and centres.

The postdoctoral programme is to build a body of next generation researchers in research conduct, and improve their publications in high impact journals.

c. Recognition of Grant Awardee

Ahmadu Bello University, taking cognisance of the importance of research and innovation outputs in promoting national development and institutional rating, shall institute a recognition award guideline to reward researchers, research clusters, groups and Centres/institutes who make immense contribution to research and innovation promotion.

Major criteria to be used shall include but not limited to

- Grants won or attracted to the University (amount and number of awards)
- Significance of research/innovation outputs (Quality, quantity, and applications)
- Number of patents filed and their commercialisation.

The guideline shall in addition identify the various categories of award and define the composition of the Award Selection Committee

d. Research Instrument, Equipment, Software, Vehicle and Other Materials – procurement process, ownership, and disposal

This relates to instruments, equipment, furniture, software and other materials) that are acquired by researchers (either procured or donation) in the course of research activities funded either internally or externally, their use and ownership

- ✓ For items that are being procured, the procurement procedure as stipulated in the National Procurement Act and domesticated in the University or in accordance with Funder's regulations shall strictly be followed, unless otherwise as agreed in accordance with Funder's terms and conditions.
- ✓ All items acquired in the course of the research funded internally by the University shall remain the property of Ahmadu Bello University throughout the research period and thereafter. They shall not be disposed of or decommissioned without a written approval by the responsible authority of the University.
- ✓ They shall be properly inventoried, labelled, maintained and put to use in accordance with rules and guidelines of the University and the Funder's terms of conditions of award.
- ✓ The acquisition processes, use, ownership and disposal of instruments, equipment, software, and other items in externally

funded research projects shall be in accordance with terms and conditions of the grant award. Researchers shall during the award negotiation process, discuss and agree on this issue and be made part of the conditions of the grant award, copies of which shall be deposited with the Research and Innovation Unit of the Directorate of Academic Planning and Monitoring and the unit in which the research activities are to be carried out.

5.5.4.2 Research Committee Mandate

The UBR shall provide the framework and enabling guidelines for the functioning of the Research Ethics Subcommittee.

The University/Complex/Faculty Research Committee will evaluate and comment on the merit and scholarly standards of a research proposal (where University/departmental or department guaranteed funds are sought for) to the extent that these elements are relevant in assessing ethical standards. General merit and scholarly standards are reviewed by the Research Committee (when assessing projects for internal funding competitions) or by external funding agencies.

5.5.4.3 Research Ethics Subcommittee Mandate

There shall be in place a University Research Ethics Subcommittee (ABURES) with the mandate and authority to review, approve, disapprove, or modify research proposals to meet ethical standards, and to engage in ongoing supervision and education of researchers to ensure that such standards are understood and maintained.

Specifically, ABURES is to:

- a. Develop and implement policies and procedures for ethical research
- b. To review all staff and student researches (including class projects) especially those involving animals or human participants for conformity to established guidelines.
- c. To educate all researchers and support personnel affiliated with the university about the ethical issues, principles, standards, policies and procedures to which they must adhere.
- d. To maintain a bibliography on the subject; and ensure that all researchers and support personnel are up-to-date on policies, issues, and procedures in research ethics.

5.5.4.4 Membership of ABURES

1. Chairperson, appointed by the Vice Chancellor/Senate
2. Chairpersons, Complex/Faculty Research Committee.
3. 6 members of Departmental Research Committee.

5.5.4.5 Meetings

1. The Chairperson will call a meeting at least once monthly.
2. A quorum will represent 51% of membership. If a quorum is not attained, the meeting shall be postponed and rescheduled.
3. Decisions at meetings shall as much as possible be reached by consensus.
4. The Chairperson or a majority of members may request for an emergency meeting should the need arise.

5.5.4.6 Modus Operandi Policies and Procedures

- a. The person responsible for directing the project (e.g., instructor or researcher) will fill out an ABURES ethics review form in triplicate and present it to the Committee prior to project initiation.
- b. Low-intensity projects must be submitted **at least five days** prior to initiation, and high intensity projects **at least two weeks** prior to initiation. The ABURES may, at its discretion, invite the Project Director/Leader to attend ethics deliberations and/or provide further details.
- c. The ABURES will communicate one of the following decisions to the project director:
 - i. *Acceptable*: Project fulfils ethical standards as proposed.
 - ii. *Revision needed*: Specific problems have been noted and need to be remedied. Resubmission of the ethics form is required once appropriate modifications have been made.
 - iii. *Unacceptable*: The ethical difficulties associated with the project are such as to leave doubt whether acceptable redesign is possible.
 - iv. In no case will any PROJECT domiciled, supervised or in collaboration with the University be initiated without an "acceptable" ruling from the ABURES.
 - v. ABURES will maintain a file of copies of proposals, review comments, and actions on expedited and full reviews.
 - vi. ABURES will submit an annual report listing the submissions and actions taken to the Office of the Vice Chancellor. These

records will be kept after project completion for at least two years. These reports are accessible to relevant members of the Research Committee, the Research Director of the project, and representatives of any applicable external funding agency.

- vii. If a member of the ABURES is directing or supervising (in the case of student projects) a project under consideration, that member will remove herself/himself from the ethics review process. If the project requires full ABURES reviews, the Committee will find a replacement to participate in the review process

5.5.4.7 Levels of Review

The Research Ethics Subcommittee distinguishes two levels of research ethics review:

- a. **Expedited Review** For low-intensity research projects (defined below), including most student projects, ethics review will occur through a subcommittee of the ABURES. This subcommittee consists of at least two, and normally all three, of the primary members of the ABURES.

Low-intensity projects involving animal subjects are defined as projects in which:

- i. Animals are not subjected to any pain or distress. Examples would be observational studies of commonly available animals in the laboratory or in the field.
 - ii. Animals are not subjected to any form of restraint, deprivation of food or water.
 - iii. No invasive procedure is undertaken.
 - iv. The study does not exceed 3 months duration.
- b. **Full ABURES Review** High-intensity project (defined below) proposals will be reviewed by the primary and relevant secondary members of the ABURES.

High-intensity projects are defined as projects that involve invasive procedures, and in general any project which does not meet the criteria for low-intensity projects outlined above.

5.5.4.8 Supervision of Ongoing Research

The research supervisor of a project holds primary responsibility to ensure that ethical principles are met on an approved project for the duration of the project.

The supervisor is accountable to ABURES, which has the authority to recommend termination of any project that does not meet ethical standards.

In the case of student projects, it is the responsibility of the supervising staff member and student to ensure that ethical criteria are met. ABURES has the authority to request a report on any student projects.

For all other projects, the researcher must propose a means by which the ABURES can continue to monitor the project, including the nature and frequency of reports on the project. At a minimum, project directors are expected to submit an annual status report and a final report. The ABURES may, at its discretion, request more frequent reports as part of the conditions for project approval.

All project proposals must contain a projected date for project completion. The ABURES must also be notified, in writing, when a project is completed. Any changes to a research project, including an extension of the original date of completion, must be submitted for ABURES approval prior to implementation of those changes.

5.5.4.9 Collaborative or External Research Engagement

ABU researchers (staff and students) who engage in projects involving other institutions, organizations, countries or jurisdictions, must obtain ethics approval from ABURES as well as from the other agencies involved in the project.

5.5.5 Complaints Sanctions and Appeal

- i. Where any person, including a non-University member, has any concerns that an academic staff or other member of the University may have committed misconduct in research, the following procedures shall apply:
 - (a) Such a person shall be referred to as the Complainant;
 - (b) The Complainant should raise his or her concern(s) through:
 - the Head of relevant unit; or
 - if the involvement of the Head is inappropriate, with the Dean of the relevant Faculty; or
 - if the involvement of both the Head of Department and the Dean is inappropriate, with the Vice Chancellor who may then appoint an ‘Ombudsman’ to undertake the preliminary assessment.
 - (c) A Complainant who raises a concern should be given a copy of these Guidelines;

- (d) The Complainant should be advised that any information supplied by him or her in relation to another person will be personal information in accordance with the Privacy Act and subject to this legislation;
- (e) The University will protect the confidentiality of the Complainant as far as possible and within legal constraints.

5.5.5.1 Allegations of scholarly misconduct, e.g., of the mistreatment of animals, of deviating from approved ethical guidelines for a research project, of falsification of experimental data, of failure to disclose conflict of interest, or of misrepresentation of authorship, must be presented in writing to the Chairman of ABURES who will deal with the complaints. In particular, the Committee will:

- a. Receive allegations of misconduct in research and scholarship.
- b. Conduct and document appropriate enquiries within thirty days of receipt of the allegation.
- c. Protect the privacy of the person(s) accused and of the person(s) making the allegations as far as is possible given the need for due process in pursuing the enquiry.
- d. Allow the accused person(s) due process and full opportunity to respond to the allegations throughout the enquiry through mechanisms consistent with due process and natural justice.
- e. Decide whether or not there has been misconduct.
- f. Determine the actions to be taken as a result of conclusions reached, including: any sanctions imposed; any actions taken to protect or restore the reputation(s) or credibility of any person(s) wrongly accused of, or implicated in, misconduct in research, including procedures to ensure that if the charges have been dismissed copies of documents and related files provided to third parties have been destroyed; any actions taken to protect the person(s) deemed to have made a responsible accusation;
- g. Inform the accused person(s) of the results of the enquiry and of the actions that have been decided upon.
- h. Prepare a report on the above and submit it to the appropriate authority or funding agency.
- i. Anonymous allegations of misconduct will not be entertained unless accompanied by compelling evidence of the misconduct.

5.5.5.2 Procedure for Investigation of a Complaint

1. The investigation will be carried out by ABURES,

2. The complainant will be asked to present her or his complaint in written form, adding whatever supporting documents he or she may wish to include. This material will be made available to the member in question at least two weeks before any hearing, and to all members of the committee.
3. The accused member in question may respond to this material in writing. This response will be made available to the complainant and to the committee members, if possible, at least three days before the hearing.
4. The hearings will not be open to the public. It will be an informal hearing, but all efforts will be made to satisfy the requirements of natural justice. The committee will hear statements from the complainant and the accused member, in each other's presence.
5. Both parties will then respond to questions from members of the committee. The accused member may bring counsel if he or she so desires.
6. Both the complainant and the accused may call up witnesses in support of their case. These witnesses will be heard by the committee, and committee members will have an opportunity to question the witnesses.
7. The committee will deliberate and formulate a report and recommendations to the Vice Chancellor.
8. The committee can decide that there is no basis for disciplinary action, in which case no recommendation is made to the Vice Chancellor, and the accused is considered to be in good standing.
9. Recommendations to the Vice Chancellor can include various disciplinary measures or, in extreme situations, a recommendation to terminate employment.
10. The report and recommendations will be communicated to the accused and all who were a party to the process will be informed that no wrongdoing was found.
11. Committee members are to maintain confidentiality with respect to deliberations, conclusions, and recommendations.

5.5.5.3 Appeal and Appeal Procedure

1. Appeals of an ABURES decision will involve, first, moving from an Expedited to a Full ABURES Review, if the original proposal underwent expedited review.

2. If the project proposer is not satisfied with the ABURES decision after a Full Review, she or he may submit a written appeal to the Vice Chancellor with a copy to the ABURES.

The Vice Chancellor will consider the appeal after ensuring that its membership, augmented, if necessary, must have broad expertise in the methods or in the areas of research in question, and at least one member must be knowledgeable in ethics. The appellant project proposer and the Chair of the ABURES will be invited to the hearing on the matter.

5.5.5.4 Sanctions

Recommendations to the Vice Chancellor can include various disciplinary measures such as refunding monies or, in extreme situations, a recommendation to terminate employment or admission of the staff or student respectively.

5.6 Policy on Use of Human Subjects/Participants in Research

All projects involving the use of human subjects, including questionnaires, must be reviewed by the University Committee on the Use of Human Subjects in Research (ABUCHSR) regardless of whether or not the proposal is funded. This Committee will ensure that appropriate facilities and procedures will be provided which respect the "right to privacy" of the individual and protect him or her against physical or emotional injury. This applies to all research project proposals (grants and contracts) regardless of the sources of funding. Review of the proposal should be completed before submission to the granting agency. It is appropriate for the researcher to consult the Committee on the Use of Human Subjects in Research or the Office of Vice Chancellor for Research early during preparation of the proposal, at which time concise and current details concerning use of human subjects can be obtained.

5.6.1 Functions of (ABUCHSR)

It is the University's policy that all research projects, researches and coursework sessions, which involve human participants, must receive the approval of the ABUCHSR prior to commencing the research. The functions of the ABUCHSR are:

- (1) To review all proposed research and teaching projects involving human participants,
- (2) To ensure compliance with ethical standards,
- (3) To provide advice and assistance with regard to ethical standards to anyone undertaking such research or teaching, and

- (4) To provide an avenue for handling complaints or queries made by any interested person.

In undertaking these functions, ABUCHSR is not only concerned with the welfare and interests of research participants, but also with that of researchers and the general interests of the University where appropriate.

It should be noted that approval from the ABUCHSR is required for **research involving** questionnaires, interviews and surveys (including web-based surveys) within and outside the University, **before** the research commences. Researchers should also note that research which does not involve human participants directly (for example, research involving particular types of human cell lines or other human tissue) may require approval by ABUCHSR.

5.6.2 Guiding Principles

The guiding principles for research in human participants/subjects in the Ahmadu Bello University are designed to ensure acceptable conduct in such researches. The primary purpose of the principle is to protect the welfare and rights of research participants/subjects and to reflect the basic ethical values of respect for persons, beneficence, and justice.

a. Core Ethical Principles

Four universal principles constitute the basis for ethics in especially human research viz.:

- a. The principle of Non-Maleficence: Research must not cause harm.
- b. The principle of Beneficence: Research should make a positive contribution towards the welfare of people or the participants/subjects.
- c. The principle of Autonomy: Research must respect the rights and dignity of participants.
- d. The principle of Justice: Fair distribution of the benefits and risks of research amongst people.

b. Rights of Participants

1. Participants must be valued as persons in their own right worthy of protection and respect.
2. Informed and understood consent obtained.
3. Informed on anticipated findings use.
4. Relevance of research to participants must be clarified.

c. Research Involving Special Groups

Research in these groups requires special consideration i.e.:

1. Children
2. Prisoners
3. Students.
4. Pregnant women
5. Elderly
6. Persons in dependent relationships
7. Mentally impaired persons
8. Vulnerable communities

5.6.3 Informed Consent in Research Engagement

Any research that involves other people requires the free and informed consent of participants, both prior to and throughout the project. Researchers must inform participants, in writing or verbally, as appropriate, of all pertinent information regarding the project, including potential physical and psychological risks, however minimal, to the participant. This information must include procedures for ensuring:

1. Confidentiality and anonymity, the use to which participants' responses or data will be put, and who will have access to this information.
2. Such consent must be obtained from participants in writing, unless cultural or methodological considerations do not permit. In such cases, the researcher must document how free and informed consent was obtained.
3. This consent must be voluntary. Threats of penalties for refusal to participate or withdrawal part way through a project are unacceptable. Rewards for participation must not provide undue inducement or influence on a participant's decision to participate or withdraw.

ABUCHSR may approve a project, which does not include free and informed consent if all of the following criteria are met:

1. the research involves no, or minimal, risk to participants
2. the lack of free and informed consent is unlikely to adversely affect the rights and well-being of the participants
3. the research could not be reasonably or effectively carried out if free and informed consent were obtained
4. participants will, whenever possible, be given full disclosure of pertinent information after participating, including any debriefing, reassurance, reestablishment of trust, and other follow-up as necessary to protect their welfare and their rights

The concept of an informed consent should take into cognizance:

1. Areas where community consent may be required.
2. Feedback on research findings
3. Non exploitation
4. Privacy, anonymity and confidentiality
5. Full release of necessary information
6. Minimization of risk and maximization of benefits
7. The obligation to compensate for research related injuries and costs
8. Distributive justice.
9. Inclusion/exclusion criteria.
10. Conflict of interest
11. Safety monitoring.
12. Ownership, storage and transfer of biological materials in collaborative research.

5.6.4 Duties of ABUCHSR

1. To advise on the principles and guidelines for animal use and care in the University, including acquisition, transport, production, housing, care, use and disposal of animals.
2. To monitor the development and management of animal holding and breeding in the University to ensure that the appropriate standards of these facilities are maintained.
3. To consider the ethical implications of all proposed research and teaching activities involving the use of animals, and to approve only those which conform to the minimal universal standards.
4. To monitor approved activities for continued conformance with the policy.
5. To maintain records of all applications for approval and the decisions of ABUSRHP, and to make appropriate information from these records
6. To report annually on the activities of the subcommittee.

5.6.5 Membership of ABUCHSR

- Chairperson, appointed by the Vice Chancellor
- Chairperson, relevant Departmental Research Committee.
- Representative, Deans of Humanities, Arts and other relevant Faculties.
- A lawyer.

a. Meetings

1. The Chairperson will call at least a meeting monthly.
2. A quorum will represent 51% of membership. If a quorum is not attained, the Meeting shall be postponed and rescheduled.
3. Decisions at meetings shall as much as possible be reached by consensus.
4. The Chairperson or a majority of members may request for an emergency meeting should the need arise.

b. *BUCHSR Operational Protocol*

The protocol must include the following information:

- a. Project title (including course number if a teaching program)
- b. Project leader(s) (a.k.a. Principal Investigator) name.
- c. Names of other Research Staff and other authorized personnel, including personnel qualifications and training.
- d. Departmental affiliation, mailing address, phone number(s), and lab location.
- e. Proposed start date, proposed end date.
- f. Funding agency.
- g. An indication of the use of any hazardous material including infectious agents and other biological hazards, toxic or carcinogenic chemical agents, and radioactive materials.
- h. Rationale and purpose of the proposed study and the scientific goals of the research.
- i. Groups and individuals to be used with scientific justification; the number of animals used should be justified statistically.
- j. An indication of the categories of discomfort and the classification of research based on primary use.
- k. A description detailing the procedures that are to be carried out.
- l. Assurance that procedures will avoid or minimize discomfort, distress, and pain to the participants/subjects consistent with sound research design.
- m. Any other information considered important or necessary and pertinent.
- n. All information must be presented in a form that all members of the ABUSRHSP can readily understand.

c. ABUCHSR Standard Operating Procedure:

1. All members of staff, students, visiting academics and researchers and any

other person using human subjects for research, teaching or demonstrations as an activity in the University must submit an application for ethical approval to the ABUCHSR before the activity may commence.

2. Applications for approval must be submitted in the prescribed format that is obtainable from the ABUCHSR.
3. Applications must be submitted at the latest two weeks before the next scheduled meeting of the ABUCHSR to be circulated to reviewers for comment. If any clarification is needed the applicant will be notified in writing and given the opportunity to reply a week before the meeting in order to avoid unnecessary delays in obtaining approval.
4. Applications are approved by consensus or, if necessary, by a majority vote. The committee may require minor amendments, in which case the Chairman can be authorized to sign the approval as soon as the requirements are met, or major amendments, in which case the application must be resubmitted. In the case of urgent or non-contentious applications the Chairman can be authorized to sign the approval after consultation with one or more members of the committee. Such approvals should be ratified at the next committee meeting.
5. Researchers have the right to appeal the decision of the Committee. The request to appeal must be submitted through the office of the chair of the Research Subcommittee to the Vice Chancellor. The appeal must contain a clear motivation as to the reasons for the appeal. The documents must include an executive summary and motivation from a subject specialist other than the author of the protocol, stating clearly the reasons for appeal and why this protocol should be reconsidered. The Vice Chancellor may then approach outside consultants to evaluate the protocol and to furnish him/her with a report and a recommendation. The ABUCHSR will then reconsider the entire protocol with new motivations at the meeting following the one on which the appeal was tabled.
6. Approved submissions will be kept on record. Any deviations from the approved procedures with any ethical implications must be submitted for approval.

d. Initial Application

1. Application should be submitted to the Secretary of ABUCHSR.
2. The responsible investigator (RI) will receive an acknowledgement from the Secretary to confirm receipt of the application.
3. The application will then be placed on the agenda for the next meeting, this

will either be an Executive meeting or a full ABUSRHSP meeting depending on when the application is received.

4. ABUCHSR meetings are monthly. Dates for meetings and submission of applications can be obtained from the Committee Secretary. Submissions must be received 7 days prior to the meeting.
5. Executive meetings are held approximately a week before Committee meetings. The Executive screens applications to identify ethical concerns and deficiencies before the applications are presented to the Committee. It cannot approve initial or renewal applications but can approve straightforward applications for minor modifications and associate investigator applications at its discretion. The Committee at its following meeting reviews all decisions of the Executive.
6. If the application has been presented at a full ABUCHSR meeting, the RI will be informed by the Secretary within 2 working days after the meeting to advice of the outcome.
7. If the application has been presented at an Executive meeting, the RI's attention maybe sought by the Secretary if the Executive has identified any areas of concern that should be addressed prior to the full meeting.

Applications will automatically be forwarded to the full ABUCHSR for consideration after presentation at an Executive meeting.

Official notification of the decision will be forwarded to the Principal Investigator as soon as possible following a meeting, or after any required clarifications, amendments, additional information or signatures are received and approved.

e. Fees

No fee will be charged by the ABUCHSR for the approval of projects for researchers or instructors except where such project involves travelling for inspection where the staff or researcher concerned shall be required to offset the logistics.

5.6.6 Complaint and Appeal Procedure

Complaints can be reported to the ABUCHSR committee via its secretary or Chairman, or both. The person reporting the complaint can do so verbally or preferably in writing, and may insist on anonymity. All complaints lodged are to be taken seriously and the Committee should act promptly.

The member of the ABUCHSR to whom the complaint is reported should gather the necessary information to assess the extent of the problem and inform the Chairman who, after consultation with members, will decide on the further course of action. If the problem is of a serious nature, an extra-ordinary meeting of the Committee can be called.

In order to investigate a reported complaint, the Committee can do any or all of the following:

- Conduct an immediate inspection of the reported complaint.
- Inform the responsible person in writing that a complaint has been lodged against him or her, and that the problem should be remedied as soon as possible to comply with ethical requirements.
- Order the research to be suspended until the outcome of the investigation is known.

If the ABUCHSR deems it necessary, the matter could be referred to the Vice Chancellor, in which case the ABUCHSR would be the *pro forma* complainant and will supply the Vice Chancellor/Disciplinary committee with a factual statement regarding the incident.

5.6.7 ABUSRHSP procedure for handling complaints

(i) Receipt of complaint

The complaint is brought to the notice of the ABUCHSR Chair. The Secretary records receipt of the complaint.

(ii) Establishing details of complaint

The Secretary finds out full details of the complaint and examines the complaint in relation to the approved application.

(iii) Resolution of complaint at ABUCHSR level

The complaint is resolved at the ABUSRHSP level if possible. The action that is taken depends on the nature of the complaint.

5.6.8 Appeal Process

1. Informal Appeal

A researcher or instructor who is in disagreement with the decision of the ABUSRHSP with respect to an aspect of his/her research project/program involving use of live, non-human vertebrate animals may appeal this decision in writing to the Research Committee/UBR. The appeal document will also be sent to the Vice Chancellor. UBR will review the

written document and any additional supporting materials provided by the researcher. An informal meeting may be called between the ABUCHSR and the researcher to further discuss the matter. Following consideration of all additional information, UBR will reach a decision as to whether or not the additional information/explanation provided by the researcher will result in a change in the ABUCHSR decision. Every attempt will be made to reach a resolution by informal means.

2. Formal Appeal

In the event that a resolution of the matter has not been reached through the informal appeal, the researcher will refer the matter to the Vice Chancellor for opinion and decision. The Vice Chancellor will review documentation provided by the ABUCHSR and the researcher, and will consult with others as required, including but not limited to, members of the UBR, ABUCHSR, the researcher etc. Subsequently, the Vice Chancellor will issue a decision on the matter in writing with copies to the researcher and ABUCHSR. This decision will be final.

5.7 Animal Use and Care Policy

The Ahmadu Bello University Animal Use and Care Policy is aimed at establishing a research environment that ensures ethical and humane use and responsible care of animals in research, teaching and testing in accordance with applicable laws, guidelines and regulations.

This policy emphasizes the responsibilities of investigators, teachers and institutions using animals to:

- a.* Ensure that the use of animals is justified, taking into consideration the scientific or educational benefits and the potential effects on the welfare of the animals;
- b.* Ensure that the welfare of animals is always considered;
- c.* Promote the development and use techniques which replace animal use in scientific and teaching activities wherever possible. The policy specifies that techniques that totally or partially replace the use of animals for scientific purposes should be sought and used wherever possible;
- d.* Minimise the number of animals used in projects; and
- e.* Avoid pain or distress for each animal used in scientific and teaching activities.

The policy outlines:

- i. Ethical principles that govern Animal care in research, teaching and testing;
- ii. Expectations pertaining to Animal care and Animal ethics; and
- iii. Consequences of non-compliance with the policy.

This policy shall apply to all research, teaching, and testing involving animals in the University.

5.7.1 Animals in Teaching and Research

The University is committed to ensuring the ethical and humane use as well as responsible care of animals in research and teaching in accordance with international standards and regulations.

As a leading teaching and research institution, the University recognizes the value and importance of scientific research. Virtually all researches conducted in the Biological Science/Agriculture and Medical Complexes involve the use of animals. The University believes that researches with animals are necessary but should observe ethical conducts, since these researches advance our ability to improve human and animal well-being.

Animals are to be used only for valid scientific studies with a reasonable expectation of obtaining knowledge for the potential benefit of people and animals. The welfare of animals used in research has gained attention globally, and this has led to the development of guidelines and in some instances national laws governing animal experimentation.

An "animal experiment" is any procedure which uses animals for one or more of the following "scientific purposes" to:

- (i) advance the body of knowledge
- (ii) test a hypothesis
- (iii) supply a product
- (iv) provide organs or tissues or sera
- (v) act as a host
- (vi) impart or demonstrate existing knowledge
- (v) teach or learn surgical or other techniques
- (vi) make audio visual recordings or any of the above
- (vii) fulfil statutory requirements for testing, or collecting dataon, any substance or product.

Recently however, funding for animal model-based research in more advanced countries has dwindled in favour of non-animal model techniques which include synthetic models, cadaver models as well as computer simulations, these styles of instruction are often unavailable in poorer developing countries, hence animal model-based studies shall remain relevant in both biomedical research and surgical training.

The University has a Committee on Animal Use and Care (ABUCAUC) to ensure that research animals are treated with respect and compassion. The Committee is to frequently observe all research animals within the University as well as provide or cause to be provided, first-class care and attention. The relevant Departments in the University (in Faculties of Veterinary Surgery, Pharmaceutical Science, Agriculture and Life Sciences and College of Medical Sciences) shall also have in place, bespoke training workshops organized by the DAPM and made mandatory for all researchers and other animal users. This is to ensure that scientists using research animals are trained and competent to carry out procedures in ways that will avoid or minimize distress to the animals.

5.7.2 Justification

Optimal care for experimental animals is essential and in the interests of both animals and research. There are two main reasons for this proposition. First, proper care and use promote the welfare of animals and contribute to the attainment of the high ethical and humane standards expected of a civilized society. Secondly, it is expensive to use animals in experiments. Experimental animals, which are housed in poor facilities or are suffering from disease produce poor and unreliable results.

Researches that require the use of animals may be performed only after a decision has been made that they are justified, weighing the predicted scientific or educational value of the projects against the potential effects on the welfare of the animals.

Investigators and teachers must submit written proposals to the ABUCAUC for all animal projects which must take into account the expected value of the knowledge to be gained, the justification for the project, and all ethical and animal welfare aspects especially taking into consideration the 3Rs (Replacement, Reduction and Refinement).

5.7.3 The three Rs (*Replacement, Reduction and Refinement*) Concept

The three Rs concept is a universal doctrine for regulating the use of animals in teaching and research:

a. Replacement

Techniques that totally or partially replace the use of animals for scientific purposes must be sought and used wherever possible.

b. Reduction

1. Each project must use no more than the minimum number of animals necessary to ensure scientific and statistical validity.
2. The principle of reducing the number of animals used should not be implemented at the expense of greater suffering of individual animals.
3. Scientific and teaching activities involving the use of animals must not be repeated unless essential for the purpose or design of the project.
4. Teaching activities must involve no more than the minimum number of animals required to reach the educational objectives.
5. Overproduction of animals bred for scientific purposes should be avoided so that the need to kill healthy animals is minimized.

c. Refinement

1. Animals must be suitable for the scientific purpose taking into account their biological characteristics including behavior, genetic attributes and nutritional, microbiological and general health status.
2. The design and management of animal accommodation should meet species-specific needs. Special consideration is required where this is precluded by the requirements of the project.
3. Animals should be transported, housed, fed, watered, handled and used under conditions that meet species-specific needs. The welfare of the animals must be a primary consideration in the provision of care, which should be based on behavioral and biological needs.
4. Wildlife should not be taken from natural habitats unless animals bred in captivity are not available or are not suitable for the specific scientific purpose.
5. Investigators and teachers who use animals for scientific purposes must employ the best available scientific and educational techniques and be competent in the procedures they perform or

must be under the direct supervision of a person competent in the procedure.

6. Projects should be designed to avoid both pain and distress in animals. If this is not possible, pain or distress must be minimized.
7. Pain and distress cannot be evaluated easily in animals and therefore investigators and teachers must assume that animals experience these in a manner similar to humans unless there is evidence to the contrary. Decisions regarding the animals' welfare must be based on this assumption.
8. An animal with signs of pain or distress not predicted in the proposal must have the pain or distress alleviated promptly. Alleviation of such pain or distress must take precedence over completing a project. If this is not possible the animal must be euthanised without delay.
9. Scientific and teaching activities that may cause pain or distress of a kind or degree, for which anaesthesia would normally be used in medical or veterinary practice, must be carried out using anaesthesia appropriate to the species and the procedure.
10. Pain management appropriate to the species, the procedure and the circumstances must be provided.
11. The use of local or general anaesthetic, analgesic or tranquillizing agents must be appropriate to the species, and should at least parallel their use in current medical or veterinary practice.
12. Where it is established that the purpose of the project precludes the use of anaesthetic or analgesic agents to alleviate pain, the planned end-point of the project must be as early as feasible to avoid or minimize pain or distress in the animals.
13. Neuromuscular blocking agents must not be used without appropriate general anaesthesia, except in animals where sensory awareness has been eliminated. If such agents are used, continuous or frequent monitoring of paralyzed animals is essential to ensure that the depth of anaesthesia is adequate to prevent pain or distress.
14. 'Death as an end-point' must be avoided wherever possible.
15. Scientific and teaching activities involving the use of animals must be of minimum duration compatible with the objectives of the project.

5.7.4 Animal Rights

Rights are a means of protecting disadvantaged individuals from the tyranny of the more advantaged one. Animal Rights refers to the moral right of animals to be treated with respect and without exploitation.

In Nigeria, the rights of domestic animals or those in captivity have been defined by both the Criminal and Penal codes of Nigeria. These are summarised thus:

1. The right to be free from hunger.
2. The right to be free from discomfort.
3. The right to be free from fear and distress and
4. Freedom to express normal behaviour.

Section 495 of the Nigerian Criminal Code and Cap. 196 of the Penal code specifically list offences of cruelty to animals to include:

- (a) Beating, kicks, ill-treatment, over riding, over driving, overloading, torture, terrifying or cause or process or permit any animal to be so treated,
- (b) Cause or permit unnecessary suffering,
- (c) Conveys or carries or permits to be conveyed or carried in such a manner or position to cause unnecessary suffering,
- (d) Administration of poisons or injurious drugs,
- (e) Operations without due and humane consideration,
- (f) Fighting and baiting including management of such a place.

The essence of Animal Right has been summarized in the Universal Declaration of the Right of Animals vis.:

This declaration hereby proclaims that:

Article 1: All animals are born with equal rights to life and the same rights to existence.

Article 2: *All animals are entitled to respect.*

1. Man as an animal shall not arrogate to himself the right to exterminate or inhumanely exploit other animals.
2. All animals have a right to the attention, care and protection of man.

Article 3:

1. No animal shall be ill-treated or subjected to “animal acts”.

2. If an animal must be killed, this should be instantaneous and without distress.

Article 4:

1. All wild animals have a right to liberty in their environment where they should be allowed to procreate.
2. Deprivation of freedom even for educational purpose is an infringement of this right.

Article 5:

1. Animals living traditionally in a human environment have a right to live and grow in the rhythm and under the conditions of life and freedom peculiar to their species.
2. Any interference by man with this rhythm or conditions for purpose of gain is an infringement of this right.

Article 6:

1. All companion animals have the right to complete their natural life span.
2. Abandonment of an animal is a cruel and degrading act.

Article 7: All working animals are entitled to a reasonable limitation of the duration and intensity of work to the necessary nourishment and rest.

Article 8:

1. Animal experimentation, involving physical or psychological suffering is incompatible with the right of animals, whether it be for scientific, medical or commercial or any other form of research.
2. Replacement methods must be used and developed.

Article 9: Where animals are used in the food industry, they shall be reared, transported, housed and killed without the infliction of suffering.

Article 10:

1. No animal shall be exploited to the amusement of man.
2. Exhibitions and spectacles involving animals are incompatible with their dignity.

Article 11: Any act involving the wanton killing of an animal is biocide, which is a crime against life.

Article 12:

1. Any act involving mass killing of wild animals is genocide, which is a crime against the species.
2. Pollution or destruction of the natural environment leads to genocide.

Article 13:

1. Dead animals shall be treated with respect.
2. Scenes of violence involving animals shall be banned from cinemas and television except if for humane education.

Article 14:

1. Representatives of movements that defend animal rights should have an effective voice at all levels of government.
2. The rights of animals like human rights should enjoy the protection of law.

5.7.5 Facilities for Animals

1. The University or affected Department will acquire and maintain or allow to be bought and maintained only the number and type of Animals that can be accommodated in existing facilities in accordance with applicable regulation.
2. If space is unavailable, the research may need to be modified, rescheduled or funds may need to be allocated for modification or expansion of existing facilities

5.7.6 Categories of Animal Use

The use of animals for research or testing purposes requires an ethics approval. The application form for this purpose is designed to provide the committee with all the information it needs to assess the required ethical aspects and to guide the applicant in providing the necessary details.

5.7.6.1 Animals used for non-experimental purposes

A separate application form should be provided for animals used in teaching (e.g. Surgical/dissection exercises and animal handling). Such animals must be housed and handled according to acceptable standards as specified by the ABUCAUC, and all procedures performed on the animals must be listed.

The following information must be submitted by the PI to the ABUCAUC at the end of every academic year: the number of animals involved, the buying, breeding and disposal of animals and the number of contacts between animals and students.

A person should be identified by the PI who will be directly responsible for overseeing the health and welfare of the animals. Procedures for providing care for the animals in case of emergency should also be described.

The use of animals in continuing education courses must be authorized by the ABUCAUC applications for approval must include all details of the planned course, animal care, procedures to be performed, aftercare and disposal of animals.

5.8 Clinical cases

The ABUCAUC must see to it that clinical cases are housed and cared for adequately.

Clinical cases (including donors) should be managed in accordance with the currently accepted standards. No unauthorized research may be conducted on clinical cases. This includes taking samples by invasive means or exposure of patients to irradiation for the sake of the investigation. No drugs or procedures that are either controversial or of unproven value, may be applied without prior authorization. This authorisation is based on the evaluation of a comprehensive research project, which should include the details of the informed consent of the owners of the animals. The research project must clearly indicate the reasonable cause where any poisonous or injurious drug or substance is administered to any animal.

5.8.1 Terms of Reference of ABUCAUC

1. To advise on the principles and guidelines for animal use and welfare in the University, including acquisition, transport, production, housing, care, use and disposal of animals.
2. To monitor the development and management of animal holding and breeding facilities in the University to ensure that the appropriate standards of these facilities are maintained.
3. To consider the ethical implications of all proposed research and teaching activities involving the use of animals, and to approve only those which conform to the minimal universal standards.
4. To monitor approved activities for continued conformance with the policy.

5. To maintain records of all applications for approval and the decisions of ABUCAUC, and to make appropriate information from these records available in response to requests from a duly constituted authority.
6. To report annually on the activities of the Subcommittee.

5.8.2 Mandate of ABUCAUC

ABUCAUC shall be a Subcommittee of the ABU Research Committee. The primary mandate of the ABUCAUC is to ensure that the use of experimental animals is justified, that alternatives have been considered, that the number of animals used is reduced to a minimum, that unnecessary suffering of the animals is excluded and their well-being ensured.

Specifically, the Committee's mandate are:

1. Stop any objectionable procedure if it considers that unnecessary distress or pain is being experienced by an animal.
2. Terminate immediately any non-approved procedure, any procedure causing unforeseen pain and distress to animals, or any use of animals that deviates from the approved protocol.
3. Humanely euthanize an animal if pain or distress caused to the animal is not part of the approved protocol and cannot be alleviated.
4. That any objectionable procedure considered to result in an animal experiencing unnecessary distress or pain be stopped.
5. That any use of animals for purposes other than those already approved or use of non-approved procedures be stopped.
6. That any animal that is in pain or distress that cannot be alleviated be humanely killed by the Consulting Veterinarian on behalf of ABUCAUC.
7. That adequate veterinary care is provided to all animals regardless of the stage in lifespan, and that access to veterinary care is available in cases of injury, illness or surgery.
8. That a set of standard operating procedures be developed, and reviewed on a regular basis, for animal husbandry, facility and equipment management, alleviation for pain or distress, proper and effective use of anaesthesia and analgesia, pre and post-operative care and monitoring, procedures for euthanasia, and other areas as required.
9. That these standard operating procedures be communicated to animal health technicians, animal researchers and course instructors and that these procedures be implemented and regularly reviewed.

a. *Animal Care Facility Mandate*

1. That animals are housed or maintained only in areas that have been inspected and approved for this purpose;
2. That all animal facilities are inspected on an annual basis at a minimum and that the facilities and animal care provided within meet ABUCAUC standards.
3. That the level of security in the animal facilities is adequate for the protection of the animals housed therein and that this is reviewed on a regular basis.
4. That recommendations are provided to Departments, Units and Sections which oversees each facility in regard to necessary development/improvements, maintenance and use of the animal facilities in their charge.
5. Ensuring adequate numbers of animal care personnel are present, and that animal users and animal care personnel are qualified to perform their duties. All individuals shall receive training in the humane care and use of animals.
6. Ensuring that facilities and equipment meet the standards of all applicable regulations and policies.
7. Providing standards of husbandry and veterinary medical care that meet or exceed regulatory mandates;

b. *Education Mandate*

1. That on-going educational programs consistent with the ABUCAUC guidelines on: institutional animal user training are sponsored for all personnel who will handle animals (i.e. investigators, course instructors, post-doctoral fellows, research and technical staff, graduate and undergraduate students) on issues related to the proper care and use of animals in teaching and research, including but not limited to, the ethics of animal experimentation, species-appropriate anaesthesia and analgesia, aseptic surgical techniques, establishment of humane endpoints, surgical monitoring, and legislation applicable to laboratory use and care.
2. That liaison occurs with the academic community to ensure researchers and instructors receive current information pertaining regulations and guidelines as well as current institutional policies and practices;
3. That liaison occurs and recommendations are made as needed to appropriate committees within the University so that information can be

provided to the general public on matters concerning animal welfare and research and teaching activities involving animals at this University;

4. That alternatives to use of animals in teaching and research activities be encouraged wherever possible.

c. *Membership of ABUCAUC*

- Chairperson, appointed by the Vice Chancellor
- Chairperson, relevant Departmental Research Committee.
- Representative, Dean, Faculty of Veterinary Medicine.
- 1 representative from each Section of the department.
- Rep. Biological Sciences (zoology)
- Veterinary Doctor.

d. *Meetings*

1. The Chairperson will call at least a meeting monthly.
2. A quorum will represent 51% of membership. If a quorum is not attained, the meeting shall be postponed and rescheduled.
3. Decisions at meetings shall as much as possible be reached by consensus.
4. The Chairperson or a majority of members may request for an emergency meeting should the need arise.

5.8.3 Animal Use and Care Protocol General Requirements

The animal use protocol must include the following information:

- a. Project title (including course number if a teaching program.)
- b. Project leader(s) (a.k.a. Principal Investigator) name.
- c. Names of other Research Staff and other authorized personnel, including personnel qualifications and training.
- d. Departmental affiliation, mailing address, phone number(s), and lab location.
- e. Proposed start date, proposed end date.
- f. Funding agency.
- g. An indication of the use of any hazardous material including infectious agents and other biological hazards, toxic or carcinogenic chemical agents, and radioactive materials.
- h. Rationale and purpose of the proposed use of animals and the scientific goals of the research.
- i. Species and number of animals to be used with scientific justification; the number of animals used should be justified

statistically.

- j. An indication of the categories of discomfort and the classification of research based on primary use.
- k. Methods of anaesthesia and analgesia, including dosages and methods of use.
- l. The methods of euthanasia, if necessary.
- m. A description detailing the procedures that are carried out in the animals.
- n. Assurance that procedures with animals will avoid or minimize discomfort, distress, and pain to the animals consistent with sound research design.
- o. Written assurance that the principal investigator has considered alternatives to procedures that may cause more than momentary or slight pain or distress to the animals, and has provided a written narrative description of the methods and sources and has established that alternatives were not available.

Assurance that all procedures that may cause more than momentary or slight pain or distress to the animals will be performed with appropriate sedation, analgesia, or anaesthesia, unless the procedure is justified for scientific reasons in writing by the investigator.

- q. Assurance that animals that would otherwise experience severe or chronic pain or distress that cannot be relieved will be painlessly euthanatized at the end of the procedure or, if appropriate, during the procedure.
- r. Assurance that adequate pain-relieving drugs and pre-and post-surgical care will be provided by trained personnel.
- s. Assurance that the methods of euthanasia used will be consistent with international recommendations (e.g. recommendations of the American Veterinary Medical Association Panel on Euthanasia), unless a deviation is justified for scientific reasons in writing by the investigator.
- t. Unusual housing and husbandry requirements.
- u. Any other information considered important or necessary and pertinent.
- v. All information must be presented in a form that all members of the ABUCAUC can readily understand.

5.8.4 ABUCAUC Standard Operating Procedure:

- a. All members of staff, students, visiting academics and researchers and any other person using animals for research, teaching or demonstration as activity in the University must submit an application for ethical approval to the ABUCAUC before the activity may commence.
- b. Applications for approval must be submitted in the prescribed format that is obtainable from the ABUCAUC.
- c. Applications must be submitted at the latest two weeks before the next scheduled meeting of the ABUCAUC to be circulated to reviewers for comment. If any clarification is needed the applicant will be notified in writing and given the opportunity to reply a week before the meeting in order to avoid unnecessary delays in obtaining approval.
- d. Applications are approved by consensus or, if necessary, by a majority vote. The committee may require minor amendments, in which case the Chairman can be authorized to sign the approval as soon as the requirements are met, or major amendments, in which case the application must be resubmitted. In the case of urgent or non-contentious applications the Chairman can be authorized to sign the approval after consultation with one or more members of the committee. Such approvals should be ratified at the next committee meeting.

Researchers have the right to appeal the decision of the Committee. The request to appeal must be submitted through the office of the chair of the Research Subcommittee to the Vice Chancellor. The appeal must contain a clear motivation as to the reasons for the appeal. The documents must include an executive summary and motivation from a subject specialist other than the author of the protocol, stating clearly the reasons for appeal and why this protocol should be reconsidered. The Vice Chancellor may then approach outside consultants to evaluate the protocol and to furnish him/her with a report and a recommendation. The ABUCAUC will then reconsider the entire protocol with new motivations at the meeting following the one on which the appeal was tabled.

Approved submissions will be kept on record. Any deviations from the approved procedures with any ethical implications must be submitted for approval.

The ABUCAUC reserves the right to interview the researcher and/or the study director; to inspect the facilities where animals are housed and experimental procedures performed, prior to or during the experiment, to request that records are made available; and to seize any animal and stop an experiment if deemed

necessary.

5.8.5 The application process

For new projects based in, supervised/guaranteed by or in liaison with the University, applicants must complete the prescribed application form for consideration at a meeting of the ABUCAUC.

Staff members applying for research grants from funding bodies such as the UBR should ensure that their applications are submitted to the ABUCAUC in time to obtain approval by the required date. A reference number will be issued and the application will be considered at the next scheduled ABUCAUC meeting. If the Principal Investigator has not received an acknowledgement within one week of lodging the application, please contact the Secretary to ensure that the application was received.

5.8.6 Initial Application

1. Application should be submitted to the Secretary of ABUCAUC.
2. The responsible investigator (RI) will receive an acknowledgement from the Secretary to confirm receipt of the application.
3. The application will then be placed on the agenda for the next meeting, this will either be an Executive meeting or a full ABUCAUC meeting depending on when the application is received.
4. ABUCAUC meetings are monthly. Dates for meetings and submission of applications can be obtained from the Committee Secretary. Submissions must be received 7 days prior to the meeting.
5. Executive meetings are held approximately a week before Committee meetings. The Executive screens applications to identify ethical concerns and deficiencies before the applications are presented to the Committee. It cannot approve initial or renewal applications but can approve straightforward applications for minor modifications and associate investigator applications at its discretion. The Committee at its following meeting reviews all decisions of the Executive.
If the application has been presented at a full ABUCAUC meeting, the RI will be informed by the Secretary within 2 working days after the meeting to advice of the outcome.
6. If the application has been presented at an Executive meeting, the RI's attention may be sought by the Secretary if the Executive has identified any areas of concern that should be addressed prior to the full meeting. Applications will automatically be forwarded to the full ABUCAUC for consideration after presentation at an Executive meeting.

Official notification of the decision will be forwarded to the Principal Investigator as soon as possible following a meeting, or after any required clarifications, amendments, additional information or signatures are received and approved.

5.8.7 Fees

No fee will be charged by the ABUCAUC for the approval of projects for researchers or instructors except where such project involve travelling for inspection where the staff or researcher concerned shall be required to offset the logistics.

5.9 Complaint and Appeal Procedure

Complaints can be reported to any member of the ABUCAUC. The person reporting the complaint can do so verbally or preferably in writing, and may insist on anonymity. All complaints lodged are to be taken seriously and the Committee should act promptly.

The member of the ABUCAUC to whom the complaint is reported should gather the necessary information to assess the extent of the problem and inform the Chairman who, after consultation with members, will decide on the further course of action. If the problem is of a serious nature, an extra-ordinary meeting of the Committee can be called.

In order to investigate a reported complaint, the Committee can do any or all of the following:

- Conduct an immediate inspection of the reported complaint.
- Inform the responsible person in writing that a complaint has been lodged against him or her, and that the problem should be remedied as soon as possible to comply with ethical requirements.
- Order the research to be suspended until the outcome of the investigation is known.

If the ABUCAUC deems it necessary, the matter could be referred to the Vice Chancellor, in which case the ABUCAUC would be the *pro forma* complainant and will supply the Vice Chancellor/Disciplinary committee with a factual statement regarding the incident.

5.9.1 ABUCAUC procedure for handling complaints

(i) Receipt of complaint

The complaint is brought to the notice of the ABUCAUC Chair.

The Secretary records receipt of the complaint.

ii. Establishing details of complaint

The Secretary finds out full details of the complaint and examines the complaint in relation to the approved application.

iii. Resolution of complaint at ABUCAUC level

The complaint is resolved at the ABUCAUC level if possible.

The action that is taken depends on the nature of the complaint.

5.8.2 Appeal Process

1. Informal Appeal

A researcher or instructor who is in disagreement with the decision of the ABUCAUC with respect to an aspect of his/her research project/program involving use of live, non-human vertebrate animals may appeal this decision in writing to the Research Committee/UBR. The appeal document will also be sent to the Vice Chancellor. UBR will review the written document and any additional supporting materials provided by the researcher. An informal meeting may be called between the ABUCAUC and the researcher to further discuss the matter. Following consideration of all additional information, UBR will reach a decision as to whether or not the additional information/explanation provided by the researcher will result in a change in the ABUCAUC decision. Every attempt will be made to reach a resolution by informal means.

2. Formal Appeal

In the event that a resolution of the matter has not been reached through the informal appeal, the researcher will refer the matter to the Vice Chancellor for opinion and decision. The Vice Chancellor will review documentation provided by the ABUCAUC and the researcher, and will consult with others as required, including but not limited to, members of the UBR, ABUCAUC, the researcher etc. Subsequently, the Vice Chancellor will issue a decision on the matter in writing with copies to the researcher and ABUCAUC. This decision will be final.

CHAPTER SIX

INTELLECTUAL PROPERTY POLICY

6.1 Preamble

The Intellectual Property Policy of the Ahmadu Bello University shall be to promote and facilitate research, productivity and inventions geared towards the enhancement of humanity. The policy shall define ownership, commercialization and various forms and patterns of association relevant to Intellectual property in the University.

The policy shall encourage, promote, guarantee and preserve the rights and interest of staff and students of the Ahmadu Bello University in discoveries, inventions and creativities for the interest of Ahmadu Bello University in particular and the nation in general.

6.2 Justification and Objectives of the Policy

- 1 To protect inventions, copyrights, patents and trademarks.
- 2 To promote acquisition of knowledge through which new discoveries, inventions and creations would blossom within the University.
3. To provide incentives for creativities and inventions through rewards and other forms of recognition.

6.3 Copyrightable Works

6.3.1 Ownership by Authors

Without prejudice to the University, the ownership of Dissertations, Theses, Textbooks, Conference papers, workshop papers, unpublished scripts, long essays and Journal articles shall be vested in the authors. Where researches leading to the theses are substantially (not less than 60%) funded by the University, the right shall be exercised by the University.

6.3.2 University Ownership

Unless otherwise specifically provided in writing, the ownership of copyright for Software, electronic courses, Course materials, Electronic media, Course modules, Laboratory manuals, Syllabi, Sculptural works, Musical or dramatic compositions, Proposals, transparencies, video and audiotapes or cassettes as well as Programmed instructional materials, new species of animals, plants,

microorganisms, etc., shall be vested in the University if created for institutional purposes either jointly with staff, external sponsors or students.

6.3.3 Copyright Reserved

All copyrightable works owned by the University shall prominently bear the copyright sign and words vis.:

© 20__ __, Ahmadu Bello University. All rights reserved. No part of this publication maybe reproduced or stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of Ahmadu Bello University.

6.3.4 University Logo and Trademark

The right to use the University logo and trademark (same as logo) shall be vested in the University.

6.4 Rights of Participants

1. It shall be the right of every person engaged in research which has potential intellectual benefits to know his/her interest prior to the commencement of the project, assignment or research.
2. Such interest shall be clearly defined in a written agreement duly signed by all parties.
3. The right of any person to withdraw from any research project or assignment at any time is assured, guaranteed and protected; however, there should be no disclosure of the work in any form to a third party without the consent of the University.

Right of Multiple Authors

Where there are multiple authors to a copyrightable work, the interest of each author shall be defined from the onset.

6.5Duty to disclose Interest of each party

It is the duty of the Faculties, Departments, Institutes and Directorates to disclose the interest of each party in research which has potential benefits at the onset of the research.

6.6Patent

a. Ownership of Inventions and Discoveries

The ownership of inventions and discoveries shall be vested in the University provided that such discoveries or inventions are:

1. Substantially funded (not less than 60%) by the University
2. The creator or inventor used equipment, tools, resources, time, assistance, infrastructure, utilities or apparatus owned by the University.
3. The research was conducted with sponsorship gained, negotiated, facilitated or procured or cause to be procured by any staff of the University during the cause of his/her official responsibility.

b. Duty to Patent an Invention

It shall be the responsibility of the University to patent all patentable inventions in conformity with the existing laws of the Federal Republic of Nigeria.

c. Prohibition from Disclosure of a Patentable Discovery or Invention

It shall not be lawful for any Faculty, Department, Institute, staff or Students engaged in projects, researches, consultancies and experiments in accordance with Article 3.5 to disclose any information arising from such project, research or experiment without the written consent of the University.

6.7 Commercialisation of Intellectual Property

It shall not be lawful for any stakeholder whether it be faculty, department, institute, staff, student or any commercial organization, industry, corporate body or firm to commercially exploit any Intellectual Property assigned to or acquired by the University in accordance with Article 3.5 of this policy without first, having obtained in writing or formal agreement from the University such authority or permission to so commercially exploit the property.

Electronic/Online Materials

Courses, materials, contents intended for delivery electronically or over the internet, computer, other related material or electronic means except if sponsored, shall remain the property of the creator.

6.8 Protection of Intellectual Property

1. It shall be the duty or responsibility of the University to protect all interest, rights, duties and privileges accruing from Intellectual Property acquired by or assigned to it in accordance with Article 3.5 of this policy.
2. For the realization of the objectives of this policy, the University shall have the right to take legal action to protect, guarantee and preserve all

interests, rights, duties, obligations and privileges arising from Intellectual Property acquired in accordance with Article 3.5 of this policy.

3.

6.9 Trademarks Ownership of Trademarks

The University shall have trademarks, logos and designs for its use and enjoyment and all rights, ownership, interest, privileges and immunities appurtenance therefrom shall be vested in the University.

Prohibition of the use of the University Logo and Trademark

It shall not be lawful for any person or group of persons to make commercial exploitation of the University logo, trademark, design and goodwill without the consent of the University.

6.10 Administration of Intellectual Property, enforcement of Intellectual Property Policy

It shall be the duty and responsibility of the following officers or offices to observe and enforce the Intellectual Property Policy of the University:

1. The University Governing Council
2. The Vice Chancellor
3. Academic Planning Directorate
4. University Board of Research
5. Faculties
6. Departments
7. Staff (academic and non-academic)
8. Students (part time or full time) at all levels.

6.11 Establishment of an Intellectual Property Committee

There shall be established an Intellectual Property Committee for Research and Innovation under the supervision of the Directorate of Academic Planning/ABUCONS for Ahmadu Bello University.

The functions of the Intellectual Property Committee shall include:

1. To promote and publicise the existence of an Intellectual Property Policy.
2. To liaise with faculties, departments, institutes and individuals on all matters affecting the Intellectual property Policy.
3. To coordinate interactions between the University and other stakeholders such as industries, commercial organizations, firms and sponsoring agencies outside the University.

4. To draw, or cause to draw any agreement for the exploitation of any Intellectual Property (invention) on behalf of the Ahmadu Bello University.
5. Resolution of any dispute or controversy relating to the policy herein stated.
6. To undertake any other responsibility towards facilitating the implementation or realization of the aims and objectives of the Intellectual Property Policy as contained herein.

6.12 Revenue accruing from Intellectual Property Management of Revenue

It shall be the responsibility of the University together with other stakeholders to manage revenue accruing from the commercial exploitation of any Intellectual Property acquired by or assigned to the University in accordance with this policy in such a way and manner as to ensure equity and fairness among stakeholders.

Where an Intellectual Property has potential for revenue generation, the University and all other stakeholders shall determine the sharing formula which is equitable and just to all parties concerned.

- ***Distribution of Proceeds (Lump Sum)***

Without prejudice to the interest of the University and other stakeholders, all proceeds accruing from sales, licensing or assignment of Intellectual Property acquired by or assigned to the University in accordance with Article 3.5 of this policy shall be distributed as follows:

- i. Forty percent (40%) to the inventors
- ii. Sixty percent (60%) to the University to defray all expenses.

- ***Distribution of Royalties***

Where an Intellectual Property has commercial potentials, it shall be the duty of the University and other stakeholders to ensure that royalties accruing from such commercial exploitation are distributed as follows:

- i. Thirty three percent (33%) for the inventors.
- ii. Thirty three percent (33%) for the department(s)
- iii. Thirty four percent (34%) for the University.

- ***Multiple Inventors***

Where there are multiple inventors, the share of each inventor shall be commensurate with his/her contribution on a pro- rata basis.

6.13 Rights of Appeal

Where a party disagrees with the decision of the Intellectual Property Committee, he/she shall within 30 days lodge an appeal with the Vice Chancellor who shall appoint an arbitrator with the view to resolving such dispute. The Intellectual Property Directorate shall forward all documents relating to the dispute to arbitrator through the Vice Chancellor for review and recommendations.

When any party still disagrees with the decision of the University, the disagreeing party shall seek legal redress.

6.14 Criminal Offences

It shall be the responsibility of the University to take necessary legal action for any criminal breach of the Intellectual Property Policy of Ahmadu Bello University.

6.15 Review of Policy

The policy shall be reviewed at 5-year intervals in order to keep abreast with future developments and maintain consistency with changes in university policy.

6.16 Glossary

1. **Academic Staff:** For the purposes of this policy ‘academic staff’ includes staff who have a contractual obligation to carry out research and does not include staff whose obligations are limited to administration or teaching and would not normally include staff on limited term contracts where the employment is not primarily for the purposes of research.
2. **Author** means a person who creates a copyrighted Work.
3. **Commercialisation** refers to the exploitation of IP for financial gain.
4. **Copyright** means an original Work of authorship that has been fixed in any tangible medium of expression from which it can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. Copyright includes a bundle of rights: the right to make reproductions of the Work, the right to distribute copies of it, the right to make derivative Works that borrow substantially from a copyrighted Work, and the right to make public performances or displays of most Works.
5. **Copyrighted Material** includes books; Lectures or compositions; films and charts; video and audiotapes; live video and audio broadcasts; other materials and works not listed in this policy.

6. **Course Materials** means class notes, syllabi, curriculum guides, exams, transparencies, study guides, workbooks, manuals, instructional software, web pages, internet-based instructional materials and such items commonly known as “learning objects” developed by faculty members in the course of their usual scholarly, pedagogical and service activities.
7. **Creator** means the person(s) who has/have made substantial creative contributions to a Work giving rise to intellectual property rights and shall include, but is not limited to, Authors and Inventors.
8. **Disclosure** means the distribution of information by any method including presentations, reports or supplying copies of recordable material in a way which would affect the validity of a potential patent or intellectual property.
9. **Electronic Course** means an academic course of study, delivered in whole or in part via electronic means, and fixed in any medium capable of display on a computer or electronic media screening device.
10. **Employee** means any person employed by the University in any capacity.
11. **Intellectual Property** means the legal rights in and to a Work as provided by applicable statute, regulation or judicial decision, including patents, copyrights, trademarks, service mark, trade secrets, domain name registration and any other such rights that may be created by law in the future.
12. **Invention** means any new or useful process or discovery, art, method, technique, machine, device manufacture, Software, composition of matter, or improvement thereof.
13. **Inventor** means any individual associated with the University who makes an Invention, also, any “inventorship entity” comprising two or more individuals, one or more of whom is associated with the University, who jointly make an invention.
14. **Licensing** is a process that enables the owner of IP to give permission to an individual or corporate organization to use that IP to produce a product.
15. **Owner** is the person or body entitled to benefit from the IP.
16. **Patent** means a right issued by the patent office that gives an Inventor the right to exclude others from making, using, or selling the Invention in Nigeria for a period of 20 years from the date of filing of the patent application.
17. **Royalties** means all compensation of whatever kind received from the sale, license, or other transfer of Intellectual Property rights by the University to a third party. This includes, but not limited to, percentage payments, up-front fees, milestone payments, shares of stock, and any other financial or in-kind consideration.

18. **Software** means any computer program or database, or part thereof, designed to accomplish a task or allow a user to produce, manage, analyse, or manipulate a product, such as data, text, a physical object or other Software. Software may be protected by Patent, Copyright, or Trade Secret. Sponsor refers to a person or institution providing funding support only for the purpose of enabling a project to be conducted by the University or to enable a person to work or study at the University.
19. **Sponsored Research Agreement (SRA)** means a contract between the University and a sponsoring organization that sets the terms and conditions for the conduct of a faculty research or training project. An SRA typically includes a description of the Work to be performed, the terms of payment, ownership of intellectual property, publication rights, and other legal assurances.
20. **Staff** means employees of the University, including academic staff and support staff as defined in the University Statutes.
21. **Student** means any person enrolled for any course offered by the University.
22. **Substantial University Assistance** means the University's participation in or support of the creative or development activity leading to a Work include, but not limited to, University funds, facilities [including laboratories, equipment, supplies], or information [including computer programs, computer time, and computer data bases], technical support staff, computer programmers, legal and business counsel, computer hardware and software, and Internet access that is material, significant and beyond the resources normally provided to individual Employees and Students. Without limiting the above, the University does not regard the University's provision of normal and customary compensation, student financial aid, library resources, office or laboratory facilities, office staff or laboratory support, telecommunications facilities, individual personal computers and ordinary and reasonable access to the University's computer network and websites or similar University provided electronic communication tools used for non-commercial scholarly pursuits, as constituting "substantial University assistance".
23. **Trademark** means a word, name, symbol, or device (or any combination) adopted by an organization to identify its goods or services and distinguish them from the goods and services of others.
24. **Trade Secret** means information, including a formula, pattern, compilation, program, device, method, technique or process, which derives independent economic value from not being generally known or readily ascertainable by other persons, and is the subject of reasonable efforts to maintain its secrecy.

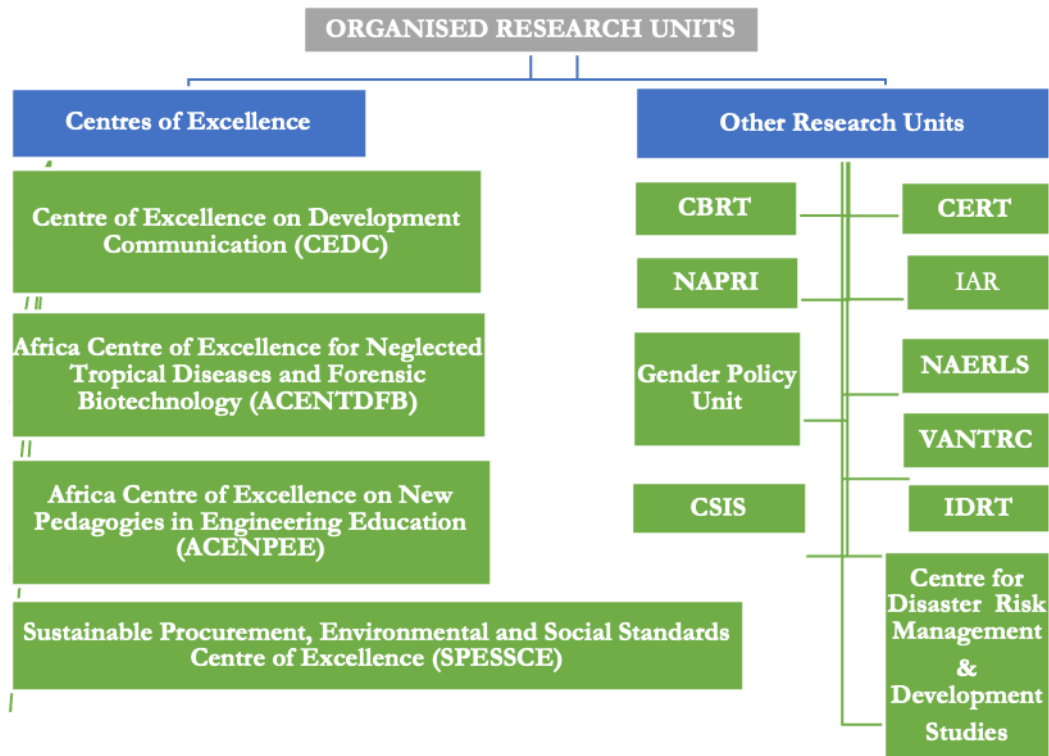
- 25. **Tangible Research Property (TRP)** means research results in their physical form, and includes, but is not limited to, data, notes, workbooks, Software, biological organisms, compositions of matter, instruments, machines or devices drawings, and other property that can be physically distributed. Tangible Research Property may also be Intellectual Property.
- 26. **University** means the Ahmadu Bello University, Zaria. Nigeria.
- 27. **University Invention** means an Invention resulting from activities related to an individual's employment responsibilities, pursuant to a "work for hire" arrangement, or where the University provides Substantial University Assistance.
- 28. **Work** means any Invention, discovery, know-how, show-how, process, material, manuscript, original data, academic course or portion thereof (including Course Materials, learning tool or aid, or other creative or artistic Work and any expression or physical embodiment thereof, including without limitation, sound or visual recording, multimedia presentation, model, machine, prototype, design, drawing, apparatus, instrumentation, circuit, computer program, database, biological material or specimen, chemical compound, other composition or matter, plan, record or laboratory notebook, whether now known or developed in the future.

CHAPTER SEVEN

ORGANISED RESEARCH UNITS IN THE UNIVERSITY

7.1 Preamble

The University in meeting up with the core mandate of research has several research units and centres. These are specialized research units within the University set-up and managed according to best global practices to support teaching and learning.



The subsequent sub sections will discuss each of the above.

7.2 Centre of Excellence on Development Communication (CEDC)

The Centre of Excellence on Development Communication-CEDC started fully in the 2011 with support from the MacArthur Foundation while the complex housing

the Centre was officially commissioned on 16th January 2014 by the Wife of Vice President of the Federal Republic of Nigeria, Hajia (Dr.) Amina Sambo. The objective of the CEDC is to engage in teaching, research and community service through post-graduate programs in M.A, Ph.D and (post-graduate Diploma) PGD in Development Communication focused on **Agriculture, Health, Gender, Empowerment and Governance** in the medium term through the running of approved courses. The long term thrust of the Centre is to engage postgraduate students in strategic and sustainable development communication planning, implementation and evaluation as well as establishing sustainable linkages with MDA's, NGO's, International donor agencies and development partners.

7.2.1 Objectives of CEDC:

- i. To develop the capacity of staff, students and various departments and organizations who are the targets of the centre to apply development communication in a range of contexts especially in agriculture, health and gender by being exposed to state-of-the-art standard teaching and to conduct development communication related research that will generate information to inform development interventions and policies.
- ii. To strengthen the institutional capacity of Ahmadu Bello University through the provision of state-of-the-art facilities/equipment for teaching, learning and research; staff development, gender mainstreaming; and linkage/partnerships with other participating institutions to promote and engage in collaborative research and institutional relationships that will feed into teaching and practice and engender sustainability;
- iii. To build on the existing programs in development communication by re-developing the curriculum to institute a graduate program of studies that will combine both theoretical and practice- oriented scholarship in learning, research and application to the specific field of agriculture, health and gender but also applicable to other spheres of human endeavour.

The program also targets information and communication officers in Ministries, Departments and Agencies at the National, State, and Local Government levels and communication professionals such as journalists, workers in development agencies who need the skills of development communication to deliver effective services in their various fields of endeavours as well potential communication professionals who need the skills to work in a range of development contexts. The students are being taught requisite skills to use: ICT, New Media, Radio, TV, Video, Photography, Participatory Learning and Action-PLA, Participatory Community Development-PDC, Theatre for Development-TFD and Folkmedia for Communicating Development and Behavioural Change.

Therefore, the MA and PhD tracks are designed for graduates who have relevant degrees in the Arts, Social Sciences, and Sciences from fields such as Theatre, Cultural studies, Language, History, Journalism and Mass Communications, Sociology, Economics, Public Health/Community Medicine, Agriculture and other fields that have direct implication for development. However, the new trajectory will be the heavy emphasis on application in which students will combine classroom learning with practical field application and work. The students will be involved in designing agricultural communication messages by turning research and extension information meant for farmers into communication products communicated to the farmers through various channels: radio, television, posters, interpersonal communication forms (theatre, folkmedia, participatory learning and action) and new media. Also the use of communication here is not just that of passing information, but as a process of engagement in a participatory encounter between development facilitators and beneficiaries in which their active knowledge, shared experiences, cultural sensitivity and sensibility and involvement become the essential ingredients for project performance and sustainability.

The PGD track also involves classroom teaching but heavy on practice and will focus on graduate and non-graduate persons who are already working and who just need the skills of development communication for effective performance in their work but more importantly who need the skills for use in varied development contexts where they operate.

The short courses are specialized training for mostly NGOs, CBOs and generally CSOs who may simply need certain skills for their projects and programs and not necessarily interested in acquiring certificates or are even qualified admission into the University.

7.2.2 Facilities:

- i. Participatory Lecture Hall
- ii. Postgraduate Conference Room 1 (Major)
- iii. Postgraduate Conference II (Mini)
- iv. E-library
- v. Office facilities
- vi. State-of-the-Art Digital Studio.

7.2.3 Achievements:

- i) Advocacy training courses

- Using TFD for CBOs from some Niger Delta communities sponsored by CORDAID
 - TFD and Participatory Video for VSO Nigeria and Partners
 - Using mobile Phones for mandate protection for CDD partners etc.
- ii) Competency based training for Community Based Organisation representatives from Madakiya in Zangon Kataf Local Government Area of Kaduna State.
- iii) Partnering/collaboration with Society for Family Health (SFH) to provide an excellent opportunity to link its programmatic activities to the industry in the following areas:
- HIV/AIDS Counselling and Testing
 - Sensitization on Malaria
 - Free drugs (malaria and any other you can assist with)
 - Long Lasting Insecticidal nets (300 or more)
- iv) Collaboration with the National Agricultural Extension Research and Liaison Services (NAERLS), Department of Community Medicine and the Ahmadu Bello University Teaching Hospital (ABUTH) in generating materials and technical resources and information/data on agriculture and health communication for the production of the students' documentary video and audio productions.
- v) Community Outreach
- Zamfara: addressing the lead poisoning problem
 - Gombe: planting of trees and teaching women to make improved mud stoves to reduce the extent of firewood consumed by open fire cooking.
 - FCT: addressing issues of bilharzia, which attracted NTA coverage and drew the Area Council Chairman into action in the community.
- vi) Teaching/training in proposal writing, strategic planning, effective presentations and PowerPoint presentation techniques, Monitoring and Evaluation and Project Management.
- vii) Research in the areas of Agriculture, Health and Gender communication exploring links with relevant MDAs

7.2.4 Area of strength

The Centre's major area of strength is in research. Its core mandate which is to advance research in Agriculture, Health, Gender and Empowerment has really positioned the centre at the fore of impacting society through research. Also in terms of linkages, the Centre has over the years served as a very pivotal institution in the Development of staff of other institutions such as NAERLS.

7.2.5 Prospect for growth:

Partnerships on three levels

i) Within Ahmadu Bello University towards MOU:

- National Agricultural Extension Research and Liaison Services (NAERLS)
- Department of Community Medicine
- Mass communications
- Sociology
- Languages.

ii) Collaborating Institutions for collaboration exploring joint multi-campus degree programs and online degrees:

- University of Development Studies-UDS, Wa, Ghana
- University of Kwa-Zulu Natal, South Africa
- University of East Anglia and
- New Media Network, UK.

iii) Community Outreach: for students to acquire life-long skills of communicating development from the centre's activities via practical engagements in agriculture, health and gender communication will have direct bearing and benefit for communities around Zaria and elsewhere in Nigeria where students may choose to do their fieldwork and school activities.

7.3 Africa Centre of Excellence for Neglected Tropical Diseases and Forensic Biotechnology (ACENTDFB)

The Africa Centre of Excellence for Neglected Tropical Diseases and Forensic Biotechnology (ACENTDFB) officially took off in 2015. This followed successful consideration of its proposal submission in response to the call by the National Universities Commission in August 2013. It is one of the four submissions made by the University. The Centre was among the first set of ten Africa Centres of Excellence in Nigeria and seventeen in the West African Region funded by the World Bank under the ACE1 project. The postgraduate programmes of the Centre were approved by the Senate of the University at its regular meeting on 24th April, 2014. The initial grant was \$4.0m for a five-year period, which was subsequently increased by \$0.77m in 2018 following a positive mid-term performance review.

7.3.1 Aims and Objectives:

To provide a reliable template for addressing problems of neglected tropical diseases (NTDs) and related issues and their impacts on the socio-economic and health of the community in developing countries.

Its main objectives are:

- Provision of skilled manpower for the diagnosis, management and prevention of neglected tropical diseases.
- Provision of baseline data on the epidemiological status of a number of neglected tropical diseases prevalent in the study region (West and Central Africa).
- Development and production of vaccines and drugs for prevention and treatment of neglected tropical diseases.
- Training of manpower in the general area of molecular biotechnology techniques and forensic science for solving related problems.
- Establishment of facility and channel for security agencies and the society in resolving security, legal, paternity and other related issues.

Of the 20 WHO listed NTDs, the Centre's research focus is mainly on **trypanosomiasis, lymphatic filariasis, onchocerciasis, rabies, dengue, trachoma and schistosomiasis.**

7.3.2 Facilities:

Facilities in the Department of Biochemistry include two lecture rooms (and a forensic biotechnology lab) while the bulk of research facilities are in the Centre for Biotechnology Research and Training (CBRT) – Diagnostic Lab, General research Lab, COVID-19 Testing Lab, Cold Storage Room, Animal House, an Incinerator etcetera. A Foreign Student hostel owned by the Centre is located at the Sasakawa Premise. All the laboratories are equipped with several state of art research equipment required for high-level biotechnology work.

7.3.3 Programmes and Support Services rendered:

- The Centre currently runs three postgraduate degree programmes – Postgraduate Diploma (PGD) in Forensic Biotechnology, MSc and PhD in Biotechnology which are domiciled in the Department of Biochemistry. A new programme, MSc Biomedical Forensic is in the pipeline. Its research facilities are located in the Centre for Biotechnology Research and Training (CBRT).
- The Centre also runs short-term courses within Nigeria and the West Africa region. Student enrolment spans the West Africa region – some of the foreign students enrolled into the postgraduate programmes have largely come from

Cameroon and the Gambia while 30% of participants in its short course training programmes have been from Cameroon, Chad and Burkina Faso.

- The Centre provides free access to research facilities and consumables to all students enrolled in the programme while foreign students enjoy additional incentives such as free tuition, accommodation and monthly stipends. Students of other programmes in the University are also allowed access to the laboratories facilities.
- Other support services the Centre has been rendering is allowing access to sponsorship of staff and students at both national and international workshops and conferences. In this regard, over thirty-five staff of the University (academic, technical and administrative) have benefited from sponsorships to training workshops and conferences in Africa, Europe, Middle East and USA.
- The Centre has also initiated collaboration between this University and other international educational institutions such as Nagasaki University Japan, University of Bremen Germany and University of Ngaoundere, JWEL of MIT, USA, and Cameroon, to mention but a few.
- The Centre, for three years, paid the subscription fees for the University to access ScienceDirect and NgREn.

7.3.4 Achievements:

The Centre has made tremendous achievements in terms of human resources development, improved learning environment, enhancement of the University image, and response to societal issues, among several others.

- Through its regional collaborations, several training workshops were jointly organised in Burkina Faso, Cameroon and Chad. These collaborations had also facilitated recruitment of some of the regional students into its programmes. The Centre's collaboration with the Institute for Tropical Medicine, Nagasaki University resulted in the signing in November 2019, of Memorandum of Understanding between Nagasaki University Japan and Ahmadu Bello University in the area of student exchange, joint research works, establishment of new MSc programmes and acquisition of a Multiplex Analyzer (a very expensive analytical instrument for the diagnosis of neglected tropical diseases).
- It's collaboration with University of Bremen has also resulted into PG students having access to research facilities in Germany and obtaining ERASMUS Mobility Plus Grant. The Centre has also facilitated collaboration with JWEL of MIT, Cambridge, USA.

- Under the ACE impact, the submitted proposal for a new funding and was again successful, being among the seventeen centres selected out of 143 in Nigeria. This attracts a grant of \$5.0m for another five years (2020-2024).
- The three programmes gained full accreditation status with the National Universities Commission in 2017 while the MSc and PhD Programmes got international accreditation with the French National Accreditation body (HCERES) in 2019-**the first degree programme of Ahmadu Bello University to get international accreditation.**
- Of the 139 Postgraduate students enrolled in the programme (27 PhDs, 82 MSc, 30 PGDs), 7 PGD, 18 MSC and 1 PhD have graduated while 348 people were trained under its short course training programmes.
- Over thirty-five staff of the University (academic, technical and administrative) have benefited from sponsorships to training workshops and conferences in Africa, Europe, Middle East and USA.
- The Centre has also hosted research fellows from Zimbabwe and Egypt through its membership of the Non Aligned Movement Science and Technology Organisation (NAM S &T), based in India.
- ACENTDFB has changed the learning environment in the University, with the rehabilitation, construction and provision of various facilities, which include Classrooms, a Forensic Biotechnology Lab, a foreign student hostel, Animal House Facility and acquisition of state-of-the-arts research equipment.
- In response to the COVID-19 pandemic, the Centre, within ten days, completely transformed one of its Lab facilities and equipped it for COVID-19 testing. It has since last year been analysing COVID-19 suspected samples for Kaduna State.
- In the last few months, ACENTDFB has been able to attract further assistance to the University- the International Atomic Energy Agency (IAEA) has approved the supply of additional COVID-19 testing equipment and reagents (to the tune of \$77,000) to the Centre while two of the three proposals submitted to the National Research Fund were successful.
- Due to its membership of WANIDA (a network of five ACE centres in West Africa), two of its regional PhD students have been granted full scholarships for three years to the tune of \$45,000 by the French Agency for International Development (AFD).
- Two of the proposals submitted under the National Research Fund to the TETFund and another one submitted to the Central Bank of Nigeria were positively assessed and selected for funding, with grant amounting to approximately N120m.

- Two members of the its academic team were recently appointed by the Royal Society of Biology as RSB local resource persons for its international accreditation of academic programmes and institutions.
- The Centre, in its collaboration with the private sector, has engaged in commercial sample analysis for which it has earned more than N11m in the last two years.

7.3.5 Areas of strengths:

The major area of strength of the Centre is the ability to utilise biotechnology/molecular biology tools and technique to addressing issues of neglected tropical diseases. It has been able to build a significant mass of expertise in this area. The postgraduate programmes initiated by the Centre is the first of its kind in the country, particularly forensic biotechnology.

7.3.6 Prospect for Growth:

The proposed new postgraduate degree programme, MSc Biomedical Forensics which is to commence soon will expand the horizon of the Centre and the University with a greater buy-in by several stake holders in the security sector within Nigeria and the West African region. Other programmes are being planned that will ensure sustainability issues.

7.4 Africa Centre of Excellence on New Pedagogies in Engineering Education (ACENPEE)

In May 2018, the World Bank and the Association of African Universities (AAU) through the National Universities Commission (NUC) issued a call for proposals for the Africa Centres of Excellence for Development Impact (ACE Impact). Ahmadu Bello University responded by submitting six (6) proposals in various thematic areas.

In Nigeria, 122 proposals were submitted by various universities for the establishment of new centres. The National Universities Commission reviewed and scaled down its submission for new centres to 35 and submitted to the Association of African Universities. The Association of African Universities selected 26 proposals for onsite evaluation and after the onsite evaluation, 10 new centres were conditionally selected. The Africa Centre of Excellence on New Pedagogies in Engineering Education (ACENPEE) was one of the 10 new centres selected in Nigeria.

The proposals were subjected to several stages of evaluation including: (i) desk reviews in which each proposal was reviewed by two experts in Accra, Ghana; (ii) external evaluation in which each proposal was remotely assessed by a subject matter specialist, and (iii) a site & leadership evaluation in which a team of experts visited shortlisted proposal sites to ascertain the readiness of the institutions in terms of governance, leadership, and infrastructure.

At the end of the rigorous and transparent evaluation exercise, 44 proposals were selected from 12 countries as centres of excellence by the ACE Impact Ministerial Project Steering Committee at its meeting in Accra, Ghana, on Friday, 2nd November 2018. The total investment across the 12 African countries is expected to reach USD 300 million, with funding from the World Bank and Agence Francaise de Development (AFD). The Africa Centre of Excellence on New Pedagogies in Engineering Education (ACENPEE) is expected to be funded to the tune of USD 6,000,000.00 (Six million Dollars) over a 4-year period. For detailed information on the centre and its activities please visit the ACENPEE website at <https://acenpee.abu.edu.ng>

7.4.1 Facilities:

- i) Operational office building
- ii) Teaching and learning facilities obtainable in the participating faculties and departments

7.4.2 Support/services rendered:

- i) Postgraduate Training at the MSc and PhD levels in 4 engineering disciplines – Mechanical, Chemical, Civil and Water Resources and Environmental Engineering.
- ii) Certificate in Engineering Education (CEE)
- iii) Short professional certificate courses
- iv) Consultancy

7.4.3 Achievements:

- i) World Bank Funding - \$6,000,000.00 (Six million Dollars) for 5 years
- ii) Engineering Education Certificate programme
- iii) 6 publications in high impact SCOPUS based journals
- iv) 5 PhD candidates admitted
- v) 24 MSc candidates admitted
- vi) 6 Female students among admitted students
- vii) 4 Foreign students among admitted students

7.4.4 Areas of strength: New Pedagogies in Engineering Education:

- i) Effectiveness of different engineering education pedagogies in enhancing teaching and learning.
- ii) Development and production of prototype engineering pedagogy tools for classroom application – Engineering Learning Experiences Design (E-LEDS)
- iii) Implementation and evaluation of E-LEDS
- iv) Development of new multimedia (pictures, diagram, animations and videos) to mediate E-LEDS

7.4.5 Prospects for growth:

- i) Improve teaching, learning and research infrastructure in the university
- ii) Graduate 50 PhD, 100 MSc students and train 100 persons in professional short courses in 4 years.
- iii) Achieve National (NUC) and at least 2 international accreditations for postgraduate programmes.
- iv) Continue to publish articles in high impact SCOPUS based journals.
- v) Register with the Nigerian Research Education Network (NgREN)
- vi) Diversify and generate external revenue through grant writing and consultancy
- vii) Develop strong partnership with academic institutions, sectoral partners and industry

7.5 Sustainable Procurement, Environmental and Social Standards Enhancement Centre of Excellence (SPESSCE)

The Sustainable Procurement, Environmental and Social Standards Enhancement (SPESSCE) Project is an \$80 million capacity building project targeted at **sustainably enhancing capacity** in managing procurement, environmental and social standards in the public and private sectors in Nigeria. This project is in response to the significant gaps identified in the procurement, environmental and social sectors in the governance of the Nigerian economy. The cornerstone of this project is the creation of **Centres of Excellence (SPESSCE)** in Nigerian Universities to deliver a number of capacity building tracks in a sustainable manner in procurement, environmental and social standards. To accompany such an initiative, key stakeholders are involved in strategic design and will be effectively engaged in implementation and monitoring. This capacity development project is strategically and operationally planned in an aligned and coordinated manner across all tiers of government and involving all stakeholders (national and sub-national government, development partners, NGOs, private

sector, etc.). Additionally, it is tightly linked to a real-time performance and change management programme. This creates continued urgency for using the newly developed capacities, and it creates a feedback loop from learning to performance, which in turn helps inform curriculum design/enhancement and instruction delivery mechanisms. The adopted methodology will ensure a holistic approach to the elevation of capacities in Nigeria with full reliance on technology, E-learning tools and facilities.

7.5.1 Facilities:

At the current time, the SPESSECE Project is yet to be effective and there are no owned facilities under the organisation. However, the Centre is using the facilities of the Public Procurement Research Centre (PPRC) in the interim.

7.5.2 Support/services rendered

The SPESSECE is an academic unit of the University and the Centre is committed to engage in each of the following tracks for each of the targeted areas (Procurement, Environmental and Social standards):

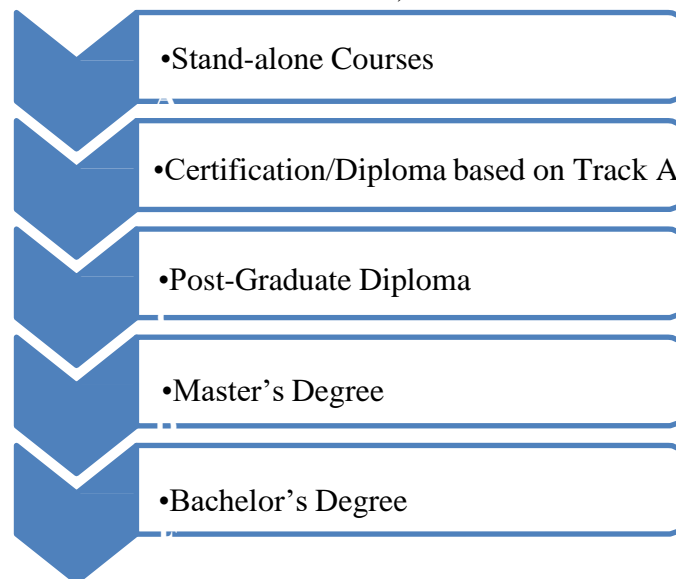


Figure 5.5: Description of each track

The Tracks are so designed as to offer various options to the widest possible set of interested audience. They will not only be of use to a large body of students and practitioners but will also allow progression from one track to the other. Students, trainees or practitioners can engage in any of the degree programmes (Tracks C, D, and E) at any time should they meet the eligibility criteria set by

NUC for that degree. In more detail, below is the description of each of the tracks for each of the intervention areas:

- Public Procurement:
 - Track A: The offering of at least 10 stand-alone courses covering the full procurement cycle at the introductory level once per academic year targeting mainly civil servants, private and civil society employed individuals, graduates and unemployed individuals as well as school leavers.
 - Track B: The offering of an advanced diploma based on Track A courses plus some additional courses to meet advanced diploma academic requirements.
 - Track C: The offering of post-graduate Diplomas in one or more fields of PP targeting individuals without a university degree or those with a diploma.
 - Track D: The offering of a multitude of Graduate degrees (Master's) in PP management targeting students who possess already a bachelor's degree or possibly a master's degree.
 - Track E: Full undergraduate degree in PP management: Bachelor's Degree in Procurement Management targeting high school students aiming to join university; diploma holders; etc.
- Environmental standards:
 - Track A: The offering of at least 10 stand-alone ES courses covering the various aspects of the EIA Act and the World Bank ESF at the introductory level once per academic year targeting mainly civil servants, private and civil society employed individuals, graduates and unemployed individuals as well as school leavers.
 - Track B: The offering of an advanced diploma based on Track A courses plus some additional courses to meet advanced diploma academic requirements.
 - Track C: The offering of post-graduate Diplomas in one or more fields of ES targeting individuals without a university degree or those with a diploma.
 - Track D: The offering of a multitude of Graduate degrees (Master's) in ES targeting students who possess already a bachelor's degree or possibly a master's degree.
 - Track E: Full undergraduate degree in ES management targeting high school students aiming to join university, diploma holders, etc.
- Social standards:

- Track A: The offering of at least 10 stand-alone SS courses covering the various aspects of the World Bank ESF at the introductory level once per academic year targeting mainly civil servants, private and civil society employed individuals, graduates and unemployed individuals as well as school leavers.
 - Track B: The offering of an advanced diploma based on Track A courses plus some additional courses to meet advanced diploma academic requirements.
 - Track C: The offering of post-graduate Diplomas in one or more fields of SS targeting individuals without a university degree or those with a diploma.
 - Track D: The offering of a multitude of Graduate degrees (Master's) in SS targeting students who possess already a bachelor's degree or possibly a master's degree.
 - Track E: Full undergraduate degree in SS management targeting high school students aiming to join university, diploma holders, etc.
- Target beneficiaries
- The SPESSECE when effective will engage in a network of core industry/sectoral partners, including:
 - i) Federal, state and local governments;
 - ii) Syndicates and orders of established professions;
 - iii) Professional bodies engaged with any one or more research theme/aspect identified;
 - iv) Leaders in capacity development; and
 - v) Representatives of industrial sectors.
 - The SPESSECE will establish a network of academic and/or research institute partners, including:
 - a. Regional universities that maintain active education and/or research activities focused on procurement and E&S Management; and
 - b. Recognised global universities and research centres that maintain active international training and research collaborations focused on procurement and E&S Management.
- Areas of practice
- When effective, the intention is that current civil servants as well as private sector staff and citizens are furnished with a multitude of professionalization tracks and programmes to support their academic and

professional advancement in their respective domains; individuals are availed the opportunity to pursue courses, diplomas, certification, undergraduate degrees, graduate degrees in procurement, environmental and social standards.

When the Centre graduates its students, it is expected that the civil service (federal, state and local) and donor community in Nigeria are continuously supplied with academically qualified, trained and competent practitioners in the targeted areas.

7.5.3 Achievements:

The Federal Government of Nigeria (FGN) requested support from the World Bank (WB) for the Sustainable Procurement, Environmental and Social Standards Enhancement Project (SPESSE) through institutionalising sustainable capacity building in the critical domains of Procurement, Environmental and Social Standards with an estimated budget of USD 80 million. The request was based on critical sector demands to enhance the supply of competent professionals in the intervention domains and build the capacities of existing staff and institutional capacity. This request falls within the FGN strategies as well as within the ERGP (Economic Recovery and Growth Plan).

The National Universities Commission (NUC), with financial support from the World Bank, has engaged Federal Universities in Nigeria in this sustainable professionalization programme through the financing of 6 Centres of Excellence offering the professionalization schemes or tracks in each of the intervention domains: Procurement, Environmental and Social Standards will be financed. The NUC sent out calls for proposal to the 41 Federal Universities in Nigeria and Ahmadu Bello University (ABU), Zaria, submitted proposal along with over twenty others and ABU is one of the six Universities to win the award of USD 11 million.

The Federal Government through its relevant participating Ministries, Departments & Agencies (MDAs) is implementing the Sustainable Procurement, Environmental and Social Enhancement (SPESSE) Project. The project includes four (4) implementing entities:

- i. National Universities Commission (NUC)
- ii. Bureau of Public Procurement (BPP)
- iii. Federal Ministry of Environment (FMENV)
- iv. Federal Ministry of Women & Social Development (FMWASD)

The International Bank for Reconstruction and Development (World Bank) is financing the project.

- i) Presentation of ESMF, SEP & ESCP
- ii) Discussions on DLI 7
- iii) Capacity building workshop on Environmental and Social Framework (ESF)
- iv) Capacity building training for members of the Finance team

7.5.4 Areas of strengths:

The proposed project is the first attempt to develop and implement curricula for Procurement and Environmental & Social standards in Nigeria by offering professional and academic tracks in a **custom-made, fit-for-purpose and sustainable manner through Centres of Excellence** established in Nigerian Federal Universities similar to the Africa Centre of Excellence (ACE) programmes. While ACEs focus on regional collaboration within Sub-Saharan Africa, this project will focus on collaboration with Nigerian public, private, academic and sector partners.

7.5.5 Prospects for growth:

Nigeria has the potential to become an economic giant in Africa by virtue of its size, human talent, rich resource endowment, and economic capacity. However, a large proportion of Nigeria's population is still poor and youth unemployment is high and on the increase. One of the main reasons for the increasing poverty level is the misuse of public funds partly due to corruption, lack of appropriate control and oversight systems, and lack of capacities. The ERGP (Economic Recovery and Growth Plan: 2017-2020) aims at restoring macroeconomic growth with key execution priorities that necessitate fostering sustainable capacity building and professionalization in the areas of Procurement, Environmental, and Social Standards.

While Nigerian universities are performing well on accreditation and attracting foreign students in various study areas, none of them offer dedicated curricula and degrees in the areas of public procurement, environmental standards and social standards. Today, Nigeria lacks any sustainable capacity building programs in the above fields. Nigeria remains a country at crossroads on sustainable development. As the country pushes forward on economic development, given the weak technical and operational capacities for environmental and social due diligence in all sectors, addressing key issues in these sectors are priority areas of government to guarantee development that (i) are sustainable and protective of people; (ii) integrate institutional strengthening on impact and risk assessments into the national capacity building strategy;

and (iii) operationalize environmental and social sustainable development approach as a clear-cut strategy for delivering the ERGP objectives of economic growth and inclusive development.

It remains the case that the wealth of university graduates in Nigeria still lack the skills required by the Nigerian government or its development partners. This skills gap has slowed down budget implementation, facilitated loss of governance, diminished service delivery, and prevented attainment of developmental objectives. Thus, the establishment of the SPESSCE will provide a sustainable solution to filling the skills gaps by graduating students and training professionals in both private and public sectors.

7.6 Centre for Biotechnology Research and Training (CBRT)

The present Centre started as Biotechnology Research Project in 1999 with Professor J.K.P Kwaga as Coordinator and was housed by Faculty of Veterinary Medicine. It was renamed Centre for Biotechnology Research and Training and moved to its present site near the A.B.U. Press in 2004. Its mission include providing training facilities in molecular biology techniques to postgraduate and post-doctoral students and conducting basic and applied research in the areas of Medical, Agricultural, Pharmaceutical, Veterinary and other Life Sciences. Generally, it conducts research and training. For instance, it conducts **research in areas of Trypanomiasis and Onchosiachiasis, while it carries out training in Basic Recombinant DNA Technology.**

The Centre also houses and collaborates with the Africa Centre of Excellence for Neglected Tropical Diseases and Forensic Biotechnology (ACENTDFB) and the DFG Project of Bremen University, Germany, through Professor Kelm of that University. It also houses the North-Western Zonal Centre of the National Biotechnology Development Agency (NABDA) based in Abuja.

7.6.1 Facilities:

- i) Director & Secretary to the Director's Office
- ii) Administrative Secretary & Assistant Secretary's Office
- iii) General & Biocosmetic' Office
- iv) ACENTDFB Offices
- v) NWZBC Office
- vi) DFG Office
- vii) Sever Room
- viii) O/c Security Offices CBRT

- ix) Accountant CBRT's Office
- x) Coffee room
- xi) Conference room
- xii) CBRT Library
- xiii) Laboratories for DFG, Plant Tissue Culture, Animal Tissue Culture, Diagnostics, Cryo, PCR, General laboratories
- xiv) Offices for the Principal Technologist, Chief Technologist, Assistant Chief Technologists
- xv) Cold Room
- xvi) COVID-19 Testing Centre
- xvii) Documentation room
- xviii) Genetic Engineering
- xix) Stand-by-250kv Generator
- xx) Animal house still under construction

7.6.2 Support/services:

1. Training of 28 batches of participants in Recombinant DNA Technology
2. Bench space for Postgraduate Students in DNA Extraction and characterization, restriction digestion, protein purification and polymerase chain reaction (PCR)
3. 93 M.Sc/Ph.D students enrolled.

7.6.3 Achievements:

1. 3 staff trained in Molecular Biology & Biotechnology Techniques in Animal Research in India.
2. 4 staff currently in training at PhD and MSc levels
3. North-West Zonal Office of the National Biotechnology Development Agency (NABDA)
4. Host to the Africa Centre of Excellence for Neglected Tropical Diseases and Forensic Biotechnology (ACENTDFB).

7.6.4 Areas of strength:

1. Teaching basic recombinant DNA technology especially performing molecular work involving the extraction, quantification and characterization of nucleic acids (DNA/RNA) polymerase chain reaction and DNA cloning.
2. Competent staff in performing basic molecular techniques.
3. Translating theoretical work into practical realities in molecular biology.
4. Assisting postgraduate students acquire basic skills in handling molecular work.

5. Good management and availability of workable equipment.
6. Research on Neglected Tropical Diseases in Drug and Vaccine Development.
7. Research in Plant Biotechnology
8. Malaria Drug and Vaccine Development, and malaria genetics
9. Biometric/Forensic Research

7.6.5 Prospects for growth:

To transform to an Institute for Biotechnology Research and Training (IBRT) in 5 years.

7.7 National Animal Production Research Institute (NAPRI)

The National Animal Production Research Institute had a primordial beginning as Shika Cattle Stud farm in 1928 used for selecting indigenous breeds of bulls for breeding native herds. In 1954, research into sown pastures and range management commenced and in 1962 it became Shika Grassland Research Station under the Institute for Agricultural Research of the Ahmadu Bello University, Zaria. The Decree No 35 of August 27, 1973 and the Research Institutes (Establishment) Order of November, 1975 gave birth to the National Animal Production Research Institute on July 1, 1976. The Institute is funded by and financially accountable to the Federal Government but administratively under the Ahmadu Bello University.

Staff Strength and Distribution

- 65 Research staff
- 58 Technical staff
- 85 Administrative staff
- 647 Non Academic Junior staff

7.7.1 Facilities

- i) Pasture fields for hay production
- ii) Animal pens
- iii) Artificial Insemination
- iv) Laboratories (Parasitology, Microbiology, Biotechnology)
- v) Milk processing plant (500 litres)
- vi) Dip vats and crushes
- vii) Tractors and implements
- viii) Earth Dams

- ix) Staff Offices
- x) Library
- xi) Hatchery

7.7.2 Support/services rendered:

- i) Specialized trainings for farmers, women and youths from different States on skills acquisition in various production managements of the different species of animals.
- ii) Supervision of most Animal Science and Veterinary undergraduate and postgraduate research projects in Ahmadu Bello University and other universities are conducted and supervised in NAPRI.
- iii) Students of tertiary institutions all over the Federation also have their industrial trainings (ITF) in the Institute.

7.7.3 Achievements:

- i) Upgrading the milk productivity of indigenous cattle.
- ii) Improvement on local processing through packaging of NAPRI Yoghurt.
- iii) The ShikaBrown® egg laying chicken.
- iv) Forages in all ecologic zones of the country have been evaluated and accessed as feed resources for livestock.
- v) The NAPRI is studying the traditional production systems and introducing new strategies for higher productivity.
- vi) The NAPRI has selected the Red Sokoto goats against pendulous Udder for good reproductive efficiency and higher milk yield.
- vii) Fulbright Fellowships (2 scientists).
- viii) International Atomic Energy Agency (IAEA) Research Contracts.
- ix) TETFUND NRF Grants

7.7.4 Strengths:

- i) Quality research, teaching and extension for development.
- ii) Impactful community service.
- iii) Institutional integrity in honest service

7.7.5. Prospects for growth:

- i) To develop high production performance indigenous breeds of dairy, beef, sheep goat rabbit and swine using molecular techniques to reduce generational interval.
- ii) Explore in select indigenous pasture spp to maximally increase livestock production while still maintaining climatic advantage.

7.8 Gender Policy Unit

The Gender Policy Unit, Ahmadu Bello University, Zaria was created in the year **2004** through the Carnegie grant to the University to support the enrolment of indigent Northern girls into the University by giving them:

- a) Scholarships and
- b) Bursary

Scholarship: Best female students of Northern decent were given scholarships to support the payment of school fees and other study materials. The scheme supported outstanding students with the highest cumulative grade points.

Bursary: The indigent students were given financial support in order to pay their fees and remain in school and, this scheme equally paved the way for several northern girls to enrol into the University.

7.8.1 Support/services rendered:

The Gender Policy Unit since inception has grown from just bursary and scholarship dissemination to include community services and intense engagements and research on gender discourses as well as mainstreaming gender in order to meet with global practises putting Sustainable Development Goals (SDGs) at the fore.

7.8.2 Achievements:

i. Peer-to-Peer Challenging Extremism 2016-2018: This was a campaign initiated by Facebook and EdVenture Partners geared towards supporting University students to develop contents/ narratives which challenge all forms of extremism. The Unit maintained her participation for 3 academic sessions. Through the program, the University community witnessed inter-faculty debates on the Subject matter: Violent extremism, gender extremism and religious extremism in which Faculty of Education emerged champions. There was also interfaculty Badminton tournament in which also, Faculty of Education emerged champions.

Fitness Trail 2017: The Gender Policy Unit initiated and with the help of the Vice-Chancellor established a 2kilometer fitness trail at the sport complex with 10 stations geared towards improving the physical health of both staff and students.

i) Drug Abuse Campaign 2018: The Unit in collaboration with Women Connect Initiative (WCI) carried out a campaign in 5 communities of Kwaba, Kwattarawa, Siye in Giwa Zaria Local government.

- ii) Sexual Harassment Policy (Draft) 2019: A follow up draft was reviewed and submitted to the VC for management action.
- iii) Advocacy for Compulsory Technical and Vocational Education for Rural Women (ACTIVE4RuralWomen) Kudan LGA 2019-2020: This was an advocacy carried out in Kudan LGA for the passage of bye-law which institutes budgetary allocation for Technical and Vocational Education in Kudan LGA and the scale-up of female enrolment into TVE. The project was executed in partnership with Women's Connect Initiative with support of Seven thousand dollars (\$17,000) from RISEUP TOGETHER USA.

7.8.3 Areas of strength:

The Coordinator of the Unit is a gender discourse specialist with over two decades cognitive work in the area of gender mainstreaming.

5.2.7.9 Prospects for growth:

The Unit introduced several programs and activities to serve on the short term and long term

- i) Short term programs:
 - a) Credible Voices: It targets key credible voices in the University and outside the University, to have them voice out against the perpetrators of Sexual and Gender Based Violence
 - b) Seminars: Bringing knowledge on sexual harassment to educate the University community and serve as platform for training of Gender Right advocates
 - c) Courtesy visits: This is necessary to facilitate relationship and seek areas for mutual interest
 - d) Collaborations and partnerships: it is necessary in advancing the course of the Unit
 - e) Proposal writing: In order to receive funds to execute her mandate
- ii) Long term activities
 - a) Symposium
 - b) Conferences
 - c) Professional certificate programs
 - d) Degree programs
 - e) Zoo

7.9 Centre For Spatial Information Science (CSIS)

The Centre for Spatial Information Science (CSIS) was established in 2012 in response to local and national needs for the promotion of sustainable urbanisation.

Cities in Nigeria generally are growing very rapidly and in informal and unsustainable ways. The outcomes of Urban Planning have also not been satisfactory towards curtailing the process, just as timely and reliable data on urban growth dynamics is lacking and outside official statistics to support policymaking.

In addition, little research exists on how current trends will shape future outcomes. The Centre therefore works to support policy making towards sustainable urbanisation by advancing cutting edge research, advocacy and effective interventions; and by providing appropriate, relevant and timely data and planning expertise and training that helps various stakeholders confront economic, social and environmental uncertainties associated with rapid urbanisation.

The Centre is affiliated with the Department of Urban and Regional Planning in the Faculty of Environmental Design, Ahmadu Bello University Zaria, Nigeria and has networks of collaborations with researchers and institutions within and outside Nigeria.

7.9.1 Facilities:

Three offices at the CAD-Lab Building: Coordinator's/General office/meeting room; 1 office each for Research Assistants and Visiting Scholars. A total of 12 desktops are in these 3 offices along with 2 printers.

7.9.2 Support/services rendered

- i) Professional training on GIS and Advanced Spatial Analyses
- ii) GIS and spatial analysis support to departments and other units of the university (on request)

7.9.3 Achievements:

- i) Development Frontiers in Crime, Livelihoods and Urban Poverty. The development-frontiers in crime, livelihoods and urban poverty (FCLP) is a one year (1st January to 31 December, 2018) DfID/ESRC funded project – a collaborative research involving researchers from Ahmadu Bello University (ABU) Zaria and University College London (UCL) with Dr James Cheshire (UCL) as Principal Investigator and Prof Adamu Ahmed (ABU), Dr Tatiana Theime (UCL), and Dr Faisal Umar (ABU) as Co-Investigators. (GBP 224,201)
- ii) Spatio - Temporal Analysis of Settlements Growth Pattern in Nigeria (1976 - 2016)

The Research examines the Forty years growth pattern of 774 major settlements, which are either Local Government or State capitals. The primary objectives of the research is to establish the footprints of urbanization in Nigeria, the explanatory factors and impacts. Principal Investigator Professor Adamu Ahmed; Co-Investigators Dr. Yakubu Aliyu Bununu and Dr. Faisal Umar (TETFund National Research Funds: NGN 34,567,008).

7.9.4 Areas of strength:

- i) Urban studies and planning.
- ii) Spatio-temporal analysis.
- iii) Environmental criminology.

7.9.5 Prospects for growth:

- i) Special training for professionals in the Geospatial technology industry (both in the private and public section)
- ii) PG programmes.

7.10 National Agricultural Extension and Research Liaison Services (NAERLS)

NAERLS is one of the 17 National Agricultural Research Institutes (NARIs), in Nigeria and was Established in 1963. It was given a national mandate in 1987 with the Unique advantage of double parentage. NAERLS IS Funded by the FMARD, Domiciled and Managed by ABU, Zaria. NAERLS Staff performs *triple roles* of Extension, Research and Teaching. NAERLS has a national mandate with Zonal Liaison Offices in each of the Geo-Political Zones – North-East (Maiduguri), North-West (Kano), North-Central (Badegi), South-West (Ibadan), South-East (Umudike) and south-South (Port-Harcourt)

7.10.1 Staff Strength

662 Staff including 162 Extension Specialists/Scientist, 12 Professors, 41 PhDs, 44 Masters, 71 Technical Officers/Technologists, 132 Senior Administrative and Finance Staff, 297 Junior & Support

7.10.2 Research Programmes

- i) Agricultural Performance and Evaluation
- ii) Agricultural Extension Research
- iii) Agricultural Policy and Resource Management
- iv) Agricultural Extension Training and Outreach

- v) Agricultural Communication Research
- vi) Agricultural Information Management Programme

7.10.3 Departments

- i) Agricultural Extension and Economics
- ii) Agricultural Engineering and Irrigation
- iii) Agricultural Media
- iv) Crop and Forestry
- v) E-Extension
- vi) Food Technology and Home Economics
- vii) Livestock and Fisheries

7.10.4 Specialized/Service Units

- i) Planning, Monitoring and Evaluation
- ii) Adopted Villages and Schools Outreach
- iii) National Farmers Helpline Centre
- iv) Printing Press
- v) Skill Acquisition and Entrepreneurship Development
- vi) Farm Broadcasts
- vii) Information and Communication Technology
- viii) Procurement
- ix) Public Relations
- x) Editorial
- xi) Resident Internal Audit

7.10.5 Areas of Expertise

- Livestock and Fisheries
- Agricultural Economics and Extension
- Agronomy, Agroforestry and Soil science
- Agricultural & Bio-resource Engineering
- Food Technology & Home Economics
- Agricultural Communication
- ICT
- Agricultural Monitoring and Evaluation.

7.10.6 Facilities:

- Farmers' Helpline Building equipped with appropriate facilities for E-Extension
- Agricultural Media Studio with facilities for agricultural media production

- for radio and TV broadcast
- Audio-Visual Mobile vans for extension out reaches in rural communities
- A well-equipped Printing Press for production of extension publications such as leaflets, guides, bulletins, posters, etc.
- A well-equipped Conference hall with Seminar Rooms for meetings
- An ICT Building for capacity building of staff and other participants
- A Conference Suite with accommodation facilities

7.10.7 Services Rendered

- Extension methodologies research
- Impact assessment and adoption studies
- Capacity building of extension staff, youths and women empowerment, students and other stakeholders
- Production of radio and TV programmes for other organizations
- Production of extension publications for other organizations

7.10.8 Target Beneficiaries/Areas of Practice

- Institutions/organizations
- Rural Communities
- Extension Staff and agricultural value chain actors

7.10.9 Achievements

i. Research Activities

- 2020 APS Conduct, Report & National Presentation
- Research activities under externally funded projects:
 - ✓ STMA for Africa Project.
 - ✓ Africa Green Alternative (AGRA-Seed) Project
 - ✓ TRIMING-Typha project.
 - ✓ Rice Intensification System (RIS) Project
 - ✓ Accelerated Genetic Gains in Maize (AGG-Maize) Project.

ii. Trainings

- Conducted a total of 48 specialized trainings in 2020
- Orientation training for all Zonal Staff (online)
- Training of 240 Youths of Sabon-Gari Constituency in 4 trades
- Training of extension managers across the 7 Northwest states
- Many adopted village support activities trainings in the six geo-political zones of Nigeria.
- Several Pre and Post Seasons Trainings in Specialized Projects

- ✓ AATF: 3 Trainings/ 36 states & FCT/ 1800 EAs online / 6,000 farmers
- ✓ STMA: 12 Trainings/ 4 States/ 76 EAs/ 808 Farmers
- ✓ AGG-Maize: 8 Trainings/ 6 States/ 92 EAs/ 1,210 Farmers
- ✓ AGRA:
- ✓ TRIMING-Typha

iii. Media

- 26 radio programmes produced & aired
- 24 Special radio programmes through external projects
- 18 TV documentaries produced through external projects
- 7 Guest appearances on NTA Network & AIT Kakaaki
- 2 Guest appearances on FRCN Network Abuja
- 18 Online publicity videos and several multimedia packages on Covid-19 produced and disseminated uploaded on website and social media

iv. Adopted Villages & Schools

- Facilitated loan of about N100 million from ABUMFB in 2017
- 3 AROC established at Guga, Kufena and Basawa communities.
- 40 Management Trial Plots established across 5 states
- 140 participatory demonstration sites established in partnership with IITA's STMA
- Fertilizer Optimization Technique training

v. Academics

- Over 50 staff taught and supervised students at UG and PG levels across 10 faculties in ABU Zaria, KASU, BUK, MOUA, & 4 others
- Over 300 UG & PG students were supervised by staff

vi. Publications

- 28 Titles of Extension Bulletins completed and printed
- 3 Editions of NJAE produced
- 68 Staff published over 40 articles (jointly and individually) in peer review/reputable journals
- 42 Staff have submitted papers for review across the world
- 2019 Annual Report published and distributed
- 2020 APS National Report published and distributed
- Handbook on NAERLS published and distributed

7.10.10 Strengths:

- 8 Availability of specialized and skillful manpower in all areas of agriculture for extension research, capacity building of trainees and community development
- 9 Only institute with Extension Specialists that build the capacities of grass root extension staff in States across the country
- 10 Competent communication Specialists that produces radio and television programmes on agriculture
- 11 Availability of agricultural media studio with specialized media equipment
- 12 Availability of E-Extension building with facilities reach farmers virtually on value chain issues that need urgent interventions
- 13 A functional Skill Acquisition and Development Centre with poultry and fisheries production and milling machine
- 14 Partnership with organizations within and outside the country on agricultural development

7.10.11 Prospects for growth:

- The Institute is expanding her scope in partnership with local, national and international organizations. This will lead to improved funding in executing our mandate
- NAERLS zonal offices will be empowered with more subject matter specialists and technical staff in all areas of agriculture to be able to respond rapidly to value chain actors' needs in the zones
- Development of the E-extension services to cover the whole country adequately for prompt services
- Expansion of the present skill acquisition and development centre to train youths and women in all areas of agriculture for economic empowerment

7.11 Venom, Antivenom and Natural Toxins Research Centre (VANTRC)

The main purpose of VANTRC is to provide direction for current research and development in venom and natural toxins, to carry out production of anti-venom serum against snake venom indigenous to Nigeria and West African sub-region based on robust science and to establish optimum production protocols and potency standards for anti-venoms. The Centre will facilitate the advancement in snakebite treatment which has never been a subject of importance in training clinicians.

The VANTRC will serve as the reference centre for the following:

National centre for the reliable venom and toxins information and for supply of quality anti-venom sera and an established link for disseminating and standardized information on venom and natural toxin treatment protocols for poisonous bites and stings

National and regional centre for demographic studies on poisonous and toxic plants of medical importance.

Centre for training of basic scientists and clinicians on venom and natural toxins

Reference centre for publicity and knowledge sharing about prevention and treatment of bites and stings at the clinical, village and rural levels

VANTRC will play a central role in coordination and linking researchers/clinicians in the field of venom and envenomation studies.

7.11.1 Facilities/Equipment

The Centre was established to handle basic and clinical aspect of venom research, specifically the molecular biology of venom, natural toxins and xenobiotics. It houses state of art research equipment that include Spectrophotometer, Analytical HPLC, Microplate Readers, Ultra Centrifuges, Imaging Systems, Incubators, Ice making machines, PR, Autoclaves, tissue lysers, lyophilizers, realtime PCR, Gel documentation units, electrophoretic machines, DNA sequencer, etc.

The Centre has within it the following resources:

- i. Five research units namely (a) Venomics and vaccines production (b) Animal toxins (c) Plant toxins (d) Microbial toxins and (e) Bio-informatics and essential services.
- ii. Five Laboratories namely (a) Molecular Biology (b) Microbiology (c) plant toxins (d) Venomics (e) Bio-informatics and quality control.
- iii. Modern serpentarium and small/large animal housing facilities.
- iv. Modern aseptic plant for plasma and anti-venom sera development.

7.11.2 Services/Product

- i. Standardised and high-quality snake, bee, scorpion, spider and insect venom for molecular biological research and drug development
- ii. Development of anti-venom, antitoxins, vaccines and establishment of new Industries.
- iii. Balanced research infrastructure in drug discovery and development
- iv. Availability of research equipment and other resources that facilitate staff and student success
- v. Presence of a consistent professional and service roles

7.11.3 Collaborations

- i. Strong relationships and resources and collaboration with governmental agencies specifically with the following agencies; National Agency for food and Drug Administration and Control (NAFDAC). National Institute for Pharmaceutical Research and Development (NIPRD), Nigerian Natural Medicine Development Agency (NNMDA), Raw Material Development research and development agency (RMRDA), Centre for Disease Control (CDC) of Federal Ministry of Health, National agency for Biotechnology Development (NABDA) of Federal Ministry of Science and Technology, some State governments such as Gombe, Plateau, Nasarawa, Benue and Taraba.
- ii. A working relationship with Benue state government in the development of indigenous anti-venom and training of Medical and Paramedical personnel

7.11.4 Achievements

- i. Strong contact with pharmaceutical and biotechnological industries
- ii. Service and leadership roles in National associations and scientific societies
- iii. A rapidly increasing national and international reputation
- iv. Presence of expertise to provide services at state, national and international level
- v. Improvement of environment conducive for teaching and research

7.11.5 Prospects

- i. Exploration of fundamental science on venom and toxins.
- ii. Enhance VANTRC's strategic value to the Ahmadu Bello University research community.
- iii. Conduct and support research that builds knowledge in ways that benefit the people of Nigeria and Sub-Saharan Africa.
- iv. Discovery of treatments and cures of various diseases using venom and toxins and their components
- v. Develop and increase the quantity, quality, and availability of research products.
- vi. Improve VANTRC's capacity to carry out, support, and direct research activities.

7.12 Institute for Development Research and Training (IDRT)

The Institute for Development Research and Training (IDRT), Ahmadu Bello University Zaria was established on July 1, 1998 with the aim of conducting

research on development issues in Nigeria, Africa and any part of the world. It is also an Institute with interest in global development issues and collaborative researches. **Core mandate** of IDRT is research and training.

7.12.1 Objectives:

- i) Conduct research and training in development issues that would facilitate achieving needs of the University and the immediate environment
- ii) Conduct research and training into development issues with positive impact on Nigerians the global community.
- iii) Cascade and share outcome of the research for utilization within and beyond the University
- iv) Improve networks and collaborations with scholars, institutions, ministries, departments and agencies
- v) Initiate and develop policies for implementation by the University management and interested partners
- vi) Consult with stakeholders to derive best practices on development issues.
- vii) Engage in consultancy service when the need arises
- viii) Advise management of Ahmadu Bello University on issues relevant to local and global development

7.12.2 Activities

Research – This is the primary duty of the Institute and this is aimed at ensuring that the University is constantly exploring and generating information, analysis and offering advice on key development issues. The Institute's research agenda is in two major areas. One is scholarly research that contributes to global discourses of development. It is therefore concerned to shape the analytical frames, especially from a contextual perspective that is relevant to the Nigerian environment. In this sense therefore, the Institute's research is a critical one of interrogating dominant development theories.

The second trajectory of research is policy oriented. This sort of research both assesses with hindsight and is proactive in the way it envisages and judges policy implications so that relevant authorities may work towards the mitigation of negative effects on citizens. This is done with the aim of providing empirical data towards proper policy designs for development to take place based on our local realities.

In undertaking its research, the Institute is interested in collaborating with other institutions, agencies, and researchers, on areas of mutual interest. IDR has

collaborated with a number of other institutions and research consortiums to undertake researches on development in Nigeria.

In order to promote its objective of collaboration at the international arena, IDRT is interested in establishing links with research institutions in developing countries to engage in south-south exchange. It also promotes north-south collaboration. In this regard, the Institute already has established research links with organizations in Europe and the USA.

- i. *Training*: This component was introduced in 2016 to cater for non-degree programmes in the University. Institutes outside of ABU affiliates with IDRT for training
- ii. *Conferences, seminars and workshops* – IDRT organizes seminars and workshops at which researchers disseminate and discuss their research findings. Seminars and workshops are also organized on topical development issues from time to time. Such events are in the following categories:
 - iii. *Monthly seminars* – The monthly seminars features presentations by researchers from Ahmadu Bello University and other institutions on their researches or key development issues.
 - iv. *Sundown Series* – Every fortnight IDRT holds evening seminars where researchers from the Networks and main Departments at Ahmadu Bello University present papers on their research work and share ideas with colleagues.
 - v. *Hira and Mu Tattauna Series* – The Institute runs policy dialogue sessions called the *Hira* series. *Hira* is a Hausa word meaning conversation. Through these, people with experience drawn from various contexts are brought together to discuss critical development issues in a conducive atmosphere. The targets for these conversations are policy makers, development agency staff, Ministries, civil society and corporate businesses. ABU Radio FM has been a supporting Department for such series.
 - vi. *Conferences* – The Institute organizes one major conference every two years on particular issues area that is of burning concern in the area of in the country as a whole. Such conferences are usually hosted by the Networks.
 - vii. *Publications* – IDRT has a unit responsible for the publication of materials on its various activities. Such publications are on its research results and may be in the form of monographs, books and reports. The Institute also runs and publishes a journal. The journal is a dissemination organ. But more than dissemination, it is a channel/forum through which scholars engage in

debate and exchange of ideas. It is published annually. The 2021 edition is expected to be out very soon.

- viii. *Consultancy* – The Institute runs consultancy services on a not-for-profit basis. Its consultancy activity is therefore to generate income to further support research activities. The Institute offers consultancy services to a wide range of organizations including government (local, state and federal), non-governmental organizations, international agencies, etc. To achieve its objectives, the Institute draws from the rich community of scholars available within and outside Ahmadu Bello University. It also adopts an interdisciplinary approach in its research activities. Thus, researchers from various fields in the Arts, Social Sciences, Humanities, Agriculture, Medical, Engineering and the Sciences are constituted into networks to form the body of researchers in IDRT.
- ix. *The Networks* – Currently, IDRT has the following Research Networks/Clusters:
 - i) Development Policy Research
 - ii) Politics and Foreign Policy Research.
 - iii) Gender Studies and Victimology
 - iv) Sustainable Environment
 - v) Arts, Culture and Heritage Research
 - vi) Disaster and Risks Management
 - vii) Habitat, Demography and Development.
 - viii) Social Investment Programmes and Entrepreneurship
 - ix) Indigenous Technology
 - x) Food Security
 - xi) Health
 - xii) Language Proficiency (English, French, Hausa and Arabic)
 - xiii) Special Projects: ICT & Cyber Crime, Remote Sensing and GIS, Security, Forensic Science, Municipal Services, Estate Management, sports

Each research network has eight researchers and is structured to facilitate sharing experiences, fund raising techniques, capacity building and knowledge dissemination through organizing conferences, workshops and seminars. Each network is also led by a senior scholar who gives direction to the conception and design of the research interests and activities of the members;

7.12.3 Departments and their functions

- ✓ Office of the Director: The Office of the Director can be regarded as the nucleus of the Institute. The Director, who heads it, provides leadership and

controls the affairs of the Institute. The Director is in charge of the day-to-day running of the Institute.

- ✓ Training Department: The department, as the name implies, is in charge of training programmes and the acquisition of research and training facilities. It handles the administration of sub-degree programmes – diploma/certificate – in conjunction with the relevant academic departments of the university.

The following are among the functions to be performed by the department;

- Advertisement of sub-degree programmes.
- Issuance of letters of admission
- Registration of students
- Opening of files for students for record purposes
- Examination and Examination results
- Compilation of lists of admitted and graduating students.
- Liaising with course-Coordination or Heads of Department pertaining to students records and progress from time to time.
- Liaising with the Heads of Department and course Co-ordinators pertaining to preparation of statement of results of students, after completion of programme, for signing by the Institute Secretary.
- Custody of training facilities such as projector, audio-visual materials, computers, musical instruments and costumes
- Any other assignment arising from time to time in relation to these Diploma programmes.

- ✓ Administrative Department: The Administration Department is also headed by the Director of the Institute and assisted by the Institute Secretary. It comprises the Director's Office and Secretary's Office. Its main functions are as outlined below;

- Assisting the Institute Director with the day-to-day running of the Institute
- Providing Secretariat for the Board of Governors of the Institute
- Providing Secretariat for the Professional and Academic Board
- General correspondence
- Custodian of the Institute records/documents
- Maintenance of equipment and facilities
- General Administration: Handling of staff matters such as promotion, leave, staff development and discipline of junior staff
- Provision of Secretarial support to all the committees of the Institute, including those mentioned in 2 & 3 above.
- Endeavoring to see that the rules and regulations of the University are applied/adhered to at the Institute
- Control of the finances of the Institute – income and expenditure

- Maintenance of Stores
- Other assignments that may be given.
- ✓ Data Unit
 - Classify and code all data coming in and out of the Institution
 - Map significant spatial data
 - Displace 3-imageries for spatial-based researches
 - Work closely with ICICT for web uploads

7.12.4 Structure of the Institute

IDR has three main organs that help it meet its obligations. These are: the Board, the Directorate and the Networks.

- i. *The Boards*: Governing Board and the Professional boards provide broad policy guidelines and monitors the overall programme and activities of the Institute. The Boards are made of specialists and notable researchers and administrators. This is constituted by the University Administration. Head of the Governing board is the Vice Chancellor and he guides policies and major protocols for the Institute.
- ii. *The Directorate* is responsible for the day to day management of the Institute. The Directorate, as constituted by the Board is headed by a Director. The Director is usually a senior and very experienced member of the research community in Ahmadu Bello University. The Director is responsible for giving strategic direction to research activities of the Institute. He is also in charge of the general administration of the Institute ensuring that it meets the stated objectives and works towards achieving its vision. *The Networks* function as the research hub of the Institute.

7.12.5 Facilities

- i) Offices and the old furniture in them.
- ii) Board Room: fully air-conditioned and well-furnished with supporting facilities available for use.
- iii) An old salon Toyota vehicle
- iv) Limited space with soft landscape
- v) Internet accessibility - IDRT is served by the University's wireless internet service and there is ample access to the Net.
- vi) Library – The Institute Library has a large collection of books and journals for researchers. It is a suitable facility for postgraduate students as well. IDR holds subscription to several journals.

7.12.6 *Support/services rendered*

1. Research Consultancy
2. Training
3. Community Engagements

7.12.7 *Resources*

Through its previous research, IDRT has generated some information and available to the University community and other researchers. The resources include its Lecture series such as:

7.12.8 *Research Reports*

- Nigeria Governance and Corruption Survey Study: Overall Summary Report (June 2003).
- Nigeria Governance and Corruption Survey Study: Analysis of Survey Results – Households, Enterprises and Public Officials – Final Report. (June, 2003).
- ‘Participatory Development: A Stakeholders’ Approach to academic excellence in Ahmadu Bello University’
- ‘Gender Roles in Production Systems in Northern Nigeria’ This research examined the influence of gender on the socio-economic development process in northern Nigeria by surveying three states (Borno, Kano and Kogi).
- A book of *Proceedings of the Conference on ‘Politics and Political Power Relations in Nigeria’* (2003) 40th anniversary of IDR&T
- Poverty Alleviation in the Northern States.
- Globalization – with focus on how enterprises in the Northern States are affected by globalization.
- Resuscitation of the University Museum – towards upgrading it to a National Centre for Museum research and studies.
- Sustainable Agricultural Development in Northern Nigeria: Proceedings of the National Conference on “Problems and Prospects of Agricultural Development in Northern States of Nigeria”. 2005; published 2008.
- A.B.U. Postgraduate School Lecture Series. Programmes of Sustainable Development Research at IDR&T/ABU Zaria: Prospects for collaboration with Postgraduate Students and other Researchers by Dr. Mahmoud Hamman. Oct. 2005.
- Studies in Nigerian Culture. Vol. 2, Number 1. 1982. Anniversary Edition

- “Problems and Prospects of Industrialization in Nigeria” Amb. Magaji Mohammed Public Lecture No. 3. 2004 – A monograph.
- Revitalizing University Education in Nigeria: Challenges of the Next Millennium by Prof. Mike Kwanashie. Annual Public Lecture Series. 1999.
- Revitalizing Universities in Africa: Strategies for the 21st Century delivered by Professor Ango Abdullahi. Lecture No.1 – A monograph.
- The State of the Nation by Professor Jibril Aminu (1999); A monograph
- Gender Disparity In Education In Northern Nigeria, Dr Binta Abdulkarim, 2014

7.12.9 Achievements recorded

1. The 3rd Victimology conference organized by the University of Nairobi, Kenya, in Collaboration with Ahmadu Bello University, Zaria, Kaduna State, Nigeria and University of Kabianga, Kenya. It was resolved by the WVS council that Ahmadu Bello University will host the 2021 Victimology conference and shall be accompanied by establishing a **Victimology Centre. 12-14th October 2020**
2. Conceptualization of Victim and Victim Support courses and relevant trainings in collaboration between UoN Kenya, University of Kabianga, Kenya and ABU, Zaria. November, 2020
3. Review of the National Gender Policy 23rd October 2021
4. Creation of its ***Journal of Development Studies (JDS) with ISSN 2756-3189*** issued by the Director of International Standard and Programs of National Library of Nigeria, Abuja. It is intended to publish high articles related to development issues. Its editorial Board has already been constituted with membership drawn from scholars across South America, Europe and Africa.
5. Completion of two research proposals for funding; one to the British Ecological Society “*Ecological Connectivity and Remediation Prospects for the Protection of Wildlife Corridors in Northern Nigeria from 1960 - 2020*”, November 2020
6. Strategizing with NAPTIP and RoLac Sex Offender data gathering, data sharing and strengthening communication. December 2020
7. Internal recruitment of a team of ***six vibrant research fellows*** to support research activities of the Institute. The fellows are PhD students within ABU Zaria ***as a mentorship strategy***. June 2020
8. A design for the new location of Institute of Development Research and Training with design incorporating; *i*) conceptualizations, space analysis,

- manual and digital drafting; *ii*) scaling and 3-D projections; *iii*) animating walk-through of the design models (in motion picture).
9. The re-designing of IDRT Students' Handbook, August 2020
 10. Towards Re-Activating Technical & Vocational Skills Acquisition Centres In Northern Nigeria; A Framework Of Intervention Submitted To Mambayya House, Kano January 2021
 11. Report on Strategic Environmental And Social Assessment (SESA) to Support Kaduna State Infrastructure Master Plan (KADIMP: 2018-2050) for Kaduna State Economic Transformation Program-For-Results (PforR) Planning and Budget Commission, Kaduna State, Nigeria; April 2021
 12. Report on Evaluation of Social Protection Programmes In Nigeria March 2021. A submitted to Action Aid Nigeria; March 18th 20
 13. Plans for a training workshop for 30 young lecturers and researchers by IFRA in April 2021

7.12.10Areas of strength

1. Research Coordination, monitoring and completion.
2. Public engagement
3. Fund raising

7.12.11Prospects for growth

1. Improved networking among MDAs within and outside Nigeria.
2. Increased interdisciplinary and multidiscipline researches.
3. Overwhelming requests for more/ new training programmes
4. Increased mentorship for younger researchers.
5. Hosting Post-Doc researchers
6. Re-location to a bigger site
7. Improved community relevance
8. A boost on research output due to diligence of the temporary research assistants being engaged by IDRT

7.13 Centre for Disaster Risk Management and Development Studies (CDRMDS)

Nigeria, like any other country in Africa, is faced with various environmental, economic and social challenges. Efforts to overcome these challenges are often hampered by the occurrence of natural and man-made disasters.

In order to effectively prepare for, and respond to these disasters, an interdisciplinary approach is used. Such an approach makes it possible for people to be empowered with appropriate skills and knowledge. With these skills, the occurrence and impacts of disasters can be reduced by implementing effective initiatives focused on disaster risk management.

Consequently, the Centre for Disaster Risks Management and Development Studies was established at the instance of an initiative by the National Emergency Management Agency (NEMA) on 15th May, 2008. Upon fulfillment of the conditions by the Department of Geography and the University for the take-off of programmes in the Centre, the Senate at its 428th Regular Meeting held on Thursday 24th June 2010 approved the Disaster Risks Management Programme. Thus, the programme effectively took off from the 2010/2011 academic session with admission into the Masters and PGD programmes. Consequently, the Centre with its Management Boards were inaugurated on 17th January, 2011. There are two Boards: the Governing Board and the Academic Board.

CDRMDS ABU, Zaria, Nigeria offers postgraduate students the opportunity to acquire skills and knowledge to understand and manage disasters and its consequences. Upon completion of any of this innovative postgraduate programme in Disaster Risk Management, graduates will be awarded a Post Graduate Diploma (PGD), Masters, MSc, Master of Philosophy (M.Phil.) and PhD Degree in Disaster Risk Management and Development Studies.

The Centre has three clear mandates including training students in disaster management at the PGD and Masters levels, conducting research in all areas of disaster management and lastly, organizing public awareness campaigns on disaster risk reduction in Nigeria.

7.13.1 Facilities

- i. Two Geographic Information System (GIS) Laboratories located in the Department of Geography
- ii. One 150 KVA generator
- iii. Three large lecture rooms
- iv. 24 hour internet service
- v. Large Library
- vi. Undeveloped Land allocation for the construction of the Permanent structures. The Centre for Disaster Risks Management and Development Studies currently maintain temporary office accommodation and lecture

rooms/theatre in the Department of Geography. This has not been developed due to paucity of funds.

7.13.2 Support/services rendered

Our support services are largely teaching, research and supervision. Other services include Community Vulnerability Assessment (VCA), Community Sensitization, Environmental and Health Sanitation. Our target beneficiaries are Ministries and Parastatals, Communities, Fire Service Units.

7.13.3 Achievements

Programmes

- i) Post Graduate Diploma in Disaster Risk Management and Development Studies (PGDRMDS) and
- ii) Master in Disaster Risk Management and Development Studies (MDRMDS)

However, during the 2016/2017 academic session, the underlisted programmes were introduced in order to expand the scope of the courses.

- i) Masters of Science in Disaster Risk Management and Development Studies (MSc.)
- ii) Master of Philosophy in Disaster Risk Management and Development Studies (M.Phil.)
- iii) Doctor of Philosophy in Disaster Risk Management and Development Studies (Ph.D.)

Table 7.1: Student turn over

	SESSIONS								
	2010 /201	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019
1									
PGD	10	13	22	26	23	28	23	39	
Mast er	49	81	92	100	126	193	163	156	
M.Sc	-	-	-	-	-	-	15	27	
M.P hil.	-	-	-	-	-	-	48	31	
Ph.D	-	-	-	-	-	-	4	2	

7.13.4 Areas of strength

- i) The Centre has developed a specialization in Disaster Risk Management and Development Studies at ABU. At the level of Masters and Postgraduate Diploma, these professional programmes have produced high level manpower Disaster management in Nigeria
- ii) As one of the pioneering Disaster Risk Management Training Centres in the country, the Centre has a well-established Postgraduate and Certificate programmes in Disaster Risk Management which has produced the foundation staff of many new generation secondary and tertiary institutions.
- iii) The Centre maintains a mini library which has served the needs of many Disaster Risk Management students.

7.14 Centre for Energy Research and Training (CERT)

The Federal government selection of Ahmadu Bello University (ABU), Zaria as a *Centre of Excellence in Nuclear Technology* in 1976 was the catalyst that gave impetus to the establishment of nuclear science research programme in the University. A Nuclear Science and Technology programme was therefore initiated at ABU with an initial grant from the Government through the cabinet office. The responsibility of drawing up proposals on how best to execute the project was assigned to the Nuclear Science programme Steering Committee (NSPSC). The Committee was established in November 1977 by the then Vice-Chancellor Prof. Iya Abubakar, who also appointed the then Head of Department of Physics Prof. D. E. Ajakaye as the Chairman of the Committee. The Committee was mandated to:

- (a) Set out the objectives for the Nuclear Project in Ahmadu Bello University ABU;
- (b) Prepare plans on the development of Nuclear Technology studies in ABU;
- (c) Co-ordinate the first phase of the programme; and
- (d) Advise on any relevant matters that will promote the programme.

In its four years of intense planning, the NSPSC succeeded in training some personnel, acquired some basic equipment and laid a foundation for the full development of the project. Furthermore, a site was acquired by the Development Committee for the physical structures necessary for the project. The Committee proposed the establishment of a Centre for Nuclear Science and Technology in

A.B.U., now known as Centre for Energy Research and Training (CERT). In 1986, the University Governing Council approved the establishment of CERT through statute 29 of the University law.

Historical development of Nuclear Science in Nigeria includes the enactment of Act No. 46 of 1976 which established Nigeria Atomic Energy Commission (NAEC), but NAEC was activated in 2006. However, before the emergence of NAEC, the Energy Commission of Nigeria (ECN), established by Act 92 of 1979 and subsequent amendments by Acts 32 of 1988 and 19 of 1989, was overseeing the activities of CERT. This supervision was part of effort by the Federal Government to have a Commission to adequately inquire and advise on the funding of the energy sector including research and development, production and distribution.

The Commission was also empowered to promote training and manpower development in the energy sector and liaise with all international organizations in energy matters such as the International Atomic Energy Agency (IAEA), World Energy Conference and other similar organizations, by this amendment, the Energy Centres in the Country were to be on the Technical Advisory Committee of the ECN. The composition of the Commission was further amended by Decree number 19 of 1989. CERT and a similar Centre at Ife, in the then University of Ife now Obafemi Awolowo University, were brought under the supervision of ECN. Furthermore, the Sheda Science and Technology Complex (SHETSCO) Abuja was established in 1991 by the Federal Government with also the mandate of developing Nuclear Energy. In 1995 the Nigeria Nuclear Regulatory Authority (NNRA) was established by Act No. 19 of 1995 but was activated in 2001. Since inception, CERT made three remarkable transitions. The movement from the temporary site at the Main Campus of the University to the present site near Jama'a village close to Industrial Development Centre (IDC) which included the relocation of major equipment such as Neutron Generator (NG), Transmission Electrons Microscope (TEM), X-ray Fluorescence (XRF), X-ray Diffraction (XRD) and liquid Nitrogen Plant (LNP) that started in March 1993. Final occupation of the Laboratory was completed in 1996.

The next transition was a technological transition. This deals with technical co-operation efforts with some International Organisations such as the International Programme in the Physical Sciences (IPPS) at Uppsala, Sweden, German Academic Exchange Programme (DAAD) Germany and the International Atomic Energy Agency (IAEA) Vienna, Austria. This Transition includes training and

re-training of available manpower and acquisition of some equipment including the Nigerian Research Reactor 1 (NIRR-1) and related facilities.

The third transition, which is related to the second, involves building confidence and developing analytical capability relevant to the Society. In this transition, a lot of capabilities such as analytical theoretical and technical expertise in CERT were developed. Also, a lot of services were offered and contacts were made with stakeholders.

In order to achieve the goals of setting up the Centre, regular review of the Strategic Plan (SP) is necessary to meet the growing challenges and transformation of the Nigerian Society. Furthermore, the demands for future development in the University requires regular strategic planning and implementation. The SP was therefore initiated with the following objectives:

- To help CERT to prepare well in advance in order to meet the challenges of the future which increases its chances of sustainability.
- To stimulate creativity, motivating and providing the driving force for all stakeholders of CERT to work together towards realising their vision and mission.
- To encourage the staff to work as a team unit.
- To provide a framework for meaningful monitoring and evaluation exercises.
- To demonstrate relevance of CERT so as to qualify it for support from stakeholders and donor agencies.

The first SP document for CERT was developed for 2002-2007. In this first attempt to prepare such a valuable document, the outcome contains design and development that represent its vision and mandate.

The programmes of the plan consisted of research and training, facilities, management, and resource mobilization.

A comprehensive review of the strategic plan document for the period 2002-2007 was undertaken in 2008 to cover the period 2008-2013. The levels of implementation for the different programmes were determined and recommendations for improving on the monitoring and evaluation of the SP were made.

The 2002-2007 SP Document, provided for the appointment of a Technical Committee (TC) that would oversee the monitoring, evaluation and the reporting

process of the plan. The document suggested a list of items to consider which the TC may improve upon for use in the monitoring and evaluation process.

There seem to have been no TC for the 2002-2007 SP, therefore, no effort was made to evaluate and monitor the implementation of the plan. This means that determination of the level of implementation would be difficult to assess. In the light of this, attempts to determine the level of implementation and assign any figure may be subjective. However, based on information available to the Committee and comments by the Heads of Sections, the level of implementation may be placed at an average of 12.5% which was determined from assessment based on available information and discussion with some of the staff.

In this current document, a review of 2008-2013 SP was made in June, 2019. Considering the available data and information gathered with regard to the poor level of implementation of the plan, the observation was made based on the inadequate distribution of the SP to the staff of the Centre, the priority given to the SP was poor, inadequate funding and lack of staff motivation.

To improve on the confounded problems, the Strategic Planning and Monitoring Committee (SP&MC) suggests that the SP should be printed and circulated to staff and relevant stakeholders. The various sections and units should develop programmes that ensure proper implementation. The monitoring and supervision of the programmes implementation should be carried out systematically by all heads of sections including the Administration Secretary to the Centre.

The Management should make extra effort in supporting the comprehensive implementation of the SP. The SP should be used in budget planning of the Centre.

7.14.1 Facilities and services rendered

The major facilities of the Centre comprise scientific instruments for research and services in the field of peaceful application of nuclear science and technology, and nuclear radiation measurement and monitoring systems. These facilities and services are spread across the four sections of the Centre, namely: Nuclear Science and Technology section, Material Science Development section, Engineering and Instrumentation Design section, and Health Physics and Radiation biophysics section.

Table 7.2: Facilities and services rendered by CERT

FACILITIES	SERVICES
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<p>Nuclear Science and Technology Section</p> <ul style="list-style-type: none"> i. NIRR-1 Nuclear Reactor (Miniature Neutron Source Reactor) ii. Reactor Startup Equipment and Associated electronics Modules iii. 5 Ci Isotopic (Am-Be) Neutron Source iv. High purity Germanium (HpGe) detector Counting station v. Sodium Iodide (NaI) based counting station vi. Capacity Probe (Diviner-2000) 	<ul style="list-style-type: none"> i. Elemental Analysis of geological and biological samples using Instrumental Neutron Activation analysis with NIRR-1 ii. Production of short-lived isotopes iii. Development of specialized and standardized nuclear techniques for clients from agriculture, environment, solid minerals, petroleum industry sectors of the Nigerian economy iv. Quality control Services in the form of development of natural standards of geological, biological and Environmental origin v. Energy Analysis/Auditing
<p>Material Science Development Section</p> <ul style="list-style-type: none"> i. Atomic Absorption Spectrometer ii. Flame Photometer iii. Gamma Scanning Facility iv. Liquid Scintillation Counter v. Neutron Level & Interface Detection Facility vi. Liquid Tracer Interjection and Analysis System vii. Neutron Level & Interface Detection Facility 	<ul style="list-style-type: none"> i. Analysis of geological, biological and water samples for major, minor and trace elements with X-Ray Fluorescence technique ii. Analysis of water samples for radionuclides with Liquid scintillation counter iii. In-situ investigations for elemental composition of ores and radioactivity iv. Radioisotope technology for troubleshooting and optimization of industrial processes v. Material Analysis with X-Ray and Gravimetric methods
<p>Health Physics and Radiation Biophysics Section</p> <ul style="list-style-type: none"> i. OSL/TL Dating and Dosimetry System ii. Sodium iodide (NaI) based low background Counting Station iii. Gross Alpha and Beta Radiation Measurement System 	<ul style="list-style-type: none"> i. Personnel Dose Monitoring ii. Radiation Protection Advisory Services iii. Measurement of Alpha and Beta radioactivity in different matrices iv. Shielding Evaluation

iv. Air Sampling Facility v. Nuclear Waste Management and Storage Facility vi. Hand and Foot Monitors vii. Personnel Radiation Exposure Monitoring System viii. Portable Dose Rate Meters and Contamination Monitors	v. Radioactive Waste Management
Engineering and Instrumentation Design Section i. Liquid Nitrogen Plant ii. Standard Electronic Laboratory with Programmable IC Tester and other facilities iii. Printed Circuit Board Fabrication Facility iv. Standard Mechanical Workshop for Fabrication of Spare Parts	i. Fabrication of printed Circuit Boards and SMDs for general electronics applications ii. Fabrication of electronic modules iii. PC interfacing and Microprocessor/ Microcontroller applications iv. Repair and maintenance of Nuclear medicine and Radiotherapy equipment

7.14.2 Achievements

1. Successful installation and commissioning of the 1st and only nuclear research reactor (i. e, Nigeria Research Reactor-1, NIRR-1) in Nigeria from 2004 to date.
2. Provision of research of other nuclear and related analytical facilities to support the nation's nuclear energy programme through education and training programmes as well as the implementation of several IAEA projects since 1985.
3. Organized the first National Conference on Nuclear Methods in 1992 with participants from across the globe.
4. Successful conversion of NIRR-1 from the use of Highly Enriched Uranium (HEU) fuel to Low enriched Uranium (LEU) in 2018 in line with the Global Threat Reduction Initiatives (GTRI).
5. Successful hosting of the 9th Technical Working Group Meeting of the IAEA African Regional Agreement (AFRA) in 1996.
6. Hosting of recipient of IAEA Training Fellowship from the Ghana Atomic Energy Commission in 2010.
7. Provision of IAEA Expert Missions to Ghana and China by staff.

8. A member of staff serving as Minister of the Federal Republic of Nigeria 2011 to 2013.
9. Several other staff members holding high level positions such as Vice-Chancellors and Deputy Vice-Chancellors.
10. Several other staff members holding high level positions such as Chief Executive Officers of National Nuclear Agencies (NNRA & NAEC).

7.14.3 Areas of strength

- i. Highly skilled Manpower
- ii. Solid Infrastructure
- iii. First to install and operate nuclear research reactor and still the only one in Nigeria
- iv. First Operational radioactive waste management facility in Nigeria
- v. Effective Maintenance services
- vi. Effective Physical security system
- vii. Capacity to render wide range of analytical services

7.14.4 Prospects for growth

- i. Development of control system for Nigeria Research Reactor
- ii. Development of radiation detectors for remote and in-situ measurements
- iii. Postgraduate training programs
- iv. Development of in-situ radionuclides identification platform for soil fertility and mineral exploration
- v. Development of NDT systems for industrial applications
- vi. Design of a nuclear research facility using nuclear reactor physics computational codes

7.15 Institute for Agricultural Research (IAR)

The Institute for Agricultural Research (IAR) Samaru was established in 1922 to conduct research on soil capability and suitability for crop production, improvement of seeds and quality of yield of cash crops and training of manpower in the practice of colonial agriculture. The research scope was expanded during the Second World War by giving greater attention to crops that served British war effort, albeit in tandem with cash crops. Such crops included the English potatoes, sugar, ginger, chili pepper, soybeans, improved tomatoes and increased milk production. However, the introduced agricultural implements fell short of the standard in Europe at that time hence the inability of the agricultural development in Nigeria to witness the agricultural revolution that

took place in Europe. IAR was formally transferred by law to the later established Ahmadu Bello University (ABU) on October 14, 1962. With the Federation of the University in 1975, IAR was affiliated in accordance with statute 14 of the University while its *research* landscape was restricted by removal of some crops under its purview in 1987 by the Federal Ministry of Agriculture and Rural Development following the re-organization of the National Agricultural Research Institutions.

7.15.1 Vision

To be Centre of Excellence for sustainable, affordable, efficient and easily adoptable technologies for enhanced productivity and product utilization.

7.15.2 Mission

To generate, disseminate and impart improved agricultural technologies for enhanced crop production and utilization for self-sufficiency in food, raw materials and for export

7.15.3 Research Mandate

National mandate for genetic improvement of cowpea, cotton, groundnut, sunflower, castor maize, sorghum, jatropha and Artemisia as well as research into their Agronomy and Plant health; providing solutions to problems of production system of all agricultural crops grown in the north-west zone covering Jigawa, Kaduna, Kano, Katsina, Kebbi, Sokoto and Zamfara States. This is in addition to Irrigation engineering and irrigated crop production; mechanization of crop production and post-harvest research.

7.15.4 Organizational structure

The administrative headquarter of the Institute is located in Samaru, Zaria; with four out-stations located in Kano/Minjibir, Kadawa, Taiata Mafara and Mokwa.

i. Administrative

The Principal Officers of the institute are the
Executive Director
Deputy Director
Assistant Director Research
Assistant Director Extension, Monitoring and Evaluation Institute
Secretary Resident Internal Auditor Finance Officer

ii. Staff

The institute has 82 scientific staff strength supported by 333 and 479 technical and administrative staff, respectively. All Staff of the Institute

pre domiciled jointly in the various academic departments with those of the faculty of Agriculture such that all Institute staff are employed by the University into an appropriate department. The staff statutorily have teaching load such that Institute staff can serve as Heads of Departments and Dean of the faculty.

iii. *Outstations*

The four outstations are manned by Officers in charge. These are: Agricultural Research Station in Kano, Irrigation Research Station Kadawa, Agricultural Research Station Mokwa and Irrigation Research Station Talata Mafara.

iv. *IAR Integrated Links*

The IAR Integrated Links is the consultancy arm of the institute that provides professional and technical services to the public.

v. *IAR Seed Company*

The IAR seed company is the commercial arm of the Institute saddled with production and sale of seeds improved produced in the Institute.

vi. *Teaching Responsibility*

In addition, the institute has joint ABU/IAR Academic Departments of Agricultural Economics, Agricultural and Bio-resources Engineering, Agricultural Extension and Rural Development, Agricultural and Bio-Resources Engineering, Agronomy, Crop Protection, Fishery and Aquaculture, Forestry and Wildlife, Plant Science and Soil Science. Consequently, all the staff of the Institute have teaching responsibilities in the Faculty of Agriculture, ABU apart from their assignments as researchers in IAR.

vii. *Units*

Agricultural

Extension Service

Unit Publication

Section Graphics

and Photography

section National

farmer helpline

Monitoring and Evaluation Unit

Data processing States experiment

Seed Unit

Seed Unit is responsible for the production and supply of improved seeds to seed companies, State and Federal Governments, Large and small-scale farmers.

7.15.5 Programmes

The research activities of the institute are anchored by the nine *research Programmes* in the institute namely:

viii. Agricultural Mechanization Research Programme

The Agricultural Mechanization Research Programme undertakes evaluation of relevant agricultural technologies; conduct research into development and management of appropriate technologies for production and post-harvest operations of IAR mandate crop; as well as to develop equipment for harnessing alternative sources of energy (solar, biogas, etc) of the zones for the benefit of the farming communities,

ix. Artemisia

The Artemisia Programme conducts research on the genetic improvement and production technologies of Artemisia, as well as the production technologies of all horticultural crops, particularly vegetables and fruits of commercial and local importance in the Northwest zone of Nigeria.

x. Biotechnology

The Programme, established in 2010 is saddled with the responsibility of carrying out Basic and Applied in Agriculture using tools of molecular biology, genetic engineering and biotechnology; as well as development of transgenic and other advanced genetic manipulation approaches for both quality and quantity; in addition to supporting plant tissue culture with the main objective of developing regeneration protocols of economically important crop

xi. Cereals

The Programme conducts research on the genetic improvement and production technologies of maize and sorghum; as well as to develop high yield varieties and hybrids of cereal crops with specific adaptation to the different ecological zones of the Savanna.

xii. Cotton

The Programme is responsible for developing high yielding varieties or lines with improved resistance to major pests and diseases and with a spinning quality that is acceptable to the Nigerian Textile Industries; as well as develop and update

packages of optimal cultural and management practices which are suitable for both small and large-scale production systems.

xiii. Farming systems

The Programme serves as the main link between researchers at the Institute and users of the Institute's research findings.

xiv. Legumes and Oilseeds

The Programme is responsible for the genetic and agronomic improvement of Groundnut, Cowpea, Sunflower, castor and jatropha. These crops play a major role in the food and economic security of both small holder and large-scale farmers.

xv. Irrigation

The main goal of the Programme is to promote irrigation and development towards addressing efficient utilization of water and irrigation infrastructures, management of the soil and environment for enhancing food security and poverty alleviation in Northern Nigeria and the nation at large.

xvi. Product development

The Programme is saddled with the responsibility of determining the nutritional and biological value of some IAR mandate crops; as well as assess the suitability of some of the selected crops for further processing and to improve the technology of local food processing.

Each Programme has a leader that oversees its affairs designated as Programme Leader.

7.15.6 Funding

Although the IAR is affiliated with the Ahmadu Bello University, it is being funded by and supervised by the Agricultural Research Council of Nigeria (ARCN) under the Federal Ministry of Agriculture and Rural Development. The annual budget is around N600m whereas only about 40% has always been released over time. In addition, estimated funding from development partners such as AGRA, AATF, BMGF, DFID, IFAD, USAID, World Bank, etc and consultancies for private organizations such as Ace Meiosis, Syngenta, Bayer, Dangote Sugar Refinery, OLAM, Oxfam, etc stood at about N538 m from January 2019 to date. These third-party particular funds are expended according to the investor's specific agreed research activities.

7.15.7 Achievements

IAR has over the years introduced, bred, tested, selected and formally released for production, numerous improved crop varieties and appropriate production packages for soil management, pest, diseases and weed control, harvesting, processing and storage techniques. The institute has so far released 20 cowpea varieties, 13 of cotton, 26 of groundnut, 48 of sorghum, 54 of maize, and four of sunflower apart from several 16 varieties of tomato, four of onion and six of chilli pepper up to 1986, thereafter research in these horticultural crops was transferred to the National Horticultural Research Institute (NIHORT) in 1987 following the 1987 restructuring of Research Institutes mandates. As far as product development is concerned, IAR has developed composite flour from sorghum, maize, millet and cassava for bread, cakes, biscuits, cookies including zobo drink, zobo jam and zobo concentrate. Finally, IAR has a long-standing history of providing quality assessment of most imported and locally produced mineral and organic fertilizers in the country. Agricultural Mechanization Research Programme has developed many technologies that are being used by farmers.

7.15.8 Conclusion

Future plans would benefit from locating as many related Research units together in the form of Research Hubs. This would facilitate sharing of both expertise and facilities which in turn would reduce need for providing similar facilities for different Research units across disparate locations of the University.

7.3 Strengths, Weaknesses, Opportunities and Threats for Specialised Research Units

Strengths	Weaknesses
<ul style="list-style-type: none"> • Establishment of various units catering to a wide variety of research work cutting across the Arts and Sciences, Engineering and Languages • Improved linkages with other academic organisations and funding agencies • Large body of illustrious alumni to facilitate funding for the University via the ABU brand name • Established range of physical infrastructure compared to other institutions in the region 	<ul style="list-style-type: none"> • Lack of synergy among research efforts, Committees and Units • Lack of basic knowledge and awareness of what Research Units are engaged in even within the University community • Resistance to change among staff and students • Inadequate staffing and accommodation for many Research Units across the University
Opportunities	Threats
<ul style="list-style-type: none"> • Wide untapped research opportunities in terms of practical problems and availability of data especially in Nigeria as a developing country • Large population of young staff that are technologically savvy to fit and transform our local brand of “knowledge economies” • Multidisciplinary research efforts provides fertile ground for teaching and collaboration with specialists across different disciplines • Opportunities for knowledge transfer from developed countries for adaptation in Nigeria to solve basic and practical problems 	<ul style="list-style-type: none"> • Competition from other universities in terms of research quality, rankings etcetera (past glory concept really being challenged by newer universities) • Insufficient funding and accommodation (need to look into generating funds internally and/or from avenues within the university) • Lack lustre attitude to work/research • Weak technology base (challenges in easy access to the internet to enable smooth online administration of most research processes such as ethical approval, access to materials, supervision, examinations etcetera)

Table 7.4 Research KPIs towards achieving ABU's Strategic Plan to be among 100 top THE universities in the World by 2062

Research KPIs	Specific strategies/target activities/actions	Baseline data @ 2021	1-5 years (2022-2027)	6-10 years (2028-2037)	11-15 years (2038-2053)	Consolidation (2054-2062)
Publications Minimum Times Higher Education (THE) requirements =1,000 Scopus based articles in 5 years; 150 relevant articles/year	Academic Staff from Senior Lecturer above to publish a minimum of 1 article every 2.5 years in a Scopus based journal <i>**Note: this metric is expected to be higher for Science specialties</i>	1,163 Senior Staff (Snr Lecturers, Readers, Professors; Source: Table 8.3.1)	2 journals in 5 years=2,326 articles	4,652 articles	6,978 articles	9,304 articles
Citation/Research impact <i>**Note this is the highest item weighted in THE metrics (30%)</i>	Academic Staff from Senior Lecturer above to publish 2 relevant papers (minimum 30 citations/paper) every 5 years		69,780	139,560	209,340	Minimum 279,120 citations
Research income (Grants)	549 Professors should have at least won a grant ie Institutional Based Research/NRF from TETFund/Foreign grants	----	TETFund IBR/NRF collaborations	Foreign grants		
Reputation survey (International collaborations/exchanges)	Increase in ability to attract foreign scholars on sabbatical, permanent staff; exchange for our staff to undertake teaching work in foreign Universities	-----	Exchange/ collaboration with top ranked Nigerian Universities (University of Lagos, Ibadan, Covenant University)	Collaborations with top ranked African Universities (University of the Witwatersrand, Stellenbosch in South Africa)	International collaborations, sabbaticals, Fellowships	

CHAPTER EIGHT

ACADEMIC SUPPORT UNITS

8.1 Preamble

This chapter discusses the Academic Support Units of Ahmadu Bello University (ABU). The strategy for the discussion is through gathering information to inform on the past, presenting the status of the present as well as suggesting directions for the future of each unit within the context of the vision and mission of ABU in its drive to being a world class university.

Academic Support Units are units that support and develop the core mandate of teaching and learning of the University. The role of Academic Support Units are to provide academic and development support services to the customers of the University which include staff, students, visiting staff, visiting researchers, partnering agencies, accreditation teams among others. Specific to this work, the Academic Support Units of ABU will be categorized as presented in Figure 6.1.

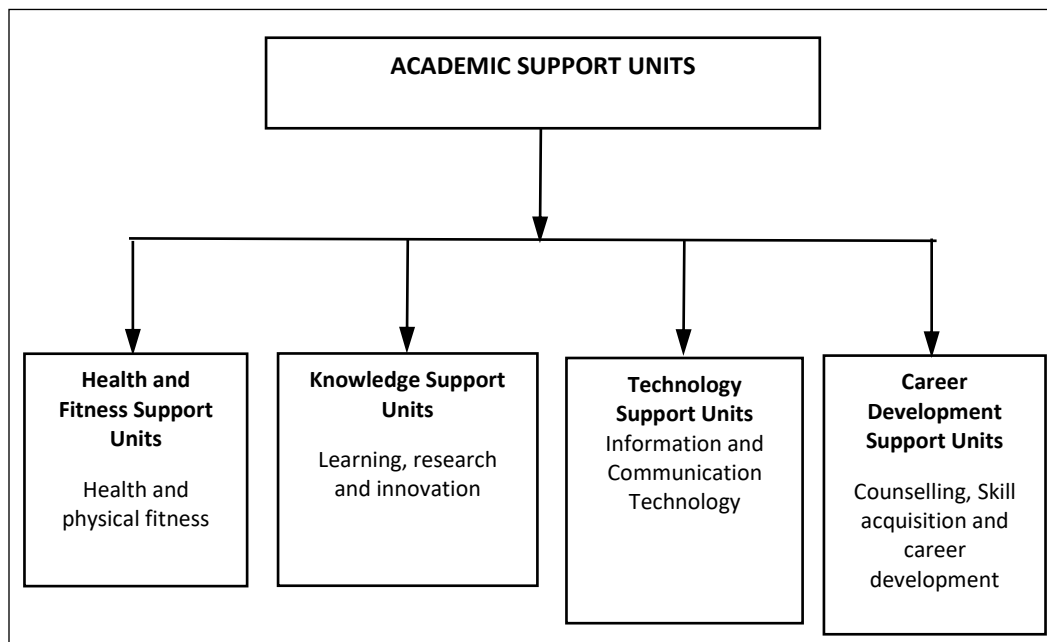


Figure 8.1: Categorization of Academic Support Units

The subsequent sections will discuss each of these units. For each unit, the historical background will be given after which the mandate, vision and mission will be presented. Similarly, the resource base of each unit will be discussed and a SWOT (strength, weakness, opportunities and threats) analysis reported.

8.2 Health and Fitness Support Units

The health and fitness support units in ABU are units that support and facilitate health and physical fitness. These units include:

- a. Ahmadu Bello University Teaching Hospital (ABUTH);
- b. Veterinary Teaching Hospital (VTH);
- c. Ahmadu Bello University Sports Complex.

8.2.1 Ahmadu Bello University Teaching Hospital

The Ahmadu Bello University Teaching Hospital (ABUTH) is a unit in the university that coordinates human healthcare support and delivery to the university community and its environs. Details of this unit are presented in subsequent sub sections.

8.2.1.1 Historical Background

The Ahmadu Bello University Teaching Hospital complex (ABUTH) Started as Institute of Health in 1967 in accordance with statute 15 of the University (ABU) Law (Amended Act, Schedule 16) by the then Interim Common Services Agency (ICSA) of the former Norther Nigerian Government.

The Hospital was established to provide health care services, training and conduct research. When the Northern Region Government was dissolved on 1st April 1968 and the six northern states were established, ABUTH came into being with the following constituent institutions.

- a. ABU Teaching Hospital, Zaria plus Tuberculosis (TB) Annex
- b. ABU Teaching Hospital, Kaduna
- c. ABU Teaching Hospital, Malumfashi
- d. Some Urban & Rural Dispensaries in Zaria and Kaduna
- e. Medical Auxiliary Training School, Kaduna
- f. School of Nursing Zaria
- g. School of Midwifery, Kaduna
- h. School of Hygiene, Kano

During the period 1967 – 1975, ABUTH was a constituent of and administered by the Ahmadu Bello University through a Board of Governors with representatives

from the then six Northern States and the ABU's Vice Chancellor served as Chairman.

In 1976, the Federal Government took over the Teaching Hospital in the country, the control of ABUTH passed from ABU to Federal Ministry of Health, although close relationship with the University continued. Accordingly, some facilities were handed over to the state Government concerned.

With the promulgation of the Teaching Hospital Decree number 10 of the 1st January, 1985 ABUTH became legally and operationally separated from ABU, although the University's Council had granted administrative autonomy to ABUTH since May, 1977. Despite the change close association and harmonious working relationship continues to exist with the University and the two states (Kaduna and Katsina) hosting the hospital complex.

The Ahmadu Bello University Teaching Hospital moved to its permanent site in Shika in May, 1999

ABUTH has the following as Medical Directors and later Chief Medical Directors/Chief Executive Officers:

- a. Prof. Laird (a Canadian)
- b. Prof. Umar Shehu (First Nigerian) 1969 - 1976
- c. Prof. B. D. Musa 1976 - 1990
- d. Prof. A. B. Bandipo 1990 - 1995
- e. Prof. A. M. Yakubu 1995 - 2003
- f. Prof. Abdul Aguye 2003 - 2008
- g. Prof. A. H. Rafindadi 2008 - 2011
- h. Prof. Lawal Khalid 2011 - 2019
- i. Prof. A. H. Umdagas 2019 – to date

8.2.1.4 Support Services Rendered

The core services rendered by ABUTH include:

- a. Community medicine;
- b. Internal medicine;
- c. Family medicine;
- d. Laboratory medicine;
 - i. Chemical pathology;
 - ii. Haematology;
 - iii. Medical microbiology;
 - iv. Pathology (morbid anatomy).
- e. Paediatrics;

- f. Psychiatry;
- g. Dental surgery;
- h. Obstetrics & gynaecology;
- i. Ophthalmology;
- j. Radiology;
- k. Surgery;
- l. Radiotherapy & oncology;
- m. Anaesthesia.

The support services rendered by ABUTH include:

- a. Pharmaceutical Services;
- b. Physiotherapy;
- c. Nursing;
 - i. Nursing Services;
 - ii. Rural Health Care;
- d. Laboratory Scientists;
- e. Occupational Therapists;
- f. Social Workers;
- g. Dieticians/Nutritionists;
- h. Radiographers.

8.2.1.5 Facilities

Some building facilities of ABUTH are:

- i. Temporary Administrative Block housing the New Accident and Emergency Unit, Pharmacy Dept and Antenatal Clinic at the ground floor, while the First floor houses the CMD, CMAC, DA's Offices, Health Information Management office, Finance and Accounts Dept, Audit Department, and the Board Room;
- ii. Clinics 1-6 (MFU, Paediatric Out Patient /ENT Clinics, Orthopaedics, GOPD, Phlebotomy Laboratory, Ophthalmology Clinic, Polyclinic (SOPD / MOPD), Antenatal Clinic, Nursing Services Department, Radiotherapy and Oncology Department, Planning and Establishment divisions;
- iii. Dialysis Unit;
- iv. Old Accident and Emergency Unit with theatre and ICU;
- v. Radiology Department;
- vi. Physiotherapy Dept;
- vii. Oxygen Gas plant and Gas room;
- viii. New MRI Suite;
- ix. Nuclear Medicine building;

- x. Bunker for linear accelerator;
- xi. Bunker for Brachytherapy;
- xii. Modular Theatre;
- xiii. Ward blocks K and S (Levels 0 – 3);
- xiv. Laboratory complex (Haematology, Immunology, Medical Microbiology, Chemical Pathology, Histopathology);
- xv. Professorial block;
- xvi. CSSD;
- xvii. Laundry and Lining Services Department;
- xviii. Mortuary building;
- xix. Central Store;
- xx. Nutrition and Dietetics Department;
- xxi. Auditorium;
- xxii. Biomedical Engineering Dept;
- xxiii. Works and Maintenance services Dept;
- xxiv. School of Biomedical Engineering Technology;
- xxv. Medical Library;
- xxvi. Skill acquisition centre;
- xxvii. Medical Student hostel;
- xxviii. Transit Camp.

Some diagnostic services currently available at ABUTH are:

(A) Chemical Pathology:

Chemical Pathology unit has facilities to analyse various parameters of the blood (urea, cations, anions, bilirubin, reatinine, glucose, acid/alkaline phosphatases, cholesterol, etc), urine glucose and creatinine tolerance levels.

(B) Haematology:

The Haematology unit is equipped to carry out different haematological tests including PCV, differential blood sickling and prothrombin tests.

(C) Medical Microbiology and Parasitology:

Facilities are also available in the Medical Microbiology and Parasitology Department for microscopical examinations, culture and sensitivity tests, immunological (VDRL, immunoglobulins, HIV, widal, etc) and parasitological examinations and analysis. (Stool microscopy, microfilaria, MP, etc)

(D) Pathology:

The Pathology Unit is equipped for routine histology analysis, autopsy, cytology, liver and kidney biopsy and fopzen sectioning.

(E) Radiology:

There are several facilities in the Radiology which are in use for several radiological investigations such as routine X-ray, angiography, IV urography, ultrasound, myelography, CT scan, oral cholecystogram, lymphangiography, hystegraphy, hysterosalpiniphly, cystography, MRI, etc.

Other facilities available at ABUTH are:

- a. The Medical Library: There is a well-stocked and readily accessible medical library in old hospital unit premises. Another Library has just been established in the permanent site. Standard Family Medicine textbooks and several of the major Family Medicine periodicals are subscribed to, with current editions available in the facility. Reading, loans and duplicating facilities are available for students use. The library also provides a monthly printout of citations from the current awareness search of medicine of articles relating to postgraduate medical education.
- b. Internet Access: A wireless internet facility has just been installed by Ahmadu Bello University, which can be accessed by all resident doctors in training at both the ABUTH clinical and residential premises. In addition, the hospital has a Cybercafe that offers full access to the Internet. All residents are urged to acquire computer literacy to facilitate access to ready electronic information.
- c. Departmental Library: Each clinical department also has a library that stocks additional books for even easier access to Residents and other staff. A number of departments now also have relevant clinical software for easy reference.
- d. Local Area Network (LAN): ABUTH has installed a LAN that links every clinical unit (clinics and wards) in the hospital to a central CPU into which clinical and administrative information on every patient can be entered and sourced whenever needed.

8.2.1.5 Achievements Recorded

Some achievements of ABUTH are: Registration with Government, Outreaches, Patients, Publications, Grants won, Awards, Turnover per year, New programs introduced, New sections added (please provide information based on your type of organization).

The hospital has remarkable improvement in terms of super specialization in medicine, surgery, paediatrics and obstetrics and gynaecology. We have also won a lot of international grants in the department of Public Health, Paediatrics, Medicine, Oncology and Surgery. New departments/ Programmes were

introduced such Clinical Pharmacology and Medical Laboratory Science. All the clinically oriented department have transformed into 5 to 8 division in accordance with international standard.

8.2.1.6 Areas of Strength

Ahmadu Bello University Teaching Hospital has excelled in the field of Urology, Radio-oncology and cardiothoracic surgery.

8.2.1.7 Facilities

The hospital is planning building of faculty of dental surgery, centre of excellence in Nephrology/Urology, Cardiology/Cardiothoracic surgery as well building a theatre complex for minimally invasive surgery. Amenity wing, Paediatric complex, RadioOncology, maternal and child health buildings as well drugs rehabilitation centre is in line in the near future. Fertility centre is also on but limited by limitation of fund.

8.2.1.8 Challenges

There are areas of intervention which renovation of existing structures, replacement of obsolete equipment such as CT scan and laboratory equipment and computerization of the hospital. Other areas that need intervention is the building and equipping of centres of excellence in neurosurgery, urology and cardiothoracic surgery.

8.2.1.9 Financing

The major source of finance of ABUTH is the Annual budget from Federal Government of Nigeria

8.2.2 Veterinary Teaching Hospital (VTH)

The Veterinary Teaching Hospital (VTH) is a unit in the university that coordinates animal healthcare support and delivery to the university community and its environs. Details of this unit are presented in subsequent sub sections.

8.2.2.1 Historical Background

Veterinary Teaching Hospital (VTH), ABU Zaria (established 1984-1985) was established with the mandate of providing the appropriate environment and facilities for teaching; research and community services toward the improvement of animal healthcare and welfare. Statutorily, the **VTH** is legally supported by the laws of Ahmadu Bello University (Statute 30) which specified its mandate and also earmarked its policy making structures. Veterinary Teaching Hospital provides animal health and welfare services. The **VTH** is equipped with well

trained staff capable of handling animal healthcare services. There are seven professors, and about 15 clinicians with a minimum professional qualification of DVM (Doctor of Veterinary Medicine). There are over 20 para-veterinarians and attendants working with the **VTH**.

The **VTH** serves as a primary and tertiary animal healthcare, as well as referral centre. Together with the faculty of Veterinary medicine, the **VTH** provides teaching facilities for undergraduate and postgraduate Veterinary students and is also a training Hospital for the professional programmes of the College of Veterinary Surgeons of Nigeria (CVSN).

8.2.2.4 Support/services rendered

currently offering healthcare and management related consultancy services to several institutional and non-institutional farms. Moreover, the **VTH** have the laboratory facilities for diagnoses of some of the endemic animal diseases of major concern. In addition, the hospital has also been providing its clients with the dimensional specification for construction of livestock houses that are healthcare and welfare friendly.

8.2.2.5 Facilities

Currently, construction of the new VTH complex has been completed, however, the edifice is short of facilities like internet connectivity (the new complex is not linked to the existing fibre optics), state-of-the-art diagnostic facilities, clinical trials & other research facilities and computers.

8.2.2.6 Achievements Recorded

The hospital has been building the capacity of its staff, both nationally and internationally. Between 2017 to 2021, the hospital had achieved having four (4) PhD in Small Animal Medicine, Soft-tissue Surgery, Aquatic Animal Health and Avian Medicine. The hospital alongside Faculty of Veterinary Medicine have signed a memorandum of understanding on collaborative research and training with The University of Surrey (United Kingdom). The hospital is proposing an additional unit on Aquatic Animal Health in order to meet the demand of the teaming fish farmers in Nigeria and beyond.

8.2.2.7 Areas of Strength

The hospital is a centre of excellence in developing and executing strategies on prevention and control of tropical animal diseases, clinical and consultancy animal health services.

8.2.2.8 Prospects for Growth

The hospital is working towards becoming the best in the Africa in primary and tertiary animal healthcare, as well as referral centre. Together with the faculty of Veterinary medicine, it is targeting achieving excellence in providing teaching facilities for both undergraduate and postgraduate Veterinary students and also the best training Hospital for the professional programmes of the College of Veterinary Surgeons of Nigeria (CVSN).

8.2.2.9 Challenges

However, some problems are serving as stumbling block towards achieving the set goals. The newly built complex is not well equipped with the desired diagnostic facilities. The existing teaching and research facilities are grossly inadequate for achieving the set goals and targets.

8.2.2.10 Financing

Besides the allocation from the mother University, the hospital is also generating money from the pharmaceutical, clinical and consultancy services it offers to her clientele.

8.2.3 Ahmadu Bello University Sports Complex

The ABU Sports Complex is a unit in the university that coordinates health and fitness support to the university community and its environs. Details of this unit are presented in subsequent sub sections.

8.2.3.1 Historical Background

When ABU Zaria was founded in 1962, Sports & Recreation emerged also as child of the Student Services Management Board (SSMB), which supervised student's accommodation/laundry and catering services as well. The Student Services Management Board was restructured and renamed the "Student Affairs Division" and with sport and Recreation still domiciled in division till date.

Ahmadu Bello University is committed to the principle of mass participation of students and staff in sports and recreational activities for its important role as an avenue for enhancement of health, productivity, expression of talents, skill acquisition, socialization and economic empowerment without any prejudice. The Sports and Recreation of ABU has produced several outstanding and astute athletes local, national and international arena. Two Olympians namely, Mary Tombori and Francisca Idoko were products of this University. The University was named "Centre of Sports Excellence" by a former Minister of Sports, Air Commodore Anthony Ikazibor in 1984.

The Sports and Recreation office has twelve (12) professionally trained coaches who are handling various sporting events and are sometimes hired by national sporting federations to coach some of the national teams to represent Nigeria in International tournaments or championships e.g. Judo, Taekwondo, Badminton, Hockey etc. The office is headed by a Director of Sports.

Ahmadu Bello University is a member of Nigerian University Games Association (NUGA), West African University Games (WAUG), The Federation of African University Sports (FASU) and the International University Sport Federation (FISU) and Nigerian University Staff Sports Association (NUSSA).

8.2.3.4 Support/services rendered

The type of services rendered is mostly on technical ground i.e imparting knowledge of skills to our students and staff of the University. The beneficiaries of services are mostly students and staff of the University and as well the immediate community. The support areas are coaching and fitness programmes for the benefit of students, staff and the people of the community. The types of sporting programmes we have, are categorized into; team events, martial arts, dual sports and aquatic sports.

8.2.3.5 Facilities

The following facilities exist

- i. Office Facilities: These facilities are inside the gymnasium which houses our office and indoor sports such as judo, badminton, squash, badminton, taekwondo, basketball, volleyball and table tennis;
- ii. Human Laboratory building which houses a fitness laboratory for Human Kinetics students and 2 squash courts;
- iii. Sporting Facilities: Volleyball court, basketball courts, and football fields. These are mostly outdoor sporting facilities which are located in Main campus, Site II and Kongo campus respectively;

Table 8.1 contains the list of facilities of ABU Sports Complex.

Table 8.1: Facilities of ABU Sports Complex

S/No	Facilities	Main Campus	Kongo Campus	Site II
1.	Athletics	1	None	None
2.	Badminton	3	None	None
3.	Basketball	3	2	½ court
4.	Chess	1	None	None
5.	Cricket	None	1	None
6.	Football	5	1	1
7.	Hockey	None	None	None
8.	Judo	1	None	None
9.	Squash	4	None	None
10.	Scrabble	1	None	None
11.	Swimming	1	None	None
12.	Taekwondo	1	None	None
13.	Table Tennis	1	None	None
14.	Tennis	None	None	None
15.	Volleyball	1	None	1

Source: ABU Sports Complex (2021)

8.2.3.6 Achievements Recorded

Some of the achievements recorded by ABU Sports Complex are:

- a. 1st overall position in NUGA Games in 1982, 1990, 2001 and 2002;
- b. 2nd overall position in NUGA Games in 1972, 1980, 1992, 1997, 2007 and 2018;
- c. 3rd overall position in NUGA Games in 1998, 2004 and 2009;
- d. Produced two Olympians in track and field namely; Mary Tombori and Francisca Idoko
- e. Produced outstanding athletes in basketball, judo, taekwondo, volleyball who represented Nigeria in several international championships;
- f. Accorded the “Centre of Sports Excellence” in 1984;
- g. Staff of the sports directorate were given opportunity for professional training at the National Institute for Sports, Lagos and other sports recognized organizations;
- h. We are registered and affiliated members of NUGA, WAUG, FASU and FISU bodies;
- i. Awarded trophies for Most Valuable Players in Volleyball, Basketball, Judo and Athletics during the 2014 NUGA games at University of Ife;
- j. Revived the ABU Workers Football Club with their management team;

- k. Hosted NUGA in 2001;
- l. Hosted Staff games in 2009;
- m. Hosted WAUG games 2004;
- n. Attended NUGA games from inception to date;
- o. Attended WAUG games from inception to date.

8.2.3.7 Areas of Strength

Some areas of strength of ABU Sports Complex are:

- a. Basketball;
- b. Athletics;
- c. Judo;
- d. Taekwondo;
- e. Volleyball;
- f. Hockey;
- g. Chess.

8.2.3.8 Prospects for Growth

Some areas for prospective growth of ABU Sports Complex are:

- a. Hosting tournaments thereby utilising available facilities;
- b. Sports counselling, training and workshop to institutions around Kaduna State;
- c. More training and developmental programmes for coaches;
- d. Development of future and current infrastructure.

8.2.3.9 Current Challenges

Some areas challenging ABU Sports Complex are:

- i. Lack of administrative autonomy;
- ii. Inadequate funding;
- iii. Poor infrastructures;
- iv. Lack of standard and adequate equipment;
- v. Poor welfare support to student-athletes and coaches;
- vi. Sponsorship of sporting programmes;
- vii. Lack of manpower in sports such as cricket, chess, table tennis, swimming scrabble etc.

8.2.3.10 Financing

Some finances derived by ABU Sports Complex are:

- i. Sports fees;
- ii. Internally generated funds;
- iii. Sponsorships from corporate organizations and individuals.

8.3 Knowledge Support Units

The Knowledge/Learning Support Units in ABU are units that support and facilitate learning and research. These units include:

- a. ABU Library Complex;
- b. ABU FM;
- c. Equipment Maintenance and Development Centre;
- d. Multi User Lab;
- e. SAT/CERT;
- f. Drama Village.

The subsequent sub sections discuss each of these.

8.3.1 Ahmadu Bello University Library Complex

The ABU Library Complex is a network of libraries with Kashim Ibrahim Library (KIL) as the main library. The ABU Library Complex operates within a mandate that continuously serves and provides a knowledge hub for teaching, learning, research, community service and cognitive development. The ABU Library Complex depicted in Figure 6.4 is made up of a network of libraries which are:

- a. The Main Library called Kashim Ibrahim Library (KIL); The Kashim Ibrahim Library Complex otherwise called the main Library located in ABU Main Campus Samaru which is a three-storey building with dozens of offices, departments, sections, units etc. These houses the various administrative, financial, technical and other staff, as well as resources repositories and others.
- b. Sixteen satellite libraries; ABU Library Complex also has under it several special satellite libraries / branches found in various sections of the University, in the Main Campus, Kongo Campus, Teaching Hospital, and other Centres and Divisions of the University, including those outside Zaria, like the SBRIS Funtua, Arewa House Kaduna, etc
- c. Four Faculty libraries; These are also generally set up in such a way as to reflect the needs of the specific faculty staff and students, based on the fields of study found there.
- d. Seventy-eight departmental libraries: These are also generally set up in such a way as to reflect the needs of the specific departmental staff and students, based on the fields of study found there.

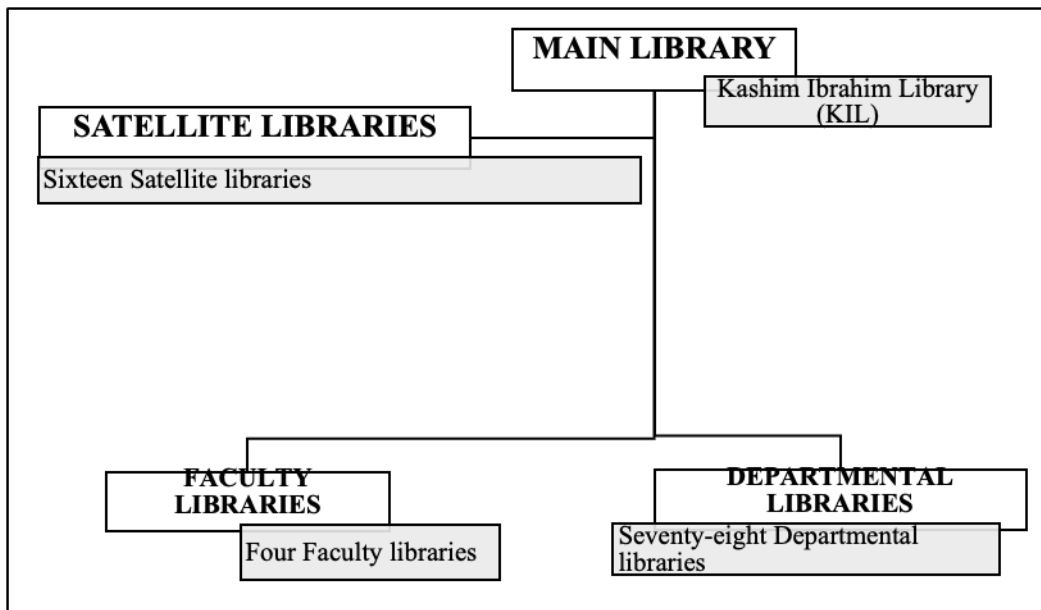


Figure 8.4: Ahmadu Bello University Library Complex

Source: Resource Persons (2020)

Among the goals of the ABU Library Complex are:

- a. To select, acquire and maintain library resources in all formats for supporting teaching, learning, research and community service of the University;
- b. To participate in resource sharing programmes at Local, State, National and International levels;
- c. To facilitate access to information resources not available in A.B.U. libraries;
- d. To assist library users to identify, locate, retrieve and access needed information and also instruct them on how to use them best for better utilization;
- e. To provide appropriate infrastructure and technologies for operational efficiency and effectiveness;
- f. To attract, develop and retain qualified personnel for effective and efficient information service delivery and systems management;
- g. To participate actively in teaching, learning, research and dissemination of information;
- h. To create, develop, acquire and maintain e-resources and related databases to boost the holdings of library resources and enhance library services.

Collectively, the ABU Library Complex supports the current and anticipated teaching, learning, research and community service activities of the University through provision of all relevant information resources, facilities, services and personnel. The subsequent sections discuss each of the libraries which collectively make up the ABU Library Complex.

8.3.1.1 The Main Library: Kashim Ibrahim Library (KIL)

The Kashim Ibrahim Library Complex otherwise called the ‘Main Library’ was established in 1962 but was formally opened in December, 1974 by late Sir Alhaji Kashim Ibrahim after whom it was named. The KIL is located in ABU Main Campus Samaru. The KIL contains a collection of printed materials as well as e-resources (such as e-journals, e-books, Electronic Thesis and Dissertations; ETD, technical reports of organisations and bibliographic databases). The building of KIL is a three-storey building with dozens of offices, departments, sections, units etc. The building houses the various administrative, financial, technical and other staff, as well as resources repositories and others. The KIL has divisions which include: Resource Development Division; Resource Processing Division; Serial Management Division; Reference and Information Services Division; Information and Communication Technology Division; Net-library among others. Table 6.2 depicts some information of KIL.

Table 8.5: Information on the Main Library of ABU

Name of Library	Brief History (Year of Establishment)	Number of collections	Other resources		Sitting capacity	Units/sections/division
Kashim Ibrahim	1962	503,027 books 16,954 Journals 95,280 Vols	Email address	library@abu.edu.ng kilreference@abu.edu.ng kilcirculation@abu.edu.ng 11 Subscribed Databases 31 Open Access	2,500	Customer Service, Reference & Information Service, ICT, Serial Management, Resources Development, Resources Processing, Media & Public Relations, Research & Bibliography, Quality Assurance
			Number of staff Number of staff	158 30 snr 2 Jnr		

Source: Quality Assurance Unit (2020)

The KIL has a client base of about 36,000, however only registered customers are eligible to borrow books. The period and maximum number of books each category of customers can borrow are presented in Table 6.3:

Table 8.6: Permissible Borrowing Limits of Books

Category	Number of books
Undergraduate (UG)	7 books for two weeks
Postgraduate (PG)	10 books for two weeks
Senior Staff (S/S)	15 books for two weeks
Junior Staff (J/S)	3 books for two weeks
Honorary/Alumni	Can use the library for reference purpose only

The operating hours of KIL are:

Normal days

Monday – Friday 8.00am – 11.00pm

Saturday – Sunday 8.00am – 9.00pm

Semesters Break

Monday – Friday 8.00am – 6.00pm

Public Holidays Closed

The available resources of KIL are:

- a. Library and Information Resources: The Library acquires various numbers of books and journals. These numbers are mostly shared between the KIL, satellite, Faculty and Departmental libraries. However, the KIL has the following library and information resources according to the Quality Assurance Unit of KIL:
 - i. Books and other Print Information Resources 1.2 million
 - ii. Non- Print Information Resources 16,954 volumes
 - iii. Newspaper/Magazine 95,280 bound volumes
 - iv. Periodicals 66,000
 - v. E- Resources 11 subscribed databases
31 open access
Over 20,000 offline databases
- b. Human Resources: As at December 2020, the staff strength of KIL in the entire ABU Library Complex according to the Quality Assurance Unit of KIL are:
 - i Professionals 115

ii	Para-professionals	439
iii	Senior	30
iv	Junior non-professional staff	20

It is worthy to mention that these staff include those working in satellite, faculty and departmental libraries. The KIL is responsible for the postings of the staff working in any library in ABU.

- c. Library Application Software (LAS): The Library Application Software used by KIL for library automation is KOHA. Using the KOHA, about 162,822 bibliographic records from KIL had been converted into the VTLS database, 204,724 item records were bar coded while 2,848 patron records were entered in the Authority File Records. The Library VTLS is supported by 5 OPAC Thin Client terminals.
- d. Library and Information Services: The KIL offers a range of services which include the following:
 - i. Customer Support Services;
 - ii. Reference Services;
 - iii. Library Orientation for New Students;
 - iv. Current Awareness Services (CAS);
 - v. Selective Dissemination of Information (SDI).
 - vi. Photocopying, Printing and Scanning services;
 - vii. Referral Services;
 - viii. Indexing & Abstracting Service;
 - ix. Provision of social media services on Facebook, Twitter, YouTube etc;
 - x. E-Library Services; Guiding Staff/Students on the Use of e-Library, Provision of Database of Books and Journals in Various Disciplines (through the e-Library website at www.abu.edu.ng/library).

8.3.1.2 The Satellite Libraries

The ABU Library Complex has a total of sixteen satellite libraries within the university campuses and all its affiliate institutes, colleges, centres and directorates. See appendix III for a comprehensive list and details of each. Some of these libraries are subsequently discussed:

- a. **Abdullahi Muhammad Public Library:** The Abdullahi Mohammed Public Library (AMPL) was opened on 5th May, 1963. The AMPL is a family oriented public institution that provides services to every category of user. It is located near the North Gate of the ABU Main Campus. The objective of setting up of the library is to cater for the Ahmadu Bello University community, the general public in Samaru and the surrounding villages. It is also to serve as a training ground for the students of the

Library and Information Science Department of the University. It is opened to all staff members of the university. The library is divided into four sections: the Adult Section, the Children Section, the Practical Section and the E-Library. Most of our customers are staff of A.B.U, A.B.U Demonstration students and students from neighbouring Secondary Schools including adults and young people from Samaru/Zaria vicinity. The collection of the library is similar in every respect to that of a typical Public Library Collection. The adult section of the library has four (4) divisions which consist of circulation, reserve, serial and reference division while the children section is stocked with books and other information resources for children within the age of 3 – 13 years, and the E- library provides online information resources and database for all category of users.

- b. **Centre for Islamic Legal Studies (CILS) Library:** The history of the establishment of CILS library goes together with founding of the mother Centre to facilitate the realization of the goals for which the Centre for Islamic Legal Studies was initiated and inaugurated. The CILS Library is both research and a special library.
- c. **Institute for Agricultural Research (IAR) Library:** The Institute for Agricultural Research (IAR) Library Samaru, Zaria was established in 1924 as the research division of the Department of Agriculture for the then Northern province of Nigeria. The IAR Library serves the IAR and the Faculty of Agriculture, ABU Zaria as a documentation and information service delivery unit. It contains Agricultural resource collections to aid teaching, learning, research, and facilitate the mandate of the IAR. Resource available in the library include books, microfilms, thesis, projects, dissertations, pamphlets, annual reports as well as indexes, abstracts and electronic journals, and internet services for Data bases. The IAR library has a sitting capacity of 120 students. The IAR library consist of seven sections namely: Technical Services (Resources Development Unit and Resources Processing Unit); Customer Services Division; Media Resources (non - print) Division; Administration Division; References and Information Services Division; Serial Services Division; Information and Communication Technology (ICT) Division.
- d. **Law Library:** The Law Library started its operation on the 1st August, 1996 primarily as a reference library. It is opened to law students and others who may have one thing or the other to do with law. The library is well equipped with Law Books, Law reforms, periodicals and other necessary materials. It has a collection of approximately 25,000 volumes and over 5,000 periodicals and ICT facilities. It has 380 seating capacity.

The Law library consist of nine sections namely: The Serial Unit; The Resource Development Section; Reading area; The Reserve Section; The General Reading Area; The Resource Processing Unit; The Media (ICT) Section; The Administrative Unit; and the E-Library Unit.

- e. **Lee T. Railsback Library (Veterinary Medicine Library):** Lee T Railsback Library is a reference library serving the Faculty of Veterinary Medicine of Ahmadu Bello University. The library has a sitting capacity of 300 students. The bulk of our materials are obtained through donations from individuals, veterinary council and organizations.
- f. **President Kennedy Library:** President Kennedy Library (PKL) was established in February 1964 with the assistance from the people of United States of America (USA) and was officially opened on 4th April 1964. The PKL is located in Institute of Administration (ABU Kongo Campus) and it is the main library of ABU Kongo Campus. The PKL contains a collection of printed materials as well as e-resources (such as e-journals, e-books, Electronic Thesis and Dissertations (ETD), technical reports of organisations and bibliographic databases. The PKL has four divisions and two units. The four divisions of the library include Customer Services Division (CSD), Resource Processing Division (RPD), Resource Development Division (RDD) and Reference and Serial Division (RSD). The two units are E-library and ICT Technical Unit. The library also controls and supervises all departmental libraries in Kongo Campus which include Public Administration Department Library, Accounting Department Library, Local Government Studies Library and Business Administration Department Library.

8.3.1.3 Faculty Libraries

The University Library Complex also oversees all the faculty libraries in the University. There are four faculty libraries as shown in Appendix III.

8.3.1.4 Departmental Libraries

The University Library Complex also oversees all the Department libraries in the University. There are about seventy-eight departmental libraries as depicted in Table 6.4.

Table 8.6: Department Libraries in ABU

S/ N	Name of Library	Brief History (Year of Establish ment)	Number of collection s	Other resources		Sittin g capac ity	Units/sections/d ivision
	Accounting Department	1967	1,407 Books & Journals	Email addre ss	Online linked to main Library	80	Customer Service, PG & E-library
				Num ber of staff	4		
	African Languages and Culture Department	1977	5,374 Books & Journals	Email addre ss	Online linked to main Library	35	Customer Service, Reserve & ICT Units
				Num ber of staff	2		
	Agric. & Bio- resources Engineering Department	1974	259 Books & Journals	Email addre ss	dabe@abu.edu.ng Online linked to main Library	30	Customer Service
				Num ber of staff	2		
	Agric. Economics Department	2019	228 Books & Journals	Email addre ss	Online linked to main Library	23	Customer Service & Elibrary
				Num ber of staff	2		
	Agric. Extension & Rural Development Department	2016	809 Books & Journals	Email addre ss	Online linked to main Library	21	Customer Service
				Num ber of staff	2		
	Agronomy Department	1972	326 Books 234 Jnls	Email addre ss	Online linked to main Library	24	Customer Service
				Num ber of staff	2		
	Anaesthesia Department	2019	108 Books & Journals	Email addre ss	Online linked to main Library	7	Customer Service
				Num ber of staff	1		
	Arabic Department	2011	3,095 Books & Journals	Email addre ss	Online linked to main Library	35	Customer Service

				Number of staff	3		
	Archaeology Department	2006	1,042 Books & Journals	Email address	Online linked to main Library	37	Customer Service
				Number of staff	2		
	Architecture Department	1980	767 Books & Journals	Email address	Online linked to main Library	64	UG & PG Units
				Number of staff	3		
	Arts and Social Science Education Department	2014	687 Books 103 Jnls.	Email address	Online linked to main Library	12	Customer Service, Arabic, Islamic Studies, Social Studies, Language Art, Hausa Language & CRS Units
				Number of staff	2		
	Biochemistry Department	2011 by Prof. H. M. Inuwa	560 Books & Journals	Email address	Online linked to main Library	24	Customer Service & E-library Units
				Number of staff	2		
	Biological Science Department	1962 by Prof. B. J. Harris	4,650 Books & Journals	Email address	Botany@abu.edu.ng Online linked to main Library	72	Customer Service & Reference Units
				Number of staff	3		
	Building Department	1970	485 Books & Journals	Email address	Online linked to main Library	32	Customer Service
				Number of staff	2		
	Business Administration Department	1961	2,489	Email address	Online linked to main Library	94	Customer Service
				Number of staff	4		
	Centre for Biotechnology Research &	2004 by Dr. Joseph O. Sanusi	76 Books 250 Jnls	Email address	1,500 E-books Online linked to main Library	18	Customer Service

	Training	CON		Number of staff	2		
	Centre for Disaster Risk Management and Developmental Studies	2010	200 Books & Journals	Email address	Online linked to main Library	10	Customer Service
				Number of staff	1		
	Centre of Excellence CBN ABU (same as ABU Business School)	2019		Email address	Online linked to main Library		
				Number of staff			
	Centre of Excellence for Development Communication	2011	25 Books 50 Jnls 15 Publications	Email address	Online linked to main Library 30 E-books 16 E-journals 303 Video Tapes & CDs	35	Customer service
				Number of staff	1		
	Centre of Excellence for Rural Finance & Entrepreneurship	2019	30 Books	Email address	In progress	56	In progress
				Number of staff	In progress		
	Chemical Engineering Department	1973	871 Books & Journals	Email address	Online linked to main Library	40	Customer Service
				Number of staff	2		
	Chemistry Department	1962 by Prof. E. B. Agbaji	5,603 Books & Journals	Email address	Online linked to main Library	61	Customer Service. Reserve/Reference & E-library
				Number of staff	3		
	Civil Engineering Department	1963	1,773 Books & Journals	Email address	Online linked to main Library	60	Computer Unit, Journal Unit, PG Unit & UG Unit
				Number of staff	3		
	Community Medicine Department	1969	2,857 Books & Journals	Email address	Online linked to main Library	12	Customer Service

				Number of staff	1		
	Computer Science Department	2019	500 Books & Journals	Email addresses	Online linked to main Library	14	Customer Service
				Number of staff	1		
	Crop Protection Department	2004 by Prof. Alabi	1,500 Books & Journals	Email addresses	Online linked to main Library	24	Customer Service
				Number of staff	2		
	Demonstration Secondary	1983	9,000 Books & Journals	Email addresses	Online linked to main Library	198	Arts & Social Science, Science & Technology, Commercial & Technical Sections
				Number of staff	5		
	Dental Surgery Department (Same as Maxillofacial) This can be deleted.	2015	307 Books 407 Vols 125 Jnls 89 E-books	Email addresses	Online linked to main Library	12	Customer Service & Serials
				Number of staff	1		
	Distance Learning Centre	2014	365 Books & Journals	Email addresses	Online linked to main Library	60	Customer Service & E-library
				Number of staff	4		
	Economics Department	1966	2,000 Books 200 Jnrls	Email addresses	economics@abu.edu.ng Online linked to main Library	33	Customer Service, Reference & E-library
				Number of staff	2		
	Educational Foundation & Curriculum Department	2020	In progress	Email addresses	Online linked to main Library	12	In progress
				Number of staff	4		
	Electrical, Computer & Telecommunication	1990	2,947 Books & Journals	Email addresses	68 Online 151 Offline Online linked to main Library	93	UG Unit & PG Unit

	Department			Number of staff	5 Online linked to main Library		
	English and Literary Studies Department	1962	1,338 Books & Journals	Email addresses	Online linked to main Library	72	Customer Service
				Number of staff	5		
	Fine Arts Department	1962	566 Books & Journals	Email addresses	Online linked to main Library	30	Customer Service & E-library
				Number of staff	5		
	French Department	1977	5,509 Books & Journals	Email addresses	Online linked to main Library	60	Customer Service, Reserve & E-library
				Number of staff	3		
	Gender Policy	2912	200 Books & Journals	Email addresses	Online linked to main Library	12	Customer Service
				Number of staff	5		
	Geography Department	1965 by Prof. H. A. Moisley	2,969 Books & Journals	Email addresses	Online linked to main Library	56	Customer Service & E-library
				Number of staff	2		
	Geology Department	1969 by	543 Books & Journals	Email addresses	Online linked to main Library		Customer Service
				Number of staff	2		
	Geomatics Department	2007	242 Books 24 Jnls.	Email addresses	Online linked to main Library	41	Customer Service & E-library
				Number of staff	2		
	Glass Technology Department	2020	In progress	Email addresses	Online linked to main Library	40	In progress
				Number of staff	In progress		

	History Department	1962	5,000 Books & Journals	Email addresses	Online linked to main Library	35	Customer Service
				Number of staff	4		
	Human Anatomy Department	1967	450 Books 67 Jnrls 64 Pamphlets	Email addresses	Online linked to main Library	27	Customer Service
				Number of staff	2		
	Human Kinetics and Health Education Department	2017	40 Books 10 Jnls	Email addresses	Online linked to main Library	20	Customer Service & E-library
				Number of staff	2		
	IAR Kano Outstation	1964	3,100 Books & Journals	Email addresses	Online linked to main Library	7	Customer Service, Serial & E-library
				Number of staff	2		
	Industrial Design Department	1998	845 Books & Journals	Email addresses	Online linked to main Library	32	Customer service
				Number of staff	2		
	Institute for Development, Research and Training	1998	2,138 Books 1,142 Jnls 1,454 Govt. Publications	Email addresses	Online linked to main Library	18	Customer Service & Serial Sections
				Number of staff	1		
	Local Government and Development Studies	1979	1,389 Books & Journals	Email addresses	Online linked to main Library	84	Customer Service & E-library Units
				Number of staff	4		
	Mass Communication Library	2004 by Dr. Geo De-Goshie	4,759 Books 1,870 Jnrls	Email addresses	masscommlib@abu.edu.ng Online linked to main Library	24	Customer Service
				Number of staff	3		

	Mathematics	1962 by Prof. D. J. Hofssommer	444 Books & Journals	Email addresses	Online linked to main Library	42	Customer Service
				Number of staff	2		
	Maxillofacial (Dental Surgery)	2015	307 Books 407 Vols 125 Jnls 89 E-books	Email addresses	Online linked to main Library	12	Customer Service & Serials
				Number of staff	1		
	Mechanical Engineering Department	1965	898 Books & Journals	Email addresses	Online linked to main Library	40	Customer Service
				Number of staff	3 Online linked to main Library		
	Medical Tudun Wada	1970	3100 Books 5200 Jnls	Email addresses	Online linked to main Library	64	Customer Service & Serials
				Number of staff	3		
	Metallurgical & Material Engineering Department	2007	350 Books & Journals	Email addresses	Online linked to main Library 77 E-Books	47	Customer Service
				Number of staff	2		
	Microbiology Department	1994	2,506 Books & Journals	Email addresses	Online linked to main Library	42	Customer Service
				Number of staff	2		
	Northern History Research	1960 by Prof. Abdullahi Smith	10,000 Books & Journals	Email addresses	Online linked to main Library	25	Customer Service, manuscripts, & Audio-visual
				Number of staff	3		
	Nursing Department	1997	552 Books & Journals	Email addresses	Online linked to main Library	21	Customer Service & E-library
				Number of staff	2		
	Obstetrics & Gynaecology Department	2017 by Dr. U. S. Bawa	561 Books 325 Jnls	Email addresses	Online linked to main Library	12	Customer Service

				Number of staff	1		
	Ophthalmology Department	2016 by Prof. Aba	377 Books 182 Jnls	Email address	Online linked to main Library	19	Customer Service
				Number of staff	1		
	Philosophy Department	2015	354 Books & Journals	Email address	Online linked to main Library	8	Customer Service
				Number of staff	2		
	Physiology Department	1967	169 Books & Journals	Email address	Online linked to main Library	18	Customer Service
				Number of staff	2		
	Physics Department	1962	3,660 Books & Journals	Email address	Online linked to main Library	58	Customer Service & E-library
				Number of staff	2		
	Plant Science Department	2002	153 Books & Journals	Email address	Online linked to main Library	20	Customer Service
				Number of staff	2		
	Political Science & International Studies Department	2004	6,824 Books & Journals	Email address	Online linked to main Library	60	Customer Service, Reference & E-library
				Number of staff	3		
	Pre-Clinical Library	1970	2,368 Books & Journals	Email address	Online linked to main Library	110	Customer Service & Resource Processing
				Number of staff	9 2 Snr		
	Psychiatry Department	2016	80 Books 94 Vols 10 Jnls 20 E-books	Email address	Online linked to main Library	6	Customer Service
				Number of staff	1		

	Educational Psychology & Counselling Department	2008 by Prof. A. I. Mohammed	98 Books 33 Jnls.	Email address	4 Databases Online linked to main Library	5	Customer Service
				Number of staff	1		
	Public Administration Department	1974	1,753 Books & Journals	Email address	Online linked to main Library	88	Customer Service, Reserve & E-library Units
				Number of staff	4		
	Quantity Survey Department	2007	1,564 Books & Journals	Email address	Online linked to main Library 44 e-books	62	Customer Service
				Number of staff	2		
	Science Education Department	2010	2,000 Books & Journals	Email address	Online linked to main Library	30	Customer Service
				Number of staff	2		
	School of Post Graduate Studies	1980	Over 500,000 Theses & Discretisation	Email address	Online linked to main Library	40	Customer Service & Reference Units
				Number of staff	2		
	Sociology Department	2005	1,822 Books 201 Journals	Email address	Online linked to main Library	45	Customer Service
				Number of staff	2		
	Soil Science Department	1995 by V. O. Chude	93 Books & Journals	Email address	Online linked to main Library	20	Customer Service
				Number of staff	2		
	Staff School	1963	300 Books & Journals	Email address	Online linked to main Library	80	Customer Service, Reference & E-library
				Number of staff	3		
	Statistics Department	2019 by Dr. H. G. Dikko	444 Books & Journals	Email address	Online linked to main Library	4	Customer Service

				Number of staff	2		
	Surgery Department	2015	320 Books 410 Vol 600 Jnls	Email addresses	Online linked to main Library	16	Customers service
				Number of staff	1		
	Textile and Polymer Engineering Department	1981	533 Books & Journals	Email addresses	Online linked to main Library	24	Customer Service & E-library
				Number of staff	4		
	Theatre and Performing Arts Department	2006	1,079 Books & Journals	Email addresses	498 E-books, 107 E-journals	35	Customer Service
				Number of staff	2		
	Urban & Regional Planning Department	1974 by Prof. Juchowicz	6,136 Books & Journals	Email addresses	urb@abu.edu.ng Online linked to main Library	27	Customer Service
				Number of staff	2		
	Water Resources and Environmental Engineering Department	1980	1,620 Books & Journals	Email addresses	wree@abu.edu.ng Online linked to main Library	60	Customer service
				Number of staff	Online linked to main Library		

Source: Quality Assurance Unit (31st December 2020)

8.3.2 ABU Bookshop

The Ahmadu Bello University bookshop is a unit in the university that markets and sells scholarship material to the university community and its environs. Details of this unit are presented in subsequent sub sections.

8.3.2.1 Historical Background

The ABU Book Shop was incorporated on the 9th of December, 1966 with ABU as the sole shareholder, the business of the bookshop is that of Booksellers, Publishers and stationers, including incidental services that would aid and facilitate learning. The management of ABU Book Shop was handed over to Ahmadu Bello University Consultancy Services Nig. Ltd. (ABUCONS) in 2005. The ABU Book Shop initially had branches at both Kongo Campus of ABU and

Federal College of Education (FCE) Kano respectively. However, both branches were closed in 2010. Initially, ABU Book Shop was located in the Ahmadu Coomassie Building adjacent the Senate Building on the Main Campus. In May 2015, ABU Book Shop moved to its present location at the old ABU Micro finance Bank Building, ABU Main campus.

8.3.2.2 Core Mandate

The core mandate of ABU Book Shop is to carry out the business of booksellers, publishers, magazine proprietors, stationeries, advertising agents, printers, book binders, designers and draftsmen and as agents for the sale of books, journals and other publications. Similarly, ABU Book Shop was incorporated to carry on any other business capable of enhancing the value of, or render more profitable any of the company's property among others.

The vision of ABU Book Shop is to become one of the top leading University Bookshops in the country and a reference point in terms of service delivery; sustain and improve or put in place where applicable structures, as well as breaking new grounds through working effectively and efficiently with highly motivated staff using available material and human resources with strict obedience to the rule of law, as well as reward for excellence. The ABU Book Shop always strives to satisfy its customers and partners at any given opportunity or time.

The ABU Bookshop has one (1) bookshop manager, one (1) Sales clerk and two (2) cleaners/messengers.

8.3.2.4 Support Service Rendered

The services rendered by ABU Bookshop are sales and supply of academic books/journals as well as related reading materials, stationery, branded or customized items (souvenirs), etc to the university community as well as the general public, especially university libraries, book suppliers/ contractors, and other bookshops within and outside Zaria.

The branded (customized) items are targeted at ABU Alumni as well as staff and student alike. The bookshop also supplies recommended textbooks and stationery to both ABU Staff School and Demonstration Secondary School to be resold to pupils and students at a very competitive and affordable price.

6.3.2.5 Facilities

The ABU Book Shop has an office building with sufficient parking space.

8.3.2.6 Areas of Strength

The areas of strength of ABU Bookshop are:

- a. Sourcing and provision of academic books and journals as well as other learning aids.
- b. Provision of students' registration materials (files)
- c. Marketing of Branded / Customized Gift Items

8.3.2.7 Prospects for Growth

- a. To go into full production and distribution of branded (customized) items: Notebooks, key holders, Souvenirs, etc.
- b. To become a household name in terms of stocking and sales of current and standardized/ approved textbooks, learning aids and stationeries/ exam material, within and outside the university community.
- c. Establishment of cybercafé/ business centre for online services and sale of computer accessories.

8.3.2.8 Challenges

The challenges of The ABU Book Shop are:

- a. There is no internet connectivity and no functional computer.
- b. Non-inclusion of the bookshop in the supply of stationeries/ examination materials to the university.
- c. Non-provision of policy statement(s) to enforce ABU bookshop – ABU Staff School – Demonstration Secondary School book policy arrangement.
- d. Granting ABU bookshop an exclusive right of production and sale of all ABU customized (branded) items, souvenirs, etc.
- e. Not granting to the bookshop at least a slot of ETF library book supplies to the university library.
- f. Non-Recapitalization of the bookshop

8.3.2.9 Financing

The sources of financing of The ABU Book Shop are:

- a. The ABU Book Shop;
- b. Discounts derived from the sale of books/journals on sales or return basis;
- c. Sale of stationeries and other learning aids, Souvenirs etc;
- d. Rent from DHL services;
- e. Dividends from ABU Microfinance bank.

8.3.3 Ahmadu Bello University FM Radio

The Ahmadu Bello University FM Radio is a unit in the university that serves as a radio platform which informs, educates, entertains the university community and its environs. Details of this unit are presented in subsequent sub sections.

8.3.3.1 Historical background

The ABU/BBC Studio was established by the British Broadcasting Corporation, World Service Trust (BBC WST), under its VOICES Project and the UK's Department for International Development (DFID)

8.3.3.2 Core mandates

The mandate of ABU FM Radio includes:

- a. Training students of Mass Communication as well as Theatre and Performing Arts on the practical aspects of broadcast journalism e.g. non-linear editing, news and programmes production and presentation.
- b. Radio broadcast, i.e. informing, educating and entertaining the University community and environs especially on the latest news, scientific and technological discoveries as well as health tips, among others.

8.3.3.3 Achievements

The collaboration on the project started as a routine exercise to record some experimental programmes with the Theatre and Performing Arts students, which culminated into a partnership and led to the establishment of a state-of-the-art broadcast facility. Also, a good number of staff from the participating departments were trained on how to operate and manage the facility. The Studio was commissioned on the 8th June 2005 with two main components-training and transmission. The collaboration on the project with the BBC/DFID ended in December 2006, thus ABU took over fully the management of the studio. The training component commenced in the 2004/2005 session with students from Mass Communication and Theatre and Performing Arts who wish to specialize in Radio Broadcasting.

The Radio Broadcast License for the ABU Samaru Campus Community Radio was granted to the University by the National Broadcasting Commission (NBC) in February 2007. A committee was set up by the then Vice-Chancellor to investigate and find out the most ideal transmitter to be purchased for the Station. Two transmitters and their accessories were then purchased and installed at the Studio in 2008. The station commenced full transmission on 21st May 2012.

At inception, the station was domiciled at the Vice Chancellor's office with its staff, as Registry staff. This situation continued until 2017 when the then Vice Chancellor, Professor Ibrahim Garba relocated the station to Department of Mass Communication as recommended by a committee under the chairmanship of Dr. Gusau Ahmed from Bayero University Kano. The station now operates as a unit in Mass Communication department with its HOD as Chairman of the station's management board.

8.3.3.5 Challenges

The challenges faced by ABU FM Radio include:

- a. Inadequate staffing: the station engages the services of students from the Mass Communication and Theatre and Performing Arts departments of this University, numbering about 12 who assist in programmes production and presentation.
- b. Lack of career progression for staff of the station. We are administratively classified and treated as Registry staff, but our career progression is reflecting the technical cadre.
- c. Inadequate funding: suspension of the station's quarterly allocation to the tune of N450, 000 for payment of casual staff and other re-current expenditure since December, 2017. This is compounded by the procedure for release of funds, which is too slow for a radio station; it takes at least three weeks or even more for every application to be processed and for the funds to be made available. A typical example is how our application for servicing of the station's 100KVA generator dated 26th June, 2020 was delayed for months, which made the station continue to rely on public power source for its operations and shut down in the event of any public power outage. This portends a bad image for the station and the university at large.
- d. Staff of the station do not enjoy weigh-in allowance for staff working extra hours, weekends and on public holidays as enjoyed by staff of other federal broadcasting stations.
- e. Shortage of offices and furniture for staff in the station. Many newly deployed and recruited staff are barely managing to squat in some offices with no tables and chairs. The station has no money to acquire additional furniture.
- f. Some units of the university have formed the habit of organizing important events without extending invitations to the station. This affects the station's ability to deliver its mandate of community broadcasting for overall development of the institution.

8.3.4 Equipment Maintenance and Development Centre

The Equipment Maintenance and Development Centre (EMDC) is a unit in the university whose details are presented in subsequent sub sections.

8.3.4.1 Historical Background

The Equipment Maintenance and Development Centre (EMDC), Ahmadu Bello University, Zaria was established in 1990 to assist the university in establishing maintenance culture towards creating an enabling environment for enhanced learning and research through the provision of cost-effective technical capacity for laboratory/scientific equipment maintenance services. The Centre was later designated as a Centre of Excellence for Electrical, Electronics, and Computing equipment maintenance and training by the NUC.

After the structural re-organization of the EMDCs in 2005, NUC requested the university to:

- i. Set aside 4% of Teaching and Research equipment funds for maintenance of equipment in the university
- ii. Develop a definite equipment procurement and maintenance policy whereby the advice of the EMDC is obtained before the purchase of new equipment
- iii. Set up a central laboratory where expensive equipment required by many Departments for teaching and research could be pooled to; and
- iv. Direct the head of the EMDC to generate funds for the university through effective marketing of its services to communities around the university.

The partial or non-implementation of item (i) above, starved the EMDC, ABU of funds since NUC ended the funding of the Centre. The Centre was also involved in the procurement of teaching and research equipment in accordance with item (ii) above till sometime in 2014. Meanwhile, the Centre seems to be losing its value within the university due to poor awareness resulting from lack of funds to implement their activities. Aside from the training of the pioneer staff in Bristol Polytechnic, UK (now the University of Bristol) in 1991-1992, the staff of the Centre have attended various training workshops within the country up till 2013. The poor funding of the Centre has made it difficult to sponsor staff for training since 2013.

8.3.4.2 Vision & Mission

The Equipment Maintenance and Development Centre is committed to providing quality maintenance and operational support to all the Departments, Institutes, Centres and Colleges in Ahmadu Bello University. The staff are committed to a service approach to maintenance and operations with the timeliest response consistent with staffing, workload, and quality. EMDC views each Institute,

Centre, College and Department as a valued client, and is committed to providing the best service possible

The mandates of the Centre were:

- Training and retraining of technical and academic staff in the art of equipment maintenance.
- Repair of broken-down equipment and tools utilizing identified staff and where necessary, external consultants.
- Carry out activities that are geared towards preventive maintenance of the University-wide equipment stock.
- Assisting in the procurement and installation of equipment required in the University.
- To provide equipment maintenance support, training, and repair services to the university and institution within the catchment area.
- Provide support in equipment specification, installation, commissioning, decommissioning, ordering and stocking of spares, documentation, and inventory services.
- Documentation of University teaching and research equipment.
- Acting as a Resource Centre for technical information on equipment use, maintenance, and repairs.
- Evolving new methods of standardizing instrumentation in the Universities.
- Regular inspection of the laboratories, with a view of updating the inventory on University Equipment.
- Acting as a Resource Centre for technical information on equipment use, maintenance, and repairs.

8.3.4.3 Support/Services Rendered

Previous Activities (2017 - 2020)

Essentially, the activities of the Centre can be broadly classified into three:

- a. Equipment repairs and maintenance;
- b. Training workshops; and
- c. Equipment development.

The maintenance activities of the Centre in the last four years towards the realization of the University's mandate are stated in the table below. Even with minimal funding, about one hundred and fifty (150) equipment were repaired and serviced for various departments between 2017 and 2020 as shown in the Table 6.7. Out of these number, only eleven (11) and fourteen (14) equipment were repaired in 2018 and 2019 respectively due to low patronage. Between January

and July 2020, about sixteen (16) equipment was repaired for some departments. Table 6.5 is a summary of the jobs carried out by EMDC.

Table 8.7: Summary of previous repairs and maintenance activities (2017-2020)

S/No	Equipment Description	Year			
		2017	2018	2019	2020
1	Balances (different types)	20	2	2	-
2	Suction pump machine	5	-	-	-
3	Heating mantles	3	-	-	-
4	Water distiller	-	-	1	-
5	Stabilizer	1	-	-	-
6	Safety hood	-	-	-	1
7	Number counter	-	-	-	1
8	Flame photometer, spectrophotometer, weighing balance	1	-	6	-
9	Computers	6	-	-	-
10	Furnace	1	-	-	-
11	Installation of Compression testing machine	-	-	-	1
12	Installation of Nitrogen distiller and training for 3 days	-	-	1	-
13	Hot plate	8	8	-	2
14	Centrifuges	3	1	3	1
15	Microscopes	48	-	1	5
16	Magnetic Stirrer	2	-	-	2
17	Oven/vacuum	1	-	-	1
18	Incubators		-	-	1
19	Water-baths	4	-	-	1
20	pH meter	2	-	-	-
21	Moisture Analyzer	2	-	-	-
22	Digital multimeter/voltmeter	2	-	-	-
	Total	109	11	14	16

Over the years, the EMDC has rendered services which include:

- a. A one-day sensitization workshop on equipment maintenance and culture for Chief Technologists. This should take place as soon as the university is reopened. The resource persons will be drawn from the university
- b. A one-day sensitization workshop on the relevance of EMDCs in the University for the Deans of relevant faculties, the Head of relevant

departments, the Directors of relevant Centres and Institutes. This should take place as soon as the ASUU strike is over.

- c. Inventory of teaching and research equipment in the university and identify the state of every equipment. This should commence after the sensitization workshops
- d. Provide repair service for the identified faulty equipment on the inventory list.
- e. Training of the Technologists at the Centre for staff development
- f. Resume the quarterly training workshops for Technologists and Technicians in the university
- g. Identify some specialised research equipment with unique features that are not available in the University-of which ABU staff travel elsewhere to use them in the name of bench work- and strategize the possibilities of acquiring them;
- h. Identify some technologists within the University that have specialized hands-on experience on maintenance/ repair of some equipment and affiliate them to the Centre in such a way that, they may be contacted whenever the need arises to compliment the efforts of the technologists of the Centre while they handle their primary responsibilities routinely.

8.3.4.4 Facilities

The EMDC Building is currently undergoing renovation. It comprises of a Director's Office, a Deputy Director's Office, Computer/Seminar Room, Staff Offices, Workshop, Store and Toilet Facilities.

8.3.4.5 Achievements Recorded

Existing EMDC Training Courses at Basic, Intermediate & Advanced levels as indicated in the Table 6.6. EMDC remains desirous to lend its hand in providing expertise from its professional team to meet the expectation of the University.

Table 8.8: EMDC Existing Training Courses

S/N	Course Title	CATEGORY				Target Participants
		B	I	A	P	
1	Microscope and Balances	*	*	**	**	User Technologists and Technicians
2	Chemical /Analytical Equipment Maintenance Training	*	*	**	**	Laboratory Managers, Technologists and Technicians
3	Basic Computer Hardware and Software Maintenance	*	*	**	**	Laboratory Managers, and Technicians
4	Basic Electronics Equipment troubleshooting and Maintenance Training	*	*	**	**	Technologists and Technicians

NB: * *Existing Capacity*; ** *Required Capacity*

Likewise, the EMDC was able to invent and patent the following for Public Health (COVID-19 Prevention):

- a. ABUSANIT- 20 (4-in-one hand sanitising machine);
- b. ABU VENT- 20 (Intensive Care Ventilator).

8.4.4.7 Areas of Strength

Over the last 3 decades, the EMDC has developed capacity and trained professionals in the following areas:

- ✓ Microscope and Balances
- ✓ Chemical /analytical Equipment Maintenance and Repairs
- ✓ Basic Computer Hardware Management and Maintenance of Science/Engineering
- ✓ Basic Electronics Equipment Maintenance Training

8.3.4.8 Prospects for Growth

The areas of potential development of EMDC are:

- a. Development of Equipment database: The availability of database at the equipment maintenance centres of every university for monitoring of the usability and functional state of the laboratory equipment will make it possible for the end users to assess the value of this investment and appreciate it accordingly. Developing an improved record system which will list all items of equipment in each laboratory in each department, and contain information on the age, purchase value, and functional state of the equipment.

- b. Development of Maintenance and training laboratory: The establishment of maintenance and training laboratory at EMDCs for training and retraining of indigenous expertise on equipment maintenance and developing comprehensive maintenance guide that will enable equipment operators, researchers, and equipment managers manage laboratory facilities effectively.
- Acquisition of key laboratory equipment for the regional centres of excellence. The equipment will be used:
 - ✓ Use the equipment to understand the various techniques of analytical measurements
 - ✓ Develop training procedure on the principles of reliable laboratory measurements
 - ✓ Outline key laboratory safety issues and safety measures
 - ✓ Estimate uncertainties in instrument
 - ✓ Develop instrument performance characteristics which include types and interaction between different characteristics
 - ✓ Training on preparation and handling of samples for different analytical instrumentation.
 - ✓ Understand, use, maintain and troubleshoot the key equipment.
- Assist research and laboratory personnel in acquiring the necessary experience and practical knowledge so as to:
 - ✓ facilitate the materials and chemical analyses related to national development,
 - ✓ enhance national capacities by offering training in materials and analytical chemistry to personnel in the university community and personnel from industry, other academic institutions, and government laboratories,
 - ✓ Facilitate adoption of good laboratory practices in the university laboratories. The program will be at different levels subject to the academic level and practical experience of participants.
- c. Advanced Training: The EMDCs (the proposed centres of excellence) urgently need advanced training to assist them in repairs and maintenance of complex laboratory equipment, and to enable them to effectively support the universities within their respective regions. The EMDCs (the proposed centres of excellence) need tools, equipment and instruments to enable them to effectively perform more complex repairs and maintenance of laboratory equipment.
- d. Information dissemination: The EMDCs (the proposed centres of excellence) as a group should publish a technical digest with contributions

from a range of technologists on technical matters, and contributions on developments in maintenance activities at the centres. The EMDCs (the proposed centres of excellence) as a group should organize annual conference on equipment maintenance, hosted by one of the centres, to communicate developments in maintenance to all interested universities.

8.3.4.9 Challenges

The major challenges set in from 2005 after the structural re-organization of the EMDCs by NUC. EMDC, ABU have been starved of funds since NUC ended the funding of the Centre. That has contributed in crippling the activities of the Centre. This may have also applied to the other 4 EMDCs in other regions of the country. The Centre was sometime, also involved in the procurement of teaching and research equipment in accordance with item (ii). Meanwhile, the Centre seems to be losing its value within the University due to poor awareness resulting from a lack of funds to implement their activities. Aside from the training of the pioneer staff (comprising of 4 Academic staff and 9 Technologists) in Bristol Polytechnic, UK (now the University of Southwest of England) in 1991-1992, the staff of the Centre have not been able to attend specialized training aside few training workshops within the country up till 2013. The poor funding of the Centre has made it difficult to sponsor staff even for local training since 2013. Also, item (iv) could not be achieved because of the lack of funds to acquire the necessary laboratory facilities to develop maintenance protocol for laboratory equipment and the training required to properly manage the equipment to extend its useful life. This is required to effectively market the services of the Centre to communities around the University.

The Centre currently has ten (10) technical staff with only one affiliated staff. Looking at the number of equipment in the laboratories and equipment in the university, there is a need to recruit young skilled technicians to strengthen the current strength of the Centre in the area of Development/Fabrication and Electronics/Computing, and complex laboratory equipment repairs and servicing. The campus-wide nature of EMDC activities involves the movement of men and equipment from time to time. There is also a need for engagement outside the University. To ease mobility, the Centre was supposed to have two vehicles (1 Hilux Van and 1 Car) and one motorcycle but the centre have no functional vehicle.

Even with the challenges and limited available resources and manpower, the Centre has recorded a lot of achievements. Maintenance training programs were organized in the University up till 2013 for Technologists and Academic staff,

and maintenance and repair services were provided for several Departments in the university up to date and several types of prototype equipment were developed at the Centre.

8.3.4.10 Financing

The EMDCs were funded from inception by British Councils under their Overseas Development Agency (ODA) Grant for the first 3 years (1990-1994). The NUC later took over the funding from 1994 till 2005. The EMDCs were directly funded by NUC with 5% of Teaching and Research Equipment (T&RE) Grant deduction from all the universities. And NUC directed the other Federal Universities with Equipment Maintenance Centres (EMCs) to set aside 5% of their Teaching and Research Equipment (T&RE) Grant for the Capital Development of their EMC and a further 3% of their T&RE for recurrent expenditure annually.

After the structural re-organization of the EMDCs in 2005, NUC requested the University to:

- v. Set aside 4% of Teaching and Research equipment funds for maintenance of equipment in the University
- vi. Develop a definite equipment procurement and maintenance policy whereby the advice of the EMDC is obtained before the purchase of new equipment
- vii. Set up a central laboratory where expensive equipment required by many Departments for teaching and research could be pooled to; and
- viii. Direct the head of the EMDC to generate funds for the University through effective marketing of its services to communities around the University.

We wish to propose the following sources of funds for the Centre.

- a. The activities of the Centre is all about Laboratory and its content. Maintain the equipment in the laboratories and train the staff in the laboratory. All Laboratory and Studio based courses pay extra 2,000 as faculty charges. This will believe is due to the use of Laboratory/studio facilities with the consumables. We want to request for 10% of the charges for EMDC.
- b. The Engineering students are charged 1,250 for SWEP. Since SWEPS activities are in the laboratory and laboratory equipment are used for it, we want to request for 10% of SWEP charges for EMDC.
- c. Postgraduate program is a research program. Some of the researches are laboratory and studio based. The Laboratory and Studio based research students pay N10,000 as bench fee. Bench fee is student's contribution to the cost incurred in the provision of workspaces, laboratories, equipment hire and maintenance, and consumables. It is logical for the Centre that is responsible for Equipment maintenance to have a percentage of Bench fee

for the maintenance of the equipment in the laboratory. We are proposing 10% (1,000) of the Bench fee for EMDC.

- d. The bulk of equipment purchased in recent time are TETFund sponsored. Since the fund is not released to the university, it is difficult to set aside 4% of the fund for EMDC as recommended by NUC. And unfortunately, no provision is made for the maintenance and servicing of funded equipment in the procurement process. We are proposing that for every equipment for procurement, 4% of the total cost is built into the preliminary of the equipment procurement bill (Bill of Quantity [BOQ]) for EMDC to insure the life and such equipment.\

8.3.5 Multi User Lab

The Multi User Laboratory is a unit in the university housing state of the art equipment's that facilitate contemporary research. Details of this unit are presented in subsequent sub sections.

8.3.5.1 Historical Background

The concept of a Multi-User Science Research Laboratory (MUSRL) was captured in the 2002-2007 Strategic Plan of ABU. This project was boosted by the intervention of the International Foundation for Science (IFS), under the PRISM (Procurement, Installation, Service and Maintenance) project. The PRISM project was sponsored by the MacArthur Foundation. The coming of the International Foundation for Science (IFS) marked a critical point in the development of the MUSRL. A comprehensive proposal of IFS was developed for the creation of MUSRL titled "strengthening Research Capacity in Ahmadu Bello University" Sub-title: "Upgrading and Strengthening Research Facilities of the Multi-User Science Research Laboratory in the Faculty of Science". This document did not only earn the approval of ABU to be enlisted as a beneficiary of the PRISM pilot project by IFS but also a reference guide to operating the MUSRL till date. It also serves as a historical material.

In 2007, the first 9-person Management Committee for the Multi-User Science Research Laboratory was set up. It was during the tenure of this committee that a place was sought for a temporary site for the MURSL. Consequently, the present location of the lab in the Department of Chemistry was secured. The above committee equally initiated the deployment of the first set of 4-person staff to the MUSRL who served under the first Coordinator of the MUSRL. However, when the laboratory fully started operation in October 2010, the staff strength of the MUSRL was boosted with the employment of a Confidential Secretary and an Office Assistant. Activities started in the MUSRL in October, 2010. However,

analysis could not start until May, 2011 when most of the equipment brought in had been installed.

In December 2016 the management of the MUSRL was transferred to the Ahmadu Bello University Consultancy Services (ABUCONS) to oversee the activities of the MUSRL. However, in June 2020, this arrangement was reversed to the initial operational procedure under the Vice Chancellors Office. Currently, the Management of the Multi-User Science Research Laboratory, committee is composed of;

- a. Deans of Science based faculties of the University and the Provost of the College of Medical Sciences
- b. Directors of Academic Planning & Monitoring and Equipment Maintenance & Dev. Centre of the University
- c. The Deputy Vice Chancellor (academic) as the chairman of the committee and the Laboratory Manager as the Secretary.

8.3.5.3 Mandate

The mandates of the MUSRL are:

- a. Provision of modern and up to date research facilities for the University and the surrounding teaching and research institutions.
- b. Development of analytical protocols and research procedures for researchers.
- c. Training of researchers, technologists/technicians in modern and current research methods and techniques.
- d. Ensuring that the laboratory operations are Good Laboratory Practice (GLP) and Standard Operating Procedures (SOP) compliant.
- e. Provision of enabling environment for high quality research work and output.

Currently, there are a total of seven (7) staff in the Multiuser Science Research Laboratory distributed as follows

- 5 technologists (The laboratory Manager inclusive)
- 2 office staff

8.3.5.5 Support/Services Rendered

The services rendered by the MUSRL include:

- a. Analysis of laboratory samples for Ahmadu Bello University staff, researchers and students as well as other Research and Academic Institutions/Universities in Nigeria and beyond.

- b. Protocol development of experimental procedures for researchers.
- c. Organization of workshops and Training for scientists and Science/Technology students.

8.3.5.6 Facilities

The MUSRL is a two-floor storey building situated near Department Chemistry, Faculty of Science, ABU Zaria. The size of the building is about 750 square meters with a holding capacity is 50 persons. The Laboratory is connected to the University internet. The ground floor of the Laboratory is divided into two sections namely:

- a. administrative office
- b. General work space for teaching, sample preparation and routine analysis.

This floor consists of:

- a. Six rooms, each housing a special equipment
- b. Central area suitable for workshops, group discussions and seminar presentations.

Some equipment in the MUSRL are presented in Table 6.7.

Table 8.9: Equipment in the MUSRL

S/No.	Name of Equipment	Quantity	Status	Remarks
1	Varian AA 240FS Atomic Absorption spectrophotometer	1	Functional	In use. Calibration standards and Additional Hollow Cathode Lamps needed.
2	X-ray Fluorescence spectrophotometer, Twin X - Oxford instrument UK	1	Non-Functional	(An electronic component “HV PSU” need replacement)
3	Millipore Laboratory water purification system.	1	Non-Functional	Low water pressure. External stainless 0.5 Hp pump needed
4	Sartorius Analytical laboratory balances (2)	2	Functional	In use
5	Uninterrupted Power Supply units	2	Non-Functional	Inbuilt Batteries used up. Batteries require replacement
6	Asys Microplate Reader & accessories.	1	Non-Functional	Tis equipment is a donation from MacArthur/IFS. The installation was not completed
7	Microplate reader Fluorescence/Luminescence-Fisher	1	Non-Functional	Dot matrix printer needed
8	Hach Advance portable Laboratory kit	2	Functional	Usage is highly limited owing to lack of consumables (pillows)
9	Nuclear Magnetic Resonance (NMR) 400MHz Spectrometer.	1	Functional	In use
10	90MHz NMR (Nuclear Magnetic Resonance)	1	Non-Functional	Presently out of use. Requires standard for re-calibration
11	Nitrogen Liquid Plant, Cryomech, LNP-40.	1	Functional	In use
12	Agilent Microwave Plasma Atomic Emission Spectrometer (MP-AES) Model 4200.	2	Functional	In use.
13	Agilent 7977 GCMSD Gas Chromatograph-Mass spectrometer. Comprises Agilent 7890B gas chromatograph and Agilent 5977	1	Functional	In use. The library needs to be upgraded. Reference standards are needed.

14	Agilent Liquid Chromatography/Mass Spectrometer (LC/MS), single Quad model 6130.	1	Functional	In use
15	Agilent 7700 ICP MS (inductively coupled plasma mass spectrometer).	1	Functional	In use. Argon gas and other consumables are needed. Additional training required
16	Agilent Eclipse Fluorescence Spectrometer.	2	Functional	In use
17	Agilent Atomic Absorption Spectrometer (AAS), Model 280FS,	1	Functional	In use. Calibration standards and Additional Hollow Cathode Lamps needed.
18	Agilent Analytical High Performance Liquid Chromatography (HPLC), model Infinity 1260	2	Functional	In use. Additional training required
19	Agilent SD-LC Preparation System.	1	Functional	In use. Chromatography grade solvent required. Additional training required
20	Agilent 6430 Triple Quadrupole LC/MS.	1	Functional	In use. Chromatography grade solvent required. Additional training required
21	Agilent 5600LS Atomic Force Microscope (AFM).	1	Functional	Additional training required
22	Agilent Cary 630 Fourier Transform Infra-Red Spectrometer.	2	Functional	In use
23	Agilent Cary 300 UV Visible Spectrometer.	4	Functional	Electronic component of one out of the four is bad
24	Agilent Amino Acid Analyzer, model 1260 Infinity Quaternary LC System.	1	Functional	Servicing required
25	Sycam Amino Acid Analyzer	1	Non-Functional	Faulty peak tube is faulty, Need the manufactures engineer to fix it.
26	Agilent 3200P Bench-top pH Meter.	4	Functional	OK
27	Differential Scanning Calorimeter	1	Non-functional. Not available in the Lab	This equipment was installed and used for 85 days before it broke down. The contractor took it for repairs and never returned it. In

				addition, the contractor was to train a staff of the University at Turkey. This wasn't done. The University legal unit took up the matter with him but there was no strong follow up. Up till now the equipment is still with the contractor.
28	Thermo Finnigan EA 1112 Serie Flask Element Analyser	1	Non-Functional	Been out of use; Requires recalibration by the Manufacturer
29	Ambient Incubator INA 320-0104 SANYO Product	2	Functional	In use
30	Centrifuge Horizontal Clin-Spin Horizon 842 VES	1	Functional	In use
31	INO. Thermo Nicolet Spectrophotometer (FISHER) 7800-3500	1	Functional	In use
32	Polarimeter AD BS Fisher	1	Functional	In use
The equipment listed below were purchased in the mid-2000 through the ETF. By then the Multi-User Science Research Laboratory was not yet established. When these equipments were moved into the lab by 2011, there were issues of missing parts and failed electronic components as a result of poor handling and storage.				
33	Flame photometer Perkin Elmer Model640	1		Not in use
34	OLYMPUS Research Microscope Model BX41TF	1	Functional	Missing camera holder
35	UV-VISIBLE Scanning Spectrophotometer (JENWAY)	2	Non-Functional	Faulty electronic component
36	Refractometer (RE40)	1	Functional	Weak lenses
38	Freeze Dryer	1	Non-Functional	Incomplete accessories
39	Clarus 600 GCMS With Computer	1	Non-Functional	Inability of the Chromatograph to communicate with Mass Spectrometer
40	BUCCHI JUMM Spray Dryer	1	Functional	Needed external pump
41	Binocular Microscope	4	Functional	Stored
42	pH Meter	4	Functional	In use
43	Bomb calorimeter	1	Non-Functional	Incomplete accessories

8.3.5.7 Achievements Recorded

Some achievements of MUSRL include:

- a. Training Workshop on the Principles of Atomic Absorption (AAS X-Ray Fluorescence (XRF) Spectroscopy – 1st to 5th April 2014
- b. GCMS and FTIR Analysis of anti-COVID-19 Madagascar Sample (24th June 2020)
- c. Restructuring of the units of the Laboratory under the following Sub-Laboratories:
 - i. Nuclei Magnetic Resonance Laboratory 1
 - ii. Nuclei Magnetic Resonance Laboratory 2
 - iii. Single crystal X-Ray Diffraction and Scanning Electron Microscopy Laboratory
 - iv. Particle analysis and Atomic Force/Phase Contrast Microscopy Laboratory
 - v. Infra-Red Spectroscopy Laboratory
 - vi. Inductively coupled Plasma and Microwave Plasma Atomic Emission Spectroscopy Laboratory
 - vii. Liquid Chromatography Mass Spectroscopy Laboratory
 - viii. High Performance Liquid Chromatography and Amino Acid Analysis Laboratory
 - ix. Atomic Absorption and Environmental Analysis Laboratory
 - x. Gas Chromatography Laboratory
 - xi. Liquid Nitrogen Production Facility
 - xii. Sample Preparation Laboratory

8.3.5.8 Areas of Strength

The areas of strength of MUSRL include:

- a. The availability of Key scientific/research equipment that are not found in most Nigerian Universities.
- b. Ability to organise workshops/trainings for students and researchers.
- c. Collaboration with Equipment Maintenance and Development Centre (EMDC) of the University.
- d. Collaboration with Centre for Energy Research and Training (CERT).

8.3.5.9 Prospects for growth

Looking at the future, MUSRL has the capability to grow relative to the following:

- a. Organize more training/workshops
- b. Recruitment of more trained staff
- c. Training and retraining of staff

- d. Procurement of consumables and spare parts as to put available equipment to use.
- e. Repairs of serviceable equipment lying dormant in the Laboratory.
- f. Attraction of grants from companies, governments and NGO'S
- g. Complete installation of some equipment yet to be fully installed

8.3.5.10 Challenges

Some challenges of MUSRL are:

- a. Need for adequate funding of the Laboratory.
- b. Lack of adequate training for staff operating and servicing Laboratory equipment.

8.3.5.11 Financing

The MUSRL is funded by the following;

- a. Ahmadu Bello University Management.
- b. MacArthur Foundation (through the International Foundation for Science IFS)
- c. Education Trust Fund (ETF)
- d. Step-B Project (Science & Technology, Education Post-Basic Project)
- e. Internally generated proceeds from running of samples in the Laboratory

8.3.6 Ahmadu Bello University Studio Theatre (Drama Village)

The ABU Studio Theatre is a unit in the university that serves as a scholarship platform for Theatre and Performing Arts to the university community and its environs. Details of this unit are presented in subsequent sub sections.

8.3.6.1 Historical background

The Drama village is an important Unit of the Department of Theatre and Performing Arts. The Drama Village, as the studio theatre where most practical work is done, has become a Mecca of all sorts appearing in the Encyclopaedia of World Architecture. Since 1976, it has received hundreds of visiting scholars, researchers and performance troupes from within and outside the country. The Drama village plays an important role in achieving the vision, mission, goals and objectives of the Department of Theatre and Performing Arts, which are:

8.3.6.2 Vision

The Department of Theatre & Performing Arts shall be a world class centre for training in the performing arts comparable to any other engaged in imparting

quality multi-disciplinary training in Theatre, Communication, Development and Culture with a view to producing quality graduates, without discrimination against race, gender and creed as well as contributing to the development of intellectual and professional practices relevant to the needs of its immediate community, Nigeria and the world at large.

8.3.6.3 Mission

To provide quality training in theatre and the performing arts to students drawn from all parts of Nigeria and the world to foster skills in critical areas of the Theatre for personal, community and national development and to produce quality self-reliant, manpower and enhance capacity building in theatre and the performing arts through training so as to respond to the challenges of the immediate community, Nigeria and the world at large.

8.3.6.4 Core Values/Principles

As a training facility, the core values of the Department of Theatre and Performing Arts draws from a blend of its most cherished ideals, its background and context of operation as presented below:

- a) Rigorous research
- b) Team teaching
- c) Promotion of Excellence
- d) Respect and sensitivity for host community

8.3.6.5 Aim of the Programme

Training of young men and women to develop a self-reliant approach to living, to be professional and patriotic in the practice of their chosen professions in ways, which contribute to building their societies.

8.3.6.6 Organogram

The organogram of ABU Studio Theatre is presented in Figure 6.9.

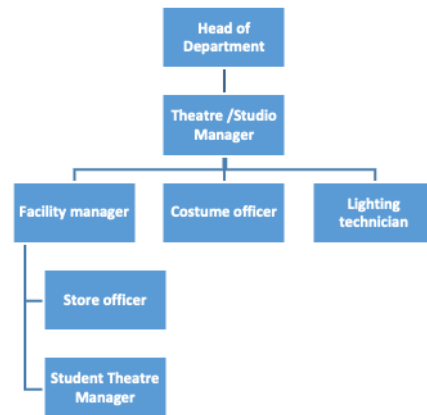


Figure 8.9: Organogram of ABU Studio Theatre

8.3.6.7 Facilities

The Drama Village as a sub-unit of the Department of Theatre and Performing Arts boasts of a unique 250 sitting capacity open-air auditorium essentially for teaching and other academic and social events. The Drama Village is equipped with state of the art musical and public address systems available for student training and use by the University community.

8.3.6.8 Support services rendered

- Entertainment and recreational services to the University Management on occasions of special guest/ visitors of the Vice-Chancellor
- Teaching and training services
- Tourist site to visitors who are fascinated about its unique architecture.

8.3.6.9 Achievements

The Drama Village has indeed been instrumental to the Departments success over the years in training students. A number of prominent individuals have been products of the training and learning experienced offered by the unique drama village edifice. Since 1976 the drama village has helped in training graduates who have gone on to make a name for themselves in different areas of life.

8.3.6.10 Challenges

The Drama Village was built in 1976 and since then it has catered for the needs of students and staff in terms of theatre trainings. However, the growth and the population of the present Department has rendered the Drama Village too small to meet the present needs. The seating capacity of the Drama Village is also inadequate for the audience that often come from far and near. More so, the

architectural design of the Drama Village is open air in nature. The disadvantage is especially during the raining reason. Because of the nature of the building, virtually all activities such as lectures, rehearsals and performances cannot take place. The Department is therefore in urgent need of a modern indoor theatre where activities can be carried out throughout academic sessions.

8.3.7 Distance Learning Centre

The Ahmadu Bello University Distance Learning Centre (DLC) is a unit in the university that coordinates Distance Learning programmes of the university. Details of this unit are presented in subsequent sub sections.

8.3.7.1 Historical Background

The need to commence Distance Learning in ABU has been a product of internal demands initiated by the School of Postgraduate Studies as well external agitations by some alumni as exemplified at the 50th anniversary by Mallam Adamu Fika in his lead paper to mark ABU's golden jubilee where he said *"ABU should consider developing an effective Distance Learning System that deploys modern communication facilities and online tutorial to impact functional knowledge to the millions who may not be able to enroll on its regular campus-based programmes"*.

Annually, an average of 13,000 applicants apply for various postgraduate programmes in the Ahmadu Bello University, although about 70% of these are often qualified, less than 5, 000 are usually admitted due to the limitation of on-campus facilities. The situation is even worse with the undergraduate programmes where about 30,000 applicants to Ahmadu Bello University usually score the minimum JAMB requirement of 180 points. However, only less than 10,000 of these can be admitted due to the same reason. It is thus obvious that ABU has not been able to satisfy the demands for those interested in obtaining its degrees.

It has also been noted that Nigeria has been credited to be among the countries with the highest number of students studying abroad with about 71,000 studying in Ghana alone and paying not less than 155 billion Naira as tuition annually. ABU should take advantage of this opportunity to increase its relevance as well as revenue base. In an on-campus model "there are obviously limits to how many additional students can be admitted without negatively impacting on quality. The Europe Africa Quality Connect Evaluation Report concluded that ABU has obviously curtailed its capacity to generate any additional income by means of

enrolling additional students. The need to explore other options of delivery and student enrolment is thus obvious.

The Distance Learning Centre (DLC), ABU was thus designed to be creative and bring on board exceptional services that would enhance its efficiency and the image of the University in general. Among other needs of the DLP, some justification of running the DLC programmes in ABU are:

- a. The DLC is a primary requirement of the NUC for commencement of Distance Learning by any Institution. Such a Centre must be independent of any Faculty/Centre/ Institute or Unit of the University except the Senate.
- b. Compliance and extension of an earlier mandate granted to the School of Postgraduate Studies in the “Revised Regulations Governing Higher Degree Studies in Ahmadu Bello University” (Section IX. J. pp18) to deliver PG programmes online.
- c. Less than 40% of applicants can be admitted in the conventional on-campus undergraduate and postgraduate programmes due to limitation of space and personnel.
- d. ABU has the requisite postgraduate personnel, technical know-how and facilities to successfully deliver academic programmes via the Distance Learning approach.
- e. The initial capital outlay to install the necessary ICT facilities, though heavy, shall be offset within a few years of implementation. Outsourcing may improve the efficiency and sustainability of delivery.
- f. There is the need to improve the Internally Generated Revenue base of the University and Distance Learning with its potential for increasing the student population and a corresponding increase in fees is a wise investment in this regard.
- g. Improvement in quality of instruction since course materials must be developed, revised and updated frequently. There is hardly such a compelling need for on campus delivery.

The target beneficiaries of the DLC Programme are:

- a. Qualified applicants for ABU Postgraduate programmes unable to secure admission due to limitation of space.
- b. Qualified applicants who due to their vocation/logistic challenges have refrained from applying.
- c. Regular on campus postgraduate students unable to continue their studies on campus due to the demands of their jobs.

- d. Nigerians in diaspora who may wish to obtain Ahmadu Bello University postgraduate degrees.
- e. Organisations who may desire customized regular or short time postgraduate studies or training.

The DLC of the Ahmadu Bello University is currently located in the Ahmadu Coomassie Building (formerly ABU Bookshop) which is adjacent the Senate Building on the Main Campus. Figure 6.10 depicts some pictures of the DLC.

8.3.7.4 Support/Services Rendered

The Distance learning delivery in the Ahmadu Bello University shall involve the following stages:

- a. Online Application by the prospective student/ Change in application status.
- b. Provisional admission by the Academic and Professional Board. Minimum JAMB score of 180 required.
- c. Online Registration by students on the DLC Portal.
- d. Appointment of Academic advisers to Liaison Offices and Tutors attached to students
- e. Matriculation and Orientation (Zaria and or at the Liaison Offices).
- f. Confirmation of admission and supervisor by DLC Academic Board.
- g. Course work.
- h. Project work and presentations.
- i. Examination result/project report submission to DLC Academic Board.
- j. Submission of Examination result to Senate via Standing Committee or SPGS Board (for Undergraduate and Postgraduate programmes; Diploma results to relevant Academic and Professional Boards).
- k. Senate/Professional & Academic Board approval of results.
- l. Graduation and Convocation.

Other services include:

- a. Provision of hard and electronic copies of all course materials for the corresponding session.
- b. Weekly uploads of relevant Discussion questions as well as the provision of an interactive
- c. platform for other students to review and critique write-ups shall be provided.
- d. An optional 2 weeks on campus revision session and conduct of lecture sessions necessitating
- e. face-face delivery shall be provided for.

- f. Project defences and examinations shall be held on campus or via Skype;
- g. Where a group is assigned to a write-up, a structured approach allowing each student to make his/contribution within a stipulated time frame shall be developed.
- h. Development of a 'Distance Learning Student's Handbook' – Print & Electronic
- i. Assigning dedicated GSM Help lines
- j. Dedicated E-mails (DLC)
- k. Activation of Zonal Liaison Offices
- l. Allocation of Academic advisers

All these services are provided for the following programmes:

- a. **Certificate Programmes:** Specific Certificate course as dictated by market needs shall be developed in consultation with the relevant Department of the University. The Public Relations and Marketing section shall be responsible for making the necessary contacts in this regard.
- b. **Undergraduate Programmes:** The Centre currently deploys 3 undergraduate programmes viz.: BSc. Business Administration, BSc. Public Administration and BSc. Economics. It is however projected that undergraduate programmes from the Faculties of Administration, Arts, Education and Social Sciences would be added to these.
- c. **Postgraduate Programmes:** The Master in Business Administration is the flagship for the delivery of postgraduate programmes. One additional PG programme (PGDE) is also being deployed. Additional PG programmes shall be deployed every session as approval is received.
- d. **ABU Model Interface:** Within the ABU DLC learning Model, *Subject Matter Experts* (SMS), *Academic Advisors* (Zonal and Programme Specific/IA&G), *Desk Officers/Tutors.*, *Asst. Tutors* (AT) and **Students** will be brought together in a highly interactive blended learning environment facilitated by the Learning Management System deployed for ABU. The ABU model of delivery envisages that a Blended delivery protocol shall be utilized.
- e. **Learner Support:** A robust mechanism for information, advice and guidance to students has been put in place in conformity with ODL practice. These include:

8.3.7.5 Facilities

The DLC has a specialised library due to the nature of its students which comprises of:

- a. Book Unit

- b. Offline e-Resource Unit
- c. Online Library Unit

Likewise, the ABU DLC has Distance Learning Liaison Offices which are facilities dedicated for the support of DL students as well as creation of an environment to permit student-student, student-staff and student-resource person interactions, provision of offline e-learning resources as well as reserve for all course materials. Each Liaison Office would also be equipped with video conferencing, library and a common room. The Liaison Offices shall be administered by an administrative staff of the ABU DLC and shall host the proposed annual/semester meetings between the relevant Academic Adviser and his/her DL students. An MOU shall be in place with an adjacent CBT Centre to facilitate conduct of semester examinations at the various centres. The geographic distribution of enrollee in the DL programme shall determine the sequence of activation of the Liaison Offices. It is however proposed that there shall be a Liaison Office in each of the 6 geopolitical zones in the country. In event of an encouraging international participation, Liaison Offices have also been proposed in the UK, USA, Middle East, Far East and South/East Africa.

The DLC has resources which comprise of:

- a. Offices for the Director, Deputy Directors, Secretary, Secretariat and Departmental Heads, Information, advice and counselling officers, Sectional Heads, staff etc.
- b. A 50-seater capacity e-library
- c. 500 capacity CBT Centre.
- d. A video conferencing facility.
- e. A resource centre in each geo-political zone.
- f. Vehicular/Logistic support (Course Material delivery)
- g. Warehousing facilities for electronic and hard copies of Course Materials.
- h. Liberal Learning Environment;
- i. A Video conferencing facility;
- j. Online Platform/Software (Moodle)
- k. Data Centre which serves for Backup online contents, Upload of course materials in case of failure of primary server documentation of student and staff records
- l. DLC Library with series of *E-books*, *Hard copy textbooks*, e-journal links on the library's homepage
- m. Telephone Call Centre
- n. Video Recording Studio

8.3.7.6 Areas of Strength

The areas of strength of ABU DLC are:

- a. Increased capacity to teach more courses and accommodate more students – implies increased
- b. Revenue, without direct increase in cost.
- c. Enhanced, adaptive learning environment which will maximize student assimilation and success.
- d. 3. Ability to maintain a competitive edge, prestige and differentiation from other the institutions.
- e. 4. Local capacity building – empowering Lecturers, Administrative Staff and Students to evolve them
- f. skill set and capabilities, making them globally competitive.
- g. 5. Deeper access to global content, guest foreign Lecturers, research collaboration etc.

8.3.7.7 Prospects for Growth

Leveraging on the existing capacity, the ABU DLC has prospects for growth relative to:

- a. Multi-channel access to course content.
- b. Learning experience customized to the method best for the student.
- c. Internationalized experience and resume booster with guest Lecturer certificate programs.
- d. Students with jobs can have remote while still keeping their day job, with full access to courses without
- e. Training by global universities and ABU or foreign based post graduate instructors.

8.3.7.8 Challenges

Some challenges faced by ABU DLC are

- a. Excessive travel costs;
- b. Qualified applicants who due to their vocation/logistic challenges have refrained from applying;
- c. Rental payment of liaison offices.

8.3.7.9 Financing

The sources of finance of ABU DLC are:

- a. Students' fees;
- b. Sales of forms.

8.3.8 Ahmadu Bello University Farms

The Ahmadu Bello University Farms will be discussed in subsequent sub sections.

8.3.8.1 Historical Perspective (Background)

The university farm Shika was a gift by Nigerian Tobacco Company to Ahmadu Bello University in 1971. In 1976/1977 session plots of land were allocated to students of faculty of Agriculture to cultivate for themselves, since then the farm has been used for demonstration and practical training for students of faculties of agriculture and veterinary medicine as well as students of biological sciences.

The University farm has been growing and becoming more important as a centre of training of students of agriculture and veterinary medicine throughout the 70s and early 80s, the farm was managed by the department of animal science under the leadership of the provost of the agriculture and veterinary complex. The farm was jointly funded by allocation from the university and faculties and research institute under the agricultural complex.

In the late 80's when there was dwindling revenue and funds to the university from federal government, the then Vice-Chancellor Professor A.N Muhammed appointed a general manager for the farm with a view to commercialize the farm, unfortunately this arrangement didn't take off.

8.3.8.4 Support services rendered

In the 90s there was a lot of infighting between the institute particularly NAPRI and animal science department, sole administrator was forced to transfer the management of the farm to the then Director of veterinary teaching hospital in October 1997. A management advisory committee was also established in 1997. The members of the committee are: Vice-Chancellor, Chairman, Directors, IAR, NAERLS, NAPRI, VTH and DAC as member other member are; the Deans faculties of Agriculture and Veterinary medicine. The secretary of the vet teaching hospital served as the secretary of the committee.

In 2015, then the Vice-Chancellor Prof. Ibrahim Garba directed that the university farm Shika should be handed over to the Agric Vet Complex, since then to date the chairman Agric Vet Complex take cares of the management of the farm.

Some support services rendered by ABU Farms and their beneficiaries are presented in Table 6.8:

Table 8.10: Support services of ABU Farms

S/No	Support service	Beneficiary
1	Poultry production	University community, students of ABU and students of other institutions
2	Orchard (guava & orange)	University community, students, local community
3	Grain	Surrounding communities
4	Pasture	University farm, other university units, surrounding community

8.3.8.5 Facilities

Some facilities of ABU Farms are:

- a. Offices (3 number);
- b. Workshop (4 number);
- c. Poultry pen (2 number);
- d. Farm manager's house & boys' quarters;
- e. 4 blocks of junior staff quarters;
- f. Cattle pen;
- g. Small animal pen;
- h. Dam;
- i. 426 hectares of land (363 arable).

8.3.8.6 Achievements recorded

An achievement recorded at ABU Farms is the establishment of orchards which has the following:

- a. 640 stands of guava in 2010;
- b. 820 stands of guava in 2012;
- c. 520 stands of orange in 2012.

Similarly, ABU Farms was able to venture into poultry production of both layers (3000 capacity) and broilers (400 capacity). Likewise, the Livestock available at ABU Farms are: Cattle; Sheep; Goats.

8.3.8.7 Areas of strength

The potentials of ABU Farms are enormous. With a total of 426 hectares of land (363 arable) as well as a Dam, both agriculture and aquaculture are viable businesses to venture into. Similarly, available facilities such as poultry pen, cattle pen and small animal pen, livestock business equally has enormous potentials.

8.3.8.8 Prospects of growth

The prospects of growth of ABU Farms lies in optimising its resources through keying into policies and programmes (both national and regional) for the socio-economic development of Nigeria. Also, value chain partnerships could lead to growth of activities in ABU Farms. In essence, both land cultivation and animal husbandry can thrive in ABU Farms if resources are optimised.

8.3.8.9 Challenges

The challenges of ABU Farms are: security; funding; staffing.

8.3.8.10 Funding

The source of funding of ABU Farms is through self-financing. Sales proceeds from orchard and livestock are used to finance activities.

8.3.9 School of Postgraduate Studies

The School of Post Graduate Studies (SPGS) is a unit in ABU. Details of this unit are presented in subsequent sub sections.

8.3.9.1 Historical Background

Statute 21 of ABU Law established the Postgraduate School (which later metamorphosed into the SPGS in 2015) in 1980. It commenced operation in 1981 and graduated the first set of students in 1983, thus, having to its credit 40 years of experience in the delivery of quality graduate education and research. By the structure of operation, all admitted students pursuing postgraduate programmes in the University are students of the School of Postgraduate Studies. However, the Academic Departments of the University are responsible for the actual delivery of the approved curricula for the graduate academic programmes as well as the supervision of students' research activities.

The Colleges and Faculties superintends over the Academic Departments in performing their functions with respect to postgraduate studies in the University and relate to the school in that regard, while the Board of the School of Postgraduate Studies regulates as well as oversights all academic and research activities in respect of postgraduate studies in the University. The Senate is the final approving body of all postgraduate academic programmes and activities.

There are currently sixteen (17) Faculties and a Business school that offer a wide range of opportunities for postgraduate research in Administration, Agriculture, Arts, ABU Business School, Allied Health Sciences, Basic Medical Sciences, Basic Clinical Sciences, Clinical Sciences, Education, Engineering,

Environmental Design, Law, Pharmaceutical Sciences, Physical Sciences, Life Sciences, Social Sciences and Veterinary Medicine.

The School of Postgraduate Studies (SPGS) currently runs/manages 539 postgraduate degree/diploma programmes. This most probably is the highest number of programmes amongst Universities in Nigeria (Federal, States & Private). The breakdown is as follows; 164 PhD–164; MPhil–16; Academic Masters (MSc/MA/MEd/LLM/MFA)–238; Professional Masters–44; PGD-76 and Doctor of Medicine (DM)-1.

Mandate/Functions

The mandate/functions of the school as defined/provided for under statute 21 of the university law are as follows:

- i. Responsible for the coordination of PG Programmes of the University including planning, coordination, administration of & admission into the programmes of study;
- ii. Recommend on the provision of appropriate facilities for PG studies and to regulate the disbursement of funds allocated for postgraduate work;
- iii. Regulate and enhance the quality of PG learning, instruction and research including educational exchange and contact within and outside Nigeria;
- iv. Promote publication of research output from postgraduate studies;
- v. Monitor and evaluate the performance of PG studies including teaching, supervision, mentoring, examination and graduation and report to University Senate and
- vi. Publicize the postgraduate activities of the University with a view to attracting enrolment and financial support from governments, industries and other donors and partners for the sustenance and expansion of these activities.

Table 8.11 depicts staff in SPGS across the various offices in the unit.

Table 8.11: Staff of SPGS

S/N	Sections/Unit	Number of Staff
1	Dean's Office	4
2	Admissions & Registration Section	4
3	Lectures, Instruction & Mentoring Section	4
4	Supervision & Examination Section	4
5	Graduation & Certification Section	2
6	Performance Monitoring & Evaluation Section	2
7	Kongo Campus Annex	8
8	ICT & Multimedia Unit	5
9	Records Data & Archive Unit	2
10	Library & Publication Resource	3
11	Outreach, Collaboration and Linkages Unit	1
12	SPGS Journals and Conference Unit	1
13	Finance and Stores Unit	7
14	Resident Internal Audit Unit	3
15	Procurement Unit	1
16	Works and Maintenance Unit	3
17	Security Unit	10
	Total	64

8.3.9.4 Support Services Rendered

The support services rendered by SPGS are:

- a. Applications, Admissions and Registration: This section which is under the school secretary's provides general secretariat and administration services to the school, including issuance of statement of result to student who have successfully completed their programmes of study. In addition, it deals with matters such as keeping records of approved existing programmes, newly approved postgraduate programmes introduced, advertisement and call for application for admission (sales of admission forms), screening of applicants, admission process, registration and matriculation as well as cases of re-admission and de-registration of students of overstayed students. The target beneficiaries are applicants, staff and students;
- b. Lectures, Instruction and Mentoring: Prepares proposed Postgraduate Academic Calendar for consideration and approval by the SPGS Board and Senate. It also monitors implementation of

the approved academic calendar, Confirmation of Research Topics and appointment of Supervisory Committees to Postgraduate Students, maintaining records of course work examinations results among others. The target beneficiaries are staff and students;

- c. Research, Supervision and Examination: This section handles matters relating to but not limited to, Appointment of External and Internal Examiners, dispatch of completed dissertations and theses to appointed internal and external examiners, External Examinations/viva for theses and Dissertations as well as monitors matters of effective Postgraduate Supervision. The target beneficiaries are applicants, staff and students;
- d. Graduation and Certification: Prepares and maintains list of graduating postgraduate students, processes submitted theses and dissertation as well as distribution of same to faculties, departments and selected libraries. The target beneficiaries are staff, students and graduates;
- e. Performance, Monitoring and Evaluation: This section deals with matters of Variance on Admitted and Registered Students; Level of Compliance with SPGS Regulations during Theses/Dissertations/Projects External Examinations/Viva; Degree of Compliance with Approved Academic Calendar by Departments; Preparation and Production of Annual Report; Preparation and Production of Annual Work Plan as well as Complains to SPGS and Feedback from Students and Staff. The target beneficiaries are staff and students.
- f. SPGS Biannual Conference and Journals: This unit is specifically charged with the responsibility of organising the regular Biannual Conference of the school as well as ensuring the production of the two SPGS Journals, one for the Sciences and the other for Humanities. The target beneficiaries are staff and students;
- g. ICT and Multimedia: The ICT and Multi-media unit provides support ICT Services for both staff and students. To this end, the unit oversees the school's dedicated servers, as well as manages the school's SERVICOM & Call Centre, the school's official Website and the SPGS New Portal. The target beneficiaries are staff and students;
- h. Library and Publications: This facility is charged with the responsibility of providing library and information service to both staff and student. It also handles the production and distribution of SPGS Publications. The target beneficiaries are staff and students;

- i. Outreach, Collaborations and Linkages: All Outreach, partnership, collaboration and linkages issues and activities between the school and external parties from academia or industry, within the country or outside the country are coordinated as well as facilitated by this unit. The target beneficiaries are staff and students.

8.3.9.5 Facilities

The SPGS has an imposing building serving as its main office at the main campus as well as an annex building at the Kongo campus of the university. The office buildings at both the main and Kongo campuses are well furnished and equipped with good number of computer equipment as well as a robust internet connectivity. In addition, the school has reasonably large undeveloped space for future development.

8.3.9.6 Achievements recorded

Some achievements of SPGS are:

- a. Staff Training and Development: A total of 21 staff were fully sponsored to attend workshops and specialized training relevant to their skill improvement and career progression. The beneficiaries comprised of 19 senior and 2 junior staff covering administrative, finance & audit, librarians and technical cadres. The school developed a staff development policy in line with the skill gap analysis conducted in 2017 to guide the reform and restructuring agenda. The selection of beneficiaries took cognizance of the new created sections and units and those appointed to provide leadership in such capacities. The workshops and trainings have positive impact and facilitated the outcomes the school have recorded;
- b. The Linkages, Collaboration and Outreach Unit of the School of Postgraduate Studies was established with the mandate of initiating collaborations/linkages with sister institutions from academia or industry, within or outside the country and also to serve as liaison between the School of Postgraduate Studies and its outreaches like the Distance Learning Centre of the University.
- c. Outreach Activities: The major outreach of the School of Postgraduate Studies at present is the Distance Learning Centre. The DLC has been successfully running the MBA programme in the past two years. The first set of graduating MBA students would be part of the 2018 convocation of the University.
- d. Other achievements: these include:
 - i. The school also piloted the introduction of flexible payment and course registration plan (FPRP) in the 2017/2018 academic session, the result was

very convincing in terms of increase in the number of students who registered, ease of registration for students, opportunity for indigent students to enrol into PG programmes, increase in IGR, etc. Initially the flexible payment system was based on three options (30%; 50%; 100%) but experience from its operations after the first two years necessitated a review to the provision of two options (50% and 100%) effective 2019/2020 session.

- ii. The school has been recording improvements in the graduation of students. For instance, the school presented a total of 4,038 graduands for the conferment of various degrees and diplomas during the 2018 convocation. This shows an increase of 11% over the 2017 figure. There is clear indication that the number of graduations for 2019 and 2021 will significantly surpass the 2018 figure.
- iii. The school acquired and installed three (3) new servers at the Iya Abubakar Institute for Information Technology (IAIICT) NIS data centre with one of three servers stationed at the school as a mirror server, solely dedicated to SPGS to anchor the ICT-driven and flexible learning and service environment to ensure uninterrupted connectivity and real time operations and services delivery.
- iv. Also, the School in partnership with the IAIICT of the University has recently developed and deployed PG EXAMLOGIC 3.0 on the newly developed SPGS portal. This will no doubt revolutionise the process for the collation, processing, publishing as well as storage and retrieval of postgraduate examination results across the university thereby promoting greater transparency, accuracy and efficiency in results management.
- v. The newly developed SPGS portal had been fully launched and deployed for candidates' application for admission and students' registration since 2019. This was made possible through the commitment and dogged determination of young ICT talents the university administration graciously employed for the school.
- vi. The school developed and published two (2) new mentoring guides for both Mentors and Mentees aimed to guide, facilitate and improve the process of student supervision, mentoring & counselling and graduation. These are always distributed to all registered students (new and returning) as well as all supervisors across the university. Sensitization workshops on the use of the guides and the research logbooks had held in order to ensure effective use of these new items.
- vii. The school also introduced a performance monitoring and evaluation mechanism to further promote quality assurance. The system comprises of

templates and checklists to establish the level of compliance with approved academic calendar by Departments, SPSG regulations during theses/dissertation examinations, carrying capacity of Departments running approved PG programmes, performance appraisal of approved PG programmes and student supervision workload etc. The objective was among other things to introduce a more scientific and objective criteria for allocating admission quota for each approved programme across the university.

- viii. Engagement with stakeholders. An interactive session in all faculties was organised where the SPGS Management responded and proffered solutions to questions raised by Postgraduate Students on academic issues.

8.3.9.7 Areas of strength

The strengths of the SPGS which are internal attributes that accord it position of advantage in the conduct of its operations and delivery of services are as follows:

- a. Large reservoir of versatile and competent human resources;
- b. Over 40 years' experience in the delivery of postgraduate education;
- c. Process capabilities;
- d. Robust ICT Infrastructure;
- e. Great employee motivation and commitment;
- f. A vibrant technology supported SERVICOM and students' call centre;
- g. Capacity to deliver through blended teaching and learning system;
- h. Conducive work environment.

8.3.9.8 Prospects for growth

The SPGS must continue to be sensitive, responsive and relevant to its environment towards this end, the following shall be top on the agenda of the school:

- a. Desirous of getting the university to transit to a postgraduate university by emphasising more on postgraduate education and training
- b. Increasing enrolment from current annual average of about 6,000 to 10,000 in the first instance and gradually but steadily to 20,000 in the next ten years.
- c. Increasing graduation rate on record time, from current annual average rate of about 40% of enrolment to about 80% in the next ten years.
- d. Improving the quality of research at postgraduate level. Comprehensive programme and curriculum review of all approved postgraduate

programmes in the university in order to make them more viable, competitive and relevant.

- e. Automating the entire examination process with respect to both the coursework and Viva management, through the optimum use of the recently developed and deployed PG EXAMLOGIC on the newly developed SPGS portal. This will no doubt revolutionise the process for the collation, processing, publishing as well as storage and retrieval of postgraduate results across the university thereby promoting greater transparency, accuracy and efficiency in results management.
- f. Establishing an effective monitoring and evaluation mechanism that will ensure strict compliance with approved academic calendar and observance of regulations by Departments.
- g. Determining realistic carrying capacity of Departments running approved Postgraduate programmes. This will enable the school have a more scientific and objective criteria for allocating admission quota for each approved programme across the university.

8.3.9.9 Challenges

Some challenges of SPGS are:

- a. The school has been witnessing decline in subscription and enrolment since 2018 even with increase in the number of postgraduate programmes (see table 1). This may not be unconnected with increase competition owing to the increased number of universities offering postgraduate programmes. More importantly is the deteriorating security situation in the country especially along the Abuja-Kaduna Road;
- b. Lack of compliance on approved admission quota resulting in both over admission leading to overloading supervisors with student supervision;
- c. Low turnout of newly admitted (8224) and returning (7639) students out of which 4414 and 3066 partly attributable to poor PG student supervision performance;
- d. Lack of strict compliance with the approved academic calendar resulting in wide variation of timelines for examinations and submission of semester course work results which affect research work;
- e. Noncompliance with some aspects of SPGS regulations on selection of supervisors/supervisory committee, appointment of internal/external examiners resulting in rancour amongst supervisors and between supervisors and students;
- f. Non-use of student research logbook to monitor the progress of student research and to also check the quality of supervision provided by supervisors;

- g. Excessive delays of students in many PG Programmes leading to damaging of the image of the University;
- h. Inadequate staffing for the SPGS and low ICT skill amongst the available personnel leading to paper-based operation, slow responsiveness;
- i. Other challenges which include:
 - i. Poor information broadcast and Feedback
 - ii. Poor Cooperate visibility, branding and ranking
 - iii. Non-effective enforcement of SPGS Regulation
 - iv. Inadequate tracking and performance monitoring and evaluation
 - v. Lack of integration with social media
 - vi. Non-flexible learning environment (Rigid system).
 - vii. Low Graduation rate
 - viii. Poor Supervisor and Supervisee Relationship and mentoring
 - ix. Lack of Framework to drive ICT and flexible Learning Environment
 - x. Total dependency of SPGS on Central Infrastructure

8.3.9.10 Financing

The university is the sole source of finance for the SPGS.

8.3.10 Institute of Administration

The Institute of Administration is one of the oldest units in ABU. Details of this unit are presented in subsequent sub sections.

8.3.10.1 Historical Background

The Institute of Administration has had a glorious beginning. Founded in 1947 as a Clerical Centre, the Institute of Administration is the oldest Institute of Higher Learning in West Africa devoted to the teaching of Administration, Management, Accounting and Law to the present time. In the 1950s to 1960s, the Institute was proudly referred to as a venture, which gave lead in Africa, south of the Sahara.

In October, 1962 the Institute was incorporated into the mainstream of the University with its mandate as enshrined in the Statute of Ahmadu Bello University Laws (Chapter A14 LAWS OF THE FEDERAL REPUBLIC OF NIGERIA, Revised edition Act 2004). The Institute houses; Faculties of Administration and Law and the Centre for Islamic Legal Studies. It has from the date of its incorporation, developed into an Institution with functions as an Institute for, Undergraduates and Postgraduates Studies, Research as well as an in-service training Centre for Certificate and Sub-degree courses. The faculties consist of Departments of Public Administration, Local Government and

Development Studies, Islamic Law, Public Law, Commercial Law and Private Law, etc.

The University is in the process of creating more Departments to create and generate knowledge as well as accelerate development in the North, Nigeria and beyond. The Institute has two Main Governing organs; the Board of Governors and the Professional and Academic Board (PAB) as provided for in the Statute.

8.3.10.2 Mandate of the Institute

The mandate of the Institute of Administration are:

- i. To provide courses of Instruction for Diplomas, Certificates and other distinctions.
- ii. To provide specialist training courses whether leading to university distinctions or not, for Government and Local Government employees and other persons.
- iii. Under such condition as may be prescribed by appropriate authority, to award or to recommend to the University Senate the award of Diplomas, Certificates and other distinctions.
- iv. To conduct research, with particular reference to Administration, Law and Local Government.
- v. To provide for extension services and for this purpose to provide Courses, Conferences and Lectures, and
- vi. To assist in teaching function of the University at graduate and undergraduate levels.

8.3.10.5 Facilities

The Institute of Administration consists of the Director's office, Secretary's office and the Finance Office all situated in the administrative building. Also, the Institute of Administration share facilities with other Departments within the Kongo campus.

8.3.10.6 Support/Services Rendered

The Institute of Administration runs Diploma Programmes which have tremendously improved the educational administrative and managerial capacities of the Northern states and Nigeria in general. The Diploma programmes are mainly designed for the Northern states in order to bridge the gap between the North and South. The Diploma Programmes are in the following fields:

- i. Diploma in Accounting
- ii. Diploma in Forensic Accounting
- iii. Diploma in Procurement and Supply Chain

- iv. Diploma in Entrepreneurship and Talent Development
- v. Diploma in Banking
- vi. Diploma in Islamic Banking and Finance
- vii. Diploma in Insurance
- viii. Diploma in Management
- ix. Diploma in Law
- x. Diploma in Sharia and Civil Law
- xi. Diploma in Local Government
- xii. Diploma in Public Finance
- xiii. Diploma in Development Studies
- xiv. Diploma in Cooperative and Rural Development
- xv. Higher Diploma in Local Government
- xvi. Diploma in Public Administration
- xvii. Diploma in Personnel and Industrial Administration
- xviii. Diploma in Office System Administration and Management
- xix. Advanced Diploma in Public Administration

The Institute has also secured affiliation with National Board for Technical Education (NBTE) to run National Diploma (ND) programmes and was approved by the Board of Governors (BOG) at its 49th meeting. The Diploma programmes that were granted interim accreditation status to the Institute of Administration are:

- i. National Diploma in Local Government Studies
- ii. National Diploma in Accounting
- iii. National Diploma in Business Administration
- iv. National Diploma in Banking and Finance
- v. National Diploma in Public Administration

The Institute was always alert to develop and introduce new programmes in new fields/areas to accelerate development in the Northern states in particular and the Nigeria in general.

The Institute provides municipal services to make environment conducive to students and staff. Also, the Institute maintains the existing infrastructural facilities and often modernizes them.

8.3.10.7 Achievements Recorded

The Institute of Administration had introduced new Diploma and National Diploma Programmes in the area of

- i. Diploma in Forensic Accounting
- ii. Diploma in Procurement and Supply Chain

- iii. Diploma in Entrepreneurship and Talent Development
- iv. Diploma in Public Finance
- v. Diploma in Development Studies
- vi. Diploma in Cooperative and Rural Development
- vii. National Diploma in Local Government Studies
- viii. National Diploma in Accounting
- ix. National Diploma in Business Administration
- x. National Diploma in Banking and Finance
- xi. National Diploma in Public Administration

8.3.10.8 Areas of Strength

The Institute excel in conducting training workshops for staff of states, Local Government Areas based on requests by Federal Ministries, Departments and Agencies respectively.

8.3.10.9 Prospects for Growth

Arrangements are in pipeline to establish award of several grade of Professional Membership of Institute of Administration to the general public. The Institute is empowered by Paragraph 18 of Statute to award membership to deserving persons. The membership are classified as follows:

- i. Fellow Member
- ii. Full Member
- iii. Associate Member
- iv. Graduate Member

8.3.10.10 Challenges

One of the key challenges that the Institute of Administration is facing has been the issue of paucity of funds. Although, the Institute is saddled with the core mandate and responsibility of coordinating and organizing Diploma programmes in Kongo Campus and provision of junior staff for faculties, libraries, School of Postgraduate Studies of Kongo annex and other units/sections of the Institute for delivery of effective service. There is no much commensurate financial assistance from the central administration to enable the institute carry out her core mandate and responsibility smoothly. Another, challenges facing the Institute had been the issue of non-completion of the extension building of the University Health Service, clinic of Kongo campus. This project was designed to meet the increasing health demands of staff and their families and also staff of other organizations that registered with UHS of Kongo campus through National Health Insurance Scheme (NHIS) especially, this requires the need of more bed space and creation of labour ward.

The Institute had been finding it difficult to meet most of her financial obligations including the day-to-day running of the campus. The situation was worsened as a result of the taking over of the diploma revenue that hitherto accrued to the institute.

The 2.2 million (N2,200,000.00) naira quarter allocation to the Institute has been grossly inadequate in meeting the financial demands of the Kongo campus and now was downside to N450,000.00.

The statutory quarterly Board of Governors meeting that use to hold every three months became difficult due to paucity of funds which had seriously affected the Institute where key policy decisions are made to hold quarterly is now holding once a year. In addition, coupled with the financial problems that arose as a result of the centralization of the revenue generated by the Institute, the 19 Northern state governors that hitherto made financial contributions to the institute have ceased to make contributions. All these problems had led to a situation where the smooth running of the Institute is becoming increasingly difficult. The staff quarters and students' hostels are in a very deplorable conditions due to the financially constraint to carryout minor work repairs/renovation or a times to execute major repairs where necessary.

The Security Personnel of the Institute are grossly inadequate. For instance, most of the duty posts expected to be manned by two or three security men are manned by only one in some instance by none due to inadequacy. The Institute has about 282 personnel before the redeployment some time in February/March, 2020. We are suggesting that the University Management should look into the issue and approve the recruitment of at least 120 security personnel to cover the outstanding gap in order to improve the security service delivery at Kongo campus.

8.3.11 Institute of Education

The Institute of Education is a unit in ABU. Details of this unit are presented in subsequent sub sections.

8.3.11.1 Historical Background

The Institute of Education, ABU Zaria was established in 1965. Since its establishment, it has played and has continued to play a significant role in the production and retention of good quality teachers for the basic and secondary education levels in its catchment areas (the Northern states) and the country in general. The Institute was patterned after the Institute of Education of University of London coming in just (3) three years after the establishment of Ahmadu Bello

University by the Northern Nigerian Law No. 10 of 1965 which was a direct response by the Northern Regional Government to meet the demand for teacher education in Nigeria and with specific functions as enshrined in Statute 14 of Ahmadu Bello University (transitional provision) Act Cap A14, of 2004.

8.3.11.2 Mandate of the Institute

The mandate of the Institute of Education, Ahmadu Bello University, Zaria, may be summarized thus: teaching, research and community service. This is contained in Statute 14 of Ahmadu Bello University (transitional provision) Act Cap A14 2004. Statute 15 of ABU Law has set out its functions which include:

- a. to act in an advisory and consultative capacity to the ministries charged with responsibility for education in the states on any matter pertaining to education and to collaborate with the said ministries both in the planning and extension of educational facilities in the states and in the provision, either by itself or in conjunction with other bodies, of suitable courses of study and instruction;
- b. under such conditions as may be prescribed by the appropriate authority anything, to recommend to the Senate the award of degrees, diplomas, certificates and other distinctions;
- c. to conduct and promote research, and to act as coordinating agency for research, in all matters pertaining to education and the development of education in the States;
- d. to promote the training of teachers and other persons engaged in or intending to engage in educational work;
- e. to provide or coordinate in providing courses, conferences and lectures for purposes concerned with or interested in education;
- f. to provide educational centres for the promotions of the educational interests of persons concerned with or interested in education;
- g. to advise on the establishment and maintenance of professional library services in the States;
- h. to assist in the teaching function of the University at graduate and undergraduate levels.

8.3.11.5 Facilities

The Institute of Education has the following facilities:

- a. **Institute Premises:** The Institute's premises include every property and facility within its area belonging to the Institute both in the main campus and Annex. These include: Classrooms, lecture halls, open fields, etc.
- b. **Computer & ICT Laboratory:** The Institute has a fully equipped computer laboratory in the Institute with a carrying capacity of 13, and

equipment for digital presentations. This laboratory is newly opened, but is not open to students at the moment.

- c. **Library:** The Institute has a well-equipped reference library with a limited sitting capacity of not more than sixty (60) users at a time. The library is well staffed with professional librarians and other support staff who work tirelessly to ensure that nothing but the best of library services is provided for its users. The library has a News Paper room in which up to five National Dailies are subscribed to for the general information needs of both staff and students.
- d. **Printing Press:** The Institute has a printing press at the premises of the Institute (located at the ground floor of the old building). The press is fully functional and it does the entire Institute's printing as well as outside jobs. It also provides bindery services like students' project binding, newspaper binding, theses and dissertations, etc.

8.3.11.6 Support Services

The Institute of Education has the following support services:

- a. **Affiliations:** The Institute of Education has 103 Affiliated Institutions.
- b. **Security Services:** The security services unit falls under the office of the Director of the Institute. The unit is headed by the appointed head of the unit. There are Security Personnel at strategic places in the Institute, the common places such as the three Institute's gates, Library, car parks, Security Office and other strategic areas. Secretary's office is located close to the Institute's Mosque alongside the transport unit within the Institute. The traditional responsibilities of the unit are:
 - i. Maintenance of law and order as well as the sustenance of peaceful atmosphere conducive for the pursuit of academic activities.
 - ii. Protection of life, property and crime control.
 - iii. Issuance of identity cards.
 - iv. Providing security reports.
 - v. Issuance of cover notes as records for loss of items and documents as well as Gate pass for lawful removal of private genuine properties through the Institute's and University Gates.
 - vi. Liaison with the Police and courts for the prosecution of all criminal cases.
 - vii. Taking lawful and temporary custody of private property and releasing same when desired by the owners. Seizing stolen items or the ones suspected to be stolen and restoring to the rightful owners on proper identification.
 - viii. Arresting and detaining suspects and criminals for interrogation.

- ix. Fighting fire and its spread within the University premises and Staff quarters.
- x. Effective patrol of the Institute premises to detect criminals.

The service of the unit is available 24 hours daily. All information or other security related problems are promptly reported to the Security Office or any Security Officer nearby.

8.3.11.7 Achievements Recorded

The Institute of Education has the following achievements:

- a. Teachers-In-Service Education Programme (TISEP), and Primary Education Improvement Programme (PEIP) at Federal and State levels.
- b. Developing support programmes for States and Federal Ministries of Education to enhance effective teaching and learning at Primary, Secondary and Tertiary levels.
- c. Conducting research in different areas of its mandate, including researches for International Organizations such as the World Bank and UNICEF.
- d. Training and re-training of Primary and Secondary School Teachers and Managers in the education sector.
- e. Nigerian Integrated Science Project (NISEP) for Secondary School Teachers funded by the British Council.
- f. Primary Education Improvement Project (PEIP) in the northern states. This project, in no small measure, contributed to the quality of primary education in the region in the 1970s and 1980s.
- g. Mobile Teacher Trainer (MITT) Programme.
- h. Consultancy services in Primary and Secondary Schools in Northern States' Ministries of Education.
- i. Katsina State Staff Audit and Needs Assessment for Secondary School Teachers in January, 2008.
- j. Workshops on effective teaching of English Language in Junior Secondary Schools sponsored by Kaduna State University Basic Education Board from 28th November to 2nd December 2011.
- k. Partnership with Kaduna State Ministry of Education-on-Education Support Programme in Nigeria (ESPIN) in 2012/2013, sponsored by British Government Education Support Programme.
- l. Re-training workshops for Secondary School Teachers in Gombe and Kaduna States.
- m. Workshops on Education Curriculum Implementation at the Secondary School Level for Teachers in Zaria Academy, Shika in 2013.

- n. Sensitization Workshop on Curriculum Implementation at the University level for lecturers of Department of Business Administration, Ahmadu Bello University, Zaria in 2005 and 2013.
- o. Training Workshops for Head Teachers of Basic Education in Katsina, Kaduna and Zamfara States with the Theme “Equipping the Head Teachers with Skills for Efficient Management of Basic Education in North West Geographical Zone, Nigeria” sponsored by UBEC, 2020.
- p. **Development of Colleges of Education:** At its inception, in 1965, Institute of Education, Ahmadu Bello University, by Status 15 of ABU law, assumed responsibility for the then only 2 Advanced Teachers Colleges (ATCs) in Northern Nigerian; ATC Kano and ATC Zaria, both of which had been established and controlled by the former Northern regional government, and later by the Interim Common Services Agency (ICSA). Some assistances were originally provided by USAID (ATC, Kano), and UNESCO (ATC Zaria)
- q. **Interim Joint Matriculation Board Examination:** This was designed to centralize and control direct admission into Nigerian Universities before JAMB came to play that role.
- r. **Professional Diploma in Education:** The newest Programme in teacher education which the Institute pioneered and developed, the Professional Diploma in Education (PDE) is currently running. If the other programmes are in the past, the PDE might be said to be the Institute’s programme for the future. Yet it has a long history.
- s. **Other Notable Contributions of the Institute:** these include:
 - i. After conducting series of experiments in education, the Institute, with the sponsorship of the Federal Ministry of Education, organized the workshop that led to the production of a National Syllabus for primary schools and Teachers’ College in Nigeria in anticipation of the Universal Primary Education.
 - ii. The Institute was similarly involved in the production of Syllabuses for Post-primary schools in Northern Nigeria.
 - iii. The Institute organized the first conference of secondary school principals in Northern States since the creation of the States in 1967. About 130 principals, educationists, top government officials from federal and states Ministries of Education, WAEC and some other educational institutions participated. It was unanimously recommended that the Institute should organize the same every year.
 - iv. The Institute was required to run a diploma course in PHE to produce teachers in the subject after the Joint Consultative

- Committee on Education (JCCE) had made PHE compulsory in Grade II
- v. The Institute was required to run a diploma programme in Hausa language after Hausa was approved as a language of instruction in some states in the North.
 - vi. The Institute organized a National Syllabus Workshop for Teachers' Training Colleges (TTCs) on behalf of the Federal Ministry of Education. The objective was to draw up a common National syllabus and materials for all TTC, in Nigeria.
 - vii. The Early Childhood Education Programme which was first developed in Nigeria by Institute of Education, Ahmadu Bello University was incorporated into the national curriculum for UPE which was to start in 1975.
 - viii. The Institute undertook a UNESCO sponsored study on "Experiment and Innovation in Education: A Nigerian Alternative". It was later published as a UNESCO educational publication series in 1974/1975.
 - ix. The Institute produced seven (7) different instructional materials in Hausa, just one year developing and introducing Diploma in Hausa course at primary, post primary and post graduate levels.
 - x. The Hausa translation Bureau translated 3 books into Hausa Language; Science for Primary Schools, book 1; Health Education Book 1; Mathematics Book 1, and carried out many other translations.
 - xi. In collaboration with the Federal Ministry of Education, Institute of Education Ahmadu Bello University planned the instructional materials fair in Kaduna in 1984/1985.
 - xii. The Institute reviewed the NCE syllabus to reflect the 6-3-3-4 system of education in Nigeria.
 - xiii. The Institute was responsible for primary schools standards before the establishment of the National Primary Education Commission (NPEC) and for NCE before National Commission for Colleges of Education, NCCE came into through government policy.

8.3.11.8 Areas of Strength

The areas of strength of the Institute of Education are:

- a. Pioneering role as first generation Institute;
- b. Professional integrity and reputation;
- c. Looked up to in the education industry;
- d. Goodwill in wide range of linkages;

- e. Diversity in professional areas of staff training;
- f. Dedicated staff;
- g. Developed spirit of cooperation among staff;
- h. Experience in field work by staff;
- i. Community-related services;
- j. Capability of handling a wide range of issues;
- k. In-house printing facilities;
- l. Strong/specialized library services;
- m. Liberal learning environment;
- n. Availability of a pool of vehicles;
- o. Vibrant Governing Board.

8.3.11.8 Challenges

The challenges of the Institute of Education are:

- a. Construction of more Classrooms;
- b. Provision of Shuttle buses to convey students to Annex;
- c. Construction of hostels at Annex;

8.3.12 Centre for Islamic Legal Studies (CILS)

The Centre for Islamic Legal Studies (CILS) is a unit in ABU. Details of this unit are presented in subsequent sub sections.

6.3.12.1 Historical Background

The Centre, which is part of the University, came into existence in 1966 when the need for the Centre for Islamic Legal Studies (CILS) arose, following the decision of the Kano School of Arabic Studies (later Abdullahi Bayero College and Bayero University) to concentrate on Arabic instead of Islamic Law which it was initially catering for. Pursuant to this decision of the Kano School, the then Dean, Faculty of Law, A.B.U, Professor Noel James Coulson, approached the Ministry of Justice on October 29, 1965 with the suggestion for establishing a training Centre for Alkalis. This was wholeheartedly supported by the Premier of Northern Nigeria – Alhaji Sir Ahmadu Bello and it began its work in 1966.

In 1968, the Centre started a fifteen-month intensive teaching in various aspects of Islamic Law leading to the award of Diploma in Islamic Legal Studies and a more advanced programme leading to the award of Diploma in Shari'ah and Civil Law in 1973. In 1977, the Board of Governors of the Institute of Administration at its 10th Meeting approved the Constitution of the Centre for Islamic Legal Studies and subsequently, the Centre became an autonomous teaching and

research unit. From 1983 the Centre assumed the responsibility of preparing the syllabi, reading material and teaching of Islamic Law at the Faculty of Law and Faculty of Education, at both undergraduate and postgraduate levels.

The Centres present building and library were, however, constructed in 1971 and formally opened on the 22nd day of March, 1971. The Centre, being a research unit, engages in various research programmes which result into the publication of journals, books, articles, monographs, subject bibliographies, indexes, research papers for national and international seminars and conferences. The Centre has its own journal which it publishes with the title: Journal of Islamic and Comparative Law and it has presently published 32 volumes covering a variety of subjects on Islamic Law and comparative issues.

8.3.12.5 Support Services Rendered

CILS is a body that enjoys high patronage in the public and private areas. The Centre impacts primarily on the judiciary, ministries of justice, and legal practitioners. The Centre is also a dispenser of high impact in the general public through its outreach and enlightenment programmes. For example, the CILS Annual Ramadan Lecture Series impacts on at least 300 persons per lecture by physical attendance and tens of thousands by airing the lectures on Radio/TV.

8.3.12.6 Facilities

The CIL'S building complex is comprised of a Library, a Lecture Theatre, an E-Library, an Audio-Visual Room, Offices, Toilets and some parking space. Other assets of CILS are:

- a. Two vehicles (one is non-functional)
- b. Computers
- c. Local Area Network (LAN), Wireless Routers for internet connectivity.
- d. Audio Visual equipment
- e. Inverter (batteries requiring change)
- f. 9 Offices at the Old Law Quadrangle
- g. A 4-bedroom apartment/office space with lavatory facilities;
- h. Two block of office space
- i. Small lecture theatre
- j. E library
- k. Office internet access

8.3.12.7 Achievements Recorded

Some achievements recorded by CILS are:

- i) **Diploma in Sharia and Civil Law:** This is an academic programme leading to admission into the LL.B programme in several local universities. Being the pioneer diploma in Sharia in Nigeria, alumni of this programme include many former and current judges of the Supreme Court of Nigeria, Kadis and Grand Kadis. This diploma is still the most prestigious diploma in Sharia in Nigeria.
- ii) **Judicial Courses:** These are courses designed to introduce judicial practice to newly appointed staff of the judiciary (judicial and non-judicial, including Muftis) or to serve as a continuing education or foundation legal appreciation course. There are two types of judicial courses as follows:
 - a) Basic Judicial Course- run for six months;
 - b) Advanced Judicial Course- run for nine months
- iii) **Special Training and Evaluation of Sharia Court Judges:** Following the Sharia reforms (1999-2001), some state governments mandated CILS to train their maiden Sharia court judges and to evaluate them. CILS trained and evaluated judges from Zamfara and Katsina States.
- iv) **Training of Imams and Islamic Scholars:** CILS has trained many Imams and Islamic scholars on diverse issues, ranging from family law matters, health matters, ICT use and research, commerce, etc. the strength of CILS is that it is the only avenue that is neutral in terms of religious inclinations and it has tremendous goodwill in the Islamic population in Nigeria. It also uses Hausa language for some of its gatherings, thus breaking the barrier of communication.
- v) **Annual Judges Conference:** This started in 1999, it is the only annual colloquium in Nigeria where current Islamic law issues are discussed and the only platform where judges and lawyers practising Islamic Law in Nigeria convene. Members of the judiciary, the bar and the academia from the northern states attend this conference on an annual basis.
- vi) **The CILS Translation Series:** CILS has embarked upon the translation of some of the standard classical works of Islamic Law from the Arabic language to English language, the official language of the country. It has commenced work on the illustrious Qawanin al-Fiqhiyyah of Ibnu Juzay (d. 758/759 H), a follower of Averroes (Ibnu Rushdin al-Hafid d. 595H). Next in line shall be the Irshad al-Salikila Ashraf al-Masalik fi Fiqhi al-Imami Malik, of Ibnu Askar; the Mukhtasar of Khalil bin Ishaq; and the Tabsiratul Hukkam fi Usul al-Aqdiyahwa Manahiji al-Ahkam of Ibnu Farhun.
- vii) **Receiving and Responding to Legal Opinions from Sharia/Area Court judges:** Due to the goodwill possessed by the Centre, several judges who

have partaken in the basic and advanced judicial courses and the Annual Judges Conferences feel obliged to take knotty legal questions to the Centre for legal opinion.

- viii) **Specialized Conferences and Workshops:** CILS holds conferences on various issues such as the rights of women and children under Islamic law and on social and family issues.
- ix) **Research and Publications:** CILS has maintained the Journal of Islamic and Comparative Law (JICL) since 1970s in which it publishes articles on Islamic law. It has also published resolutions of its Fatwa Commission and proceedings of some conferences. Currently, the CILS is about to embark on a research on interpretation under Islamic law with a view to produce a manual for Islamic scholars and jurists on textual interpretation which will counter extremism in the country and the West African sub-region.
- x) **Training of Government Workforce on the Islamic System of Governance:** Katsina State mandated CILS to train its workforce on the Islamic system of governance with emphasis on accountability, transparency and government objectives and policy. The trainings covered:
 - a) Civil servants
 - b) Local government staff
- xi) **Television and Radio Programmes:** Programmes are run in Hausa language to reach out to millions of viewers and listeners on diverse current issues where Islamic scholars respond to questions and enlighten the public. These programmes include inheritance law at Sunnah TV and Scholars Corner at Alheri Radio in Zaria. Short messages and jingles are also aired through Radio Nigeria, Kaduna which has a listener-coverage of more than 100 million people. CILS is now planning a series of public enlightenment programmes through the mass media on the Objectives of Islamic Law “Maqasid”, “Dialogue and Peaceful Co-existence”.
- xii) **Review/Drafting of Laws and Regulations:** CILS is consulted by state governments to develop or make input into draft legislations that affect Muslims. It developed the Sharia Penal Code for Zamfara state in 1999 which was later replicated by other states; It also developed the Kaduna State Sharia Courts Establishment Law 2000. It also harmonized the Sharia Penal Codes and the Sharia Criminal Procedure Codes between 2003 and 2004, and it developed a bill for the Child’s Rights law sensitive to Nigerian Muslims in 2004. Most recently, CILS developed a review of the Sharia Courts Civil Procedure Rules for Zamfara State in 2018.
- xiii) **Hosting the Secretariat of the Council of Ulama’:** Since its establishment in 1990, the CILS has been the secretariat of the Nigerian

Council of Ulama and the Secretary General comes from the CILS. Recently, the secretariat moved out of the CILS and has operated independently.

- xiv) Holding Fatwa Commission Sessions and Publications of Fatwa Proceedings:** CILS has held a long list of Fatwa sessions over the past few decades and has been able to record unanimity among various religious divides amongst Muslim scholars on a large range of legal issues such as marriage, dissolution of marriage, insurance, etc
- xv) Hosting a Specialized Library on Islamic Law (Arabic, Hausa and English):** CILS hosts a library that houses books and materials on Islamic law, in Arabic, English and Hausa. This library serves law students, students of Arabic and Islamic studies, lawyers, judges, academics and the general public. Prominent Governments and scholars have bequeathed their donations and private libraries to CILS like the Sudanese government under Ja'far el-Nimeri, Ministry of Awqaf and Islamic Affairs, State of Kuwait the late Justice Abdulmalik Bappa Mahmud, Mal. Abubakar Jakada, the heirs of the late Hassan Idris, a staff member of CILS who dedicated most of his life to research in Islamic Law.
- xvi) Holding Ramadan Lecture Series:** Every month of Ramadan, CILS hosts eight public lectures on diverse issues in which renowned Islamic scholars are invited to speak to the general public in Hausa language. Each gathering is attended by at least 300 participants. Participants have the opportunity to ask the scholars various questions which are answered.
- xvii) Holding Monthly Public Lectures:** Public lectures are held monthly where local scholars and experts in Zaria (from both the University community and outside) are invited to speak on diverse issues including entrepreneurship, family, economic advancement, the menace of social vices, social values, employment and creativity, etc.
- xviii) Others:** Staff trainings/development, Registration with Government, Outreaches, Patents, Publications, Grants won, Awards, Turnover per year, New programs introduced.

8.3.12.8 Areas of Strength

The areas of strength of CILS are:

- a. Up-to-date literature on Islamic Law;
- b. Strong linkages with reputable locally and internationally recognized institutions;
- c. Shari'ah sensitive unbiased research and publications.

8.3.12.9 Prospects for growth

The prospects for growth of CILS are:

- a. Develop and mount courses leading to the award, higher diploma in shari'ah, hajj studies and fiqh and usool al-fiqh to cater for the judicial system and emerging issues in Islamic law. To also commence courses leading to the award of Postgraduate diploma in law to be run in English and Postgraduate diploma in fiqh and usul to be run in Arabic to enhance specialists in Islamic Law
- b. Sustain and improve annual and quarterly conferences, workshops, moral and spiritual training programs for Imams, preachers and Islamic scholars, and to sensitise them on the contemporary challenges of Da'awah methodology and the methodology of tafsir.
- c. To maintain documentation, translation and systemization of Islamic legal texts with particular emphasis on the text of Maliki School to facilitate learning and research.
- d. To design and run master- classes towards developing Islamic legal skills
- e. To source and establish linkages and exchange programmes with world class universities for currency, quality knowledge and enhanced capacity.
- f. Source and establish collaborations, exchanges and linkages, with world class universities and research institutions/centres for current, qualitative knowledge and enhanced capacity development

8.3.12.10 Challenges

The areas of challenge of CILS are:

- a. Funding to prepare a draft bill to provide for an Act to Regulate the Conduct of Islamic Banking and Financial Matters in Nigeria.
- b. Funding to carry out work on the first phase of the CILS Translation Series Project (al-Qawanin al-Fighiyyah)
- c. Funding to carry out a High Impact Assessment of the factors that drives high crime rates in Northern Nigeria. A Study of Illicit Drugs and Rehabilitation solutions.
- d. Others include: Inadequate staff strength, Inadequate office space and amenities (male and female), Poor internet access, Inadequate transportation facilities, Inadequate lecture halls/auditorium/classes

8.3.12.11 Financing

The sources of financing the operations of CILS are:

- a. Federal Government in terms of staff salaries, office facilities and equipment
- b. Donations by well-meaning friends and alumni members of the Centre usually to prosecute short term activities such as the `Annual Ramadan Lecture Series
- c. The proceeds derived from the Diploma in Shariah and Civil Law programme.
- d. Affiliation and collaborations
- e. Conferences and trainings
- f. Publications
- g. Diploma programmes

8.3.13 SWOT Analysis of the Knowledge Support Units

The future of the knowledge support units in ABU is their providing a superb campus-based teaching, learning, research and cognitive development environment that meets the needs of students and staff and takes full advantage of new directions in teaching and learning, access to information and scholarly resources, and new technologies. In the future, operational effectiveness of the of the knowledge support units in ABU depends on the strength and weaknesses of the units relative to resources required for effective operation that revolve around space, requisite services with accompanying infrastructure, human resource, finance among others. Comprehending these will serve as a constructive base for future improvements. The strength, weaknesses, opportunities and threats of the knowledge support units in ABU are subsequently presented.

- a. Strength of the Knowledge Support Units: The strength of the Knowledge Support Units include:
 - i. Substantial building space for employees, users and collections;
 - ii. Internet service;
 - iii. Subscription to some databases;
 - iv. Staff strength;
 - v. Large volume of printed, Audio-Visual and electronic information resources;
 - vi. E- Libraries with computer workstations and other ICTs facilities, such as digital scanners, printers, digital projectors, LCD Televisions, etc;
 - vii. Institutional Digital Repository (IDR) with more than 5,986 copies of full text Theses and Dissertations scanned and converted to

- PDF. About 3,332 items have been uploaded onto the library Dspace server;
 - viii. CD-Rom search Unit that provides access to about 16 off-line and on-line databases;
 - ix. The library acquires and also serves as depository to official publications of national and international organizations, organs of government, associations and organizations, etc in form of monographs, pamphlets, magazines, journals, newsletters;
 - x. The library also keeps rare collections and publications/resources issued on Africa and about Africans, with or without African publishing imprint such as trade publications, scholarly books, popularly called Africana collections;
 - xi. Study Space Services called Learning Common;
 - xii. Teleconferencing spaces.
- b. Weaknesses of the Knowledge Support Units: The weaknesses of the Knowledge Support Units include:
- i. Remote access to library collection by registered library users;
 - ii. Online renewal of collections by registered library users;
 - iii. IT skills of the staff to enable them cope with challenges of the information age;
 - iv. Old stock of collection which requires updating;
 - v. Automating the resources across KIL, satellite, faculty and departmental libraries;
 - vi. Automating the services of the library system across KIL, satellite, faculty and departmental libraries;
 - vii. Sourcing adequate funds for purchase of new collections and subscription to more databases.
- c. Opportunities of the Knowledge Support Units: The opportunities of the Knowledge Support Units include:
- i. Research linkages with sister institutions;
 - ii. Availability of researches to other institutions.
 - iii. Boosting the image of ABU and ABU learning resources;
 - iv. Offer training programmes to libraries of sister institutions;
 - v. Marketing researches of ABU to the outside community.
- d. Threats to the Knowledge Support Units: The threats to the Knowledge Support Units include:
- i. Unwarranted downloads of online thesis and dissertations;

- ii. Fraudulent activities with information sourced from online databases of ABU Library Complex;
- iii. Government and institutional policies to facilitate funding towards updating of collections.

8.4 Technology Support Units

6.4.1 Iya Abubakar Institute of Information and Communication Technology

The quest to meet up with the vision of ABU towards being a global university, ABU has invested in technology that supports the core functions of teaching and research of the university. The technology support in ABU is coordinated by Iya Abubakar Institute of Information and Communication Technology (IAIICT) which was initially known as ICT Directorate, Iya Abubakar Computer Centre and also Institute of Computing & Information and Communication Technology (ICICT). The IAIICT was established in 1967 as a detachment from the Department of Mathematics of the ABU Zaria.

In 1976, the IAIICT moved to its permanent location and installed the CYBER 72 mainframe serving 60 user departments of ABU and in 1989 replaced the CYBER 72 mainframe with the CYBER 932 mainframe. Also, in 1998, the IAIICT installed micro-computer systems and all operations became end-user oriented. The IAIICT is saddled with the responsibility of providing timely and qualitative computing and information technology services throughout the university.

The mandate of IAIICT is to ensure that the university takes a pride position as one of the best ICT-driven universities in Africa and in the world. Its vision is to be an ICT centre of excellence with modern computing facilities and manpower to support teaching, research and learning and other services in the university and country at large. Some roles of the IAIICT for the University are:

- a. Develop ICT and information security policy;
- b. Develop an expansive computing infrastructure that supports ICT service needs;
- c. Develop ICT technical support for high quality teaching, learning, research & administrative activities;
- d. Develop adequate and competent manpower required to provide quality support services;

- e. Identify, develop and maintain software applications for efficient and effective execution of operational processes;
- f. Coordinate acquisition, installation, maintenance and decommissioning of computing facilities;
- g. Establish and maintain rich Web resources that ensure easy and wide access to the University;
- h. Establish linkages, partnerships and collaborations with IT organizations and industry;
- i. Conduct applied research & promote commercialization of research results;
- j. Assist in the teaching functions of the University;
- k. Provide training in ICT proficiency, professional certification and other relevant courses at various levels;
- l. Improve the University's IGR through ICT.

In addition to the day-to-day maintenance and support of the campus network infrastructure, hardware maintenance, portals usage and usage of other software applications, the IAIICT has over the years recorded the following achievements:

- a. Training in ICT Proficiency;
- b. Conducted a series of digital competency workshops for staff of Registry, Bursary and other departments. There were also workshops for lecturers on MOODLE, for examination officers on ExamsLOGIC and for Deans and HODs on the use of University staff portal;
- c. Assistance with teaching;
- d. Twelve staff of the ICICT are dedicated fully to the teaching of COSC101, a basic Digital Competency course for 100 Level students. The course is offered during both first and second semesters of every session;
- e. Web site development and maintenance;
- f. Assigned Web Master to all faculties and some Institutes and Centres to facilitate creation of rich Web resources for all Units of the University. Planning to launch a series of Staff Web Presence Training (SWEPT) programmes to empower staff develop their personal web sites in a straight forward do-it-yourself manner;
- g. Laboratory development;
- h. Renovated and expanded the capacity of the existing lab for CISCO Networking Academy, using ICICT's share of its IGR. This will enhance revenue generation from the CISCO Networking Academy programmes;
- i. Post-UTME Computer-Based Test (CBT) and Examination Service;

- j. Conducted of CBT assessments for various courses from different departments;
- k. CBT Entrance Exam and pre-entry screening test for SBRS, Funtua;
- l. Constructed a 250-seater CBT Centre for the university;
- m. Sourced Internally-Generated Revenue (IGR) for the university;
- n. Provided two centres for conduct of JAMB's UTME CBT Examinations;
- o. Conducted a pre-employment CBT Aptitude Test for the Nigeria Immigration Service;
- p. Software development consultancy for the National Water Resources Institute (NWRI), Kaduna and Kaduna State University;
- q. Conducted training workshops for staff of Federal Polytechnic, Mubi sourced external grants;
- r. Running of Diploma programmes in computer science and computer engineering;
- s. Running other short courses such as Certificate in Computer Packages (CCP), SPSS (Data Analysis in Statistical Packages) AUTOCAD, Hardware Maintenance, Web Site Design and Development (WEBSDAD), 3D Modelling, CISCO Networking Academy Courses.

8.4.2 Units of IAICT

The IAICT has several units which are: Research and Business Development Unit (R&BD); Software Development Unit (SDU); Web Management Unit (WMU); Education and Training Unit (E&T); Computing & Academic Support Services Unit (CASS); Management Information System Unit (MIS); and Network Infrastructure and Security Unit (NIS). Figure 6.17 is an organogram of the technology support unit in ABU.

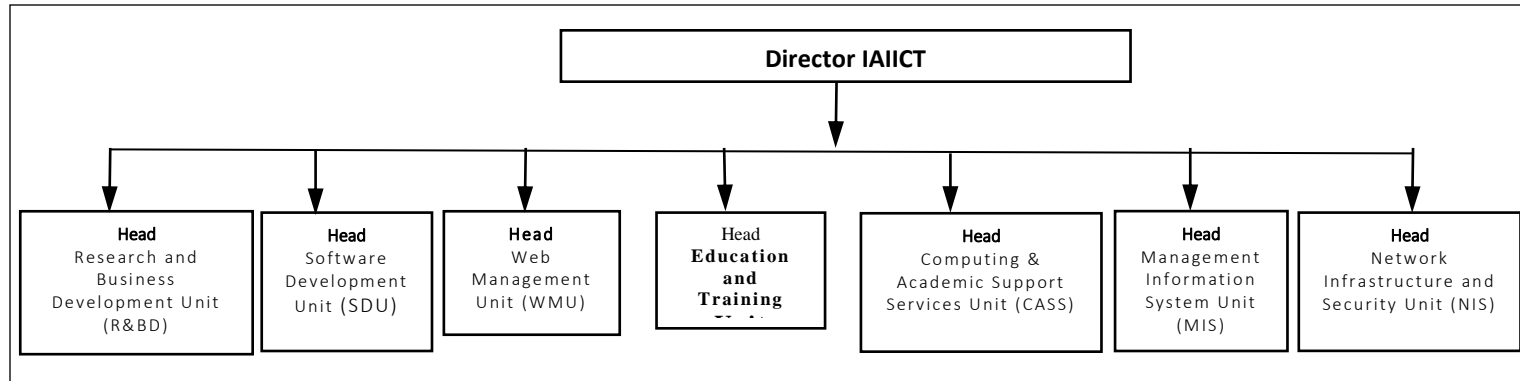


Figure 8.1: Organogram of Technology Support unit of ABU
Source: Resource Persons (2020)

8.4.2.1 Research and Business Development Unit

The Research and Business Development Unit (R & BD) Unit is in charge of IT research, planning, development and collaboration activities. It is also responsible for collaboration with other units for the enhancement of IGR for achieving the goals and objectives of the IAIICT. The functions of the R & BD Unit are:

- a. To develop and implement IT research and innovation activities;
- b. To identify potential IT research ideas and encourage collaborative research;
- c. To establish research and innovation groups with diverse and specific interest in IT;
- d. To identify and establish partnership with Industries and other organizations on collaborative research areas of interest in IT;
- e. To regularly organize national IT conferences and workshops;
- f. To develop sustainable business and marketing plan, and identify needed resources;
- g. To develop R&BD policy and procedures in collaboration with other IAIICT units;
- h. To Identify training for R&BD unit's staff for effectiveness and efficiency;
- i. To market and patent where possible IAIICT products and services.

8.4.2.2 Software Development Unit (SDU)

The Software Development Unit (SDU) is responsible for the design, development, deployment, management of software, provision of user support on software applications, as well as nurturing and promoting special skill sets in free and open-source software. The functions of SDU are:

- a. Develop software applications and/or components for automation of processes and services in the university, including mobile applications;
- b. Source, deploy, promote and manage use of open-source software;
- c. Advise the university management on acquisition of COTS (Commercial off-the-shelf) software;
- d. Provide technical support for use and management of software in the University;
- e. Provide system administration services for the computing facilities in the University;
- f. Ensure that all software applications developed /acquired and deployed by the University are thoroughly tested and meet international quality assurance standards;

- g. Provide consultancy services in software development.

8.4.2.3 Web Management Unit (WMU)

The Web Management Unit is responsible for the design, development, deployment and management of websites for the University. The Unit works with the Web Management Team (WMT) of the University, which comprise representatives of stakeholders for continuous update of platform and contents. The WMT provides website governance which includes policies and resource mobilization. The functions of the Web Management Unit are:

- a. Coordinate periodic meetings with WMT;
- b. Develop website policy for the University;
- c. Design and develop websites for the University;
- d. Ensure regular updates of the website contents;
- e. Identify resources needed for effective management of the University website;
- f. Provide technical and user training to members of staff;
- g. Provide hosting services for all websites owned by the University;
- h. Identify and create domains and sub-domains;
- i. Work with relevant units of the University in the management of Social Media platforms owned by the University;
- j. Work with the Legal Unit to ensure that contents are within the purview of the Law;
- k. Integrate the websites with relevant portals owned by the University;
- l. Perform periodic web analytics, user experience analysis and website remodelling.

8.4.2.4 Education and Training Unit (E&T)

The Education and Training (E & T) Unit provides teaching, training and capacity development in Information and Communication Technology (ICT) for continuing education and the development of middle level manpower. The functions of the E & T Unit are:

- a. Coordinates courses such as Diploma and short courses;
- b. Provide awareness and continuing education in ICT related areas;
- c. Coordinate training workshops in ICT for staff, students and the general public;
- d. Provide consultancy services to government, private establishments and individuals;
- e. Identify and recommend training resources (print and or digital) for the IAIICT Library;

- f. Develop and update training manuals;
- g. Explore, promote and take advantage of any ICT based training opportunity considered beneficial to the university community and the general public;
- h. Provide favorable and attractive atmosphere for equal opportunity and participation, especially for the girl child and physically challenged clients;
- i. Identify training needs for staff of the Unit for effectiveness and efficiency.

8.4.2.5 Computing & Academic Support Services Unit (CASS)

The Computing & Academic Support Services Unit (CASS) Unit provides support in the area of academic computing, resource development, ICT competency, and promotes the adoption of technology for teaching, learning, research and collaboration. The functions of the CASS Unit are:

- a. Provide expertise and advice on the selection and acquisition of learning and information resources, materials and technical equipment;
- b. Deliver, set up and collect ICT/audio visual equipment and resources for e-learning;
- c. Manage and maintain learning and information resources, materials and technical equipment;
- d. Conduct workshops on use and management of teaching and learning resources;
- e. Manage University computer laboratories/digital centres;
- f. Responding to all emergency situation;
- g. Provide user support for the all-ICT services.

8.4.2.6 Management Information System Unit (MIS)

The MIS is responsible for the management of information required for effective management decisions and providing user support for use of information systems in the University. The functions of the MIS Unit are:

- a. Provide lead in planning and policy formulation for developing information systems that automate University operational processes;
- b. Ensure the various information systems of the University have complete and up-to-date data at all times;
- c. Ensure seamless data exchange among deployed information systems leading to creation of an enterprise data warehouse for the University;

- d. Promote the use of deployed information systems by administrators and other stakeholders at all levels;
- e. Ensure data and report needs by University organs and other stakeholders are easily obtained from deployed information systems with minimum intervention from MIS staff;
- f. Define and document data processing business rules as stipulated by University policy and as may be amended from time to time;
- g. Design report formats as may be required by stakeholders.

8.4.2.7 Network Infrastructure and Security Unit (NIS)

The Network Infrastructure and Security Unit (NIS) unit is in charge of planning, designing, deploying and maintaining network infrastructure in the University. Detailed functions of the NIS Unit are as follows:

- a. Design, implement and maintain network and communication infrastructure to provide effective services to the university community;
- b. Maintaining ICT infrastructure/system uptime, ensure increased network utilization and optimal network performance as a matter of priority;
- c. Estimating costs of network system hardware changes including competitive analysis of future requirements;
- d. Providing operational support and management of networks;
- e. Integrating voice, video and desktop services within networks;
- f. Undertake installation and monitor basic maintenance of network equipment;
- g. Provide training and support for the internet/promoting awareness campaign;
- h. Assist in personnel development and training;
- i. Ensure reliable monitoring and reporting progress of network status;
- j. Ensure that degradation in network service or fault is resolved as efficiently as possible.

8.4.3 SWOT Analysis of the Technology Support Units

The future of the technology support units in ABU is their providing a superb campus-based network of ICT that will facilitate teaching, learning, research and cognitive development environment that meets the needs of students and staff and takes full advantage of new directions in teaching and learning, access to information and scholarly resources, and new technologies. In the future, operational effectiveness of the of the technology support units in ABU depends on the strength and weaknesses of the units relative to resources required for effective operation that revolve around space, requisite services with accompanying infrastructure, human resource, finance among others.

Comprehending these will serve as a constructive base for future improvements. The strength, weaknesses, opportunities and threats of the technology support units in ABU are subsequently presented.

- a. Strength of the Technology Support Units: The strength of the Technology Support Units include:
 - i. Substantial building space for employees and ICT infrastructure;
 - ii. Internet service;
 - iii. Staff strength;
 - iv. Micro-computer systems that are end-user oriented.
- b. Weaknesses of the Technology Support Units: The weaknesses of the Technology Support Units include:
 - i. IT skills of the staff to enable them cope with challenges of the information age;
 - ii. Sourcing adequate funds for purchase of new ICT infrastructure;
 - iii. Underutilisation of ICT instructional resources by staff and students;
 - iv. Electricity and renewable energy supply.
- c. Opportunities of the Technology Support Units: The opportunities of the Technology Support Units include:
 - i. Boosting the image of ABU as a centre of excellence in ICT;
 - ii. Offer ICT training programmes to sister institutions;
 - iii. Marketing researches of ABU to the outside community.
- d. Threats to the Technology Support Units: The threats to the Technology Support Units include:
 - i. Government and institutional policies to facilitate funding towards updating ICT infrastructure.

8.5 Career Development Support Units

The career development support units in ABU are units that support and facilitate career development as well as skill development of students. These units include:

- Students Industrial Work Experience Scheme (SIWES);
- Guidance and Counselling Unit;

The subsequent sub sections discuss each of these.

8.5.1 Students Industrial Work Experience Scheme (SIWES) Scheme

The Students Industrial Work Experience Scheme (SIWES) was initiated in 1973 by the Industrial Training Fund (ITF). This was in response to the mandate given to the ITF through Decree 47 of 1971, charging it with the responsibility of promoting and encouraging the acquisition of skills in Industry and Commerce

with the view to generate a pool of trained indigenous manpower sufficient to meet the needs of the economy. The SIWES is a skills training and competence-building intervention for students of tertiary institution. It has the potentials of increasing the scope and variety of technical skills in the common pool or general stock available for the industrial, technological and economic development of Nigeria.

The three major SIWES stakeholders or actors are students, institutions and employees. It is required that these stakeholders fully participate and cooperate with one another in implementing the scheme. Such cooperation require that the three actors share the same information on all basic aspects of SIWES.

SIWES has come to be recognized as the major avenue of bridging the gaps between the theory acquired by students of tertiary institutions and the industrial practice of the various professions and disciplines essential to the technological and economic development of Nigeria. The vision of the SIWES scheme is the provision of an enabling environment where students can develop and enhance personal attributes such as critical thinking, creativity, initiative, resourcefulness, leadership, time management, presentation skills and interpersonal skills amongst others. The scheme aims at optimising the experience of students particularly those pursuing courses in science, engineering and technology with regards to different equipment, processes, tools etc available in industry. Similarly, exposing students to the environment in which they will eventually work. The objectives of the SIWES scheme are to:

- a. Provide an avenue for students in institutions of higher learning to acquire industrial skills and experience during their courses of study;
- b. Prepare students for industrial work situations that they are likely to meet after graduation;
- c. Expose students to work methods and techniques in handling equipment and machinery that may be available in their institutions;
- d. Make the transition from school to the world of work easier and enhance students' contracts for later job placements;
- e. Provide students with the opportunities to apply their educational knowledge in real work situations; thereby bridging the gap between theory and practice;
- f. Strengthen employer's involvement in the entire educational process through SIWES.

8.5.1.1 SIWES Office ABU Zaria

The central coordinating unit for skill development support in ABU is SIWES office. The organisation and operation of SIWES in ABU is vested in the SIWES Office located in ABU Samaru campus. This is the unit that is responsible for the implementation of SIWES at the institutional level. It is the primary stakeholder that departments and faculties relate with in order to ensure students successfully participate in SIWES. This SIWES Office in ABU is headed by a SIWES Coordinator and support staff required for smooth implementation of the scheme. Also, the Coordinator of the SIWES Office is assisted by SIWES Coordinators from faculties and departments across the University. In carrying out its assigned roles under the SIWES operational Guidelines.

The SIWES Office in ABU also engages in staff development through quarterly Supervisory Meetings, workshops and seminars. Currently, the staff strength of the SIWES office ABU is:

- a. Coordinator;
- b. Three Senior Staff;
- c. Two Junior Staff;
- d. One Casual Staff

Similarly, facilities in the SIWES Office in ABU are:

- a. Six Offices
- b. Seven Executive Table
- c. Seven Chairs
- d. Two Set of Cushions
- e. Six Visitors Chairs
- f. Eight Chairs
- g. Seven Filing Cabinet
- h. Four Set of Computers
- i. Four Printers.

8.5.1.2 Liaison Roles of SIWES Office ABU Zaria

Amongst its numerous responsibilities, the SIWES Office ABU Zaria liaises with several SIWES stakeholders. This is in line with SIWES Operational Guidelines. Details of each are presented in subsequent sub-sections.

- a. Liaison with ITF: The SIWES Office ABU Zaria liaises with the Industrial Training Fund (ITF) through the following activities:
 - i. Compilation and submission of the Master List to the ITF. The Master List contains the names and other information of all

- students who are eligible and are registered to participate in SIWES;
- ii. Compilation and submission of the Placement Lists to the ITF. The Placement Lists contain the names and other information on the students and, importantly, the name and address of the employer of the student on SIWES;
 - iii. Organisation of orientation programmes, in collaboration with the ITF Area Office, to prepare students for the industrial workplace and to outline the objectives of the programme as well as the expectations of the other stakeholders;
 - iv. Collection of Lists of Employers and ITF Form 8 from ITF (The ITF Form 8 is the Evaluation Report completed by the students, employer and institution at the end of the SIWES Year);
 - v. Collection of ITF Form 8 from students and submission of the completed forms to the ITF at the end of each SIWES Year;
 - vi. Facilitation of the vetting of SIWES Documents, Log Books and ITF Form 8 by ITF Officials (The Log Book is the record of the training activities and assignments undertaken by the student);
 - vii. Liaison with ITF in respect of the payment of students' allowances through the compilation and processing of the SIP-A List (SIP-A List is used in processing payment of allowances to students through the institutions);
 - viii. Liaison with ITF with respect to supervisory allowances due to the institution;
 - ix. Participation in the Zonal SIWES Meetings under the auspices of the ITF Area Offices;
 - x. Participation in ITF-organised SIWES Biennial Conferences and other seminars and workshops;
 - xi. Liaison and correspondence with ITF in resolving problems arising from the implementation of SIWES;
 - xii. Compilation of ITF Form 8A and submission of reports to the ITF at the end of each SIWES Cycle (ITF Form 8A is the End-of-Programme Evaluation which gives a comprehensive overview of the implementation of SIWES by each institution).
 - xiii. Facilitation of monitoring visits to the institution by officials of ITF.
- b. Liaison with supervising agency: The SIWES Office ABU Zaria liaises with the respective Supervising Agency through the following activities:

- i. Submission of the compiled Master List for approval and onward transmission to the ITF;
 - ii. Submission of the compiled Placement Lists for vetting and onward transmission to the ITF;
 - iii. Submission of a copy of the completed ITF Form 8A at the end of the SIWES Cycle to the Supervising Agency;
 - iv. Collaboration in the implementation of the minimum national guidelines for supervised industrial training activities for approved SIWES courses;
 - v. Collaboration in developing, monitoring and reviewing job specifications for approved SIWES courses;
 - vi. Collaboration in reviewing courses that are eligible for SIWES;
 - vii. Participation in seminars and workshops on SIWES organized by the respective Supervising Agency;
 - viii. Liaison and correspondence with the Supervising Agency in resolving problems arising from implementation of SIWES;
 - ix. Facilitation of monitoring visits to the institution by officials of the Supervising Agency.
- c. Liaison with employers: The SIWES Office ABU Zaria liaises with Employers through the following activities:
 - i. Placement of students with employers for SIWES;
 - ii. Seeking of places of industrial attachment for students eligible to participate in SIWES;
 - iii. Collaboration with the industry-based supervisor in designing tailor-made training programmes for students on SIWES;
 - iv. Liaison and correspondence with Employers in resolving problems arising from the implementation of the scheme, particularly discipline of erring students on SIWES;
 - v. Organisation and coordination of supervisory visits to students attached with employers.
- d. Liaison with students: The SIWES Office ABU Zaria facilitates the effective participation of students (the direct beneficiaries of the scheme) in SIWES and ensures compliance with their roles under the SIWES Operational Guidelines through the following activities:
 - i. Registration of students eligible to participate in SIWES and subsequent compilation of the Master List;
 - ii. Display of the preliminary Master List to enable students check for errors with respect to data on them;

- iii. Correction of errors on preliminary Master List and compilation of the final Master List;
 - iv. Helping students to seek places of industrial attachment through issuance of introductory letters to employers;
 - v. Organisation of orientation programme for students to acquaint them with the objectives of the scheme and the requirements for participation in SIWES.
 - vi. Posting of students to industry for actual work-experience;
 - vii. Distribution of training documents (Letter of Placement, Letter of Introduction to the Employer, Assumption of Duty Form, SPE-1 ITF Form 8, Supervisor's Log Book, SIWES Supervision Assessment Form and Student's Log Book – see Appendices B & C for details);
 - viii. Compilation of Placement Lists based on the Assumption of Duty Forms returned by students (The Assumption of Duty Form confirms that the student has reported in industry for training and, importantly, provides information on the actual location of the student);
 - ix. Preparation and Distribution of supervision rosters to academic staff scheduled to visit students based on the placement lists;
 - x. Undertaking supervisory visits to students to monitor and assess their progress during training;
 - xi. Collection of SIWES documents (training Report, Log Book, ITF Form 8) from students at the end-of-the training programme;
 - xii. Arranging for and ensuring the assessment of the performance of students who participated in the scheme;
 - xiii. Arranging for and ensuring the vetting of SIWES Documents by officials of the ITF Area Offices;
 - xiv. Compilation of the SIP-A Lists required for payment of students' allowances through institutions in collaboration with the ITF Area Office;
 - xv. Arranging for and ensuring the payment of allowances to students.
- e. Internal liaison activities: The SIWES Office ABU Zaria liaises with other arms of the institution which contribute to smooth implementation of SIWES. In addition, the Head of the Coordinating Unit carries the normal responsibilities for the smooth operation and administration of the Unit. These activities include;
- i. Liaison with the various Faculties/Schools/Departments whose students are eligible to participate in SIWES;

- ii. Constitution and Coordination of SIWES Supervisory Teams of academic staff;
- iii. Liaison with the office of Vice-Chancellor/Rector/Provost with respect for policies for ensuring smooth operation of SIWES in the institution;
- iv. Liaison with the Registry with respect to adequate staffing and general administration of the Unit;
- v. Liaison with the Bursary in respect of funding of the Unit and disbursement of SIWES allowance;

8.5.1.3 The SIWES Cycle

The successful implementation of SIWES in an institution is dependent on the effective operation of the SIWES Cycle. The SIWES Cycle refers to the series of activities required to bring a SIWES programme to an end. The beginning and the end of a SIWES Cycle does not usually correspond to or coincide with the beginning and the end of an academic session or a calendar year even when there are no disruptions in the academic calendar. The SIWES Cycle is the duration from the time of registration of students who are eligible to participate in SIWES in any SIWES Year to the time when all matters, including payment of students' allowances and submission of ITF Form 8A, relating to the particular SIWES Year are completed. The SIWES Cycle is perennial in nature whereby it extends from one SIWES Year to the next. It should be noted that some SIWES activities cannot be embarked upon until some other events had taken place or some proceeding activities have been completed. The SIWES Cycle is, therefore, an important management tool for SIWES Coordinators and an important guide to all SIWES stakeholders, including students, with respect to when each SIWES activity ought to take place. It is at the end of the SIWES Cycle, and not the SIWES Year, that the ITF Form 8A can be completed appropriately.

8.5.1.4 SWOT Analysis of the Career Development Support Unit

The future of the skill development support units in ABU is their facilitating a SIWES experience that will enable skills training and competence-building intervention to students for the industrial, technological and economic development of Nigeria. The strength, weaknesses, opportunities and threats of the career development support units in ABU are subsequently presented.

- a. Strength of the Skill Development Support Units: The strength of the Skill Development Support Units includes:
 - i. Substantial building space for employees;
 - ii. Internet service;

- b. Weaknesses of the Skill Development Support Units: The weaknesses of the Skill Development Support Units include:
 - i. Lack of Enough Manpower
 - ii. Lack of required visit to Organisations
 - iii. Shortage of Funding
 - iv. Additional Mobility
 - v. Staff Development (training)
- c. Opportunities of the Skill Development Support Units: The opportunities of the Skill Development Support Units include:
 - i. Boosting the image of ABU as a centre of excellence in SIWES due to the number of participants;
 - ii. Offer skill development training programmes to sister institutions;
- d. Threats to the Skill Development Support Units: The threats to the Skill Development Support Units include:
 - i. Government and institutional policies to facilitate funding for the SIWES scheme.

8.6 Counselling and Human Development Centre

The Counselling and human development centre is a unit in the university whose details are presented in subsequent sub sections.

6.6.1 Historical background

The Ahmadu Bello University Counselling Centres came into existence in 1988 following Abisoye's Panel Report. The Report recommended among others that a Counselling Unit be created in Student Affairs Division to organize Orientation Programmes for students and to counsel them on their educational, career and socio-personal problems that might be hindering them from achieving their academic goals. The Unit was also to serve as loco-parent to the students who would want to have a listening hear to their challenges.

In 2000, a submission was made to the Ijalaiye Investigation Panel who came to investigate A.B.U Crisis about the importance of functional and well-equipped Counselling Centres for all the Universities in Nigeria to curb most of all undesirable behaviours of students in higher institutions such as cultism, drug abuse, campus unrest, unintended pregnancies, sexual harassment etcetera. In addition, students coming into the University nowadays are immature. Therefore, they need loco parents to guide and direct them towards appropriate behaviour. The Counsellors would assist and direct them in adopting and adjusting to the existing norms of the University environment and in decision-making. This was

adopted by NUC for all Universities in Nigeria. The Unit further introduced student and staff forum, which was also adopted.

In July 2013, the Centre was upgraded to Counselling and Human Development Centre with Dr. Salman A. Adisa as the Pioneer Director of the Centre.

8.6.2 Mandate

The vision of Counselling and Human Development Centre is to catalyse deployment strategies for improving Ahmadu Bello University students and staff career opportunities and sense of social responsibility.

The mission of Counselling and Human Development Centre is to promote the development of career management initiatives that will enable Ahmadu Bello University, Zaria staff and students acquire critical life skills in order for them to make informed decisions and choices from among several alternatives to enhance staff and student social development and welfare.

8.6.3 Facilities

Available facilities of Counselling and Human Development Centre include:

- a. Three (3) Counsellors Office;
- b. One (1) small General Office.

8.6.4 Services rendered

Available services rendered by the Counselling and Human Development Centre include:

- a. **Preventive function:** This is to anticipate, circumvent and forestall difficulties which may arise in future.
- b. **Rehabilitative function:** This is to help students/clients who are presently experiencing difficulties find lasting solutions or get out of the problems.
- c. **Growth function:** This is to help students derive maximum benefit from their educational, social and vocational aspirations and experiences (in the case that may require it as a pre-requisite for graduation) to enable him/her to discover his/her potentials to the fullest.
- d. **Counselling function:** Individual and group counselling services for students and staff in areas of difficulties and challenges facing them. Accommodation is provided by the centre to students who are experiencing various health challenges such as disability, less privileged students and other related psychological problems.
- e. **Scholarship and Bursary Awards:** Co-ordination of all scholarship and bursary exercises in the University for students and staff; it also assists

Local Governments, states, ministries, multi-national organizations and philanthropists to generate lists of students for verification of beneficiary status for payment.

- f. **Recruitment interview:** Coordination of recruitment interviews by governments, parastatals, of companies and other organizations wishing to recruit the University's final year and postgraduate students for employment.
- g. **Part-time work:** organization of work for needy students to work and still study in areas such as coaching lessons, ironing, babysitting, harvesting, car washing and gardening under the coordination of University staff.
- h. **Providing students' career resources and development services:** Scholarships, opportunities for self-development, career talks, workshops, learning skills and internet resources for career and job search.
- i. **Providing guidance and counselling services:** to the students with the aims of assisting them to initiate and actualize their personal, social, academic and occupation goals. By organizing students orientation programmes for both new and returning students at the beginning of each section/semester.
- j. **Providing entrepreneurship services:** in collaboration with the entrepreneurship study centre of the University to offer training for students to develop competencies and skills in creativity and innovation that will make them self-reliant in the future.
- k. **Recommending Psychological testing and assessment:** for students or clients and where necessary, by comparing notes with the academia and experts in mental health.
- l. **Providing training to students:** to help them build leadership traits for future challenges, which includes national values of patriotism, discipline, respect for culture and religion, human rights, dress code, dignity of labour, among many others; and
- m. **Educating students on gender equality:** as well as organizing lectures and seminars on peaceful co-existence for the growth and development of staff and students under general educational services.

8.6.5 Achievements:

Some achievements of the Counselling and Human Development Centre include:

- a. Coordination and Participation in inter-University Qur'anic recitations, Public Speaking, Debate and quiz Competitions by students;
- b. Settling of student/staff and University community disputes
- c. Organising career talks, job interview and Scholarships
- d. Workshops on leadership skills for student union leaders

- e. Community services (give career and educational, Talks in secondary schools in Zaria and environs
- f. Awareness campaign on drug Abuse, rape cultism, indecent dressing, suicide etc
- g. Attending Conferences Workshop and Seminars for Counsellors
- h. The Centre have helped other Universities such as BU.K, Bauchi, Jos, Minna, Katsina, Ilorin and Kaduna State Universities, F.C.E Zaria, and Kano, TV College Jos, Vetenary School Vom, to set up their Counselling Centres in order to measure up with the primary functions of the Centre.
- i. The Centre has also been collaborating with both Government and Non-Governmental Organizations such as Ministries of Youth and Sports, Women Affairs, Health, N.A.C.A, Hospitals, Welfare Offices, UNODC, NDLEA etc as some of our resources to resolve our students' problems and enhance their development.

8.6.6 Strengths

The strength of the Counselling and Human Development Centre is its Trained Counselling Staff that can be deployed anywhere, anytime.

8.6.7 Prospects for growth

The prospects of growth of the Counselling and Human Development Centre include:

- a. More Counsellors for each Faculty and Hostel
- b. More Collaborations and Linkages with other Organizations eg NGOs and Internal/External sponsors
- c. Standard and befitting structures as indicated in the Organogram
- d. Adequate structure and facilities
- e. More outreaches
- f. Establishment of Car Wash
- g. Establishment of Day care Centre

8.6.8 Challenges:

Some challenges of Counselling and Human Development Centre include:

- a. Obsolete structures/facilities
- b. Insufficient Manpower – only three (3) Counsellors in the Centre now to serve the entire University community
- c. Inadequate Funding

8.7 Institutional Strategy for the future of the University Support and Development Units of ABU

To set the pace for the future for the University Support and Development Units of ABU, a manageable number of meaningful institutional aspirational goals and strategies, along with metrics or indicators that can be used for measuring progress need to be developed which the university has to commit to addressing in future. This will be guided by reflections on each unit's current strengths, challenges, opportunities, and needs in relation to future growth. The goals, strategy, and metrics for the future of the University Support and Development Units of ABU are presented in Table 6.10.

Table 8.2 Institutional Strategy for University Support and Development Units of ABU

Unit	Objective/Goal	Strategy	Metrics/ Performance indicators
Knowledge support	To provide an academic environment supported by world-class research facilities for cognitive development and a vibrant intellectual life in a stimulating campus community	Enrich the libraries with electronic and print collection to support research and cognitive development needs of faculty and students	Number of visits to the libraries per day (physical visits as well as visits to portal)
		Integrate online learning through videoconferencing, webinars, podcasts among other modern learning methods	Number of electronic data bases accessible
		Integrate programmes on the use of library into matriculation programmes for both undergraduate and postgraduate students	Number of up to date database in terms of subscription
Knowledge support	To provide an academic environment supported by world-class research facilities for cognitive development and a vibrant intellectual life in a stimulating campus community	Enhance services with particular emphasis to postgraduate research students, ranging from assistance in accessing information to reserved areas in which to work undisturbed	Number of recent collection of both electronic and print
		Enhance services with particular emphasis to postgraduate research students, ranging from assistance in accessing information to reserved areas in which to work undisturbed	Number of cubicles dedicated to postgraduate research students and their frequency of usage
	To commission periodic quality assurance evaluations, reviews	Periodically audit library collection and management information system	High satisfaction rating from customer experience survey

	and audits to identify key academic support resource needs for future improvements	Periodically evaluate library collection and management information system for internal self-regulation and external audit	Steadily increasing levels of satisfaction with support services as measured through surveys and against international 'good practice' benchmarks *Indicators
	To infuse innovation in procurement	Deploy the use of e-procurement Improve synergy between library, ABU and procurement unit Source for library resource donations	Number of collections procured per year Transparency of procurement process Number of donors per year
	To Proffer sustainable facilities management of the operations of the libraries	Employ the use of integrated Facilities Management process relative to: Information Technology Services; Cataloguing; Cleaning; Waste collection and disposal; Fumigation/ pest control; Fire service	High satisfaction rating from customer experience survey Number of security incidences
Technology support	To effectively manage information and knowledge resources	Keep the University's systems abreast of international developments Ensuring efficient access to academic information sources Employ the use of 'Harvard' cataloging practice Provide timely and accurate management information to the University Provide Web-based research information system which allows staff and students obtain round-the clock information through the Internet and provide crucial data for management	Number of visits to libraries per day (physical visits as well as visits to portal) Ease of accessing collection (periodic feedback through surveys) Ease of sharing information that will reveal weaknesses of the management system that require improvement

		review or similar purposes	
		Actively deploy the use of web facilities to harvest data	
	ICT and information management	Increasing access and efficiency of ICT services relative to sourcing information by customers of ABU	Positive client experience survey results
		Deploying information service booths and centres at every campus of ABU	Benchmark in ICT provision and information management
	To play an active role in the University's efforts of being an internationally renowned university	Invest in database subscriptions and collections	Number of subscribed databases
		Expand e-library coverage to all satellite, faculty and departmental libraries	Urgency of renewal of database subscription
		Improve university library portal to support online renewal of collections	Number of libraries accessible on e-library platform and up-to date information available
		Provide effective support to teaching/professional development needs of faculty and administrative staff	Number of libraries in other institutions that are partners of ABU Library complex
		Share information with libraries of other institutions	
	To provide effective support to the University's implementation of any Academic Reform or new initiatives	Execute proactive maintenance and upgrade of internet network infrastructure in academic units to support online teaching and learning both inter and intra campus	Ease of sharing information that will show weaknesses of the management system that require improvement
		Enhance internet infrastructure that will support working from home	
		Identify and provide internet network to dead-spots	
	To provide convenient and efficient	Making possible efficient information relative to student	Enrolment planning against planned

	administrative services	application, admission, registration and graduation Making available effective record and documentation for good governance Investing in soft skills of staff relative to service delivery	institutional targets Accurate information on staff, students, finance and space Readily accessible current and archived records on policies and decisions
	To Proffer sustainable facilities management of the operations of the technology support	Employ the use of integrated Facilities Management process relative to: Information Technology Services; Cleaning; Waste collection and disposal; Fumigation/ pest control; Fire service	High satisfaction rating from customer experience survey Number of security incidences
Skill development support	To foster partnerships and collaborative initiatives Employability	Emphasize on partnerships (intra university; inter-unit/interdepartmental collaboration and cooperation) between institution and industry Emphasize on employability needs Invest in technology	Number of partnerships engaged in Periodic outcomes of partnership reviews Feedback from employers

Source: Resource Persons (2020)

8.8 Conclusion

This chapter discussed the University Support and Development Units of Ahmadu Bello University (ABU) which are categorized into four viz: Health and Fitness Support; Knowledge Support; Technology Support; and Career Development Support Units. Each of these units was discussed presenting its historical background after which the mandate, vision and mission of each unit is presented. Also, the present status of each unit is discussed whereby the resource base is discussed and a SWOT (strength, weakness, opportunities and threats) analysis reported. Afterwards, an Institutional Strategy for the future of the University Support and Development Units in ABU is presented which suggests directions for the future of each unit within the context of the vision and mission of ABU striving to being a world class university.

CHAPTER NINE

SERVICE UNITS OF THE UNIVERSITY

9.1 Preamble

Ahmadu Bello University, Zaria has various units that render variety of services, some not only to the members of the University Community, but for the entire municipal. These service units are described in this chapter.

9.2 Ahmadu Bello University Press Limited, Zaria

9.2.1 Historical Background

Ahmadu Bello University Press Limited was established in 1973 and incorporated as Limited Liability Company on 30th January, 1978 with the mandate of promoting academic excellence through scholarly publishing (publishing and printing books and other related materials especially for the tertiary institutions). The Company holds 50,000,000.00 issued and fully paid ordinary share capital of ₦1.00 each.

Ahmadu Bello University Press Limited is one of the Companies established and solely owned by the Ahmadu Bello University to diversify its sources of revenue. It is an independent, fully commercialized venture with its own Management and Board of Directors.

The Company is situated at Ahmed Talib Building, Ring Road, by ICSA Ramat Hall, Ahmadu Bello University, Main Campus, P.M.B 1094, Samaru, Zaria, Kaduna state.

Contacts:

Telephone Numbers: 08034524194, 08035971815.

E-mail: abupress@abu.edu.ng

Website: www.abupress.org

• Prospects

The Company maintained the confidence of its customers, executes and delivers job orders on schedule. It has installed several machinery/equipment from its cumulative retained earnings.

The Company enjoys patronage from international NGOs such as Ford Foundation Intervention Programme on Resuscitating Scholarly Publishing in

Nigerian Universities. The programme affords the Company opportunity on staff training (local and overseas), some intervention funds for new publications and re-print of selected back-list among others.

9.2.2 Organizational Structure and Staff Strength

• Board of Directors

The Board composition comprised Vice-Chancellor or his representative, 2 Governing Council representatives, Registrar, Bursar, University Librarian, 2 Congregation representatives and the Managing Director/CEO as members. The Board of Directors is the highest decision-making organ in the organization.

• Staffing

The Managing Director is the Chief Executive Officer responsible to the Board of Directors'. The company has staff strength of 86, with four Departments namely:

- i) Department of Editorial and Publications, headed by the Assistant General Manager (Editorial & Publications).
- ii) Department of Marketing and Products Development, headed by the Assistant General Manager (Marketing & Products Development).
- iii) Department of Production, headed by the Assistant General Manager (Production).
- iv) Department of Finance and Administration, headed by the Assistant General Manager (Finance & Administration).

All the heads of department are directly responsible to the Managing Director. Each department, for ease of Administration has been divided into sections, which are headed by head of sections/ Supervisor, who are in turn also directly responsible to their heads of department. The sectional heads co-ordinate and supervise all the administrative and production activities in their respective sections.

• Roll-call of Chairmen, Board of Directors

✓ Prof. Adamu Nayaya Muh'd	1987-1991
✓ Prof. Daniel Saror	1991-1993
✓ Maj. Gen. Mamman D. Kontagora (Rtd)	1994-1996
✓ Prof. Abdullahi Mustapha (DVC, Admin)	1996-2002
✓ Prof. Abdullahi Mahadi	2002-2004
✓ Prof. Yakubu A. Nasidi (DVC, Admin)	2004-2008
✓ Prof. Idris Isa Funtua (DVC, Admin)	2008-2012
✓ Prof. Ibrahim Na'iyas Sada (DVC, Admin)	2012-2017
✓ Prof. Kabiru Bala (DVC, Admin)	2017-2019

- ✓ Prof. Sadiq Zubairu Abubakar (DVC, Admin) 2019-2021
- ✓ Prof. Ahmed Doko Ibrahim (DVC, Admin) 2021-Date
- **Roll-call of Managing Directors/CEO**
- ✓ Malam Inuwa Dikko 1983-1984
- ✓ Prof. Abdulrahman Ghaji 1984-July,1993
- ✓ Chief Shu'aibu A. Afegbua July,1993 – February, 2001
- ✓ Sa'idu Hassan Adamu Feb., 2001 – August, 2004
- ✓ Alh. Abdullahi Hassan K/Sauri September, 2004 – April 2014
- ✓ Alh. Kassim Yusha'u Shika April, 2014 - June, 2016.
- ✓ Ahmad Ibrahim Ja'e July, 2016 - Date

9.2.3 Facilities

- **Company's Machinery**

Available company's machinery/equipment are spread over the four Sections of the Production department as follows: -

- a. **Pre- Press Section:** This section consists of two units as discuss below:
 - Computer Unit: This unit carries out all Typesetting, Formatting, Cover design and Color separation. The Unit has State-of-the art Computers equipped with latest soft wares, Scanners, 5100 & 5000 series LaserJet, 1100 lesser jet, and A3 size LaserJet Colored Printers and color separation Machine, etc.
 - Lithography Unit: This unit carries out stripping, filming, plating etc. The Machinery in this Unit include: Image letter (CTF)_1no. Computer to Plate (CTP), Dupliphot Plate Maker (3nos.), Plate Processor machine (it washes plate mechanically), Camera (1), Print down Frame (2nos.), Light Table (3nos.) etc.
- b. **Printing Section:** The Machinery in the Printing Section includes:-
 - Speed Master, Perfecto, 2-color heavy duty off-set printing machine with maximum speed of 22,000 sheets per hour (it can print two colors simultaneously and print both front and back (perfecting) on maximum A1 (24/2" x 36") paper size.
 - Sord-Z Two-color heavy duty printing machine with maximum speed of 12,000 sheets per hour (it can print two color instantaneously) on maximum paper size A1 (24/2" x 36");
 - Kord 64 Machine (3nos.) can print at a maximum speed of 6,000 sheets per hour with accurate registration gauge, maximum paper A2 size.
 - M.O.VP-S 4-color heavy duty off-set Printing Machine can print at a maximum speed of 8,000 sheets per hour with accurate registration gauge, maximum paper A2 size. It is good for process color printing.

- Heideiberg Platen Letter Press Machine: it is very fast, for numbering, with capacity of 5,000 sheets per hour, also does perforating, scoring etc.
- Gestetner 201 printing machine: this machine prints a maximum speed of 4,500 sheets per hour with accurate registration guage, maximum paper size full scape. It is good for both single and multiple colored printing.
- Polar 82 Guiloting Machine: this cutting machine makes it easy to trimmed and parcel the printed job.
- GTO Printing Machine: This machine is very fast, for numbering with capacity of 5,000 sheets per hour, it also does perforating, scoring e.t.c
- Digital Imaging Machine(DI):
- c. **Print- Finishing Section:** Machinery in this section includes: Wohlenberg 115 Guillotine (Cutting) Machine; Folding Machine(2nos.); Sewing Machine, Stitching Machine (2nos.), 1no. Automatic s-head stitcher; Gluing Machine, Numbering machine (6nos.); Electrified Perforating machine, Nipping Press machine, A1 size Laminating and Rimming machines.
- d. **Bindery section:** This section carries out re-binding of books, Journals, Newspapers, Theses and Magazines. The Machine in the section includes: Polar 92 Guillotine (Cutting) Machine, Gluing Machine, Spiral Binding Machine, Blocking Machine (4nos.), Nipping Press machine, Electrified Driller, Punching Machine, 2nos. Modern- type Blocking Mchine, 2nos. Auto-minal (Perfect Binder) Binding Machine, Baby pony Binding Machine, etc.

- **Power Supply**

Three standby Generators have been installed in order to supplement the adverse effects of public power outages. Production is therefore, not adversely affected by the erratic power supply from PHCN. The Generating Plants are: Renault 47 KVA, Perkins FG Wilson 200KVA and Honda 3.5 KVA power generating plants.

- **Assets of the Press**

- i. **Building**

The Company's Building Complex consists of a big warehouse where finished goods are kept before delivery. There are also three stores where raw materials, textbooks, and machines parts are kept separately. The printing room is another spacious building. Adjacent to this building is the Bindery section and Text books Stores.

At the front is the Administration Building, which houses the offices of the Managing Director; Computer section; Board Room; Editorial/Publications; Finance and Administration; Marketing/Product Development Departments; Internal Audit; Reception and Security Office.

ii. Vehicle:

The Company has four functional vehicles:-

- a. Toyota Corola, Saloon 2012 Model = 1
- b. Golf Sharon Station wagon = 1
- c. Golf-3 station wagon Car = 2

iii. Investment

The Company hold Shares in the Ahmadu Bello University Microfinance Bank (Nig.) Limited, Samaru, Zaria.

- **Technical Support**

The Company has cultivated good relationship with several other printing and publishing houses within Zaria, Kaduna, Kano, Lagos and Abuja. This makes it easier for the company to handle any volume of work awarded to it and also accomplish the task within the agreed time scheduled. In addition, the Company regularly engaged the services of consultants and other professionals whenever their services are deemed to be critical to the success of any job order at hand.

- **Raw Materials**

Ahmadu Bello University Press Limited has over the years, established very good business relationships with many dependable importers, manufacturers' representatives and Suppliers of production materials, machines spare-parts and consumables at Lagos, Ibadan, Kaduna, Kano and Zaria.

9.2.5 Achievements

- **Turnover**

The Company over the years recorded significant improvement in its operations, performance and profitability. It recorded a turnover of ₦204m in 2014 and ₦201m in 2015 and Profitability position of ₦29.3m in 2014 and ₦33.8m in 2015.

- **Registration and Business Relationship with Government and Private Organizations**

Ahmadu Bello University Press Limited has registered and engaged in several business relationships with the following Governmental and Non-governmental Organizations among others:-

- ✓ Ahmadu Bello University, Zaria
- ✓ Ahmadu Bello University Teaching Hospitals
- ✓ National Commission for Nomadic Education, Kaduna
- ✓ Nigerian College of Aviation Technology, Zaria
- ✓ Northern Nigeria Publishing Company, Zaria
- ✓ Arewa House, Kaduna
- ✓ Petroleum Trust Fund, Abuja
- ✓ Federal Inland Revenue Service, Wuse Zone 5, Abuja
- ✓ Independent National Electoral Commission, Abuja
- ✓ University of Abuja, Abuja
- ✓ Bureau for Public Enterprises, Abuja
- ✓ Northern Nigeria Law Report Committee c/o FCT High Court, Abuja
- ✓ National Programme on Immunization, Abuja
- ✓ National Judicial Institute, Abuja
- ✓ Kaduna State University, Kaduna
- ✓ Umaru Musa Yaradua University, Katsina
- ✓ Kano University of Science and Technology, Wudil, Kano State
- ✓ Federal Medical Centre, Birnin Kudu, Jigawa State
- ✓ Adamawa Emirate Council, Yola
- ✓ Sokoto State Board of Internal Revenue
- ✓ 20.Sule Lamido University, Kafin Hausa, Jigawa State
- ✓ 21.Bauchi State University,Gadau
- ✓ Nuhu Bamalli Polytecnic, Zaria
- ✓ Office of the Accountant General of the Federation, Federal Ministry of Finance, Abuja.
- ✓ Office of the Accountant General of the Federation, Ministry of Finance, Kaduna State.
- ✓ Industrial Training Fund

9.2.6 Challenges

The Company's main challenge is inadequate capital to acquire and install the most needed modern Machinery/Equipment to enhance its capacity and quality of production that will enable it compete favourably and the need to mobilize support from ABU Stakeholders for patronage of its various services to sustain growth and profitability.

9.3 Ahmadu Bello University Consultancy Services (ABUCONS)

9.3.1 Historical Background

ABUCONS Nigeria Limited is a consultancy firm established in 1984 to officially coordinate all consultancy activities in Ahmadu Bello University, Zaria. It was fully incorporated into a Limited Liability Company by the CAC in 1987 with registration number RC94643. The mandate of ABUCONS is to do business and render commercial services for the purpose of income generation and to enable the University deploy its vast human and material resources to national development. The essence of incorporation as a company is to enable it run effectively as a business unit with clearly defined business goals and objectives and to keep it free of the cumbersome processes of bureaucracy which could greatly affect its ability to operate profitably as a business organization.

ABUCONS is a full-service company, specializing in all facets of construction consultancy services, design and built services, water supply, geological survey, mining, agricultural services, information and communication technology services, projects management services, medical supply and consultancy, and facilities management services to mention just a few.

Since 1987, ABUCONS has provided these services to a broad spectrum of clients, including government agencies and private enterprises. We are known for innovative, cost-competitive services, responsiveness to unique requirement and expertise.

OPERATING PHILOSOPHY

The operating philosophy of ABUCONS as a consultant and design-built expert is based on the belief that each project has a unique solution that will best fit its individual parameters. We are dedicated to understanding the overall project needs and goals to offer solution that enhance and add value.

ABUCONS believes in adding value to its client's projects by fine-tuning calculations and researching the most adequate construction technologies in view of reducing the construction cost and increasing project efficiency.

ABUCONS understands its role in projects and strive to provide a system that meets the architectural, structural and economical requirements of each project. ABUCONS goal is to be the firm of choice by clients in Nigeria and beyond.

ABUCONS has developed a design approach to provide innovative yet practical engineering solutions derived in an atmosphere of collaboration, creativity and commitment. We utilize state of the art performance-based design approaches and conventional design techniques implemented with the experience and knowledge needed to apply them appropriately. ABUCONS complete services are provided with the personal dedication needed to meet all project requirement. To ensure this, the principals of ABUCONS is to firmly maintain an active role in all phases of every project, from preliminary concept through completion of construction.

9.3.3 Facilities

ABUCONS is housed at the second floor of the A.B.U Microfinance bank building Ltd near the Main Gate of the University Main Campus, and maintains a direct contact with departments and their human and material resources

9.3.4 Services

As stated above, ABUCONS has access to professional services provided by more than ninety academic Departments. The services rendered by ABUCONS cut across almost all fields such as Agricultural Services, Geological Survey, Mining Services, Architectural Services, Quantity Surveying Services, Building Services, Land Survey, Economic Assessment, Curriculum Development, Urban and Regional Planning Consultancy Services, Management Consultancy Services, Medical and Pharmaceutical Consultancy Services, as well as consultancy services that cut across all major Engineering Fields such as Civil and Structural Engineering, Electrical, Electronics, Communication and Engineering, Geotechnical Engineering, Mechanical, Metallurgical, Mechatronics, Automotive Engineering Services, Chemical Engineering Services etc.

9.3.5 Achievements

Some Projects Executed include:

- i) Proposed Rehabilitations of Amina Hall
- ii) Rehabilitation of the Department of Biochemistry, Faculty of Science, ABU, Zaria
- iii) Conversion of the Faculty of Arts Lecture Theatre to Directorate of Research and Development (LOT B18)
- iv) Construction of Foundry Workshop, Department of Metallurgical and Material Engineering, Faculty of Engineering, ABU, Zaria (LOT B19)
- v) Rehabilitation of the Department of Chemical Engineering, Faculty of Engineering, ABU, Zaria
- vi) Proposed Installation of Solar Street Lights

- vii) Block of Classrooms, Side Laboratories and Staff Offices at the Faculty of Medicine, ABU, Main Campus, Zaria (2012/2018 Capital Appropriation)
- viii) Rehabilitation of the Department of Civil Engineering
- ix) Rehabilitation of the Department of Veterinary Parasitology and Entomology
- x) Rehabilitation of Industrial Design
- xi) Rehabilitation of the burnt administrative block, Institute of Education, ABU, Zaria.
- xii) Construction of Radiology Units, For The University Health Services, ABU, Zaria
- xiii) NAGGW Project: 50KM shelterbelt Plantation in Katsina
- xiv) NAGGW Project: Woodlot and Indigenous Tree Plantation

- **Partnerships**

ABUCONS has established links with other professional service providers both at home and abroad in the execution of a variety of projects. For instance, ABUCONS (Nig) Ltd. has a working relationship with ACHIRA CHEMIST, a major drug supply company in Nigeria and Pharmadrug, a drug manufacturing company in Germany for the execution of drug supply programmes. ABUCONS is currently discussing with ShelterAfrique to develop hostels in Phase II ABU. Others are:

- i. MOU between ABUCONS Nigeria Limited & Tectonics Engineering and Consults Ltd
- ii. MOU between ABUCONS Nigeria Limited & Sabuwa Local Government Authority

- **Registration with Government & Private Organisations**

- i. Corporate Affairs Commission (CAC)
- ii. Federal Inland Revenue Service (FIRS)
- iii. National Pension Commission
- iv. NICONs Insurance Limited
- v. Moses A. Ogidigo & CO.
- vi. Nigeria Social Insurance Trust Fund (NSITF)
- vii. Industrial Training Fund (ITF)

9.3.6 Challenges

ABUCONS (Nig) Ltd is faced with the following challenges:

- **ABUCONS registration with professional bodies**

The services rendered by ABUCONS cut across almost all fields such as Agricultural Services, Geological Survey, Mining Services, Architectural

Services, Quantity Surveying Services, Building Services, Land Survey, Economic Assessment, Curriculum Development, Urban and Regional Planning Consultancy Services, Management Consultancy Services, Medical and Pharmaceutical Consultancy Services, as well as consultancy services that cut across all major Engineering Fields such as Civil and Structural Engineering, Electrical, Electronics and Telecommunication Engineering, Geotechnical Engineering, Mechanical, Metallurgical and Materials, Mechatronics, Automotive Engineering Services, Chemical Engineering Services etc.

Based on the Procurement Public Procurement Act (2007), it is mandatory for all consultants to be registered with professional bodies for them to be qualified for contract award for consultancy services. For ABUCONS to position itself as a competent consultancy service provider, it must have registration with the professional bodies for each of the above fields. To do that, it is required that the ABUCONS Board of Directors must contain at least one duly registered member for each of the above fields. ABUCONS is finding it difficult to acquire registration with various professional bodies. As part of the response to this challenge, ABUCONS initiated the process for the registration of the company with the Council for the Regulation of Engineering in Nigeria (COREN) and has reached advanced stage. However, some requirements are yet to be satisfied which are as follows:

- a. Registration with ACEN;
- b. Expansion of the membership of the Board of Directors to include key professionals in the relevant fields;
- c. Updating the ABUCONS CAC registration to capture the major activities of interest

The process of registration of ABUCONS with COREN had commenced since February 2017 (See Appendix 1 attached) and reached about 80%. However, the only bottleneck is the constitution of the ABUCONS Board of Directors to contain a registered Engineer with COREN. The ABUCONS Board of Directors is still not updated to be certified by the Corporate Affairs Commission (CAC) on Form 07. This is a mandatory requirement for firm registration with COREN.

- **Engagement as contractors**

Attempt was made severally by ABUCONS to engage into full pledge contract services. The bottleneck had been the issue of capital. Traditionally, ABUCONS was not established to serve as a contractor but a consultant. No clear provision

was made for capitalization to engage into contract services. This issue needs to be considered with a view to widen the scope of the company's operations.

- **Poor patronage by units of the University**

With its vast experience and large pool of resource persons, ABUCONS is poorly patronized by units of the university in project execution. Several units prefer to patronise services of external service providers rather than doing business with ABUCONS which has the capacity to provide efficient service.

- **Outbreak of Pandemic**

COVID 19 and other pandemics that lead to lockdown, affects ABUCONS businesses. This equally reduces its income generation for its day to day activities.

- **Opening an Account with Standard Chartered Bank**

The pursuance of the company's partnership with Dubai International Trade Centre which requires having a dollar account with an International Bank specifically, Standard Chartered Bank, ABUCONS has made frantic efforts to open the account but to no avail. All their conditions for opening the account have been met, except for tax clearance certificates of the Chairman, Directors, the Registrar and the Bursar. The process of fulfilling the requirements is being pursued with vigour.

- **Performance of Business ventures**

In the past, the various units such as the ABU Bookshop, ABUCONS sachet water factory, and the ABU transport services are not accruing sufficient return on investment.

- **Matters on Staff Condition of Service**

One of the challenges faced by ABUCONS staff is lack of promotion. Some staff who were employed in 1992 and 1994 respectively were never promoted. Some of the senior staff have reached the bar and stagnate there. It was in 2015, during the tenure of Prof. A. D. Ibrahim that three staff who had been at the bar for too long namely, D. N. Anaka, A. N. Udemezue were moved one level i.e. from level ASS 7 to ASS 8, while A. M. Miringa (late) was also moved from ASS 8 to ASS 9 respectively. The stagnation was not as a result of non-performance but because of non-approved conditions of service.

During the tenure of Dr. I. Y. Ilu as the Managing Director, a Committee Chaired by Dr. J. M. Kaura (Director Projects) was set up to review the Conditions of

Service. The Committee considered the contents of “Harmonized Conditions of Service for ABU Companies” and came up with ‘Revised Conditions of Service for ABUCONS (Nig) Ltd. 2019’. The document was submitted to the Managing Director on 13th November 2019. Since then, no Board meeting held to consider the document for approval.

- **Matters on ABUCONS Office accommodation**

Currently, ABUCONS is renting the 2nd Floor of ABU Microfinance Bank Building, which was constructed by ABUCONS for the Bank. As such, the need for the company to have its own office complex cannot be over emphasized.

9.4 ABU Bookshop Limited

9.4.1 Historical background

Incorporated on the 9th of December, 1966 with ABU as sole shareholder the management of the bookshop was handed over to ABUCONS in 2005. The bookshop had branches at Main Camps, Kongo Campus and Federal College of Education (FCE) Kano. However, both Kongo and FCE branches were closed in 2010. The management of FCE Kano retrieved their building, while Kongo campus building was released to ABU Ventures LTD. By 25th May, 2015 the Bookshop moved to its present location, the old ABU Micro Finance Bank Building, ABU Main campus.

9.4.2 Facilities

The old microfinance bank building. There is no internet connectivity.

9.4.3 Services

The Bookshop buys and sells books, stationery and other materials for all Levels of education, as well as, the general public. It serves as agents for the sale of books and journals (local/foreign). The Bookshop accepts goods on sale or return (S/R) basis, but at a discount, especially, where it cannot pay on firm order basis. These services are explained in detail in the following:

- i. Sourcing and making available resources as well as influence such things as recommended/approved text-books, for all Departments at all levels, Academic journals, Inaugural lecture series, other academic publications as well as other related materials that could enhance learning e.g maps, charts etc.
- ii. Supplying, at competitive and affordable prices, all core text-books as well as supplementary text-books at both Primary and Secondary levels at the instance of ABU Staff School and Demonstration Secondary School ABU respectively.

- iii. Serving as a link or agent between Authors/ other Bookshops and students as well as the general public at an agreed discounted rate.
- iv. Taking orders from both actual and potential customers where the needed item(s) is/are not readily available and to source them in due course on their behalf within a given time frame.
- v. In promoting ABU as a citadel of learning, we offer for sale such customized items as; T-shirts, Towels, Bannerettes, Stickers, Exercise books, Note books, Body hugs, Mufflers, Tea cups, Mugs, Face caps, Key holders, ID Card holders, Project and thesis files, students' registration files etc.
- vi. We also offer for sales Sports items like; Footballs, Volley balls, Basket balls, Tennis balls, Rackets, Badminton kits, Soccer boots, Spike shoes, Ludo Games, Chess, Scrabbles, Monopoly, Tommy Trimmers, Boxers, Track suits, kneel caps, Anklets, Weighing Scales, Shin guards, etc.
- vii. In addition, we offer for sale at a very affordable and competitive prices stationeries like; Duplicating papers, Exercise books, Hardcover Notebooks, Binding materials, Empty CD's, T-square, Set squares, Staplers, Staple pins, Ruled sheets, Wrapping sheets, Punch, Assorted calculators, Biro pens, Liquid gums, Masking tapes, Celotape of varied sizes, Laminating materials, White Board Maker, Permanent maker, Assorted card boards, etc.

9.4.4 Achievements

*We have been able to restore to an extent the lost glory of the bookshop and as a result, most publishers as well as Authors, feel comfortable transacting business with the bookshop. This is possible because we made integrity our watch word.

*We have been able to link with major distributors as well as importers, hence our ability to respond to orders within the shortest possible time.

* We have been able to convince some authors to become their sole distributor/agent of their books especially those with wider readership.

*We have also been able to make the bookshop the first point of call and last hope of suppliers/ Book contractors within and outside the state through our unique and up to date collections having been guided by the principle of customer satisfaction.

9.4.5 Challenges

- Non inclusion of the bookshop in the supply of Stationery/Examination materials to the university.
- *Non provision of policy statement(s) to enforce ABU Bookshop-ABU Staff School-Demonstration Secondary School Book Policy arrangement.

- *Not granting ABU Bookshop an exclusive right of production and sale of all ABU customized (branded) items in the university e.g Souvenirs, etc.
- Not granting to the Bookshop at least a slot of ETF Library book supplies to the university Library.
- * Non –Recapitalization of the bookshop, has adversely affected the growth and expansion of the bookshop. The Bookshop cannot achieve much in the absence of sufficient capital. The only source of income include: Percentage Discounts from the sale of Books/Journals on sales or return basis, Sales from stationery and other learning aids, souvenirs, and Dividend from ABU Microfinance’
- *Direct Sale of textbooks/other publications to students by some authors as well as Departments.
- * Internet Services have equally hampered the sales and procurement of hard copies of text books generally as most students go for Exam Focus.
- * There is also high cost of publishing and reprinting currently. The cost is such that some good Books can no longer be found in the market irrespective of their high demands. Not only that, even those that are available cannot easily be purchased by an average student.

9.5 A.B.U. Microfinance Bank (NIG) LTD

9.5.1 Historical Background

The Bank was established in December, 1992 and commenced business as a Community Bank in July, 1993. However, pursuant to the banking reforms in 2005 by the Central Bank of Nigeria (CBN), it was converted to Microfinance Bank in March 2007. This was achieved after meeting all the CBN requirements. The Bank is mainly owned by the Ahmadu Bello University and some of its Units with about 72% Shareholding. The remaining 28% is being held by private Investors within and outside the University.

9.5.2 Facilities

A.B.U. Microfinance Bank (Nig) Ltd was established as a business concern with its main branch and Head Office located by the Main Gate in the Main Campus. The second branch of the Bank was opened on 3rd June 2010 and located along Murray Road in Kongo Campus. This is to ensure that the Bank explores to the fullest the potentials and opportunities that abound in meeting the financial and banking needs of the University Community and its immediate environment.

9.4.3 Services

The Bank products and services are numerous, unique and designed to meet the needs of individuals and entrepreneurs alike. They cut across financial advisory services, micro-savings, micro-loans, SMEs and many others.

In banking, the fundamental goal is customers's satisfaction with the products and services being offered. This is being achieved by A.B.U. Microfinance Bank Nig. Ltd. through the numerous products/services such as:

- i. Current Account
- ii. Savings Account
- iii. Contract Financing for A.B.U. Contractors
- iv. Overdraft against Salaries
- v. Structured Loans and Advances
- vi. Tenured Deposit with attractive interest rates
- vii. Collection of Students Registration Fees through either Payeazy or Remita Platforms.

- **e-Products**

The growth and development of e-products is now worldwide and A.B.U. Microfinance Bank (Nig) Ltd is not left behind. For long we have been into e-transfers where customers of the Bank can transfer to an account in any Bank. Similarly, a customer with NUBAN number can access funds from any Bank to hit his/her account with ABUMFB directly.

Customers of the Bank are now enjoying the ATM services, so as to be able to access their funds and other banking services everywhere they go.

The Bank is presently preparing to go into signing “memorandum of understanding” with the Nigerian Interbank Settlement System (NIBSS). This is towards perfection of internet banking in which customer may be able to do his/her transaction even mobile. The Bank is online/real time.

The Bank is in working relationship with the National Agricultural Extension and Research Liaison Services (NAERLS) of the University. Under this arrangement, the Bank accepts various Farmer Groups for Agric Financing. Farmer Groups are usually screened by the NAERLS before approaching the bank. They contribute 50% of their financial requirement while the Bank advances 50% as Agric Loan.

Other services include the electric power purchase online or via phone apps. It is expected that in the near future, the bank will go into full pledged online transactions with other banks.

9.4.4 Achievements

One of the most important achievements of the Bank was graduation from a Unit Microfinance Bank to a State Microfinance Bank. By implication, the Bank can now open branch in any part of Kaduna State. It is worth mentioning that the Central Bank of Nigeria (CBN) has given the Bank a special approval to open a Cash Centre inside the School of Basic and Remedial Studies of the University in Funtua. This upgrade means that the Bank has grown its shareholders' funds to N455,061,000 and paid up capital of N110,000,000 as at the close of business on 31/12/2015.

Another great achievement recorded by the Bank was the construction of Office Complex consisting of a two-storey building and Office building in Main Campus Samaru and Kongo respectively. Presently, ABUCONS, which is a sister company, occupies the second floor of the building in Samaru.

Usually, achievements are not met without one or two challenges and the Bank will not relent in its efforts to mitigate those challenges as they come.

9.4.5 Challenges

ABUCONS (Nig) Ltd is faced with the following challenges:

1. Information and Communication Technology

- I. Unstable internet connectivity.
- II. Irregular power supply
- III. ICT Infrastructure inadequacies due to capital requirement.
- IV. Limited scope of ICT acquisition.
- V. High cost of cyber security protection.

2. Marketing.

- I. Brand perception as ABU staff only Bank.
- II. High cost of branch expansion to reach out beyond the University environment.
- III. Socio-cultural misconception of Microfinance Bank.
- IV. High credit risk.
- V. Low levels of financial literacy amongst customers.
- VI. The Microfinance Banks generally have a limited scope base on the CBN operational guidelines.

3. Regulatory

- I. CBN framework for Microfinance Banks of 2021 is yet to reflect current industry realities.

- II. Some regulatory requirements are difficult to attain in the prevailing economic climate.
- III. High and numerous tax demands by various government agencies.
- IV. Weak Corporate governance within the industry.
- V. Stringent requirements for Microfinance Banks to access intervention funds from CBN and Development Banks.

9.5 University Health Services (UHS)

9.5.1 Preamble

The University Health Services in this part of the world is to meet the health and medical needs of the students and their caretakers i.e. the staff of the University and their dependents. It, therefore, helps in formulation and implementation of health policies of the University, for the provision and promotion of a high standard of healthcare and the encouragement of both students and staff to have positive health attitudes through effective health counselling and education. The Health Services ensures the existence and maintenance of a healthy social environment and a hygiene physical environment, stress free and conducive to learning. It serves the entire University community and extends its services to the neighboring communities. We are responsible for both preventive and curative medical care of the entire university community. We aim towards a positive state of health.

9.5.3 Facilities

The UHS has effective Laboratory facilities for the conduct of thorough investigations on patients. The laboratory works are arranged according to the nature of investigation that is to be carried out as follows:

- a. **HAEMATOLOGY:** Include bleeding, film making, staining of films, MPS, MF, WBC, PCV and differential count.
- b. **IMMUNOLOGY:** Widal test, blood group, PT, VDRL, Hepatitis, HIV Screening.
- c. **PARASITOLOGY:** Urine microscopy and analysis, stool microscopy, occult blood test.
- d. **MICROBIOLOGY;** Culture and sensitivity on specimen like urine, HVS, Sputum, pus, Ear Scrab.

9.5.4 Services

Our University Health Services medical arm offers both routine medical care and consultancy services.

The following curative Health Services are currently provided to a population in excess of over 100,000 with about 52,000 students and over 11,000 staff population. 300-400 new patients (all clinics combined) are seen daily with 60 – 70% students. We expect to see more than this when services improve. These activities are listed below:

- i. General out-patient services.
- ii. 24 hours in-patient services seven days a week
- iii. Accidents and Emergency services
- iv. Surgery
- v. Ambulance and referral services
- vi. Medical checkup and certification
- vii. Emergency Psychiatric Stabilization Care.
- viii. Ante-natal and Child Welfare Nutrition Services
- ix. Family planning Services
- x. Mental Health Services
- xi. Eye clinic
- xii. Dental Care and Dental Surgery
- xiii. Counseling and Health Education
- xiv. HIV and STI services
- xv. Tuberculosis clinic
- xvi. Laboratory Services
- xvii. Policy and Administrative Functions etc.

Note that:

The coverage of services goes beyond staff and students due to lack of standard public hospital in Samaru, and the issue of extended family as it affects the University staff and RTA.

The Health Services is also responsible for public health services including the routine supervision of acceptable standard of hygiene in hostels, kitchens, houses and residential areas, disposal of waste and garbage, prevention and control of vectors/parasites and related diseases.

9.6 Directorate Of Academic Planning & Monitoring

9.6.1 Historical Background

The Academic Planning Unit was established in 1988 to meet the requirements of the National Universities Commission (NUC); however, during the restructuring and reorganization exercise in the University in 1997, the Unit was upgraded to a

full-fledged directorate and renamed Directorate of Academic Planning and Monitoring (DAPM). It is the quality assurance organ of the University under the Vice-Chancellor's office. It has the mandate of monitoring and ensuring effective teaching/learning and research activities in the University.

In the recent past, additional responsibilities have been added to the Directorate. The Director has been designed the Desk Officer for ETF projects, consequently making the Directorate the Desk Office. Among the function of the desk office are: In addition, the Directorate is actively involved in the Federal Government-World Bank, Science and Technology Education Post Basic (Step-B) Project. The Director is currently the Procurement Officer of Step-B Project while the Administrative Secretary is the Communication Officer.

9.6.4 Services

- i) Monitoring the Full Time Equivalent (FTE) students' enrolment in relation to staff strength.
- ii) Coordinate and ensure compliance of academic and other units of the university with NUC guidelines on academic and other matters.
- iii) Monitor academic programmes of the University in terms of their objectives, assessment practices and availability of human and material resources.
- iv) Monitor all processes and resources that directly or indirectly influence the teaching, learning and research environment.
- v) Participate in the review of academic programme curricular of the University and evaluation of proposal for new academic programmes.
- vi) Maintain a computer based data bank on student and staff statistics for use in planning budgeting and other management requirements.
- vii) Conduct annual evaluation of the University's Strategic Plan.
- viii) Develop a blueprint for the systemic development of the University.
- ix) Keep all stakeholders (staff and students) well informed of evaluation results and recommendations.
- x) Monitor and ensure compliance to academic brief, staff student ratio, quality and mix, teaching and research quality.
- xi) Bring up relevant statistical data for determining trends and patterns.
- xii) Coordinate and guide academic units/departments for purposes of programme accreditation and continuous quality assurance.
- xiii) Organize seminars and workshops on quality assurance issues.
- xiv) Development of a quality assurance policy for the University.
- xv) Preparation of checklists of procedures for performance evaluation.

- xvi) Set up a Quality Assurance Implementation Committee.
- xvii) Develop a self-assessment manual.
- xviii) Develop and update criteria and format for assessing teaching quality and effectiveness through peer group and student review.
- xix) Analyze past accreditation reports of the University and highlight areas of remediation preparatory for next exercise.
- xx) Monitor and assess quality, adequacy and currency of facilities and resources in Departments and Colleges.
- xxi) Coordination and collation of information to National Universities Commission (NUC) for national planning purposes.
- xxii) Promotion of the quality of teaching, learning and research in the university through periodic evaluation of academic activities in the University.
- xxiii) Monitoring and advising on the growth of department and establishment of positions in various units of the University and advise the Vice-Chancellor on the creation of new positions.
- xxiv) Guide academic and related units of the University on the operations of the Academic Brief and participate in the review of the academic Brief and general curriculum development, as at when due
- xxv) Liaise with National Universities Commission (NUC) on matters relating to academic planning and quality assurance including the University System Annual Review Meetings (USARM), system-wide programme audit, and other academic matters that may be of interest and benefit to the University.
- xxvi) Process proposals for the creation of new Departments and introduction of new programmes
- xxvii) Coordinate and ensure the provision of conducive teaching, learning and research environment in the University
- xxviii) Monitor the efficient and effective utilization of academic resources
- xxix) Generate and periodically update the University databank/statistics on academic and other matters and make necessary projections for the attention of the Vice- Chancellor.
- xxx) Generate policies for and identify priorities in the academic development of the University for the consideration of senate through the development committee.
- xxxi) Recommend desirable changes in the academic and administrative structures of the University to the Development Committee.
- xxxii) Participate in the preparation of the University Annual Budget.
- xxxiii) Carry out all other duties assigned by the Vice-Chancellor.

- xxxiv) Set up audit teams, periodically, to evaluate teaching and research activities of Departments and Faculties.
- xxxv) Facilitate curriculum development/review processes.

9.6.5 Achievements

The Directorate of Academic Planning and Monitoring has made some modest and encouraging achievements these past years. Some of these achievements are hereby highlighted:

- i) Through its Academic Planning Committee was able to facilitate and ensure the creation of new additional Departments, new programmes and renaming of several others to reflect contemporary needs and demands.
- ii) The Unit successfully presented the programmes for regular accreditation exercise by the National Universities Commission.
- iii) In consultation with Faculties and Departments produced a draft academic brief to be incorporated into the reviewed University Master Plan.
- iv) Through the University Board of research, the Unit promotes research activities in the University through disbursement of grant to support research activities of staff and Departments. Similarly, it serves as the desk office of Tetfund and coordinate Tetfund support for research, training, conference attendance, book publishing and upgrading of teaching/research facilities and also monitors the Federal Government World Bank Step-B Research Projects in the University; with four independent research projects on-going, and research grant to support some 57 staff-in-training to acquire their higher degrees. Table 7.2 show the details of beneficiaries of TETFund Academic Staff Training and Development (AST&D) from 2008-2018.
- v) The Unit oversees and monitors academic programmes of all affiliate Institutions to ensure quality teaching/learning.
- vi) The Unit through its Accreditation Committee recently prepared and presented the University for Institutional Accreditation Exercise by the National Universities Commission, and by the Europe-Africa Quality Connect Evaluation Team.
- vii) Directorate of Academic Planning and Monitoring regularly conducts workshop for academic staff to improve their quality of teaching. It houses the Academic Monitoring Committee that oversees the conduct of academic activities across the Faculties and Departments.

Table 9.1: Details of Beneficiaries of TETFund Academic Staff Training and Development (AST&D) from 2008-2018

YEAR	FACULTY	DEPARTMENT	DEGREE/ PROGRAM	INSTITUTION WHERE TRAINING WAS OBTAINED
2008	Arts	Archaeology	MPHIL/Ph. D in Art History	University of East-Anglia
	Vet. Medicine	Vet. Pathology	Benchwork	University of Bremen Germany
	Pharmaceutical Sciences	Pharmacy	Benchwork	Intelli Pharmaceuticals Canada
	Pharmaceutical Sciences	Pharmacy	Benchwork	University of Virginia, USA
	Pharmaceutical Sciences	Pharmacy	Benchwork	University of Virginia USA
	Engineering	Textile Science	Benchwork	Minha University, Braja, Portugal
	Pharmaceutical Sciences	Pharmacy	Benchwork	University of Pretoria/University of Kwazulu-Natal, S/Africa
	Engineering	Chemical Engineering	Benchwork	Washington State University
	Environmental Design	Geomatics	Ph. D Surveying & Geoinformation	University of Lagos
	Medicine	Human Physiology	Ph. D Physiology Benchwork	Kansas USA
	Medicine	Human Physiology	Ph. D Anatomy	Kansas USA
2009	Agriculture	Plant Science	Ph. D Crop Breeding	University of Ghana
	Agriculture	Animal Science	Ph. D Agriculture	University of Reading
	Environmental Design	Architecture	Ph. D Architecture	University of Nottingham
	Environmental Design	Architecture	M.Phil/Ph. D Architecture	University of Plymouth, UK
	Environmental Design	Geomatics	M.Sc.Geomatics Engineering	Universitat Stuttgart
	Engineering	Metallurgical Engineering	Benchwork	Michgan Technological University USA
	Pharmaceutical Sciences	Pharmacology	Benchwork	University of Kwazulu-Natal, South Africa
	Engineering	Chemical Engineering	Benchwork	Washington State University
	Medicine	Nursing Sciences	M.Sc. Nursing	University of Nsukka (UNN)
	Medicine	Nursing Sciences	M.Sc. Nursing	UNN, Nsukka
	Medicine	Nursing Sciences	M.Sc Nursing	UNN, Nsukka
	Social Sciences	Sociology	Ph. D Sociology and	UNN, Nsukka

			Anthropo-logy	
	NAERLS	NAERLS	Ph. D Animal Sciences	University of Maiduguri
	NAERLS	NAERLS	Ph. D Animal Production	FUT Minna
	Physical Sciences	Computer Science	M.Sc. Advanced Information System	Birk Back University London
	Vet.Medicine	Vet. Pysiology	Ph. D Anatomy Physiology	University of Pretoria
	Environmental Design	Building	Ph. D Facilities Manage-ment	Universiti of Teknologi Malaysia
	Agriculture	Plant Science	Ph. D Plant Breeding	University of Kwazulu-Natal
	Physical Sciences	Chemistry	Ph. D Chemistry	University of Kwazulu-Natal
	Social Science	Mass Communication	Ph. D Media Studies	University of Malaysia
	CERT	CERT	Short Research	University of Western Cape
2010	Life Sciencece	Biochemistry	Ph. D	Chiang-Mai University
	Life Sciences	Biochemistry	M.Phil /Ph. D Biochemistry	University of Sussex
	Medicine	Human Pysiology	Ph. D Research	Al-Azhar University Egypt
	Physical Sciences	Geology	Ph. D	McGill University of Canada
	Vet. Medicine	Vet. Public Health & Preventive Medicine	Ph. D	University of Georgia
	Engineering	Metallurigal and Materials Engineering	Short Research	Michigan Technological University
	Medicine	Community Medicine	M.Sc. Demography & Health	London School of Hygiene & Tropical Medicine
	Social Sciences	Mass Communication	Short Research	African Population & Health Research Centre Kenya
	Engineering	Chemical Engineering	Benchwork	University of Sains Malaysia
	Social Sciences	Mass Communication	Ph. D Mass Comm.	Bayero University, Kano
	Social Sciences	Mass Communication	Ph. D Mass Comm	University of Lagos
	Physical Sciences	Physics	Benchwork	Ahmadu Bello University, Zaria
	Centre for Energy Research and Training	CERT	Ph. D Vet. Bench Work	Argonne-National Laboratory USA

	(CERT)			
	Vet.Med.	Vet. Public Health & Preventive Medicine	Ph. D Vet Benchwork	Laboratoire National De Sante Luxembourg, Germany
	Medicine	Human Physiology	Research Visit	Universitstat OSLO
	Centre For Biotechnology, research & Training (CBR&T)	CBR&T	Ph. D Biochemistry	University of Kwazulu-Natal, South Africa
	Social Sciences	Mass Communication	Ph. D Mass Comm.	Bayero University Kano
	Vet. Medicine	Vet. Anatomy & Physiology	M.Sc.-Physiology & Pharm. Ana.	University of Pretoria, South Africa
2011	Engineering	Chemical Engineering	PhD Chemical Engineering	University Technology, Malaysia
	Medicine	Human Anatomy	Bench work	Aarhus University Hospital
	Life Sciences	Biochemistry	PhD – Biochemistry	University of Kwazulu-Natal, South Africa
	Engineering	Textile Science	Bench work	University of North Carolina USA
	NAPRI	NAPRI	Ph. D Production Animal Studies	University of Pretoria, South Africa
	Medicine	Human Physiology	Benchwork	Al-Azhar University Egypt, Cairo
	Engineering	Metallurgical & Materials Engineering	Ph. D Metallurgical and Material Engineering	University of Technology Penton, Malaysia
	Physical Sciences	Chemistry	Benchwork	University of Kwazulu-Natal, South Africa
	Life Sciences	Biological Sciences	Benchwork	Liverpool School of Tropical Medicine UK
	Pharmaceutical Sciences	Pharmacy	Benchwork	University of Virginia, USA
	Medicine	Paediatrics	Ph. D. Pediatrics	University of Dundee, UK
	Engineering	Metallurgical & Materials Engineering	Benchwork	Tshwane University of Technology, South Africa
	Environmental Design	Urban & Regional Planning	Ph. D – Urban & Regional Planning	University of Putra, Malaysia
	Physical Sciences	Chemistry	Ph. D Chemistry	University of Kwazulu-Natal, South Africa
	Environmental Design	Building	Ph. D building	University of Technology, Malaysia
	Administration	Business Administration	Ph. D Business Administration	University of Putra, Malaysia

	Environmental Design	Building	Benchwork	University of Salford, UK
	Medicine	Human Physiology	Benchwork	University of Cagliari, Italy
2012	Division of Agricultural Colleges (DAC)	DAC	Ph. D Agricultural & Bioresources – Engineering	Federal University of Technology, Minna
	Physical Sciences	Geography	Benchwork/Ph. D	Bayero University Kano
	Life Sciences	Biochemistry	Ph. D Biochemistry	University of Ibadan
	(CBR&T)	CBR&T	Benchwork	Igaba Biotech, South Africa
	Environmental Design	Architecture	Ph. D Architecture	University of Technology, Malaysia
	Life Sciences	Microbiology	Benchwork	Centre For Parasitological, Canada
	Vet. Medicine	Vet. Parasitology & Entomology	Benchwork	Royal veterinary College, London
	Life Sciences	Biological Sciences	Benchwork	European Reference Laboratory, Rome
	Pharmaceutical Sciences	Clinical Pharmacy	M.Sc Clinical Pharmacy	University of Lagos
	Pharmaceutical sciences	Clinical Pharmacy	M.Sc Clinical Pharmacy	University of Lagos
	Pharmaceutical Sciences	Clinical Pharmacy	M.Sc. Clinical Pharmacy	University of Lagos
	Life Sciences	Biological Sciences	Ph. D in Fisheries	University of Agriculture, Makurdi
2013	Medicine	Community Medicine	Ph. D Applied Health Sciences	University of Aberdeen, UK
	Environmental Design	Urban & Regional Planning	Ph. D Urban & Regional Planning	University of Technology, Malaysia
	Physical Sciences	Physics	Ph. D Physics	University of Technology, Malaysia
	Life Sciences	Biological Sciences	Ph. D Generic & Plant Breeding	University of Putra, Malaysia
	Environmental Design	Building	Ph. D Civil Engineering	University of Technology, Malaysia
	Environmental Design	Geomatics	Ph. D Geomatics	University of Cape – Town S/Africa
	Education	Vocational & Technical Education	Ph. D Agricultural Education Extension	Sokoine University of Agriculture, Tanzan
	Physical Sciences	Mathematics	Ph. D Information Technology	International Islamic University, Malaysia
	Medicine	Human Physiology	Benchwork	University of Virginia, USA
	Physical Sciences	Mathematics	M.Sc Applied Mathematics	University of Pretoria South Africa

	Medicine	Human Physiology	Benchwork	University Putra, Malaysia
	Physical Sciences	Chemistry	Ph. D Environmental Chemistry	University Sains, Malaysia
	Agriculture	Agricultural Economics	Ph. D Agricultural Economics	University of Kwazulu-Natal South Africa
	Engineering	Chemical Engineering	Ph. D Reaction Engineering	University of Malaysia
	Arts	Arewa Huouse	Ph. D African & Asian Studies	University of Khartoum, Sudan
	Life Sciences	Biochemistry	Ph. D Bioche-mistry	University of Kwazulu-Natal South Africa
	CBR&T	CBR&T	Benchwork	Igaba Biotech South Africa
	Environmental Design	Geomatics	M.Phil/Ph. D Geoinformation Science & Cartography	Regional Centre For Training in Aerospace Surveys, Ile-Ife
2014	Physical Sciences	Physics	Ph. D Physics	UTM, Malaysia
	Physical Sciences	Physics	Ph. D Physics	UTM, Malaysia
	Life Sciences	Biological Sciences	Benchwork	Kampala INTL. University
	Pharmaceutical Sciences	Pharmaceutical Microbiology	Benchwork	Gent University Ukraine
	Physical Sciences	Physics	Ph. D Physics	UTM, Malaysia
	Administration	Accounting	Ph. D Accounting	VUM, Malaysia
	Physical Sciences	Computer Science	Ph. D Computer Science	UTM, Malaysia
	Physical Sciences	Computer Science	Ph. D Computer Science	UTM, Malaysia
	Social Sciences	Economics	M.Sc. Economics	Lancaster University UK
	Social Sciences	Economics	M.Sc. Economics	Lancaster University UK
	Physical Sciences	Mathematics	Ph. D Information Technology	UTM, Malaysia
	Life Sciences	Biological Sciences	Benchwork	North Carolina State University, US
	Division of Agricultural Colleges (DAC)	DAC	M.Sc. Environmental Pollution	Wolverhamptom
	Engineering	Metallurgical Engineering	Benchwork	UTM, Malaysia
	Arts	History	Ph. D History	Kampala International University
	Physical Sciences	Mathematics	M.Sc. Information Technology	IIU, Malaysia

	NAERLS	NAERLS	Ph. D Food Technology	UPM, Malaysia
	Vet. Medicine	Vet. Public Health & Preventive Medicine	Benchmark	EU Reference LAB Italy
	Centre For Energy Research & Training (CERT)	CERT	Ph. D Nuclear Engineering	Northwest University South Africa
	Physical Sciences	Mathematics	Ph. D Computer Science	University of Malaysia
	Pharmaceutical Sciences	Pharmaceutical Microbiology	Benchmark	Niper India
	Pharmaceutical Sciences	Clinical Pharmacy	Ph. D Clinical Pharmacy	UNN Nsukka
	Physical Sciences	Physics	M.Sc. Physics	Bayero University Kano
	Pharmaceutical Sciences	Clinical Pharmacy	Ph. D Clinical Pharmacy	University of Ibadan
	Agriculture	Agronomy	M.Sc Agronomy	Bayero University, Kano (BUK)
2015	Law	Public Law	Ph. D Public Law	International University of Africa, Sudan
	Administration	Public Administration	Ph. D Public Adm.	University Utara, Malaysia
	Arts	Arabic Language	Ph. D Arabic Language	Islamic University Uganda
	CERT	CERT (Nuclear Science & Technology)	Ph. D Physics	Universiti of TeKnologi, Malaysia
	Administration	Business Administration	Ph. D Management	University Utara, Malaysia
	Medicine	Nursing Sciences	Ph. D Nursing Studies	University of Nottingham, UK
	Engineering	Electrical & Computer Engineering	Ph. D Electrical	University of Nottingham, Malaysia
	Education	Educational Psychology Counseling	M.Phil/Ph. D Education	University of Ibadan, Ibadan
	Fac. Of Adm./Dept of Business Adm.	Administration	Business Administration	Ph. D Management
	DAC	Pest Mgt.Technology	Ph. D Crop Science	Usman Danfodio University, Sokoto

	Environmental Design	Urban & Regional Planning	Ph. D Urban Geography	Nigerian Defence Academy, Kaduna
	Agriculture	Soil Science	Ph. D metology	FUT Akure
	College of Agriculture and Animal Science	CASS, Mando	M.Sc Animal Production	Abubakar Tafawa Balewa University of Bauchi
	DAC	Pasture & Range Management	M.Sc Agric Extension	A.T.B. University, Bauchi
	NAERLS	Agric Media	M.Sc. Mass.Comm	BUK, Kano
	DAC	Pasture and Range Mgt.	Ph. D Agric Extention	A.T.B. University, Bauchi
	DAC	DAC	M.Sc Animal Production	A.T.B University, Bauchi
	Physical Sciences	Mathematics	Ph. D Agric Engineering and Science	University of Kwazulu-Natal, South Africa
	Medicine	Nursing Sciences	Ph. D Nursing Science	University of Nothing ham
	Physical Sciences	Mathematics	Ph. D Science	University of Tun-Hussein, Malaysia
	Physical Sciences	Geology	Ph. D Geo. Science	University Witwatersrand, South Africa
2016	DAC	Pasture and Range Mgt.	PhD Agric Extention	ATBU Bauchi
	Agriculture	Crop Protection	Ph. D Plant Pathology	Universiti Petra Malaysia
	Physical Science	Physics	Ph. D Physics	Universiti Teknologi Malaysia
	Social Sciences	Sociology	Ph. D Sociology	Universiti Utara Malaysia
	ABU Business School	Accounting	Ph. D Accounting	Universiti Utara Malaysia
	Pharmaceutical Sciences	Pharm.& Med.Chem	Benchwork	Shiraz university Iran
	Environmental Design	Building	Ph. D Real Estate and Facilities Management	University Tun Hussein Onn Malaysia
	Medicine	Surgery	M.Sc. Minimal Access Surgery	Singhania University, India
	Medicine	Nursing Sciences	Ph. D Nursing	University of Cape Town, SA
	Physical Sciences	Computer Science	Ph. D Information Systems	Universiti Teknologi Malaysia
2017	Engineering	Agricultural Engineering	Ph. D Agricultural Waste Engineering	University Putra Malaysia
	Pharmaceutical Sciences	Pharmaceutical & Medicinal Chemistry	Benchwork	University of Surrey, UK

	Environmental Design	Industrial Design	Benchwork	Tshwane University of Technology, South Africa
	Engineering	Metallurgical & Materials Engineering	Benchwork	Tshwane university of Technology, South Africa
	Engineering	Agricultural Engineering	Ph. D Soil & Water Engineering	University Putra, Malaysia
	Environmental Design	Building	Ph. D Quantity Surveying	University Technologi, Malaysia
	Life Sciencce	Botany	Ph. D Biological Science	University Sains, Malaysia
	Vet. Medicine	Vet. Medicine	Ph. D Avian Medicine	University Putra Malaysia
	Arts	Archaeology	Ph. D Archaeology & Tourism	University of Nigeria Nsukka
	Engineering	Chemical Engineering	Ph. D Chemical Engineering	Abubakar Tafawa Balewa University, Bauchi
	Physical Sciences	Computer Science	Ph. D Computer Science	American University of Nigeria
	Physical Sciences	Computer Science	Ph. D Computer Science	American University of Nigeria
	Physical Sciences	Physics	Ph. D Physics	University Sains Malaysia
	Pharmaceutical Sciences	Clinical Pharmacy	Ph. D Clinical Pharmacy	University Putra Malaysia
	2018	Basic Medical Sciences	Human Physiology	Ph. D Stem Cell
Agriculture		Plant Science	Ph. D Food Science	University Putra, Malaysia
Engineering		Chemical Engineering	M.Sc. Oil ,Gas and Energy Engineering	University of Nicosia, Cyprus
Social Sciences		Mass Communication	Ph. D Comm & Media Studies	Doga Akdeniz university, Eastern Meditarian University, Cyprus
Allied Health Sciences		Medical Lab. Science	Ph. D Medical Lab. Science/Chemical Pathology/Clinical Chemistry	Bayero University, Kano
Social Sciences		Mass Communication	Ph. D Mass Comm	Bayero University, Kano
Social Sciences		Mass Communication	Ph. D Mass Comm	Bayero University, Kano
Engineering		Mechanical Engineering	Ph. D Production Engineering	Bayero University, Kano
Social Sciences		Sociology	Ph. D Demography & Social Statistics	Obafemi Awolowo University Ile-Ife
Physical		Statistics	Ph. D Statistics	Usmanu Danfodiyo

	Sciences			University Sokoto
	Social Sciences	Economics	Ph. D Economics	Bayero University, Kano
	Physical Sciences	Physics	Ph. D Physics	University Sains Malaysia
	Agriculture	Animal Science	Ph. D Animal Science	University of Pretoria, South Africa
	Environmental Design	Architecture	Ph. D Landscape Architecture	University Putra, Malaysia
	Social Sciences	Mass Communication	Ph. D Mass Comm.	Bayero University, Kano
	ABU Business School	Economics	Ph. D Economics	Usmanu Danfodiyo University, Sokoto
	ABU Business School	Economics	M.Phil. Ph. D Economics	Bayero University, Kano
	Social Sciences	Sociology	Ph. D Sociology	Bayero University, Kano
	Social Sciences	Sociology	Ph. D Sociology of Development	University of Ibadan
	Social Sciences	Sociology	Ph. D Sociology	Bayero University, Kano
	Social Sciences	Sociology	Ph. D Sociology	Bayero University, Kano
	SBRs, Futua	Chemistry Unit	Ph. D Chemistry	Bayero University, Kano
	Kashim Ibrahim Library	Resource Dev. Division	Ph. D Information Resources Management	Babcock University, Ogun State
	Physical Science	Statistics	Ph. D Statistics	University of Ilorin
	Physical Science	Statistics	Ph. D Statistics	University of Ilorin
	Engineering	Water Resources & Environmental Engineering	Ph. D Civil Engineering (Water Resources Option)	University of Ilorin
	Kashim Ibrahim Library	Information and Comm.Tech.	Ph. D Library & Information Science	University of Nigeria, Nsukka
	Arts	Archaeology	M.Phil/Ph. D Archaeology & Anthropology	University of Ibadan
	Division of Agricultural Colleges	Samaru College of Agriculture	Ph. D Agricultural Engineering	Federal University of Technology Akure

9.7 Students Affairs Division

9.7.1 Preamble

This is one of most important organs of the University administration. It was previously a Unit in the Office of the Vice-Chancellor. However, due to the Increasing complexity in students' discipline, control and management, it was upgraded to a Division headed by a Dean and two Deputy Deans – one each for

the two Campuses of the University. The objective of creating the Division is to facilitate effective co-ordination of student's welfare and discipline in the University.

9.7.2 Facilities

Accommodation

The number of Halls of Residence and their respective bed spaces in the University for both male and female students is summarized below according to Halls of Residence:

Male Halls (Undergraduate)

Hall of Residence Spaces	Location	No. of Bed
i. Dangote	Main Campus	2160
ii. Shehu Idris	Main Campus	1050
iii. ICSA/Ramat	Main Campus	2112
iv. Sassakawa	Main Campus	223
v. Danfodio	Main Campus	1870
vi. Aliyu Mustapha	ABUTH, Shika	624
vii. Tafawa Balewa	Kongo Campus	1090
viii. Ali Akilu	Kongo Campus	441

Male Halls (Postgraduate)

i. Akenzua	Main Campus	497
ii. Yar'adua	Main Campus	81
iii. P.G. Hall	Kongo Campus	168

Female Halls (Undergraduate/Postgraduate)

i. Amina	Main Campus	2872
ii. Suleiman	Main Campus	4254
iii. Ribadu	Main Campus	1063
iv. Alexander	Main Campus	919
v. Asma'u Mustapha	ABUTH, Shika	293
vi. Hostel 1 & 2	Kongo Campus	555
vii. Hostel 3	Kongo Campus	166
viii. Sardauna-Bedde	Kongo Campus	454
ix. P.G. Females	Kongo Campus	34

Total number of bed spaces for both male and female undergraduate and postgraduate student in the Halls of Residence is 20,926.

9.7.3 Services

Some of the general services provided include the following:

1. Provision of Accommodation to eligible students.
2. Registration of new student clubs, associations and societies, and renewal of such registrations at the beginning of each academic session. This ensures that all clubs, association and societies operate within the University rules and regulations.
3. Determine cases related to student discipline on campus.
4. Collaborates with University Health Services on student health matters.
5. Coordinates the mobilization of eligible graduates for the National Youth Service Corps (N.Y.S.C.) scheme.
6. Collaborates with Counseling and Human Development Centre on matters of student scholarships.
7. Handle matters in case of demise of students during session.
8. Coordinates the intra/inter campus transportation.

- **Welfare of Students**

Management of Students' Hall of Residence: The University has several blocks of hostels on both campuses for both male and female students. These halls of residence are supervised by Hall Administrators. The Administrators co-ordinate the rooms and bed spaces and the regular maintenance of these halls. Residence accommodations are made in accordance with the laid down guideline, fees are charged per bed space and a fixed amount is also charged as Hostel Maintenance fee. However, these fees are subject to review by the relevant University authorities. **Hall accommodation is not a right but a privilege.** The University cannot provide resident accommodation for all its teaming student population. Residents are also bound by certain rules and regulations. Alcohols narcotics, toxic chemicals and weapons are prohibited in these hostels.

- **Provision of Receptions**

A variety of recreational and sporting facilities are provided by the University. e.g. the tennis courts, football pitch, basketball courts etc. There is also a standard athletic tract and a fantastic indoor sports complex with various sporting facilities. The University's sporting facilities have enjoyed wide patronage from private organizations in the State and outside it.

- **Students' Discipline**

Students are a special kind of human beings. Their background, orientation and behavioral conduct sometimes conflict with the acceptable norms and values of the society and, in particular, the university's cherished ideals. To ensure understanding and respect for one another in the conduct of their activities, the Students Affairs Division has outlined the necessary requirements for good conduct of students. Students' personal and interpersonal problems are adequately taken care of by the Students Affairs Division. The Students Affairs Division, in collaboration with other relevant bodies in the University, also ensures that students' conducts are in conformity with the laid down regulations of the University. The University is credited as the most peaceful campus in the country. The conducive atmosphere for learning created, ensures discipline and peaceful co-existence among the diverse students drawn from across the country and beyond and of different cultural backgrounds. The Student Affairs Division is determined to, at all times, sustain this condition.

- **Career Guidance**

This Section gives Career Guidance to individual students of Ahmadu Bello University. It also liaises, with both Federal and States Ministries of Education on the provision of scholarship and Bursars. The Unit also assists students in processing and arranging for interviews. Matters pertaining to assisting students to secure jobs, and processing of N.Y.S.C postings for final year students are, in addition, handled by the Section.

- **Co-ordination of Student Activities**

The Student Affairs Division co-ordinates and regulates all student organizations and activities on the campuses. The Students' Union, the umbrella organization of the students in the University is supervised by the Student Affairs Division. The Students' Union is the most vibrant organization in the University. It conducts its activities in an open democratic manner. It relates with other organs of the University on student matters. Besides, the Students' Union, students are allowed to organize and form clubs, associations and societies in accordance with the provisions of the University laws. The associations are also allowed to publish magazines and journals. However, obnoxious publications are prohibited by the authorities. All publications are monitored by the Student Affairs Division.

9.7.4 Achievements

9.7.5 Challenges

1. Inadequate bed spaces to accommodate eligible students.

2. Insufficient vehicles under the intra/inter campus transport scheme to meet the need of commuters.

9.8 Security Division

9.8.1 Preamble

Ahmadu Bello University, (ABU) Zaria, provides a life-time opportunity for the educational, moral and psychological development of its students. This is because in addition to its attractive and quality academic programmes, vibrant social, spiritual and recreational activities, the University is large in size; its structures, procedures and mode of operation are complex while its staff and students composition is diverse.

- **Mission**

Our mission is to provide a safe and secure environment for students, staff and campus visitors. In line with the Division's mission, we shall continue to pursue this mission through a community friendly approach, aggressive patrol, monitoring of our critical infrastructure and crime prevention and awareness programmes. We also collaborate with external security agencies and various community organizations in fulfilling our mission as may be directed by the Chief Security Officer (CSO).

- **Objectives**

Our objectives are:

- a. To ensure the safety and security of A.B.U. community and her immediate environment.
- b. To address A.B.U. Security needs.
- c. Prevention of potentially violent situations through good intelligence.
- d. Address and coordinate safety and security strategies with other security agencies in Zaria.
- e. To be a model and trainer to other Universities' security out fits.

Given its two Campuses located in the sprawling suburbs of Samaru and Gyallesu, Institutes and Centres up to Kabba in Kogi State and, the fact that about 60% of the institutions students and staff and their families live on Campus, the University is a municipal entity; it is a complex society in its own right. This is why order, safety and mutual respect are paramount to its stability, productivity and smooth operation. Security is thus an important component of University life as well as a pillar to the attainment of its teaching, research and community service functions.

From a strategic security point, staff and students on the Campuses of ABU should be able to pursue their mission of training, knowledge-acquisition and character-building in a serene (calm and peaceful), homely and secured environment without fear, harassment and other security concerns. In this regard, the Security Division strives to ensure the safety and security of all students, employees and visitors. Hence the operations unit, being the operational hub of the Division is saddled with this responsibility.

In general, the Campuses of Ahmadu Bello University are very safe. As human environments, however, they are not immune from occasional, day-to-day problems and crimes. Thus stealing, assault, criminal trespass, criminal breach of trust etc. occur from time to time. But the occurrence of such serious crimes as murder, armed robbery, rape and organized crimes are very rare. However, it is still necessary to take adequate precautions against them for now and in future.

- **The A.B.U. Security Core Values:**

The core values of the A.B.U. Security are: **Knowledge, Integrity, Professionalism and Excellence (KIPE).**

- a. Knowledge:** Good intelligence, judgment and common sense form the fundamental basis for all decisions pertaining our commitment in providing a safe and secure environment for students, staff and campus visitors. Our philosophy is, therefore, **action through knowledge.**
- b. Integrity:** The A.B.U. Security shall perform its duties within the ambit of the law and in accordance with professional code of ethics. It shall thus strive to deliver quality services through friendly, fair and firm approach.
- c. Professionalism:** The mission of the A.B.U. Security is to provide a safe and secure environment for students, staff and campus visitors. In addition to our role in keeping the campus community safe, the A.B.U. Security Officers are trained to assist in various services including but not limited to security escorts to campus employees and visitors, responding to fire outbreak, security and emergency alarms and taking report on any incident that occurs on campus property.
- d. Excellence:** To use the best global practice in security management to achieve our primary goal which is to **protect life and property.**

9.8.2 Facilities

Equipment

1. **Communication:** 190 ICOM transceivers(Wlacie-Talkie) and 3 Repeaters.
2. **Transportation:** The 4No. Hilux vehicles C.S,O's official car(1 No.Toyota Camry) 1No. Mecedez 190 (Serviceable), 1No. Towing van and 1No. NISSAN Pickup truck (Not serviceable) 15No. Motorcycles; 42No. Bicycles
3. **Metal Detectors:** 40No. of handheld metal detectors (Scanners)

9.8.3 Services

The University Security Services falls within the Office of the Vice-Chancellor. It is located beside ABUCONS building. The Division has its Headquarters at Main Campus and there are units in all the institutes.

It is important to note that the services of the Security Division are provided on a 24-hour basis. Therefore, all information, complaints and other security related problems should be promptly reported to the Security Sub-Unit offices or the Security Headquarters

The Security Division of A.B.U. renders but is not limited to the following services: -

- i. Enforcement of the University rules and regulations.
- ii. **Crime Prevention:** The Division does this by strategic operations that Deter, Detect and apprehend
- iii. **Patrol Duties:** Patrol of all University facilities on a daily basis by Security personnel both on foot and vehicular
- iv. **Stationed Security Duty:** Security personnel are stationed at all access points to all buildings on Campus, including halls of residence and strategic points on a 24 hour bases.
- v. **Intelligence Operations:** Acquisition of intelligence information to enhance pro-active measures against security threats.
- vi. **Facility Surveillance:** Reports of damaged facilities and utilities by our security personnel to appropriate Units for action such as lighting, water supply, landscaping, hygiene issues etc which has potentials of causing safety and safety breach.
- vii. **Issuance of Identity cards (ID cards):** For the safety of the University community, the Division issues and validates ID cards for all students and staff. Security personnel may deny access to

University facilities to anyone not carrying I.D. card, Spot-checking of ID cards occurs throughout the day and night at all access point.

- viii. **Security Awareness Education:** The University Security Services carries out awareness education for every category of the members of the University Community. This is done through Literature on security tips and a variety of crime prevention measures which are communicated via interactions during town hall meetings, bulletins and other multimedia platforms.
- ix. **Prevention of religious/ethnic conflicts on Campus:** This is done through consistent and positive dialogue with members of the University community and other stakeholders.
- x. **Hostel Security:** The University Security takes extra measures to ensure that the students living in Halls of residence are secured and safe
- xi. **Fighting Sexual Offences:** The Security Division is committed to treating and counseling victims of sexual assault or rape with maximum sensitivity. The Security Division encourage victims of sexual assault or rape to report such dastardly acts whether it happened in the Campus or outside the Campus for necessary action.
- xiii. **Fighting of Cultism:** The University Security Services Checkmate cult activities. It is thus committed to ensuring that all ABU Campuses are rid of all forms of cult activities. The Division also provides guidance and counseling to repentant cult members.
- xiv. **Fight Against Drug/ Substance Abuse:** Drug abuse is dangerous to the health of members of the University community. The Security Division is therefore, determined to reduce drug abuse related cases to the barest minimum through intelligence acquisition, counseling and rehabilitation of identified drug abuse victims.
- xv. **Contingent Services:** The University Security Services is also saddled with the responsibility of regulating of commercial activities within the Campuses in order to prevent crimes associated with such activities.
- xvi. **Fire Services:** The Univesity Security Services provide fire fighting and fire prevention services for the University and neighboring communities as a corporate social responsibility of the University

- xvii. **Liaison:** The University Security Services promotes positive and robust relationship with neighboring communities and well as Eternal Security Agencies
- Xviii. **Band Duties:** The University Security Services has a band unit that provides services for the University during occasions like convocation, matriculations, public lectures, etc and for private persons or organizations which may need such services.
- xviii. **Rehearsal:** The A.B.U Security Services rehearse the University Emergency Response and Emergency Evacuation Plans from time to time.

Achievements

- i. Attainment of peaceful atmosphere for academic excellence
- ii. Reduced crime rate in the University
- iii. Reduced cultism to the barest minimum
- iv. Effective implementation of the University rules and regulations without crisis
- v. Maintenance of an excellent work force made up of trained security personnel

Crime Statistics

Number of cases recorded: = 261 Period under review: Aug 2020-Feb.2021

Challenges

- i. Lack of adequate physical security equipment
- ii. Porosity of the University boundaries.
- iii. Lack of adequate financing for the day to day running of the Division
- iv. Inadequate man power
- v. Absence of modern technological aid security equipment
- vi. Lack of constant training of security personnel

Challenges with residents:

- i. Interference with security procedures
 - ii. Indiscriminate invitation of strangers to campus
 - iii. Ignorance/carelessness on security consciousness/awareness
 - iv. Indiscriminate employment of domestic staff
- Disobedience to laid down rules and regulation guiding residency on campus

Challenges with students:

- i. Disobedience to laid down rules & regulations

- ii. Ignorance & Carelessness on Security matters
- iii. Lack of cooperation with security operatives
- iv. Disorderliness
- v. Improper use of the social media

Challenges with Administration

- i. Inadequate funding
 - ii. Delay (bottle neck) in provision of security requests
- Inadequate welfare package for personnel of the Division

9.9 Directorate of University Advancement (DUA)

9.9.1 Historical Background

The Directorate of University Advancement started as the Planning and Resource Mobilization Unit (PRMU) alias Development office in line with the proposal submitted to the Carnegie Corporation New York in 2002 for a takeoff fund. Additional funding support was also sought from MacArthur Foundation, Chicago, USA for strengthening the office. The approval of these grants culminated in the review and restructuring of the office under the auspice of Council for Advancement and Support for Education (CASE), New York, thereby harmonizing the then two independent units (i.e. Alumni Office and Development Office) into the present day Directorate.

9.9.2 Services

Conscious of the drastic cut in government funding of Higher Education in Nigeria, Ahmadu Bello University faces the reality that in order to continue to be viable it needs to raise funds. Even if grants or tuition fees finance a certain percentage of its programmes, eventually these funding sources may change or dry-up altogether. To fulfill the mission of the University, it has embarked on building an integrated advancement programme.

Each unit of the Directorate of University Advancement has a specific role to play:

- i. Alumni Relations: to build meaningful relationships with key stakeholders
- ii. Communications: to communicate the university's successes and aspirations to both the internal and external stakeholders
- iii. Development: to take the established relationships with stakeholders and seek their financial and non-financial support
- iv. Advancement Services: to provide behind the scene support for all areas including database management, potential donor research and financial recording and stewardship of gift.

a. Goals

- i. Promote an understanding of the role and activities of the University Advancement in the University system.
- ii. Cultivate relationships with net worth alumni and friends of Ahmadu Bello University.
- iii. Strengthen the communication apparatus of the Directorate.
- iv. Enlarge Directorate database to support DUA's activities
- v. Strengthen activities of Alumni Association by liaising with branches
- vi. Develop capacity of staff of the Directorate for optimum performance
- vii. To coordinate the fundraising structure in the University (Streamline funding activities for the benefit of the University
- viii. To promote the culture of giving among alumni and staff of Ahmadu Bello University.
- ix. To collaborate with national and international corporate bodies.
- x. To develop a strong stewardship tradition among the University Management.

9.9.3 Achievements

Mandate 1: Build an Integrated Alumni, Development and Communication Functions to Advance the University's Growth

Entails developing Case for Support on critical needs of Ahmadu Bello University, taking cognizance of strategic development goals and challenges; communicating the University successes and aspirations to the alumni body and to the internal and external stakeholders of the University; and developing appropriate promotional materials and branded souvenirs to be used for various campaigns and appeals.

2015	2019	OUTCOMES
<p>DEVELOPING CASES FOR SUPPORT</p> <p><i>Needs are known but not coherently and regularly determined and packaged to potential donors.</i></p>	<p>Cases for Support are now regularly developed on critical needs of the University. Those undertaken included support for the Phase II Project, the Pedestrian Overhead Bridge, the Alumni Postgraduate students hostel, CBT Centres, Bandwidth expansion, Bursary Computerization, The ABU Golf Course, Creation of Chinese Language Laboratory and Confucius Garden, Renovation of Staff School and Demonstration Secondary School, Hostel Development to Dangote Foundation, Bicycle Friendly Campus and on the Kashim Ibrahim Library upgrade.</p> <p>The Directorate provided behind the scene support to the Alumni Association in the development and marketing of some of the proposals. Several Alumni were individually contacted including Hadiza Bala (MD Nigerian Ports Authority NPA) and DG Raw Materials Research Development Council, etc.</p>	<p>New projects and interventions were attracted to the University which helped address key challenges. The successful cases included:</p> <ul style="list-style-type: none"> • Pedestrian Overhead Bridge – <i>Construction has been completed and currently in use. (Funded by Atiku Abubakar former Vice President of Nigeria).</i> • Alumni Postgraduate Hostel – currently under construction (being funded by some Northern State Governments). <p><i>Both New concepts and drawings of the two projects were facilitated by the Directorate.</i></p> <ul style="list-style-type: none"> • CBT Centre – <i>Completed and currently in use. (Funded by NCC).</i> • Chinese Language Laboratory and Confucius Garden – <i>completed and currently in use. (Funded by CCECC Nig Ltd).</i> • Staff School and Demonstration Secondary School renovation of classroom blocks – completed and currently in use. (Funded by NPA). • Renovation of the Department of Civil Engineering and supply of Laptop computers to the Department of Business Administration

		(funded by the NPA).
<p>COMMUNICATING THE UNIVERSITY SUCCESSES AND ASPIRATIONS</p> <p>Quarterly publication of the Directorate's Newsletter.</p>	<ul style="list-style-type: none"> • Publication of the newsletter was sustained until 2016 and now when the Communications Officer left the services of the University on secondment. No replacement was made by the University thereafter. • The University Annual Report last produced in 2010 was restored in 2016 and now produced regularly. • Online communication platforms (bulk SMS and email) including the distribution of e-copies of the Directorate's Newsletter was successfully introduced. • Publicity on University successes in the media now covered by a network of Alumni in the print media. • Social media handles including Twitter, Facebook and Instagram were launched and actively utilized in sharing information. These handles were successfully utilized in the live transmission of important events including the convocation ceremonies since 2017. • Publication and distribution of a concise summary of the University's successes for each year titled "things we achieved". 	<ul style="list-style-type: none"> • New communication tools help improve the image of the University by communicating developments within the University to internal and external stakeholders, which included the Alumni, International Development Agencies and Partners, Regulatory Bodies, amongst others.
<p>DEVELOPMENT OF PROMOTIONAL MATERIALS AND</p>	<ul style="list-style-type: none"> • Branded souvenir items are now regularly designed and produced for promotion of 	<ul style="list-style-type: none"> • Visibility of the University has now improved and the sell of

<p>UNIVERSITY BRANDED SOUVENIRS</p> <p>Not previously explored.</p>	<p>the ABU brand name. These are sold to students, alumni and friends of the university i.e T-Shirts, Neck-Ties, Towels, Mugs, Card holders, Pens, Key Holders, Lapels, cufflinks, pen holders.</p> <ul style="list-style-type: none"> • Campaign materials were also introduced and distributed such as Car Stickers, Campus Navigation Map, Information flyers, pamphlets (ABU @ a glance, ABU Historical landmarks, Research successes, thank you donors, 3+2 joint double degree programme, MIT affiliation, campus life experience survey), etc. • Restoration and restocking of the souvenir shop – now an important source of revenue. 	<p>branded souvenir is now an important IGR source. It has also attracted new collaborations to the University including its ranking and reputation.</p>
<p>ABU RESEARCH FAIR AND EXHIBITION</p> <p>Previously non existent</p>	<ul style="list-style-type: none"> • First exhibition of ABU research outputs was organized by the Directorate at the International Conference Centre, Abuja during the 2016 Alumni dinner. • Facilitated the participation of ABU at the KAD-ICT STEM fair in 2018 and 2019. 	<ul style="list-style-type: none"> • Has helped in the promotion of the University image by showcasing research strength.
<p>FACILITATING THE INTERNATIONALIZATION OF THE UNIVERSITY</p>	<p>Many programs were instituted to facilitate the participation of ABU staff and students in national and international events. These included:</p> <ul style="list-style-type: none"> • Participation of ABU Enactus team at the 2017 	<ul style="list-style-type: none"> • The programmes have improved the image reputation and ranking of the University. They have also helped build confidence of students and provided job

	<p>and 2018 Enactus World Championships in London, UK and the USA – 5th place finish (2018).</p> <ul style="list-style-type: none"> • The Nigerian Higher Education Foundation (NHEF) student internship program (since 2016) – 1st place (2018) Essay Competition. • Chartered Financial Analyst (CFA) Institute International challenge competition 2017 – 3rd place finish. • Hult Prize International Student Competition Ashbridge, London – 6th place finish. • Unilever International Championship South Africa – 3rd place finish. • Huawei African (South Africa) and Global Championships (China) – 1st & 3rd place finish. • CISCO Hackathon 2017 – 1st place finish. • International Hackathon Championship (2018). • Shell Eco Marathon Championship in Pretoria South Africa 2016-2018. 	<p>opportunities through networking.</p>
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Mandate 2: Develop Comprehensive Alumni Data Base and Establish/Cement Relationships with the Alumni Family

Involves creating a robust Alumni Database; tracking and finding lost alumni; and cultivating Alumni relationships.

2015	2019	OUTCOMES
CREATING A ROBUST ALUMNI DATABASE About 60,000 addressable alumni data existed as at 2015.	Addressable alumni database has been increased to 150,000 and the non-addressable database to over 200,000.	<ul style="list-style-type: none"> The University is now able to reach out to its Alumni through SMS and Email with ease. Feedback is also regularly received from Alumni, including regarding suggestions and complaints. This has served useful purpose as a cultivation strategy.
TRACKING AND FINDING LOST ALUMNI Incoherent approach to tracking/finding lost alumni.	Database of over 200,000 alumni printed and distributed to faculties and departments for purposes of updating contact information of alumni and in tracking them.	<ul style="list-style-type: none"> Addressable database has been improved to facilitate networking with the Alumni family.
CULTIVATING RELATIONSHIPS WITH ALUMNI <ul style="list-style-type: none"> Only about four State chapters of the ABU Alumni Association and two Faculty branches were active. Tracking of Alumni appointments not properly coordinated. 	<ul style="list-style-type: none"> The Directorate now actively engages with the National Alumni Association towards re-invigoration of the State Chapters. As at July 2017, 19 State chapters have been visited by the Alumni NEC and the Directorate for the purpose of strengthening Alumni activities at State levels. As at 2019 the Association has raised substantial amount in donation from many State chapters and Governments to execute a number of projects on the campuses of ABU. Branches of all faculties now in the final stage of formation. All departments now have active Alumni officers who play key role in facilitating advancement work. A coherent approach to tracking 	<ul style="list-style-type: none"> The capacity of the Directorate to reach out to Alumni has now been greatly enhanced with positive result recorded in solicitation and donations. Commitment of Alumni to the University has now been enhanced.

	Alumni appointments to key positions in the nation now established; Directorate now regularly drafts congratulatory letters for the Vice Chancellor's endorsement to appointees, with letters physically delivered.	
RESEARCH ON POTENTIAL ALUMNI DONORS In place but slow	Alumni in key positions are now regularly identified and cultivated towards providing support to the University.	
MENTORSHIP PROGRAMME FOR UNIVERSITY ALUMNI (POTENTIAL ALUMNI) Previously non-existent	<ul style="list-style-type: none"> • A Student Today Alumni Tomorrow (STAT) Programme was instituted in 2016 for mentorship of graduating students towards giving back to their alma mater. • Legacy project of 'giving back' was created for the endowment of a 3,000-orange seedling plantation annually to the university by final year students. Plantation was officially established in October, 2019 at the ABU Farm. • Students volunteer club was formed in 2017 and has been active. 	<ul style="list-style-type: none"> • Perception of students has improved towards the University.
FEEDBACK SURVEY ON THE UNIVERSITY IMAGE AND STUDENT LIFE EXPERIENCE Previously non-existent	<ul style="list-style-type: none"> • Four-year circle of research introduced to evaluate the life experiences of graduating students and their willingness to give back or return to ABU for further studies. 	<ul style="list-style-type: none"> • Project provides feedback to the University management on the challenges faced by students during their studies at ABU and areas requiring improvement for competitiveness and ranking of the university.

Mandate 3: Source Support for the Development Priorities of the University.

Involves developing strategies for identifying, cultivating and soliciting meaningful partnerships with various stakeholders including donor agencies, international institutions and universities, government/non-governmental bodies and embassies, etc. Also, includes taking established relationships to seek financial and non-financial support for the university.

2015	2019	OUTCOMES
IDENTIFYING, CULTIVATING AND SOLICITING MEANINGFUL PARTNERSHIPS WITH RELEVANT STAKEHOLDERS Exists but ineffective	<ul style="list-style-type: none">• Database of potential partnerships and donors has been created and cultivation strategies developed for various organizations.• Very important partnership now established with high-net worth international organizations including the The World Bank, African Development Bank, and Adamsmith International. Important partnership were also established with several Diplomatic Missions which included The Chinese Embassy, Polish Embassy, US Embassy, Egyptian Embassy, The Norwegian, ECOWAS, Saudi Consulate & the German Embassy.• Over 30 important partnerships were also established with high ranking global educational institutions including the Central South University (CSU) Changsa China on Joint Double Degree Program in Railway and Transportation Engineering, Southern	<ul style="list-style-type: none">• The University now has a pool of high net worth partners.

	<p>University of Science and Technology (SUSTECH Shengzen), China on Computer Engineering; Temple University, USA on innovation and Engineering Management; Florida State University on Prostate Cancer Research, MIT on Engineering Pedagogies; UCL on Crime & Livelihood Research; Harvard University on Cross cutting research issues; Georgia State University on Breast Cancer, University of Surrey on Veterinary Epidemiology, amongst many others.</p> <ul style="list-style-type: none"> • Collaborations were also established with key National organizations which included the NNPC, the Ecological Fund office, NITDA, NPA, Nigerian Army, and the Raw Materials Research and Development Council (RMDC). • Meaningful partnerships were also created with reputable private sector groups including the Dangote Group, CCECC, CGC, KAD-ICT HUB, Sani Bello Foundation and Main Stream Energy Ltd. • Aggressive strategy now in place to find investment partnerships for the University with 	
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	Banks & private businesses. Currently under consideration include development of ABU lands in Abuja, private hostel development for students and development of the University farms, etc.	
SEEK FINANCIAL AND NON-FINANCIAL SUPPORT OF STAKEHOLDERS/PARTNERS As above	<ul style="list-style-type: none"> • Partnership with the Chinese Embassy (established in 2016) has led to three fellowship grants to ABU staff; deployment of a Chinese Language teacher to the University; and Award of 95 scholarships to high performing students across the University; equipping the University library with Chinese literature; and the establishment of the Confucius institute at ABU (at final stage). • Collaboration with Dangote Group has led to the construction of 10 hostel block and placement of ABU graduates in job vacancies within the Company. • Collaboration with the CCECC has led to establishment of a Chinese language lab and the Confucius garden. • Ecological fund has provided intervention worth over N1 billion for the desilting of Bomo lake dam and 	<ul style="list-style-type: none"> • Several infrastructure challenges have been addressed in the University through the partnerships. • The 3+2 Joint Double Degree program has greatly enhanced the reputation and rating of the University, being the first of its kind in Nigeria and 1 of 2 in Africa. • Internship positions have greatly inspired ABU students to excel.

	<p>provision of Infrastructure at the Phase II site through influence of the former and current SGF and the Permanent Secretary whom are Alumni.</p> <ul style="list-style-type: none"> • World Bank grant of \$6million for establishment of African Centre of Excellence on Engineering Pedagogy and Renewal of the African Centre of Excellence on Neglected Tropical Diseases. • Establishment of 3+2 Joint Double Degree programme with the Central South University, Changsa China alongside Scholarships for 15 Undergraduate students and 12 postgraduate students in 2018; and 30 Undergraduate Scholarships and 4 Postgraduate fellowships in 2019. • Partnership with CCECC was also instrumental to the establishment of 3+2 Joint Double Degree programme alongside award of 30 scholarships to Undergraduate students in 2018. • Partnership with Nigerian Ports Authority was instrumental to the rehabilitation of key facilities at the Staff school, the Demonstration Secondary School, 	
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	<p>Rehabilitation of Civil Engineering and Supply of Laptops to the Business Administration Department.</p> <ul style="list-style-type: none"> • Partnership with NNPC has led to the award of contract for establishment of Centre for Inland Basin studies at ABU for which construction is scheduled to start in November, 2019. • Raw Materials Research and Development Council donated Desktops and a Bus to the Department of Polymer Science and Technology through a long standing relationship nurtured by the DG who is an Alumnus. • African Development Bank through a partnership agreement helped established the Centre of Excellence on Coding for Employment (2019). • KAD-ICT HUB has mentored a large number of ABU students at their incubation facility at Kaduna in addition to facilitating donations of N5million to the University by Mainstream Energy and Aquaponic kits from Temple University, USA. • Forum created of the Alumni caucus at the National Assembly for 	
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	<p>advancement of ABU interests.</p> <ul style="list-style-type: none"> • Collaboration with the US based Nigeria Higher Education Foundation (NHEF) has provided internship placements to eighteen ABU undergraduate students and full time scholarship winner of the 2018 National Essay Competition. • CGC has been providing internship opportunities for ABU students. 	
<p>RESEARCH ON POTENTIAL DONORS AND GRANT SOURCES</p> <p>Previously non existent</p>	<ul style="list-style-type: none"> • Mechanism now in place to regularly purchase Compendium of Grant Sources for distribution to Departments across the University. • Directorate now tracks advertisements on grant sources for sharing with Departments. • Facilitated grant writing workshops by Florida State University, Georgia State University USA and Internal workshops for the National Research Fund - call for proposal to improve the competitiveness of ABU researchers. 	<ul style="list-style-type: none"> • Capacity of ABU staff to compete for grants has greatly improved.

Mandate 4: Establish and Manage Fund Raising Apparatus in the University

Involves creating and leading an integrated advancement programme for the University; developing and implementing strategies to build a strong advancement culture within ABU; undertaking financial recording and stewardship of gifts to the University; and developing appropriate recognition strategies for friends and donors of the University. Extends to providing behind the scene support for the university endowment project.

2015	2019	OUTCOME
CREATE AN INTEGRATED ADVANCEMENT PROGRAMME FOR THE UNIVERSITY Previously limited.	<ul style="list-style-type: none">• Substantial progress made in improving awareness of existence of the Directorate as the coordinating arm for fund raising in the University.• A competition captioned “So You Think You Can Fundraise” was organized to generate fund raising ideas from Alumni, staff and students towards establishing baseline strategies for the development of an integrated fund-raising framework for ABU (a total of 92 entries were received). The compendium of strategies received is being published.• Departmental Alumni officer forum was created in 2018 to champion Advancement work across the University.	<ul style="list-style-type: none">• Better appreciation of Advancement work across the University including synergy of operation amongst stakeholder.• Outcome of the “So You Think You Can Fundraise” offers advancement staff of new innovative ideas for advancement activities enhance resource mobilization efforts.
BUILDING A STRONG ADVANCEMENT CULTURE WITHIN ABU Not visible	<ul style="list-style-type: none">• A strong Advancement culture is gradually emerging within the University.	
UNDERTAKE FINANCIAL RECORDING AND STEWARDSHIP OF GIFTS TO THE UNIVERSITY	<ul style="list-style-type: none">• Database has been designed to capture all existing linkages and collaborations in the university (total of 146 captured so far). Monitoring and evaluation framework now being developed stewardship gifts and collaborations as basis for oversights on linkages.	<ul style="list-style-type: none">• Recording and stewardship of gifts across the University has improved.

Record is chaotic and uncoordinated.	<ul style="list-style-type: none"> • Database recording of financial and non-financial gifts to the university also developed to ensure effective stewardship. 	
BEHIND THE SCENE SUPPORT FOR ENDOWMENTS. Previously non existing	<ul style="list-style-type: none"> • A strategy for establishment of the endowment account for Annual Giving was developed and approved by the University and a committee formed to interview and select banks to warehouse the account – (UBA & GT Bank selected). 	<ul style="list-style-type: none"> • Progress on the establishment of the account have been stalled due to non-approval by the AGF's office – this case needs to be reopened.
ACCELERATING RESEARCH OUTPUTS FOR INCOME GENERATION Previously non existing	<ul style="list-style-type: none"> • Establishment of a committee to accelerate research outputs into products was facilitated by the Directorate; currently developing a business framework together with KADICT HUB which has an existing MoU with the University on research and incubation. 	<ul style="list-style-type: none"> • Product development will provide an important avenue for income generation to the University. • Strategy will enhance entrepreneurship capabilities of students through incubation of their ideas.
DEVELOPING APPROPRIATE RECOGNITION STRATEGIES Recognition strategies do not exist.	<ul style="list-style-type: none"> • Recognition strategies and programmes now instituted for donors, staff and student achievers. Started in 2017 with reception for the ABU national award winning Enactus and Cisco student teams, and the acknowledgement of ABU as host of the Regional Centre of Expertise on Education for Sustainable Development (RCE) by the United Nations University, Japan. • Certificates of appreciation now regularly prepared by the Directorate for endorsement of the Vice Chancellor to deserving students and staff that have promoted the image of the University. 	<ul style="list-style-type: none"> • Students, Staff, Alumni and other stakeholders are now enthusiastic towards providing support to the University.

7.9.5 Challenges

- Dwindling government funds & support.
- Growth & expansion of the University brought about by population increase & demand pressure.
- Depreciation of infrastructures caused by wear & tear, inadequacies, obsolesces, etc.
- Unsustainable revenue generating capacity of the University occasioned by poor & unstable economic condition, such as low per capita income, inflation, volatile foreign exchange, and occasional industrial action by Staff & Student.
- Relevance to the 21st century challenges and the emerging fiercely competitive higher education market place.

These challenges clearly convinced the University's Management of the urgent need to established a Planning and Resource Mobilization Unit (alias Development Office) in line with happenings across the Globe, under the tutelage of the Vice Chancellor to "create capacity of expanding the resource base of the University by building requisite skills for identifying and accessing strategic resources geared to promote the development in the University". Thus, developments at National and Global Levels pose new challenges, which necessitate the University to seek support from Donor-Investors across the Globe. Thus, to fulfill the mission of the University, it has embarked on building an integrated advancement programme.

9.9.6 Situation Analysis

SWOC Analysis

i. Strengths (Internal)

- Institutional Memory – The Directorate is the result of a merger between Development and Alumni Offices. It therefore began its operations with some knowledge of University issues to take forward.
- Conducive working environment.
- Well-furnished staff offices with ICT capabilities.
- The Directorate has secured funding for its activities from the University Administration.
- Existence in a first generation University with tested traditions
- A large percentage of staff are Alumni and offer potential for the University's development.
- A large population of students who would become future alumni.

- Robust ICT infrastructure
- Good Source of IGR
- Dedicated pool of staff
- Robust Alumni database
- The Directorate is semi-autonomous
- The Directorate has web presence
- ii. Weaknesses**
 - Low awareness of the presence and duties of the Directorate by majority of the members of the University community.
 - Inadequate staffing.
 - Unstable industrial climate due to strikes.
 - Poor power supply.
 - Lack of vehicles for mobility.
 - Inadequate training of staff.
 - Uncoordinated fundraising and resource mobilization within the University.
 - Lack of synergy between the Directorate and other units of the University.
 - Lack of database for Alumni in diaspora.
 - Inappropriate composition of the governing board.
 - Weak linkage with alumni.
 - Lack of synergy among staff.
 - Worry over autonomy by staff of DUA.
- iii. Opportunities (External)**
 - Well-placed Alumni in Government and business positions
 - Directorate known and highly respected by International agencies.
 - A strong National Alumni Association with which it collaborates.
 - International linkages and collaborations with the University.
 - Existence of Directorates of Advancement in other universities to collaborate with.
 - Large number of alumni in the diaspora.
 - Promising potential for donations from the private sector, philanthropists and international organizations.
- iv. Challenges/Threats**
 - Poor tradition of charity/philanthropic giving by well-endowed Nigerians.
 - Uncoordinated fund-raising activities within the University.
 - Proliferation of universities within the catchment area.
 - Prevailing insecurity in the nation.

- Declining economic fortunes of Nigerians.
- Inadequate subvention from the Government.
- Conflict of loyalty to Alma Maters.
- Increasing lack of sympathy from the Nigerian public toward the university system.

7.9.7 Needs of the DUA

- Increase visibility of the Directorate.
- Synergy of operation between the DUA and other units of the university.
- Coordinated fundraising structure in the University.
- Increase in the funding base for the university.
- Capacity building of the Directorate staff.
- Establishment of linkages unit in the Directorate.
- Vehicles to ease movement.
- Development of database of alumni in the diaspora.
- Acquisition/development of professional fundraising software.
- Additional staff across units.
- Strengthening of Alumni branches.
- Increasing communication with alumni.
- Reviving of Faculty Advancement Officers.

9.10 DISTANCE LEARNING CENTRE

9.10.1 Preamble

The need to commence Distance Learning in ABU has been a product of internal demands initiated by the School of Postgraduate Studies as well external agitations by some alumni as exemplified at the 50th anniversary by Mallam Adamu Fika in his lead paper to mark ABU's golden jubilee where he said "*ABU should consider developing an effective Distance Learning System that deploys modern communication facilities and online tutorial to impact functional knowledge to the millions who may not be able to enroll on its regular campus-based programmes*".

Annually, an average of 13,000 applicants apply for various postgraduate programmes in the Ahmadu Bello University, although about 70% of these are often qualified, less than 5, 000 are usually admitted due to the limitation of on-campus facilities. The situation is even worse with the undergraduate programmes where about 30,000 applicants to Ahmadu Bello University usually score the minimum JAMB requirement of 180 points. However, only less than 10,000 of

these can be admitted due to the same reason. It is thus obvious that ABU has not been able to satisfy the demands for those interested in obtaining its degrees.

It has also been noted that Nigeria has been credited to be among the countries with the highest number of students studying abroad with about 71,000 studying in Ghana alone and paying not less than 155 billion Naira as tuition annually. ABU should take advantage of this opportunity to increase its relevance as well as revenue base. In an on-campus model “there are obviously limits to how many additional students can be admitted without negatively impacting on quality. The Europe Africa Quality Connect Evaluation Report concluded that ABU has obviously curtailed its capacity to generate any additional income by means of enrolling additional students. The need to explore other options of delivery and student enrollment is thus obvious.

The Distance Learning Centre (DLC), ABU was thus designed to be creative and bring on board exceptional services that would enhance its efficiency and the image of the University in general.

9.10.2 Facilities

The Distance Learning Centre of the Ahmadu Bello University is currently located in the Ahmadu Commassie Building (formerly ABU Bookshop) on the Main Campus.

The DLC comprise of:

- i. Offices for the Director, Deputy Directors, Secretary, Secretariat and Departmental Heads, Information, advice and counselling officers, Sectional Heads, staff etc.
 - ii. An 50 seater capacity e-library
 - iii. 500 capacity CBT Centre.
 - iv. A video conferencing facility.
 - v. A resource centre in each geo-political zone.
 - vi. Vehicular/Logistic support (Course Material delivery)
- Warehousing facilities for electronic and hard copies of Course Materials.

9.10.3 Services

- **Utility Services:**

The DLC location shall be well equipped and furnished with all amenities like pipe borne water, regular power and back-up power sources.

- **Functional/Specialized Library Services**

The DLC has a specialized library due to the nature of its students which comprises of:

- i. Book Unit
- ii. Offline e-Resource Unit
- iii. Online Library Unit

- **Community Oriented Services**

The management of DLC has been involved in several education advocacy programmes which include education open days in Ibadan, Port Harcourt, Kano, Abuja and Kaduna. Several radio programmes towards this advocacy.

Other service/support units in the Centre are:

- i. Central Administration
- ii. Finance Unit
- iii. Audit Unit
- iv. Procurement Unit
- v. Medical Services
- vi. Information and Protocol Unit
- vii. Maintenance Unit
- viii. Guidance and Counselling Unit

9.10.4 Achievements

- **Pioneering Role**

The ABU DLC has pioneered e-Learning in the Ahmadu Bello University. It has of recent been saddled with the responsibility of hosting and coordinating the ABU e-Learning Project.

- **Diversity of Staff and Students**

Staff are drawn from all six geopolitical zones of the country. In 2016, the students were currently distributed thus:

South West = 580 students

South South & South East = 62

North Central = 385

North East = 46

North West = 42

Total = 1,115

9.10.5 Challenges

Liberal Learning Environment

DLC students being distance learners are virtual. The need to develop elaborate on campus learning environment does not exist. Extensive support to facilitate online delivery however exists.

7.10.7 Other Important Issues

- **Government Ownership**

ABU DLC being a part of the Ahmadu Bello University is owned by the government of the Federal Republic of Nigeria. Unlike other public Universities or Units of the University, however, it is autonomous and self-funding. The unit is thus responsible for generating resources to maintain itself, expand and cater for staff emoluments.

- **External Aids**

The Centre currently does not benefit from any external aid. Several proposals have however been made for grants to assist the Centre develop its permanent site.

- **Academic Pattern**

Currently, there are four (4) undergraduates and two (2) postgraduates in the Centre.

These programmes are:

- i. BSc Business Administration
- ii. BSc Public Administration
- iii. BSc Economics
- iv. Bachelor of Nursing Science (BNSc)
- v. Master in Business Administration (MBA) with specialization in Finance & Administration, Human Resources and Marketing.
- vi. PGD Education (PGDE)

- **Course Content**

Curriculum and course content similar to on-regular content and curriculum.

- **Admission Requirement**

Admission requirements for all programmes is as applicable to the corresponding on-regular programme.

- **Duration**

In line with the spirit of distance learning, there is flexibility in the duration of study viz.:

- i. Standard duration is as for the corresponding on-regular programme (24 & 36 months for the Regular and Special versions).
- ii. Students are allowed to study for twice the on-campus duration.
- iii. Students intending to 'fast track' their studies can register all 3 semesters per session and graduate within a shorter time (min. 18 months)

Research Funding Potential

Researches in DLC are currently limited to postgraduate researches by staff which are self-funded. It is however envisaged that a Research funding structure shall be put in place to support researches in distance education and e-learning.

PATTERN OF GROWTH

The DLC has been allocated 3 hectares of land for its permanent site in the ABU Phase II layout. A plan for the proposed permanent site has been approved and is awaiting funding.

PHASE 1:

- i) Trial of 5 Diploma Programmes (28 students):
- ii) MBA Deployment (1125 students)

PHASE II (2017/2018)

- i) BSc. Business Administration
- ii) BSc. Public administration
- iii) BSc. Economics
- iv) Bachelor of Nursing Sciences (BNSc)

PHASE III

- i) BSc. Political Science
- ii) BSc International Studies
- iii) MIAD
- iv) PGDE
- v) MPH
- vi) PGD Public Procurement
- vii) PGD Management
- viii) PGD Sensitive Conflict Communication

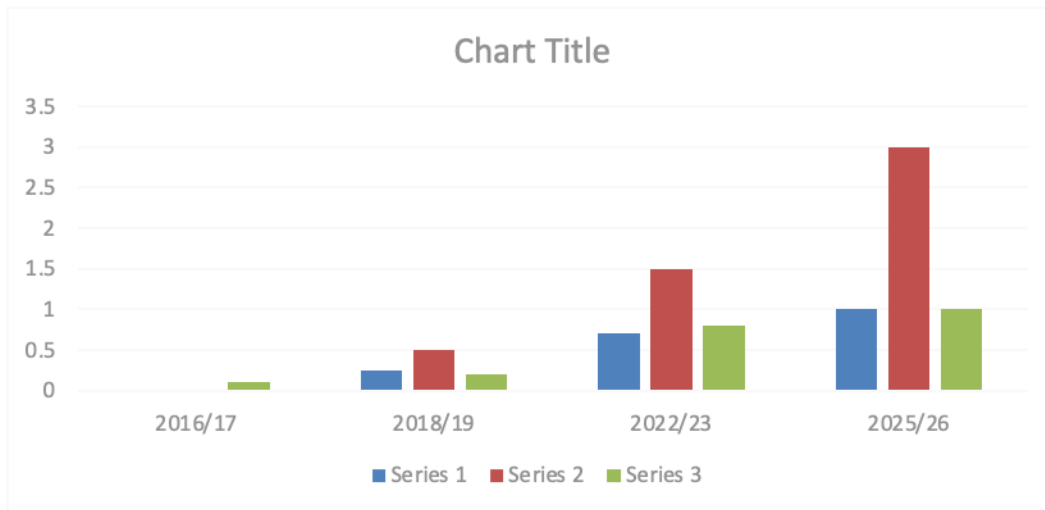


Figure 9.1: Projected Student Population (X 10⁵) for 10years



Table 9.2: Undergraduate Students' Enrolment Projections

Faculty/Department	Year	Level					Total
		100	200	300	400	500	
Distance Learning Centre	2017/18	10,000					10,000
	To 2020	30,000	18,000	8,000			56,000

Table 9.3: Postgraduate Students' Enrolment Projections

Faculty/Department	Year	POSTGRADUATE DIPLOMA	MASTER	PHD	Total
Distance Learning Centre	2016/17	Nil	1126	Nil	1126
	2020	20,000	12,000	Nil	32,000

Table 9.4: Academic Staff Projections

Faculty/Department	Year	Professor & Reader	Senior Lecturer	Lecturer 1 & Below	Total
Distance Learning Centre	2016/17	5	3	15	23
	2020	10	12	35	57

Table 9.5: Non-Academic Staff Projections

Faculty/Department	Year	Snr. Tech. Staff 06-15	Jnr. Tech Staff 01-05	Snr. Admin 06-15	Jnr Admin 10-05	Total
Distance Learning Centre	2016/17	2	3	12	9	26
	2020	5	10	23	13	49

- **Cost Estimate**

Table 9.6: Department Finance - Recurrent Income and Expenditure

	ACADEMIC YEAR			
	2016/17	2017/18	2018/19	2019/20
University's Budgetary Allocation	Nil			
Consultancy	2,800,000	10,000,000	15,000,000	20,000,000
Voluntary Public Support	Nil	10,000,000	10,000,000	10,000,000
Conference Contribution	Nil	Nil	Nil	Nil
Tuition fees	65,000,000	250,000,000	350,000,000	500,000,000
Others (Miscellaneous services)	Nil	2,000,000	2,000,000	2,000,000
Total	67,800,000	272,000,000	377,000,000	532,000,000

9.11 Ahmadu Bello University Estate Management Company Limited

9.11.1 Historical Background

Ahmadu Bello University Estate Management Company Limited is a Private Limited Liability Company fully owned by the Ahmadu Bello University, Zaria. The Company was incorporated with the Corporate Affairs Commission (CAC) since January, 2008.

The Company commenced operations on 1st December, 2008 with a takeoff grant of ₦14, 000, 000.00 released to it by the University.

- **Mandate of the Company**

The company was conceived and established to carry on the following businesses:

- i) Management of the University residential properties located within the campuses and other locations like Kabba, Kano, Jos, Abuja, Lagos and Zaria town occupied by university staff.
 - ii) Management of the University Guest House.
 - iii) Management of all the commercial properties of the university, which include shops in the markets, social centre, kiosks and other business outlets.
 - iv) Management of hostels not occupied by A.B.U. students (Barau Dikko hostels in Zaria and Kaduna).
 - v) Co-ordination of the activities of commercial motorcyclists within the campuses.
 - vi) Co-ordination of telecommunication businesses within the campuses.
 - vii) Valuation services to the university and its affiliated Institutes.
 - viii) Execution of contracts in areas of rehabilitation & renovation.
- For more information on this, we attach herewith the photocopies of the Memorandum and Articles of Association of the company and the Report of the Technical Committee on establishing the company as annexure “A” & “B” respectively.

9.11.2 Services

9.11.3 Achievement of the Company

- i. Purchase of utility vehicle (Toyota Hilux) at ~~₦~~4,860, 000.00 in 2009
- ii. Purchase and installation of 100KVA generator set in the University Guest House at a total cost of ~~₦~~5,610,410.00 in 2010
- iii. Construction of generator house/external toilets at the university Guest House at ~~₦~~1,234,094.00 in 2010
- iv. Rehabilitation of Barau Dikko Hostel, Tudunwada Zaria at ~~₦~~4,887,105.00 in 2011
- v. Rehabilitation and erection of boundary walls (fencing) of Barau Dikko Hostel, Kaduna at ~~₦~~1, 867,179.00 in 2012
- vi. Purchase of Toyota Corolla car at ~~₦~~5,005, 000.00 in 2012
- vii. Rehabilitation of Area BZ Maintenance Office (takeoff office) for the Company at ~~₦~~857, 900.00 in 2012
- viii. Payment of accumulated ground rent/land charges from 1974 – 2012 and obtaining certified true copy of the title documents for the university property at No 8, Kujore Street, Ilupeju, Lagos to Lagos State Government at ~~₦~~3,600,000.00 - 2012

- ix. Upgrading the old wing of the university Guest House at ~~₦~~4,370, 000.00 in 2012.
- x. Remodelling of University property at No 8 Kujore Street, Ilupeju, Lagos at ~~₦~~14, 000, 000.00 December, 2013.
- xi. Installation of smoke detector and fire fighting gadgets in the University Guest House at ~~₦~~940, 000.00 in 2013.
- xii. Initiating, building and furnishing of the company's Head Office at Area BZ at ~~₦~~14, 800,000.00 between 2013 and 2016.
- xiii. Payment for supply and installation of pre-paid electricity meters and vending infrastructures at designate Areas/units of the University at the sum of ~~₦~~ 25,351,211.65 – 2017/2018.

9.11.4 Challenges

- i) Shortage of Staff:** As a Property/Real Estate company, we need professional staff from the building industry, we largely depend on Physical Planning and Municipal Services department for technical work and this slow down our operations. Three (3) of staff resigned their appointment in less than two years without replacement.
- ii) Condition of Services:** This is one problem of the company from inception. We made several submissions in this regards and the Bard constituted different committees at different time to look into this but, till date no condition of service has being approved for the company.
- iii) Low patronage from the University in area of contracts:** There are many contract works from the University that the company can handle; like renovation of offices and staff quarters, supplies of different products but not usually considered.
- iv) Interference with the company's mandate:** The University has a clear mission for establishing the company, thus from the inception its mandates were clearly stated, but we met lots of resistance from units/sections of the university regarding some of the expected areas of business for the company. These includes but not limited to the followings:
 - Management of university's residential houses.
 - Management of shops located within the hostels and academic areas.
 - Management of the university guest house was withdrawn from the company after we invested in it.
 - Rent collection from other tenants of the university like mast of GSM service provider and bank ATM.

- v) Lack of fund for Long term investments:** Investment in real estate is secured but yields slowly compared to capital employed. This special character of real estate Investment is the reason its' difficult to invest borrowed capital at commercial rate. The capital base of the company makes long term investment difficult.

CHAPTER TEN

CURRENT STAFF AND STUDENT POPULATION, ENROLMENT TRENDS AND FUTURE PROJECTIONS

10.1 Preamble

The chapter presents the current population of staff and students at the University. It also captures the past population statistics of the University and uses that to show the trend of growth in students' enrolment as well as staff recruitment. The chapter concludes with projections in students' enrolment and concomitant forecast of academic staff needs.

10.2 Students Population

10.2.1 Undergraduate Students Population

As at the start of the 2019/2020 session, the Ahmadu Bello University had an overall undergraduate student enrollment population of 43930. The Table below provides a breakdown of students' population on a faculty-by-faculty basis.

Table 10.1: Undergraduate Students' Population by Faculty

SN	FACULTY	STUDENTS' POPULATION
1	ABU Business School	2330
2	Administration	1510
3	Agriculture	1138
4	Allied Health Sciences	1403
5	Arts	2956
6	Basic Medical Sciences	1212
7	Clinical Sciences	688
8	Dental Surgery	
9	Education	11337
10	Engineering	5552
11	Environmental Design	3019
12	Law	1750
13	Life Sciences	3171
14	Pharmaceutical Sciences	826
15	Physical Sciences	3797
16	Social Sciences	2456
17	Veterinary Medicine	785
TOTAL		43930

10.2.2 Postgraduate Students Population

As at the start of the 2019/2020 session, the Ahmadu Bello University had an overall postgraduate students' enrollment of 3002. The table below provides a breakdown of students' population on a faculty-by-faculty basis.

Table 10.2: Postgraduate Students' Population by Faculty

SN	FACULTY	STUDENTS' POPULATION
1	Administration	157
2	Agriculture	111
3	Allied Health Sciences	30
4	Arts	168
5	Basic Clinical Sciences	7
6	Basic Medical Sciences	56
7	Business School	215
8	Clinical Sciences	27
9	Dental Surgery	
10	Education	696
11	Engineering	314
12	Environmental Design	307
13	Law	69
14	Life Sciences	180
15	Pharmaceutical Sciences	86
16	Physical Sciences	311
17	Social Sciences	198
18	Veterinary Medicine	70
TOTAL		3002

10.3 University Staff Population

The University has a total of 9,541 staff as at 2020 academic session, the number comprises of 2,681 teaching staff, and 6,860 non-teaching staff. Section 8.3.1 provides the breakdown of all teaching staff based on rank, and across all faculties while Section 8.3.2 provides the distribution across all departments. The composition of non-teaching staff is provided in Section 8.3.3 while the Academic and non-academic staff mix is provided in Section 8.3.4

10.3.1 Academic Staff Population

The breakdown of academic staff across all 16 faculties of the University as provided in Table 8.3.1 include all tenured and contract staff as of the year 2020.

Table 10.3.1: Academic Staff Population

S/No.	Faculty	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Administration	10	9	45	64
2	Agriculture	71	27	77	175
3	Allied health Science	12	11	37	60
4	Arts	64	29	112	205
5	Basic medical Sciences	8	10	49	67
6	Business School	26	25	87	138
7	Clinical Sciences	94	41	96	231
8	Dental Surgery	0		0	0
9	Education	76	39	96	211
10	Engineering	79	44	204	327
11	Environmental Design	59	56	101	216
12	Law	24	8	24	56
13	Life Science	41	19	96	156
14	Pharmaceutical Science	47	17	49	113
15	Physical Science	68	30	156	254
16	Social Science	26	18	58	102
17	Veterinary Medicine	58	17	66	141
		763	400	1353	2516

10.3.2 Academic Staff Mix

The academic staff mix across all Departments is provided in Table 8.3.2 below (1 – 16) on Faculty-by-Faculty basis.

1. Faculty of Administration

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Local Government and Development studies	4	5	20	29
		14%	17%	69%	
2	Public Administration	6	4	25	35
		17%	11%	71%	
Total Enrolment		10	9	45	64

2. Faculty of Agriculture

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
	Agric Econs & Rural Sociology	12	4	19	35
		34%	11%	54%	
	Agronomy	22	2	10	34
		65%	6%	29%	
	Animal Science	12	9	6	27
		44%	33%	22%	
	Crop Protection	6	3	16	25
		24%	12%	64%	
	Plant Science	10	5	15	30
		33%	17%	50%	
	Soil Science	9	4	11	24
		38%	17%	46%	
Total Enrollment		71	27	77	175

3. Faculty of Allied Health Sciences

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Medical Laboratory Science	0	0	5	5
		0%	0%	100%	
2	Medical Microbiology	2	1	5	8
		25%	13%	63%	
3	Medical Radiography	7	4	12	23
		30%	17%	52%	
4	Nursing Science	3	6	15	24
		13%	25%	63%	
Total Enrollment		12	11	37	60

4. Faculty of Arts

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	African Languages and Culture	5	5	12	22
		23%	23%	55%	
2	Arabic	8	3	6	17
		47%	18%	35%	
3	Archaeology	6	3	17	26
		23%	12%	65%	
4	English & Lit. Studies	18	3	19	40
		45%	8%	48%	
5	French	6	3	16	25

		24%	12%	64%	
6	History	10	6	11	27
		37%	22%	41%	
7	Philosophy	5	2	9	16
		31%	13%	56%	
8	Theatre and Performing Arts	6	4	18	28
		21%	14%	64%	
Total Enrollment		64	29	108	201

5. Faculty of Basic Medical Sciences

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Human Anatomy	4	4	30	38
		11%	11%	79%	
2	Human Physiology	4	6	19	29
		14%	21%	66%	
Total Enrollment		8	10	49	67

6. Business School

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Accounting	4	8	31	43
		9%	19%	72%	
2	Insurance and Actuarial Science	1	1	3	5
		20%	20%	60%	
3	Banking and Finance	4	2	6	12
		33%	17%	50%	
4	Business Administration	2	3	9	14
		14%	21%	64%	
5	Business Management	3	4	11	18
		17%	22%	61%	
6	Economics	9	6	22	37
		24%	16%	59%	
7	Marketing	3	1	5	9
		33%	11%	56%	
Total Enrollment		26	25	87	138

7. Faculty of Clinical Science

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Dental Surgery	20	15	24	59
		34%	25%	41%	
2	MBBS	74	26	72	172
		43%	15%	42%	
Total Enrollment		94	41	96	231

8. Faculty of Education

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Arts & Social Science Education	18	10	32	60
		30%	17%	53%	
2	Educational Foundation & Curriculum	6	6	11	23
		26%	26%	48%	
3	Educational Psychology and Counselling	11	4	8	23
		48%	17%	35%	
4	Home Economics	2	0	4	6
		33%	0%	67%	
5	Human Kinetics & Health Education	13	3	9	25
		52%	12%	36%	
6	Library and Information Science	5	6	11	22
		23%	27%	50%	
7	Science Education	12	3	9	24
		50%	13%	38%	

8	Vocational and Technical Education	9	7	12	28
		32%	25%	43%	
Total Enrollment		76	39	96	211

9. Faculty of Engineering

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Agricultural and Bio-Resources Engineering	8	2	7	17
		47%	12%	41%	
2	Chemical Engineering	20	11	31	62
		32%	18%	50%	
3	Civil Engineering	10	8	28	46
		22%	17%	61%	
4	Communications Engineering	2	4	21	27
		7%	15%	78%	
5	Computer Engineering	2	5	22	29
		7%	17%	76%	
6	Electrical Engineering	3	1	23	27
		11%	4%	85%	
7	Mechanical Engineering	15	9	34	58
		26%	16%	59%	

8	Metallurgical and Materials Engineering	11	2	16	29
		38%	7%	55%	
9	Polymer & Textile Science	11	2	10	23
		48%	9%	43%	
10	Water Resources Engineering	8	2	22	32
		25%	6%	69%	
Total Enrollment		90	46	214	350

10. Faculty of Environmental Design

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Fine Arts	14	6	5	25
		56%	24%	20%	
2	Industrial Design	8	2	7	17
		47%	12%	41%	
3	Geomatic	3	4	14	21
		14%	19%	67%	
4	Glass and Silicate Technology	2	2	5	9
		22%	22%	56%	
5	Architecture	11	20	24	55
		55%	36%	44%	
6	Building	13	8	16	37
		35%	22%	43%	

7	Quantity Surveying	4	10	19	33
		12%	30%	58%	
8	Urban and Regional Planning	4	4	11	19
		21%	21%	58%	
Total Enrollment		59	56	101	216

11. Faculty of Law

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Commercial Law	4	4	5	13
		31%	31%	38%	
2	Islamic Law	8	2	3	13
		62%	15%	23%	
3	Private Law	5	1	7	13
		38%	8%	54%	
4	Public Law	7	1	9	17
		41%	6%	53%	
Total Enrollment		24	8	24	56

12. Faculty of Life Sciences

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Biochemistry	11	6	37	54
		20%	11%	69%	
2	Biological Sciences	7	2	18	27
		26%	7%	67%	
3	Botany	7	4	18	29
		24%	14%	62%	
4	Microbiology	8	5	13	26
		31%	19%	50%	
5	Zoology	8	2	10	20
		40%	10%	50%	
		41	19	96	156

13. Faculty of Pharmaceutical Sciences

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Pharmacy	47	17	49	113
Total Enrollment		47	17	49	113

14. Faculty of Physical Sciences

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Chemistry	14	9	22	45
		31%	20%	49%	
2	Computer Science	2	2	32	36
		6%	6%	89%	
3	Geography	10	5	15	30
		33%	17%	50%	
4	Geology	13	5	7	25
		52%	20%	28%	
5	Mathematics	9	2	23	34
		26%	6%	68%	
6	Physics	5	4	28	37
		14%	11%	76%	
7	Statistics	4	1	19	24
		17%	4%	79%	
Total Enrollment		57	28	146	231

15. Faculty of Social Sciences

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	Mass Communication	8	9	18	35
		23%	26%	51%	
2	Political Science & International Studies	9	7	26	42
		21%	17%	62%	
3	Sociology	9	2	14	25
		36%	8%	56%	
Total Enrollment		26	18	58	102

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
	DVM	58	17	66	141
		41%	12%	47%	
Total Enrollment		58	17	66	141

16. Faculty of Veterinary Medicine

S/No.	Department	Professorial cadre	Snr. Lecturer	Others	TOTAL
1	DVM	58	17	66	141
Total		58	17	66	141

10.3.3 Students Enrolment

ABU as a teaching and research institution, enrolment of students both at undergraduate and postgraduate levels are key to the development of the institution, as well as fulfilling one of its core cardinal objectives. Being the largest University in the country both in infrastructure and manpower, ABU is saddled with the biggest responsibility of teaching and development of scholars to service research institutions, other institutions of learning and the continuous need of manpower in other sectors of our nation.

10.3.4 Undergraduate Enrolment from 2015/2016 to 2019/2020 Academic Sessions

Over the years, enrolment of undergraduate students into the various faculties and college of the University has averagely being on a steady rise, although the growth is faster in some faculties as enumerated in the following tables, the University is determined to continue to meet the growing demand of qualitative higher education of the nation. Here are the undergraduate students' enrolment in the last five academic sessions in the University based on individual faculties and college.

17. Faculty of Administration

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Local Government and Development studies	100	128	229	286	743
2	Public Administration	110	172	263	335	880
Total enrollment		210	300	492	621	1623

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Local Government and Development studies	49	160	160	308	677
2	Public Administration	97	175	295	301	868
Total enrollment		146	335	455	609	1545

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Local Government and Development studies	115	108	186	241	650
2	Public Administration	151	162	295	368	976
Total enrollment		266	270	481	609	1626

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Local Government and Development studies	89	159	148	228	624
2	Public Administration	145	289	260	401	1095
Total enrollment		234	448	408	629	1719

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Local Government and Development studies	93	92	165	181	531
2	Public Administration	147	184	289	359	979
Total enrollment		240	276	454	540	1510

Local Government and Development Studies	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
100L	100	49	115	89	93
200L	128	160	108	159	92
300L	229	160	186	148	165
400L	286	160	241	228	181
Total Enrolment	743	529	650	624	531

Public Administration	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
100L	110	97	151	145	147
200L	172	175	162	289	184
300L	263	295	295	260	289
400L	335	301	368	401	359
Total	880	868	976	1095	979

Faculty of Administration

7875

Local Government and Development studies	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Total
100L	100	49	115	89	93	446
200L	128	160	108	159	92	647
300L	229	160	186	148	165	888
400L	286	160	241	228	181	1096
Total Enrolment	743	529	650	624	531	3077

Public Administration	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Total
100L	110	97	151	145	147	650
200L	172	175	162	289	184	982

300L	263	295	295	260	289	1402
400L	335	301	368	401	359	1764
Total	880	868	976	1095	979	4798

18. Faculty of Agriculture

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Agriculture	126	161	86	60	96	529
2	Agricultural Extension	0	25	29	23	3	80
Total enrollment		126	186	115	83	99	609

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Agriculture	148	148	140	84	82	602
2	Fisheries and Aquaculture	41	0	0	0	0	41
3	Forestry and Wildlife	32	0	0	0	0	32
4	Agricultural Extension	0	22	24	30	8	84
Total enrollment		221	170	164	114	90	759

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Agriculture	120	176	137	132	94	659
2	Fisheries and Aquaculture	58	40	0	0	0	98
3	Forestry and Wildlife	58	31	0	0	0	89
4	Agricultural Extension	0	31	21	23	8	83
Total enrollment		236	278	158	155	102	929

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	Agriculture	125	163	158	125	141	3	715
2	Fisheries and Aquaculture	45	76	38	0	0	0	159
3	Forestry and Wildlife	39	65	29	0	0	0	133
4	Agricultural Extension	0	25	28	21	1	0	75
Total enrollment		209	329	253	146	142	3	1082

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Agriculture	117	167	149	146	139	718
2	Fisheries and Aquaculture	43	46	74	35	0	198
3	Forestry and Wildlife	29	42	60	29	0	160
4	Agricultural Extension	0	12	20	28	2	62
Total enrollment		189	267	303	238	141	1138

19. Faculty of Allied Health Sciences

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Nursing Science	151	194	216	100	35	696
Total enrollment		151	194	216	100	35	696

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
2	Nursing Science	158	193	186	210	106	853
Total enrollment		158	193	186	210	106	853

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Medical Laboratory Science	50	0	0	0	0	50
2	Medical Radiography	45	0	0	0	0	45
3	Nursing Science	143	207	192	180	244	966
Total enrollment		238	207	192	180	244	1061

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Medical Laboratory Science	64	61	0	0	0	125
2	Medical Radiography	52	51	0	0	0	103
3	Nursing Science	116	224	204	191	262	997
Total enrollment		232	336	204	191	262	1225

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Medical Laboratory Science	96	92	57	0	0	245
2	Medical Radiography	43	65	50	0	0	158
3	Nursing Science	144	180	217	198	261	1000
Total enrollment		283	337	324	198	261	1403

20. Faculty of Arts

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Arabic	62	104	120	148	434
2	Archeology	138	263	190	190	781
3	Archeology/History	38	54	9	21	122
4	English (Language)	186	198	142	145	671
5	English (Literature)	48	30	56	57	189
6	French	12	29	8	57	106
7	Hausa	28	75	62	124	289
8	History	166	98	74	64	402
9	Theatre and Performing Arts	96	47	49	84	276
Total enrollment		772	898	710	890	3270

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Arabic	55	126	101	140	422
2	Archeology	179	200	242	226	847
3	Archeology/History	53	39	49	19	160
4	English (Language)	84	241	188	161	674
5	English (Literature)	46	76	29	69	220
6	French	33	53	0	46	132
7	Hausa	33	56	68	103	260
8	History	85	176	97	91	449
9	Theatre and Performing Arts	76	109	46	66	297
Total enrollment		644	1076	820	921	3461

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Arabic	48	106	118	148	420
2	Archeology	111	204	186	271	776
3	Archeology/History	50	63	35	51	199
4	English (Language)	109	115	233	213	670
5	English (Literature)	86	65	76	43	270
6	French	17	46	2	39	104
7	Hausa	47	82	56	81	266
8	History	111	103	159	112	485
9	Theatre and Performing Arts	74	89	106	52	321
Total enrollment		653	873	971	1010	3507

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Arabic	46	95	102	153	396
2	Archeology	90	182	161	228	661
3	Archeology/History	38	46	58	51	193
4	English (Language)	98	153	111	272	634
5	English (Literature)	65	110	57	81	313
6	French	12	41	1	71	125
7	Hausa	13	74	73	75	235
8	History	80	122	95	167	464
9	Theatre and Performing Arts	63	86	89	108	346
Total enrollment		505	909	747	1207	3367

2019/2020 Academic Session

S/N	Department	100L	200L	300L	400L	Total
1	Arabic	39	80	91	124	334
2	Archeology	94	135	159	200	588
3	Archeology/History	51	35	41	66	193
4	English (Language)	89	134	151	156	530
5	English (Literature)	43	64	105	71	283
6	French	12	25	3	60	100
7	Hausa	19	28	69	89	205
8	History	82	79	114	140	415
9	Theatre and Performing Arts	62	70	80	96	308
Total enrollment		491	650	813	1002	2956

21. Faculty of Basic Medical Sciences

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Human Anatomy	128	121	103	104	456
2	Human Physiology	126	114	99	121	460
Total enrollment		254	235	202	225	916

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Human Anatomy	162	139	113	130	544
2	Human Physiology	149	136	103	133	521
Total enrollment		311	275	216	263	1065

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Human Anatomy	149	184	131	152	616
2	Human Physiology	134	169	125	156	584
Total enrollment		283	353	256	308	1200

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Human Anatomy	161	151	165	169	646
2	Human Physiology	140	155	151	174	620
Total enrollment		301	306	316	343	1266

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Human Anatomy	111	154	144	205	614
2	Human Physiology	127	135	142	194	598
Total enrollment		238	289	286	399	1212

22. Business School

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Accounting	118	215	197	293	823
2	Business Administration	108	220	185	269	782
3	Economics	110	163	136	193	602
4	Insurance	36	63	25	19	143
Total enrollment		372	661	543	774	2350

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Accounting	114	166	202	272	754
2	Business Administration	97	168	214	257	736
3	Business Management	1	0	0	0	1
4	Economics	84	137	160	180	561
5	Insurance	93	48	61	25	227
Total enrollment		389	519	637	734	2279

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Accounting	122	157	165	278	722
2	Business Administration	111	169	160	294	734
3	Business Management	9	2	0	0	11
4	Economics	122	107	132	204	565
5	Insurance	74	114	47	69	304
Total enrollment		438	549	504	845	2336

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Accounting	120	202	149	238	709
2	Business Administration	71	218	159	239	687
3	Business Management	46	17	1	0	64
4	Economics	136	145	102	175	558
5	Insurance	62	115	107	75	359
Total enrollment		435	697	518	727	2377

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Accounting	148	169	192	200	709
2	Actuarial Science	17	1	0	0	18
3	Banking and Finance	24	11	0	0	35
4	Business Administration	1	70	201	187	459
5	Business Management	80	72	13	0	165
6	Economics	115	164	139	138	556
7	Insurance	64	10	108	111	353
8	Marketing	32	3	0	0	35
Total enrollment		481	560	653	636	2330

23. Faculty of Clinical Science

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	MBBS	105	127	108	58	28	110	536
Total enrollment		105	127	108	58	28	110	536

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	MBBS	97	127	115	98	56	31	524
Total enrollment		97	127	115	98	56	31	524

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	Dental Surgery	30	0	0	0	0	0	38
2	MBBS	123	107	117	105	99	56	607
Total enrollment		161	107	117	105	99	56	645

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	Dental Surgery	43	46	0	0	0	0	89
2	MBBS	128	144	105	103	103	3	586
Total enrollment		171	190	105	103	103	3	675

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	Dental Surgery	40	59	38	0	0	0	137
2	MBBS	179	174	131	67	0	0	551
Total enrollment		219	233	169	67	0	0	688

24. Faculty of Education

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Education Psychology and Counselling	0	2	1	0	0	3
2	Adult Education	5	19	2	3	0	29
3	Arabic Education	34	68	71	66	0	239
4	Biology Education	137	181	98	118	0	534
5	Chemistry Education	82	106	70	73	0	331
6	Christian Religious Studies	17	49	46	39	0	151
7	Education Administration	5	4	2	0	0	11
8	Geography Education	46	273	80	49	1	449
9	Guidance and Counselling	158	358	175	190	0	881
10	Hausa Education	17	60	68	70	0	215
11	Home Economics	24	35	20	23	0	102
12	Integrated Science	38	135	87	51	0	311
13	Islamic Religious Studies	105	162	174	138	0	579
14	Mathematics Education	9	73	74	68	0	224
15	Physical and Health Education	21	118	48	44	0	231
16	Physics Education	55	82	64	69	0	270
17	Social Studies	179	236	156	123	0	694
18	Agriculture Education	57	86	88	59	0	290

19	Business Education	112	150	102	92	0	456
20	Computer Science Education	41	199	77	97	1	415
21	Health Education	16	20	7	0	0	43
22	Human Kinetics	19	32	10	7	0	68
23	Library and Information Science	196	465	269	353	1	1284
Total enrollment		1373	2913	1789	1732	3	7810

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Arabic (B.A(Ed))	1	0	0	0	0	0
2	Education Foundation and Curriculum	3	0	0	0	0	3
3	Education Psychology and Counselling	0	0	2	1	0	3
4	Adult Education	84	10	17	4	1	116
5	Arabic Education	37	68	68	68	0	241
6	Biology Education	220	234	141	125	0	720
7	Chemistry Education	158	113	90	89	0	450
8	Christian Religious Studies	16	34	47	53	0	150
9	Education Administration	131	11	3	2	0	147
9	Geography Education	158	193	145	83	3	582
10	Guidance and Counselling	170	371	273	178	1	993
11	Hausa Education	19	51	62	67	0	199
12	Home Economics	119	60	23	24	0	226
13	Integrated Science	160	88	120	95	0	463
14	Islamic Religious Studies	104	189	150	195	0	638

15	Mathematics Education	88	68	66	84	0	306
16	Physical and Health Education	76	112	61	54	0	303
17	Physics Education	118	105	71	71	0	365
17	Social Studies	165	309	157	169	0	800
18	Agriculture Education	122	120	56	95	0	393
19	Business Education	97	178	129	115	0	519
20	Computer Science Education	167	139	164	104	1	575
21	Health Education	211	31	17	6	0	265
22	Human Kinetics	237	25	31	14	2	309
23	Library and Information Science	272	373	384	374	2	1405
Total enrollment		2933	2882	2277	2070	10	10172

2017/2018 Academic Session

S/N	Programme	100 L	200 L	300 L	400 L	500 L	Total
1	Arabic (B.A(Ed))	0	1	0	0	0	1
2	Education Foundation and Curriculum	1	3	0	0	0	4
3	Education Psychology and Counselling	41	16	0	3	0	60
4	Adult Education	0	85	10	18	1	114
5	Arabic Education	36	74	68	75	0	253
6	Biology Education	136	287	221	163	0	807
7	Chemistry Education	127	189	108	122	0	546
8	Christian Religious Studies	100	35	34	51	0	220
9	Education Administration	5	137	9	5	0	156

10	Geography Education	54	220	168	145	3	590
11	Guidance and Counselling	54	307	388	275	0	1024
12	Hausa Education	12	54	51	68	0	185
13	Home Economics	30	149	54	28	0	261
14	Integrated Science	91	227	80	135	0	533
15	Islamic Religious Studies	95	157	178	202	0	632
16	Mathematics Education	75	120	64	88	0	347
17	Physical and Health Education	57	80	101	70	0	308
18	Physics Education	84	152	102	96	0	434
19	Social Studies	133	257	282	147	0	819
20	Agriculture Education	117	156	112	63	0	448
21	Business Education	107	142	173	161	0	583
22	Computer Science Education	61	247	136	186	1	631
23	Computer Science Education (Special)	0	0	2	0	0	2
24	Health Education	66	250	19	15	0	350
25	Human Kinetics	45	299	7	23	2	376
26	Library and Information Science	120	408	348	497	1	1374
Total enrolment		1647	4052	2715	2636	8	1105 8

2018/2019 Academic Session

S/ N	Programme	100 L	200 L	300 L	400 L	500 L	Total
1	Arabic (B.A(Ed))	0	1	0	0	0	1
2	Education Foundation and Curriculum	0	2	2	0	0	4
3	Education Psychology and Counselling	0	38	15	3	0	56
4	Adult Education	13	164	0	0	0	177
5	Arabic Education	38	72	68	73	0	251
6	Biology Education	144	276	252	270	0	942
7	Chemistry Education	142	179	178	151	0	650
8	Christian Religious Studies	49	115	34	41	0	239
9	Education Administration	106	201	1	0	0	308
10	Geography Education	32	222	109	190	0	553
11	Guidance and Counselling	68	262	268	398	0	996
12	Hausa Education	5	45	51	50	0	151
13	Home Economics	65	145	67	49	0	326
14	Integrated Science	119	203	195	94	0	611
15	Islamic Religious Studies	72	181	143	213	0	609
16	Mathematics Education	52	124	111	95	0	382
17	Physical and Health Education		49	75	116	0	240
18	Physics Education	104	153	138	135	0	530
19	Social Studies	73	308	175	263	0	819
20	Agriculture Education	134	161	144	128	0	567

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2 1	Business Education	62	173	140	211	0	586
2 2	Computer Science Education	48	249	167	196	0	660
2 3	Computer Science Education (Special)	0	0	0	2	0	2
2 4	Health Education	120	356	45	15	0	536
2 5	Human Kinetics	105	322	67	2	0	496
2 6	Library and Information Science	87	370	316	473	0	1246
Total enrolment		1638	4371	2761	3168	0	11938

2019/2020 Academic Session

S /N	Programme	10 0L	200 L	300 L	400 L	500 L	Total
1	Arabic (B.A(Ed))	0	0	1	0	0	1
2	Education Foundation and Curriculum	0	4	0	0	0	4
3	Education Psychology and Counselling	0	0	36	14	0	50
4	Adult Education	114	40	154	0	0	308
5	Arabic Education	26	72	69	73	0	240
6	Biology Education	102	209	262	297	0	870
7	Chemistry Education	85	182	169	226	0	662
8	Christian Religious Studies	36	59	109	33	0	237
9	Education Administration	117	176	184	0	0	477
10	Geography Education	21	65	209	171	0	466
11	Guidance and Counselling	147	164	256	312	0	879
12	Hausa Education	12	20	41	50	0	123

1 3	Home Economics	48	68	137	66	0	319
1 4	Integrated Science	67	167	192	214	0	640
1 5	Islamic Religious Studies	62	107	173	142	0	484
1 6	Mathematics Education	14	75	112	122	0	323
17	Physical and Health Education	0	7	42	85	0	134
18	Physics Education	69	130	140	192	0	531
1 9	Social Studies	103	117	289	182	0	691
2 0	Agriculture Education	47	166	153	192	0	558
2 1	Business Education	46	95	169	209	0	519
2 2	Computer Science Education	42	144	233	207	0	626
2 3	Computer Science Education (Special)	0	0	0	1	0	1
2 4	Health Education	50	212	341	32	0	635
2 5	Human Kinetics	66	111	285	56	0	518
2 6	Library and Information Science	95	193	358	395	0	1041
Total enrolment		1369	2583	4114	3271	0	1133 7

25. Faculty of Engineering

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Agricultural Engineering	97	73	45	40	81	336
2	Chemical Engineering	134	126	162	146	236	804
3	Civil Engineering	126	129	143	102	179	679
4	Communications Engineering	31	19	27	0	0	77
5	Computer Engineering	30	51	37	31	0	149
6	Electrical Engineering	65	115	119	140	284	723
7	Mechanical Engineering	113	85	107	83	171	559
8	Metallurgical and Materials Engineering	64	65	34	39	80	282
9	Water Resources Engineering	64	93	30	49	106	342
10	Land Surveying	0	0	0	0	3	3
11	Textile Science and Technology	102	83	48	36	76	345
Total enrollment		783	840	746	668	1219	4256

2016/2017 Academic Session

S/N	Programme		100L	200L	300L	400L	500L	Total
1	Agricultural and Bio-Resources Engineering		0	0	0	0	0	0
2	Agricultural Engineering		116	76	85	41	68	386
3	Automotive Engineering		21	0	0	0	0	21
4	Chemical Engineering		137	144	122	159	220	782
5	Civil Engineering		131	150	138	133	144	696
6	Communications Engineering		36	40	19	26	0	121
7	Computer Engineering		55	53	51	36	31	226
8	Electrical Engineering		61	94	122	116	248	641
9	Mechanical Engineering		100	124	86	96	148	554
10	Mechatronics Engineering		24	0	0	0	0	24
11	Metallurgical and Materials Engineering		73	73	60	32	59	297
12	Polymer and Textile Engineering		52	0	0	0	0	52
13	Water Resources and Environmental Engineering		78	70	87	29	78	342
14	Land Surveying		0	0	0	0	3	3
15	Polymer and Textile Science		77	9	0	0	0	86
16	Textile Science and Technology		0	92	80	49	58	279
Total enrollment	913	918	835	713	1065	4444		

2017/2018 Academic Session

S/ N	Programme	100 L	200 L	300 L	400 L	500 L	Tot al
1	Mining and Minerals Engineering	27	0	0	0	0	27
2	Agricultural and Bio-Resources Engineering	78	0	0	0	0	78
3	Agricultural Engineering	53	83	88	63	70	357
4	Automotive Engineering	30	29	0	0	0	59
5	Chemical Engineering	121	153	142	123	226	765
6	Civil Engineering	124	163	149	139	172	747
7	Communications Engineering	45	55	41	18	26	185
8	Computer Engineering	61	90	53	50	57	311
9	Electrical Engineering	79	97	100	119	217	612
10	Mechanical Engineering	126	120	118	84	161	609
11	Mechatronics Engineering	47	30	0	0	0	77
12	Metallurgical and Materials Engineering	88	73	67	58	54	340
13	Polymer and Textile Engineering	23	55	0	0	0	78
14	Water Resources and Environmental Engineering	85	80	69	86	63	383
15	Land Surveying	0	0	0	0	3	3
16	Polymer and Textile Science	0	68	9	0	0	77
17	Textile Science and Technology	0	0	86	77	74	237
Total enrollment		929	1094	905	824	1125	4877

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Mining and Minerals Engineering	39	27	0	0	0	66
2	Agricultural and Bio-Resources Engineering	101	88	0	0	0	189
3	Agricultural Engineering	0	9	85	87	82	263
4	Automotive Engineering	40	28	28	0	0	96
5	Chemical Engineering	135	146	147	139	214	781
6	Civil Engineering	134	158	162	145	172	771
7	Communications Engineering	68	62	54	39	29	252
8	Computer Engineering	94	101	88	54	75	412
9	Electrical Engineering	138	111	98	98	224	669
10	Mechanical Engineering	126	142	110	114	145	637
11	Mechatronics Engineering	44	54	29	0	0	127
12	Metallurgical and Materials Engineering	87	90	65	67	76	385
13	Polymer and Textile Engineering	43	24	54	0	0	121
14	Water Resources and Environmental Engineering	107	87	74	68	115	451
15	Land Surveying	0	0	0	0	1	1
16	Polymer and Textile Science	4	1	61	9	0	75
17	Textile Science and Technology	0	0	0	84	108	192
Total enrollment		1151	1120	1046	887	1256	5460

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Mining and Minerals Engineering	32	38	26	0	0	96
2	Agricultural and Bio-Resources Engineering	91	95	82	0	0	268
3	Agricultural Engineering	0	0	8	77	125	210
4	Automotive Engineering	25	40	22	26	0	113
5	Chemical Engineering	101	145	141	138	215	740
6	Civil Engineering	132	171	148	156	204	811
7	Communications Engineering	44	69	61	47	50	271
8	Computer Engineering	86	130	99	84	84	483
9	Electrical Engineering	83	165	115	93	180	636
10	Mechanical Engineering	115	138	134	101	159	647
11	Mechatronics Engineering	42	48	52	26	0	168
12	Metallurgical and Materials Engineering	65	87	78	60	99	389
13	Polymer and Textile Engineering	23	41	21	54	0	139
14	Water Resources and Environmental Engineering	63	101	84	67	119	434
15	Polymer and Textile Science	0	4	1	57	8	70
16	Textile Science and Technology	0	0	0	0	114	114
Total enrollment		886	1275	1064	978	1349	5552

26. Faculty of Environmental Sciences

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Fine Arts	34	45	64	63	0	206
2	Industrial Design	48	86	54	67	0	255
3	Glass and Silicate Technology	1	1	0	0	0	2
4	Architecture	101	102	83	173	0	459
5	Building	86	106	129	95	107	503
6	Geomatics	67	68	32	30	25	222
7	Glass Technology	53	76	51	107	0	287
8	Quantity Surveying	82	90	59	70	97	398
9	Urban and Regional Planning	63	89	67	80	101	400
Total enrollment		535	663	539	685	330	2752

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Fine Arts	32	42	45	73	0	192
2	Industrial Design	51	73	74	71	0	269
3	Geomatic Engineering	0	0	2	2	0	4
4	Glass and Silicate Technology	19	2	1	0	0	22
5	Architecture	102	111	107	152	0	472
6	Building	129	96	103	119	126	573
7	Geomatics	72	80	63	29	39	283
8	Glass Technology	97	90	57	82	0	326
9	Quantity Surveying	105	94	89	54	94	436
10	Urban and Regional Planning	41	72	87	64	105	369
Total enrollment		648	660	628	646	364	2946

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Fine Arts	33	57	41	57	0	188
2	Industrial Design	25	88	72	99	0	284
3	Geomatic Engineering	1	0	0	2	2	5
4	Glass and Silicate Technology	97	18	2	1	0	118
5	Architecture	107	105	106	174	0	492
6	Building	104	142	97	99	162	604
7	Geomatics	61	90	74	59	45	329
8	Glass Technology	5	106	84	103		298
9	Quantity Surveying	77	124	96	88	76	461
10	Urban and Regional Planning	83	59	72	84	92	390
Total enrollment		593	789	644	766	377	3169

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Fine Arts	37	41	56	44	0	178
2	Industrial Design	11	59	63	93	0	226
3	Geomatic Engineering	1	1	0	0	4	6
4	Glass and Silicate Technology	99	146	84	139	0	468
5	Architecture	99	113	105	158	0	475
6	Building	103	133	120	95	164	615
7	Geomatics	44	90	84	72	81	371
8	Quantity Surveying	71	98	120	94	109	492
9	Urban and Regional Planning	62	90	54	72	124	402
Total enrollment		527	771	686	767	482	3233

2019/2020 Academic Session

S/N	Department	100L	200L	300L	400L	500L	Total
1	Fine Arts	30	47	40	62	0	179
2	Industrial Design	46	30	59	79	0	214
3	Geomatic Engineering	0	1	1	0	2	4
4	Glass and Silicate Technology	91	100	127	0	0	318
5	Architecture	101	104	107	152		464
6	Building	90	108	122	113	134	567
7	Geomatics	16	51	84	80	112	343
8	Glass Technology	1	13		111		125
9	Quantity Surveying	55	77	87	113	128	460
10	Urban and Regional Planning	47	62	80	52	104	345
Total enrollment		477	593	707	762	480	3019

27. Faculty of Law

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Civil Law	125	171	165	120	174	755
2	Islamic Law	146	167	163	130	158	764
Total enrollment		271	338	328	250	332	1519

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Civil Law	86	173	168	194	150	771
2	Islamic Law	99	192	165	156	163	775
Total enrollment		185	365	333	350	313	1546

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Civil Law	130	132	173	183	210	846
2	Islamic Law	123	172	188	163	188	834
Total enrollment		253	304	361	364	398	1680

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Civil Law	133	213	130	196	224	896
2	Islamic Law	118	198	167	185	197	865
Total enrollment		251	411	297	381	421	1761

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Civil Law	144	206	201	130	204	885
2	Islamic Law	124	194	181	163	203	865
Total enrollment		268	400	382	293	407	1750

28. Faculty of Life Sciences

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Biochemistry	173	140	152	271	736
2	Biological Sciences	244	235	196	308	983
3	Botany	68	21	0	1	90
4	Microbiology	157	139	170	210	676
5	Zoology	47	16	0	0	63
Total enrollment		689	551	518	790	2548

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Biochemistry	63	172	131	272	638
2	Biological Science	159	247	211	298	915
3	Botany	136	80	11	1	228
4	Microbiology	143	166	128	241	678
5	Zoology	116	45	13	0	174
Total enrollment		617	710	494	812	2633

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Biochemistry	98	75	167	262	602
2	Biological Science	174	160	222	388	944
3	Botany	144	137	68	7	356
4	Microbiology	153	165	161	247	726
5	Zoology	139	109	38	11	297
Total enrollment		708	646	656	915	2925

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Biochemistry	83	107	67	309	0	566
2	Biological Science	185	201	138	413	1	938
3	Botany	154	161	119	65	0	499
4	Microbiology	159	191	142	240	0	732
5	Zoology	147	140	97	38	0	422
Total enrollment		728	800	563	1065	1	3157

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Biochemistry	82	98	98	215	493
2	Biological Science	131	193	187	348	859
3	Botany	112	153	148	151	564
4	Microbiology	140	203	177	246	766
5	Zoology	97	150	130	112	489
Total enrollment		562	797	740	1072	3171

29. Faculty of Pharmaceutical Sciences

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Pharmacy	107	111	140	110	294	762
Total enrollment		107	111	140	110	294	762

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Pharmacy	103	118	106	137	254	718
Total enrollment		103	118	106	137	254	718

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Pharmacy	118	122	118	102	254	705
Total enrollment		118	122	118	102	254	705

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Pharmacy	131	144	121	115	236	747
Total enrollment		131	144	121	115	236	747

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Pharmacy	145	169	140	119	253	826
Total enrollment		145	169	140	119	253	826

30. Faculty of Physical Sciences**2015/2016 Academic Session**

S/N	Programme	100L	200L	300L	400L	500L	Total
1	Chemistry	197	179	146	241	0	763
2	Computer Science	167	190	256	274	0	887
3	Geography	177	223	137	188	5	730
4	Geology	63	73	62	124	1	323
5	Mathematics	77	96	53	172	0	398
6	Physics	75	87	71	94	0	327
7	Statistics	82	97	103	179	1	462
Total enrollment		838	945	828	1272	7	3890

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	Chemistry	165	194	170	252	0	0	781
2	Computer Science	140	238	189	323	0	0	890
3	Geography	229	227	176	188	5	1	826
4	Geology	94	68	68	117	0	0	347
5	Mathematics	95	97	86	128	0	0	406
6	Physics	100	89	79	105	0	0	373
7	Statistics	133	107	121	167	1	0	529
Total enrollment		956	1020	889	1280	6	1	4152

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	Chemistry	162	159	181	304	0	0	806
2	Computer Science	138	189	230	319	0	0	876
3	Geography	60	311	182	229	8	1	791
4	Geology	68	99	62	135	1	0	365
5	Mathematics	88	115	93	137	0	0	433
6	Physics	61	113	78	126	0	0	378
7	Statistics	96	179	118	172	1	0	566
Total enrollment		673	1165	944	1422	10	1	4215

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	700L	Total
1	Chemistry	162	168	149	310	0	0	0	789
2	Computer Science	153	235	183	318	0	0	1	890
3	Geography	65	238	172	224	2	1	0	702
4	Geology	119	94	76	110	0	0	0	399
5	Mathematics	84	115	97	147	0	0	0	443
6	Physics	42	94	107	135	0	0	0	378
7	Statistics	84	171	160	185	1	0	0	601
Total enrollment		709	1115	944	1429	3	1	1	4202

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	Chemistry	145	166	151	257	719
2	Computer Science	128	238	213	261	840
3	Geography	69	78	211	232	590
4	Geology	123	124	83	118	448
5	Mathematics	39	96	107	150	392
6	Physics	25	71	88	145	329
7	Statistics	33	100	163	183	479
Total enrollment		562	873	1016	1346	3797

31. Faculty of Social Sciences

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	International Studies	144	126	110	175	555
2	Mass Communication	156	233	257	272	918
3	Political Science	150	117	123	154	544
4	Sociology	130	112	119	141	502
Total enrollment		580	588	609	742	2519

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	International Studies	93	175	122	155	545
2	Mass Communication	106	189	223	306	824
3	Political Science	94	171	106	156	527
4	Sociology	99	147	107	151	504
Total enrollment		392	682	558	768	2400

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	International Studies	126	114	172	187	599
2	Mass Communication	164	147	181	326	818
3	Political Science	117	117	165	154	553
4	Sociology	142	123	138	144	547
Total enrollment		549	501	656	811	2517

2018/2019 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	International Studies	108	169	114	222	613
2	Mass Communication	163	213	142	316	834
3	Political Science	104	141	106	194	545
4	Sociology	123	183	119	193	618
Total enrollment		498	706	481	925	2610

2019/2020 Academic Session

S/N	Programme	100L	200L	300L	400L	Total
1	International Studies	121	130	150	149	550
2	Mass Communication	163	192	199	243	797
3	Political Science	98	127	131	144	500
4	Sociology	131	146	164	168	609
Total enrollment		513	595	644	704	2456

32. Faculty of Veterinary Medicine

2015/2016 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	DVM	102	114	71	61	83	122	553
Total enrollment		102	114	71	61	83	122	553

2016/2017 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	DVM	95	113	108	68	58	165	607
Total enrollment		95	113	108	68	58	165	607

2017/2018 Academic Session

S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	DVM	124	107	108	104	65	156	664
Total enrollment		124	107	108	104	65	156	664

2018/2019 Academic Session

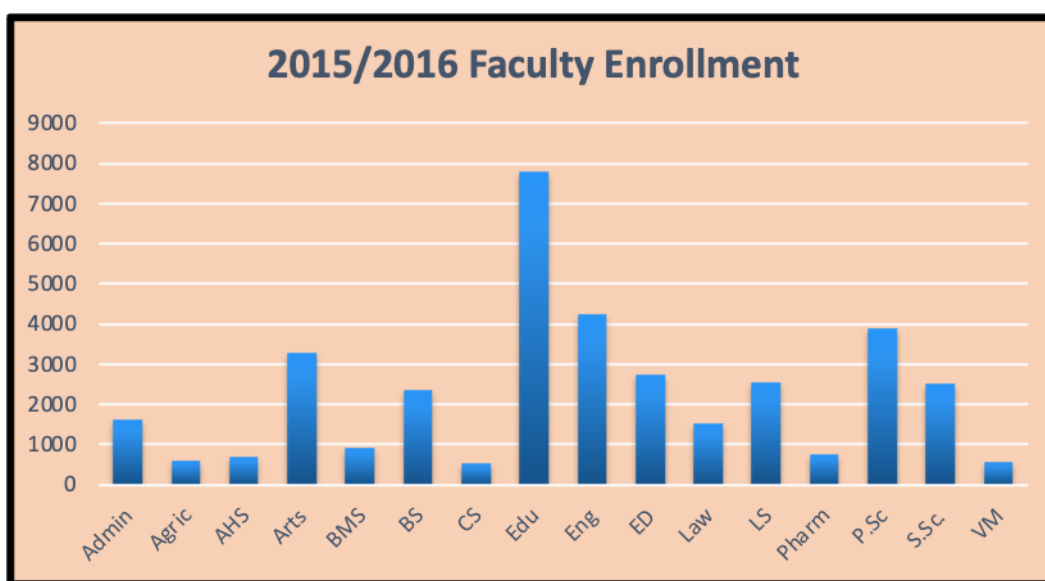
S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	DVM	140	132	105	104	101	141	723
Total enrollment		140	132	105	104	101	141	723

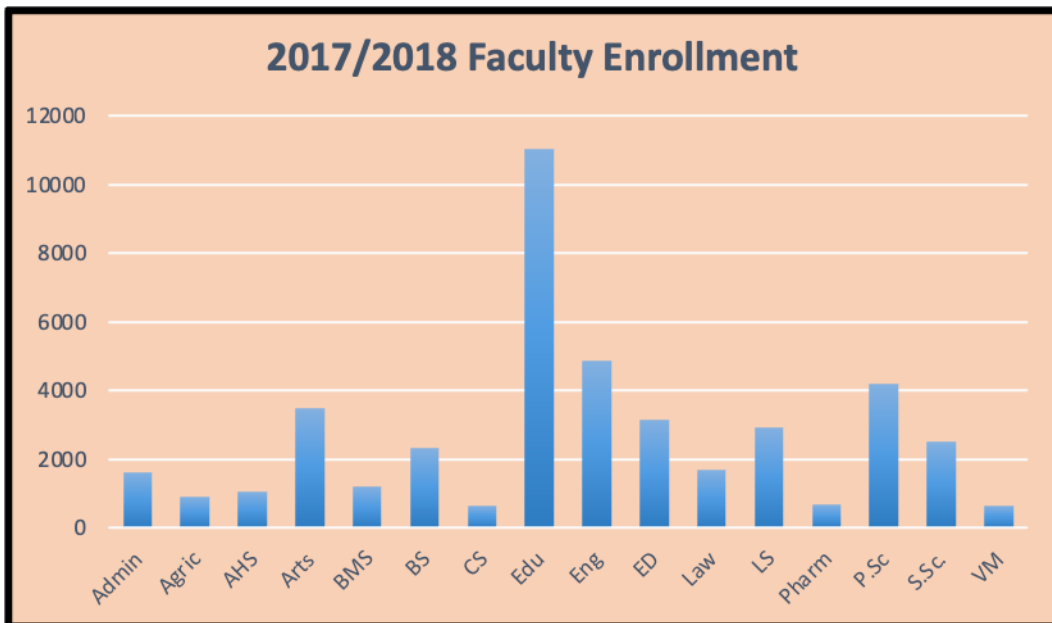
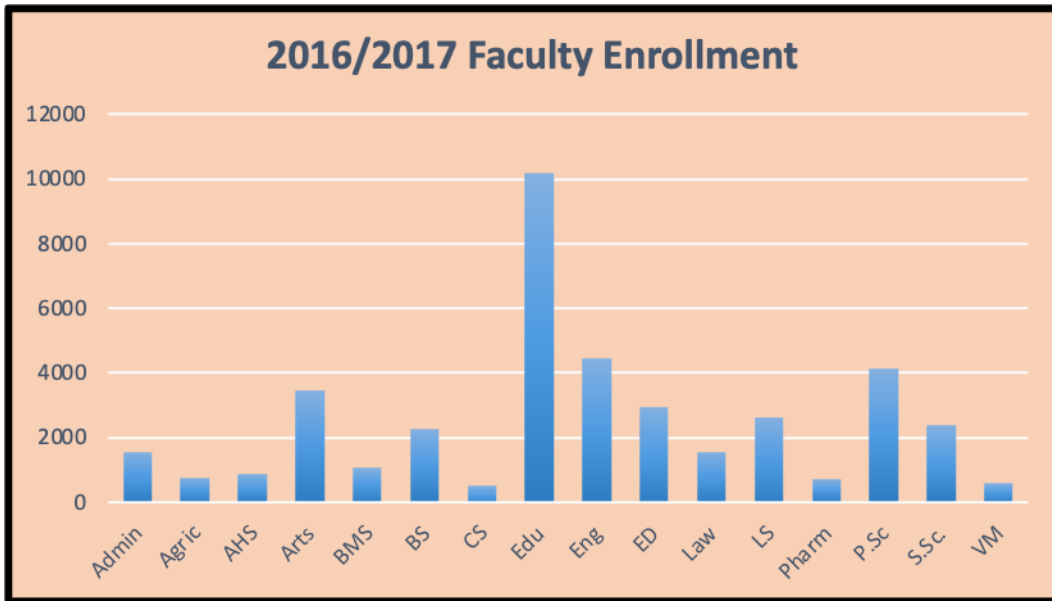
2019/2020 Academic Session

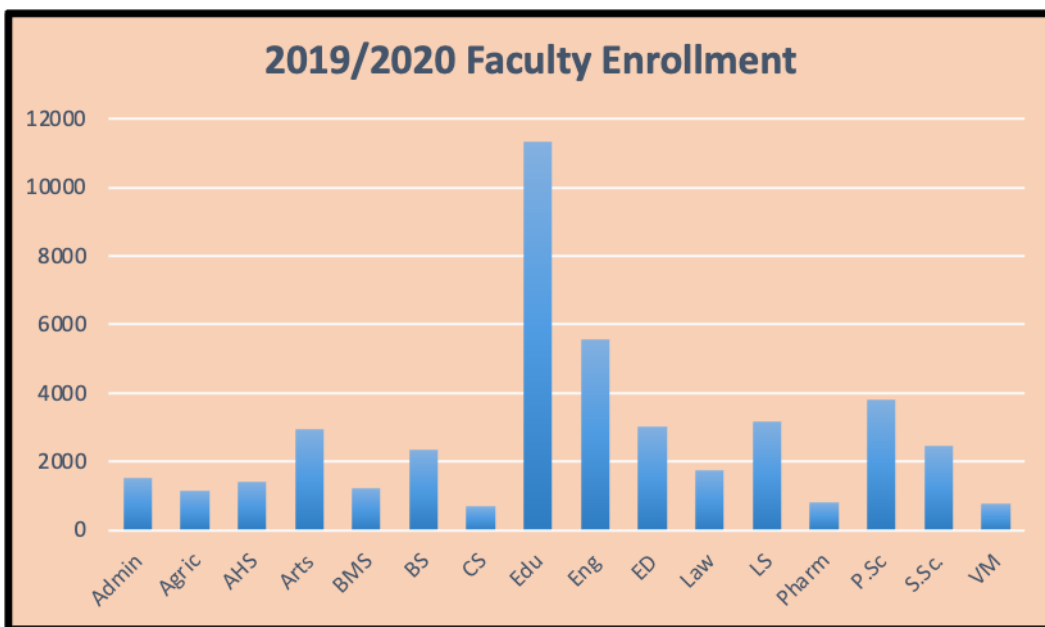
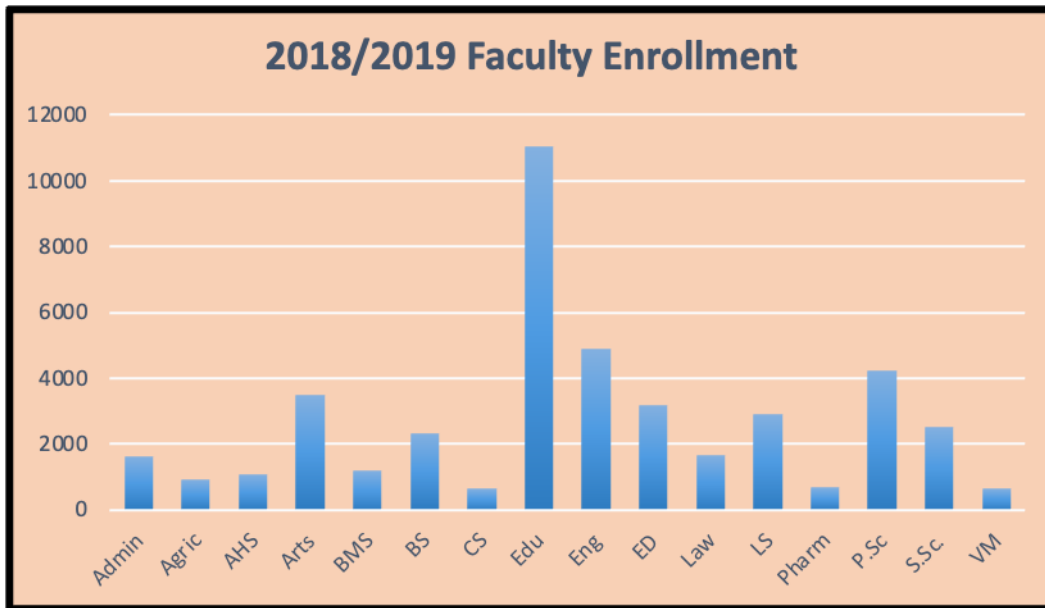
S/N	Programme	100L	200L	300L	400L	500L	600L	Total
1	DVM	116	152	123	102	103	189	785
Total enrollment		116	152	123	102	103	189	785

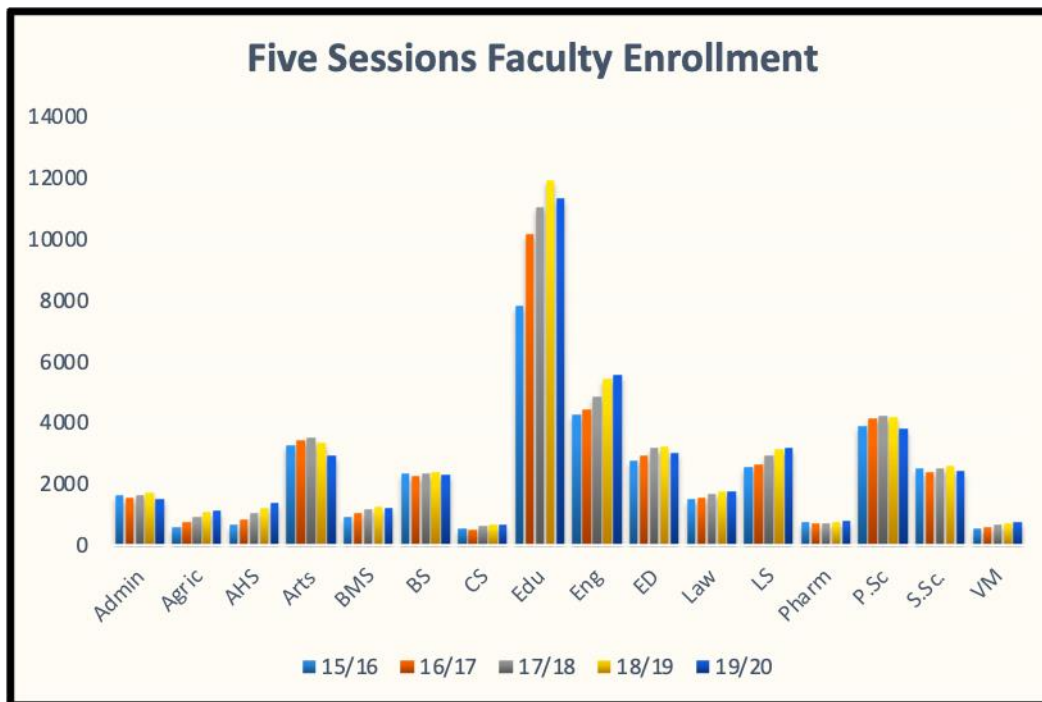
10.3.5 Faculty Enrolment

In this section, level based annual enrollment of the existing faculties will be presented for the past five academic sessions. Only charts depicting total faculty annual enrollments are given. See appendix V for the tabular details of these faculty annual enrollment.









10.3.6 Postgraduate Students Enrolment from 2010/2011 to 2019/2020

Academic Sessions

Being the largest University with the highest number of senior academic staffs in the country, Ahmadu Bello University, Zaria, is saddled with the biggest burden of training at postgraduate level. Since the inception of the School of Postgraduate Studies, which aims at coordinating matters related to postgraduate admission, training and research, student's enrolment and graduation has dramatically increased. With more demand from within and outside the University, the institution is expected to either maintain its current admission or expand enrolment and graduation in the coming years. There are broadly two categories of postgraduate degrees, either academic or professional degrees.

Academic degrees are more research intensive and lead to the award of either Doctor of Philosophy (PhD), or Masters Degrees (including MAs (MA), Master of Science (MSc), Master of Science Education (MSc Ed)), Master of Education (MEd) and Post Graduate Diplomas (PGDs). On the other hand, professional degrees are more industry based and lead to the award of degrees like Master of Information Management, Master of Business Administration, Master of Public Administration, Master of International Affairs and Diplomacy and many more.

In this section, annual enrollment (both academic and professional programs) in each faculty at every academic session is given.

2015/2016 ACADEMIC SESSION POSTGRADUATE ENROLLMENT

Faculty of Administration

S/ N	Department/Programme	Enrollme nt
A	Accounting	216
1	MPhil Accounting and Finance (Full-Time)	12
2	MSc Accounting and Finance	34
3	Masters in Accounting (Part-Time)	116
4	PGD Accounting and Finance	54
B	Business Administration	484
1	MPhil Business Administration	17
2	MSc Banking and Finance	18
3	MSc Business Administration (Full-Time)	24
4	Masters in Banking and Finance (Part-Time)	9
5	Masters in Business Administration (Part-Time)	281
6	PGD in Management (Part-Time)	133
7	PhD Business Administration	2
C	International Centre of Excellence in Rural Finance and Entrepreneurship	20
1	MSc Rural Finance and Entrepreneurship (Full-Time)	20
D	Local Government and Development Studies	36
1	MPhil in Policy and Development Studies (Full-Time)	9
2	MPhil Local Government and Development Studies	1
4	Masters in Policy and Development Studies (MFDS)(Part-Time)	24
5	MPA in Local Government	2
E	Public Administration	409
1	MPhil Public Administration	19
2	MSc Public Administration (Full-Time)	30
3	Masters in Public Administration (Full-Time)	36
4	Masters in Public Administration (Part-Time)	197
5	PGD Human Capital Development	8
6	PGD Public Administration (Part-Time)	112
7	PhD Public Administration (Full-Time)	7
Grand Total		1165

Faculty of Agriculture

S/N	Department/Programme	Enrollment
A	Agricultural Economics and Rural Sociology	32
1	MSc Agricultural Economics	6
2	MSc Agricultural Extension and Rural Sociology	6
3	PGD Agric Economics	1
4	PGD Farm Management and Extension	11
5	PhD Agricultural Economics	5
6	PhD Agricultural Extension and Rural Sociology	3
B	Agronomy	26
1	MPhil Agronomy	1
2	MSc Agronomy	12
3	PGD Agronomy	7
4	PGD Crop Production	1
5	PhD Agronomy	5
C	Animal Science	54
1	MSc Animal. Science (Full-Time)	27
2	PGD Animal Science (Part-Time)	17
3	PhD Animal Science (Full-Time)	10
D	Crop Protection	10
1	MSc Crop Protection (Full-Time)	7
2	PhD Crop Protection (Full-Time)	3
E	Plant Science	12
1	MSc Crop Breeding (Full-Time)	1
2	MSc Plant Breeding (Full-Time)	6
3	PGD Seed Production and Technology (Part-Time)	2
4	PhD Crop Breeding (Full-Time)	2
5	PhD Plant Breeding (Full-Time)	1
E	Soil Science	21
1	MSc Soil Science (Full-Time)	15
2	PhD Soil Science (Full-Time)	6
Grand Total		155

Faculty of Arts

S/N	Department/Programme	Enrollment
A	African Languages and Cultures	20
1	MA African Cultural Studies	2
2	MA African Language (Hausa) Full-Time	6
3	MA African Language	5
4	MA African Literature	1
5	PGD Translation and Interpretation (Hausa)	2
6	PhD African Language (Hausa) Full-Time	2
7	PhD African Language (Linguistics) Full-Time	2
B	Arabic	18
1	PGDATE	6
2	MA Arabic (Language)	10
3	M.A.Arabic (Literature)	
	PhD Arabic (Language)	8
	PhD Arabic (Literature)	
C	Archeology	16
1	MA Archaeology (Full-Time)	14
2	MPhil Archeology	1
3	PhD Archeology	1
D	English	80
1	MA English Language (Full-Time)	41
2	MA English Literature (Full-Time)	23
3	PhD English Language (Full-Time)	8
3	PhD English Literature (Full-Time)	8
E	French	21
1	MA French (Full-Time)	21
F	History	37
1	MA History (Full-Time)	27
2	PhD History (Full-Time)	10
G	Philosophy	5
1	MA Philosophy	5
H	Theatre and Performing Arts	25
1	MA Development Comm. (Full-Time)	8
2	MA Theatre Performing Arts (Full-Time)	6

3	PGD Development Communication	7
4	PhD Development Comm. (Full-Time)	1
5	PhD Theater Development (Full-Time)	1
6	PhD Theatre and Performing Arts (Full-Time)	2
Grand Total		222

Faculty of Education

S/N	Department/Programme	Enrollment
A	Arts and Social Science Education	116
1	MEd (Test/Language Arts)	2
2	MEd Arabic Education	12
3	MEd Christian Religious Studies (Full-Time)	13
4	MEd Islamic Studies (Full-Time)	34
5	MEd Language Arts (Hausa)	1
6	MEd Social Studies (Full-Time)	25
7	MEd Teaching English as Second Language (Full-Time)	10
8	PhD Christian Religious Studies (Full-Time)	2
9	PhD Islamic Studies (Full-Time)	8
10	PhD Social Studies (Full-Time)	4
11	PhD Teaching English as Second Language (Full-Time)	5
B	Educational Foundation and Curriculum	216
1	MEd Admin. and Planning (Full-Time)	62
2	MEd Curriculum and Instruction (Full-Time)	35
3	MEd Instruction Technology	28
4	PGD in Education (Full-Time)	61
5	PhD Curriculum and Instruction (Full-Time)	8
6	PhD Education Administration and Planning (Full-Time)	18
7	PhD Instruction Technology (Full-Time)	4
C	Educational Psychology and Counselling	70
1	MEd Education Psychology	21
2	MEd Guidance and Counselling (Full-Time)	23
3	MEd Guidance and Counselling	2
4	MEd Measurement and Evaluation	3
5	MEd Psychology (Full-Time)	10

6	PhD Education Psychology	6
7	PhD Guidance and Counselling	3
8	PhD Psychology (Full-Time)	2
D	Library and Information Science	235
1	MPhil Information Management	1
2	MPhil Information Science	1
3	MSc Information Science (Full-Time)	7
4	Masters in Library and Information Science (Full-Time)	31
5	Masters Information Management (Part-Time)	153
6	Masters of Archive and Records Management (Full-Time)	4
7	PGD in Information Management (Part-Time)	36
8	PhD Library Science and Information Science	2
E	Physical and Health Education	78
1	MEd Health Education (Full-Time)	31
2	MEd Physical Education (Full-Time)	2
3	MSc Exercise and Sports Sciences (Full-Time)	6
4	MSc Sports Management (Full-Time)	9
5	PhD Exercise and Sports Science (Full-Time)	8
6	PhD Health Education (Full-Time)	16
7	PhD Physical Education	1
8	PhD Sports Management (Full-Time)	5
F	Science Education	105
1	MEd Biology Education	12
2	MEd Chemistry Education	10
3	MEd Geography Education	5
4	MEd Integrated Science	5
5	MEd Language Arts	1
6	MEd Mathematics Education (Full-Time)	16
7	MEd Physics Education	7
8	MEd Science Education (Full-Time)	14
9	PhD Education	1
10	PhD Guidance and Counselling (Full-Time)	2
11	PhD Mathematics Education (Full-Time)	7
12	PhD Science Education (Full-Time)	17

13	PhD Social Studies (Full-Time)	8
G	Vocational and Technical Education	73
1	MEd Business Education (Full-Time)	24
2	MEd Family and Child Development	5
3	MEd Home Economics (Full-Time)	17
4	MEd Vocational and Technical Education	4
5	MSc (Ed) Agricultural Education (Full-Time)	10
6	PhD Business Education (Full-Time)	2
7	PhD Home Economics (Full-Time)	11
Grand Total		893

Faculty of Engineering

S/ N	Departments/Programme	Enrollmen t
A	Agricultural Engineering	26
1	MSc Agricultural Engineering	22
2	PhD Agricultural Engineering	4
B	Chemical Engineering	70
1	MSc Chemical Engineering (Full-Time)	42
2	PGD Chemical Engineering (Full-Time)	18
3	PhD Chemical Engineering (Full-Time)	9
4	PhD Chemical Engineering (Part-Time)	1
C	Civil Engineering	59
1	MSc Civil Engineering (Full-Time)	46
2	MSc Structure (Full-Time)	1
3	PhD Civil Engineering (Full-Time)	9
4	PhD Civil Engineering (Part-Time)	3
D	Communication Engineering	57
1	MSc Communications Engineering	12
2	MSc Telecommunication Engineering	18
3	PGD Electronics and Telecommunications	25
4	PhD Telecommunications Engineering	2
E	Computer Engineering	34
1	MSc Computer engineering	17
2	PGD Computer Engineering	15

3	PhD Computer Engineering	2
F	Electrical Engineering	101
1	MSc Control Engineering	6
2	MSc Electrical Engineering (Full-Time)	13
3	MSc Electronics Engineering	7
4	MSc Power Machine System Engineering	30
5	PGD Electrical Engineering (Part-Time)	6
6	PGD Power and Machine	35
7	PhD Electrical Engineering (Full-Time)	3
8	PhD Power System Engineering	1
G	Mechanical Engineering	127
1	MPHIL Mechanical Engineering	3
2	MSc Energy Studies	23
3	MSC Engineering Management (Part-Time)	48
4	MSc Mechanical Engineering (Full-Time)	13
5	MSc Production Engineering	8
6	PGD Mechanical Engineering	12
7	PGD Safety Engineering and Disaster Control	10
8	PhD Energy Studies (Full-Time)	3
9	PhD Mechanical Engineering (Energy Studies)	1
10	PhD Production Engineering	6
H	Metallurgical and Materials Engineering	11
1	MSc Metallurgical and Materials Engineering (Full-Time)	10
2	PhD Metallurgical and Materials Engineering (Full-Time)	1
I	Water Resources and Environmental Engineering	84
1	MSc Irrigation and Drainage Engineering	2
2	MSc Environmental Engineering	20
3	MSc Hydraulics and Engineering Hydrology	2
4	MSc Water Resources and Environmental Engineering (Full-Time)	32
5	PGD Environmental Engineering and Management	7
6	PGD Water Resource Engineering	11
7	PhD Water Resources and Environmental Engineering (Full-Time)	10
Grand Total		561

Faculty of Environmental Design

S/N	Departments/Programme	Enrollment
A	Architecture	134
1	MSc Architecture	77
2	Masters in Landscape Architecture (Part-Time)	30
3	Masters in Urban Design (Part-Time)	1
4	PGD Landscape Architecture (Part-Time)	16
5	PhD Architecture (Full-Time)	6
6	PhD Architecture (Part-Time)	4
B	Building	189
1	MSc Building Services (Full-Time)	4
2	MSc Construction Management (Full-Time)	37
3	MSc Construction Technology (Full-Time)	6
4	Masters in Facilities Management (Part-Time)	53
5	PGD Building (Part-Time)	80
6	PhD Building	2
7	PhD Construction Management (Full-Time)	4
8	PhD Construction Technology (Full-Time)	3
C	Fine Arts	27
1	MA Art Pedagogy (Full-Time)	6
2	MA Arts History (Full-Time)	6
3	Masters in Fine Arts Painting (Full-Time)	4
4	Masters in Fine Arts Sculpture (Full-Time)	3
5	PhD Arts History (Full-Time)	3
6	PhD Painting (Full-Time)	3
7	PhD Sculpture (Full-Time)	2
D	Geomatics	34
1	MSc Geomatics (Full-Time)	12
2	PGD Geomatics	22
E	Industrial Design	37
1	MA Industrial Design (Full-Time)	21
2	MSc Glass Technology	4
3	PhD Glass Technology	1
4	PhD Industrial Design (Full-Time)	11
F	Quantity Surveying	30

1	MSc Project Management	15
2	MSc Quantity Surveying	9
3	PhD Quantity Surveying (Full-Time)	6
G	Urban and Regional Planning	38
1	MSc Tourism and Recreation (Full-Time)	9
2	MSc Urban Management (Full-Time)	24
3	PhD Urban Regional Planning (Full-Time)	5
Grand Total		489

Faculty of Law

S/N	Departments/Programs	Enrollment
A	Civil Law	71
1	LLM Public Law (Full-Time)	6
2	MA Law (Full-Time)	51
3	MPhil Public Law	9
4	PhD Public Law (Full-Time)	5
B	Commercial Law	22
1	LLM Commercial Law	6
2	MPhil commercial law	6
3	PGD in Corporate Management Law (Part-Time)	5
4	PhD Commercial Law	5
C	Islamic Law	15
1	LLM Islamic Law	7
2	MPhil Sharia Law	1
3	PGD in Islamic Law (Part-Time)	7
D	Private Law	21
1	LLM Private Law	7
2	MPhil Private Law	2
3	PGD in Estate Management Law (Part-Time)	9
4	PhD Private Law	3
E	Public Law	51
1	LLM Public Law	19
2	PGD in Intern. Law and Diplomacy (Part-Time)	26
3	PhD Public Law	6
Grand Total		180

Faculty of Life Sciences

S/N	Departments/Programme	Enrollment
A	Biochemistry	117
1	MSc Biochemistry (Full-Time)	28
2	MSc Biotechnology	11
3	MSc Nutrition	20
4	PGD in Forensic Biotechnology	12
5	PGD Nutrition (Part-Time)	29
6	PhD Biochemistry (Full-Time)	12
7	PhD Biotechnology	5
B	Biological Sciences	29
1	MSc Biological Science	15
2	MSc Fisheries	6
3	PGD Fisheries	2
4	PhD Biological Science	5
5	PhD Fisheries	1
C	Botany	10
1	MSc Botany	6
2	PhD Botany	4
D	Microbiology	70
1	MSc Microbiology (Full-Time)	35
2	PGD Microbiology (Part-Time)	21
3	PhD Microbiology (Full-Time)	14
E	Zoology	22
1	MSc Zoology	10
2	PhD Zoology	12
Grand Total		248

Faculty of Medicine

S/N	Departments/Programme	Enrollment
A	Chemical Pathology	3
1	MSc Chemical Pathology	1
2	PhD Chemical Pathology (Full-Time)	2
B	Community Medicine	62
1	MPH Field Epidemiology (FELTP)	29
2	MPH Masters Public Health (Full-Time)	33
C	Haematology and Blood Transfusion	6
1	MSc Clinical Haematology	4
2	PhD Clinical Haematology	2
D	Human Anatomy	31
1	MSc Human Anatomy (Full-Time)	21
2	PhD Human Anatomy (Full-Time)	10
E	Human Physiology	23
1	MSc Human Physiology (Full-Time)	17
2	PhD Human Physiology (Full-Time)	6
F	Medicine	6
1	MSc Immunology	6
G	Nursing Science	32
1	MSc Nursing Sciences (Full-Time)	28
2	PhD Nursing Sciences	4
H	Obstetrics and Gynecology	12
1	Master in Reproductive Health (MRH)	12
I	Pathology (Morbid Anatomy)	10
1	MSc Pathology (Clinical Laboratory Management)	8
2	PhD Pathology (Clinical Laboratory Management)	2
Grand Total		185

Faculty of Pharmaceutical Sciences

S/N	Departments/Programme	
A	Clinical Pharmacy and Pharmacy Practice	14
1	PhD Clinical Pharmacy	2
2	MSc Clinical Pharmacy	12
B	Pharmaceutical and Medicinal Chemistry	26
1	MSc Pharmaceutical and Medicinal Chemistry	19
2	PhD Pharmaceutical and Medicinal Chemistry (Full-Time)	7
C	Pharmaceutics and Pharmaceutical Microbiology	21
1	MSc Pharmaceutics and Pharmaceutical Microbiology	15
2	PhD Pharmaceutical Microbiology (Full-Time)	6
D	Pharmacognosy and Drug Development	28
1	MSc Pharmacognosy and Drug Development (Full-Time)	17
2	PGD Herbal Medicine	5
3	PhD Pharmacognosy and Drug Development	6
E	Pharmacology and Clinical Pharmacy	34
1	MSc Pharmacology	25
2	PhD Pharmacology (Part-Time)	1
3	PhD Pharmacology and Clinical Pharmacy	8
F	Pharmacy	2
1	MSc Pharmaceutics	2
Grand Total		125

Faculty of Physical Sciences

S/ N	Departments/Programme	Enrollmen t
A	Chemistry	106
1	MSc Analytical Chemistry	26
2	MSc Chemistry (Full-Time)	5
3	MSc Inorganic Chemistry	6
4	MSc Organic Chemistry	4
5	MSc Physical Chemistry (Full-Time)	4
6	MSc Polymer Science and Technology (Full-Time)	5
7	PGD Analytical Chemistry (Full-Time)	19
8	PGD Environmental Chemistry (Part-Time)	8
9	PhD Analytical Chemistry	17
10	PhD Chemistry (Full-Time)	1
11	PhD Inorganic Chemistry	1
12	PhD Organic Chemistry (Full-Time)	6
13	PhD Polymer Science and Technology (Full-Time)	4
B	Computer Science	60
1	MSc Computer Science (Full-Time)	32
2	PGD Computer Science (Part-Time)	24
3	PhD Computer Science	4
C	Geography	358
1	MSc Demography Population Studies (Full-Time)	7
2	MSc Environmental Management (Full-Time)	23
3	MSc Geographical Information System (Full-Time)	17
4	MSc Geography (Full-Time)	18
5	MSc Remote Sensing and GIS (Full-Time)	21
6	MSc Rural Development (Full-Time)	5
7	MSc Transport Management (Full-Time)	8
8	Masters in Disaster Risk Management and Development Studies	197
9	PGD Disaster Risk Management and Development Studies	31
10	PGD in Geog. Information System (Part-Time)	11
11	PGD Remote Sensing and GIS (Part-Time)	13
12	PhD Geography (Full-Time)	3

13	PhD Rural Development (Full-Time)	4
D	Geology	39
1	MSc Geology (Full-Time)	24
2	PGD Environmental Geology	1
3	PGD Geology	3
4	PGD Petroleum Geology	1
5	PhD Geology (Full-Time)	9
6	PhD Geology (Part-Time)	1
E	Mathematics	38
1	MPhil Mathematics	1
2	MSc Mathematics (Full-Time)	27
3	PhD Mathematics	10
F	Physics	43
1	MSc Applied Geophysics (Full-Time)	5
2	MSc Geophysics (Full-Time)	7
3	MSc Nuclear Physics	6
4	MSc Physics (Full-Time)	2
5	MSc Radiation Biophysics (Full-Time)	6
6	MSc Radiation Biophysics (Part-Time)	2
7	PhD Applied Geophysics (Full-Time)	5
8	PhD Nuclear Physics (Full-Time)	4
9	PhD Physics (Full-Time)	4
10	PhD Radiation Biophysics (Full-Time)	2
G	Polymer and Textile Science	16
1	MSc Colour Chemistry and Technology (Full-Time)	5
2	MSc Textile Science and Technology (Full-Time)	3
3	PGD Textile Science and Technology (Part-Time)	3
4	PhD Composite Technology	1
5	PhD Fiber and Polymer (Full-Time)	3
6	PhD Textile Science and Technology (Full-Time)	1
H	Statistics	56
1	MSc Statistics (Full-Time)	15
2	PGD Statistics (Part-Time)	40
3	PhD Statistics	1
Grand Total		716

Faculty of Social Sciences

S/ N	Departments/Programme	Enrollmen t
A	Economics	29
1	MSc Economics (Full-Time)	22
2	PhD Economics (Full-Time)	7
B	Mass Communication	43
1	MSc Mass Communication (Full-Time)	32
2	PGD Mass Communication (Part-Time)	11
C	Political Science	258
1	MPhil International Relations	1
2	MSc Political Science (Full-Time)	52
3	Masters in Intern. Affairs and Diplomacy (Part-Time)	198
4	PhD. Political Science (Full-Time)	7
D	Sociology	60
1	MSc Sociology (Full-Time)	2
2	Masters in Law Enforcement Criminal Justice (MLC) (Part-Time)	55
3	PhD Sociology	3
Grand Total		390

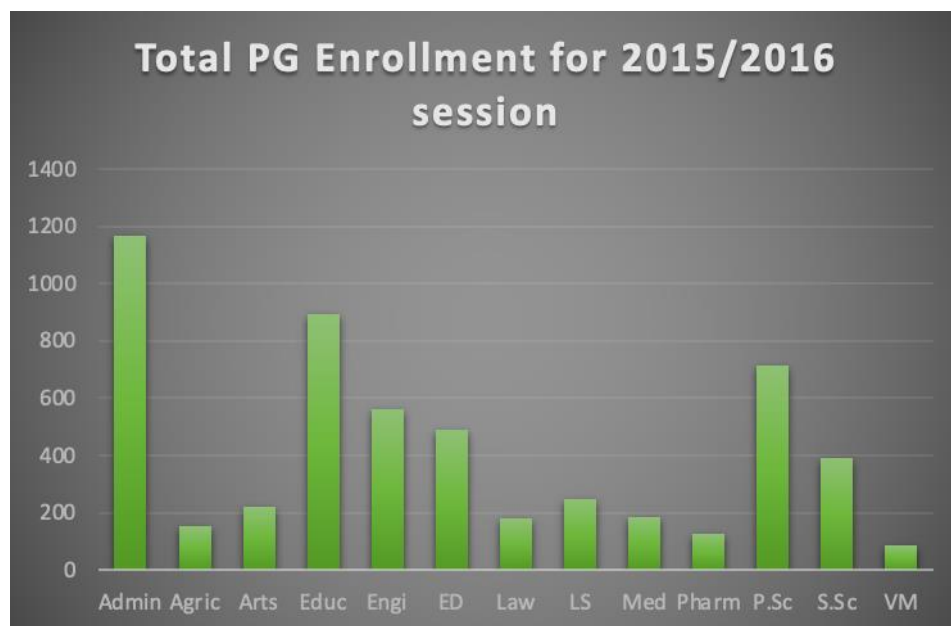
Faculty of Veterinary Medicine

S/ N	Departments/Programme	Enrollme nt
A	Theriogenology and Production	7
1	MSc Theriogenology (Full-Time)	7
B	Veterinary Anatomy	6
1	MSc Veterinary Anatomy (Full-Time)	3
2	PhD Veterinary Anatomy	3
C	Veterinary Medicine	7
1	MSc Avian Medicine	2
2	MSc Food Animal Medicine	1
3	MSc Small Animal Infectious Diseases	1
4	PhD Food Animal Medicine	2
5	PhD Small Animal Infectious Diseases	1
D	Veterinary Microbiology	7
1	MSc Veterinary Microbiology (Full-Time)	3
2	PhD Veterinary Microbiology (Full-Time)	4
E	Veterinary Parasitology and Entomology	8
1	MSc Veterinary Entomology	1
2	MSc Veterinary Helminthology	1
3	MSc Veterinary Protozoology	3
4	PhD Veterinary Helminthology	2
5	PhD Veterinary Protozoology	1
F	Veterinary Pathology	12
1	MSc Veterinary Pathology	9
2	PhD Veterinary Pathology	3
G	Veterinary Pharmacology and Toxicology	7
1	MSc Veterinary Pharmacology (Full-Time)	2
2	MSc Veterinary Toxicology (Full-Time)	3
3	PhD Veterinary Toxicology	2
H	Veterinary Physiology	3
1	MSc Veterinary Physiology (Full-Time)	3
I	Veterinary Public Health and Preventive Medicine	20
1	MSc Public Health (Full-Time)	1
2	MSc Veterinary Public Health and Preventive Medicine	12

3	PhD Veterinary Public Health and Preventive Medicine (Full-Time)	6
4	PhD Veterinary Public Health and Preventive Medicine (Part-Time)	1
J	Veterinary Surgery and Radiology	9
1	MSc Food Animal Surgery	1
2	MSc Soft Tissues Surg.	3
3	MSc Veterinary Diagnostic Imaging	1
4	MSc Veterinary Anaesthesiology	1
5	PhD Veterinary Surgery (Full-Time)	3
Grand Total		86

**TOTAL 2015/2016 ACADEMIC SESSION FACULTY BASED
ENROLLMENT**

S/N	Faculty	Enrollment
1	Administration	1165
2	Agriculture	155
3	Arts	222
4	Education	893
5	Engineering	561
6	Environmental Design	489
7	Law	180
8	Life Sciences	248
9	Medicine	185
10	Pharmaceutical Sciences	125
11	Physical Sciences	716
12	Social Sciences	390
13	Veterinary Medicine	86
Grand Total		5415



2016/2017 ACADEMIC SESSION POSTGRADUATE ENROLLMENT

Faculty of Administration

S/N	Departments/Programme	Enrollment
A	Local Government and Development Studies	68
1	MPhil in Policy and Development Studies (Full-Time)	12
2	MSc Policy and Development Studies (Full-Time)	21
3	Masters in Policy and Development Studies (MFDS) (Part-Time)	20
4	PGD in Policy and Development Studies (PGDPS)	7
5	PhD Policy and Development Studies (Full-Time)	6
6	PhD Policy and Development Studies	2
B	Public Administration	371
1	MPhil Public Administration	16
2	MSc Public Administration (Full-Time)	43
3	Masters in Public Administration (Full-Time)	7
4	Masters in Public Administration (Part-Time)	190
5	PGD Human Capital Development	5
6	PGD Public Administration (Part-Time)	82
7	PhD Public Administration (Full-Time)	28
Grand Total		439

Faculty of Agriculture

S/ N	Departments/Programme	Enrollmen t
A	Agricultural Extension and Rural Development	70
1	MSc Agricultural Economics	18
2	MSc Agricultural Extension and Rural Development (Full-Time)	20
3	PGD Agricultural Economics and Agribusiness	6
4	PGD Agricultural and Extension	8
5	PhD Agricultural Economics	10
6	PhD Agricultural Extension and Rural Development (Full-Time)	8
B	Agronomy	44
1	MSc Agronomy	26
2	PGD Agronomy	7
3	PGD Crop Production	1
4	PhD Agronomy	10
C	Animal Science	51
1	MSc Animal Science (Full-Time)	21
2	PGD Animal Production (Part-Time)	6
3	PGD Animal Science (Part-Time)	4
4	PhD Animal Science (Full-Time)	17
5	PhD Animal Science (Part-Time)	3
D	Crop Protection	14
1	MSc Crop Protection (Full-Time)	8
2	PhD Crop Protection (Full-Time)	4
3	PhD Crop Protection (Part-Time)	2
E	Plant Science	23
1	MSc Crop Breeding (Full-Time)	4
2	MSc Plant Breeding (AGRA) (Full-Time)	7
3	PhD Crop Breeding (Full-Time)	6
4	PhD Plant Breeding (Full-Time)	6
F	Soil Science	28
1	MSc Soil Science (Full-Time)	16
2	PhD Soil Science (Full-Time)	12
Grand Total		230

Faculty Allied Health

S/N	Departments/Programme	Enrollment
A	Nursing Science	60
1	MSc Nursing Sciences (Full-Time)	50
2	PhD Nursing Sciences	10
Grand Total		60

Faculty of Arts

S/N	Departments/Programme	Enrollment
A	African Languages and Cultures	23
1	MA African Cultural Studies	4
2	MA African Language (Hausa) Full-Time	4
3	MA African Language	1
4	MA African Literature	4
5	PGD Translation and Interpretation (Hausa)	4
6	PGD Translation and Interpretation	1
7	PhD African Cultural Studies (Full-Time)	1
8	PhD African Language (Hausa) Full-Time	4
B	Arabic	35
1	MA African Language (Arabic) Full-Time	1
2	MA Arabic (Literature)	1
3	MA Arabic Language	14
4	MA Arabic Literature	6
5	PhD Arabic (Full-Time)	13
C	Archaeology	21
1	MA Archaeology (Full-Time)	14
2	PhD Archaeology	6
3	PhD Cultural Resource Management	1
D	English	94
1	MA English Language (Full-Time)	37
2	MA English Literature (Full-Time)	23
3	MA Literature (Full-Time)	2
4	PhD English Language (Full-Time)	19
5	PhD English Literature (Full-Time)	13
E	French	15
1	MA French (Full-Time)	12
2	PhD French (Full-Time)	3

F	History	27
1	MA History (Full-Time)	18
2	PhD History (Full-Time)	9
G	Philosophy	26
1	MA Philosophy	19
2	MPhil Philosophy	3
3	PhD Philosophy	4
H	Theatre and Performing Arts	34
1	MA Development Communication (Full-Time)	18
2	MA Theatre Performing Arts (Full-Time)	8
3	PGD Development Communication	1
4	PhD Development Communication (Full-Time)	7
Grand Total		275

Basic Clinical Sciences

S/N	Departments/Programme	Enrollment
A	Chemical Pathology	3
1	MSc Chemical Pathology	3
B	Haematology and Blood Transfusion	3
1	MSc Clinical Haematology	2
2	PhD Clinical Haematology	1
C	Pathology (Morbid Anatomy)	1
1	PhD Pathology (Clinical Laboratory Management)	1
Grand Total		7

Basic Medical Sciences

S/N	Departments/Programme	Enrollment
A	Human Anatomy	75
1	MSc Human Anatomy (Full-Time)	46
2	PGD Anatomical Science	4
3	PhD Human Anatomy (Full-Time)	25
B	Human Physiology	41
1	MSc Human Physiology (Full-Time)	33
2	PhD Human Physiology (Full-Time)	6
3	PhD Human Physiology (Part-Time)	2
Grand Total		116

Business School

S/N	Departments/Programme	Enrollment
A	Accounting	180
1	MPhil Accounting and Finance (Full-Time)	15
2	MSc Accounting and Finance	45
3	Masters in Accounting (Part-Time)	71
4	PGD Accounting and Finance	30
5	PhD Accounting and Finance	19
B	Business Administration	385
1	MPhil Business Administration	33
2	MSc Banking and Finance	15
3	MSc Business Administration (Full-Time)	33
4	MSc Rural Finance and Entrepreneurship Development	22
5	Masters in Banking and Finance (Part-Time)	7
6	Masters in Business Administration (Full-Time)	45
7	Masters in Business Administration (Part-Time)	133
8	PGD in Management (Part-Time)	78
9	PhD Business Administration	19
C	Economics	42
1	MSc Economics (Full-Time)	34
2	PhD Economics (Full-Time)	8
Grand Total		607

Faculty of Clinical Sciences

S/N	Departments/Programme	Enrollment
A	Community Medicine	70
1	MPH Field Epidemiology (FELTP)	37
2	MPH Masters Public Health (Full-Time)	33
B	Medicine	14
1	MSc Immunology	6
2	MD Doctor of Medicine	1
3	PhD Immunology	7
C	Obstetrics and Gynecology	10
1	Masters in Reproductive Health (MRH)	10
Grand Total		94

Faculty of Education

S/N	Departments/Programme	Enrollment
A	Arts and Social Science Education	223
1	MEd Arabic Education	28
2	MEd CRS (Full-Time)	5
3	MEd Islamic Studies (Full-Time)	44
4	MEd Language Arts (Hausa)	19
5	MEd Social Studies (Full-Time)	48
6	MEd Teaching English as Second Language (Full-Time)	24
7	PhD Christian Religious Studies (Full-Time)	5
8	PhD Islamic Studies (Full-Time)	10
9	PhD Language Arts	2
10	PhD Language Arts (Hausa)	2
11	PhD Social Studies (Full-Time)	21
12	PhD Social Studies (Full-Time)	2
13	PhD Teaching English as Second Language (Full-Time)	13
B	Educational Foundation and Curriculum	299
1	MEd Administration and Planning (Full-Time)	95
2	MEd Curriculum and Instruct (Full-Time)	34
3	MEd Instruction Technology	30
4	PGD in Education (Full-Time)	68
5	PhD Curriculum and Instruction (Full-Time)	22
6	PhD Education Admin. and Planning (Full-Time)	37
7	PhD Instruction Tech. (Full-Time)	13
C	Educational Psychology and Counselling	162
1	MEd Education Psychology	38
2	MEd Guidance and Counselling (Full-Time)	62
3	MEd Measurement and Evaluation	19
4	MEd Psychology (Full-Time)	12
5	PhD Education Psychology	12
6	PhD Guidance and Counselling (Full-Time)	15
7	PhD Psychology (Full-Time)	4
D	Library and Information Science	316

1	MPhil Information Management	1
2	MPhil Information Science	2
3	MPhil Library and Information Science	5
4	MSc Information Science (Full-Time)	9
5	Masters in Library and Information Science (Full-Time)	44
6	Masters Information Management (Part-Time)	187
7	Masters of Archive and Records Management (Full-Time)	7
8	PGD in Inform. Management (Part-Time)	50
9	PhD Information Science	2
10	PhD Library Science and Information Science	9
E	Physical and Health Education	78
1	MEd Health Education (Full-Time)	32
2	MEd Physical Education (Full-Time)	3
3	MSc Exercise and Sports Sciences (Full-Time)	8
4	MSc Sports Management (Full-Time)	5
5	PGD Sports Management (PGDSM)	2
6	PhD Exercise and Sports Science (Full-Time)	5
7	PhD Health Education (Full-Time)	15
8	PhD Physical Education	1
9	PhD Sports Management (Full-Time)	7
F	Science Education	100
1	MEd Biology Education	13
2	MEd Chemistry Education	12
3	MEd Geography Education	6
4	MEd Integrated Science	12
5	MEd Mathematics Education (Full-Time)	23
6	MEd Physics Education	10
7	MEd Science Education (Full-Time)	2
8	MSc Educational Biology	2
9	PhD Biology Education (Full-Time)	3
10	PhD Chemistry Education (Full-Time)	5
11	PhD Integrated Science (Full-Time)	3
12	PhD Mathematics Education (Full-Time)	9

G	Vocational and Technical Education	72
1	MEd Business Education (Full-Time)	17
2	MEd Clothing and Textiles	2
3	MEd Family and Child Development	3
4	MEd Home Economics (Full-Time)	12
5	MEd Home Management (Full-Time)	1
6	MSc (Ed) Agricultural Education (Full-Time)	22
7	PhD Business Education (Full-Time)	8
8	PhD Home Economics (Full-Time)	7
Grand Total		1250

Faculty of Engineering

S/ N	Departments/Programme	Enrollmen t
A	Agricultural Engineering	22
1	MSc Agricultural and Bio-Resources Engineering (Full-Time)	10
2	MSc Agricultural Engineering	1
3	MSc Farm Power and Machinery	1
4	PhD Agricultural and Bio-Resources Engineering (Full-Time)	8
5	PhD Agricultural Engineering	2
B	Chemical Engineering	77
1	MSc Chemical Engineering (Full-Time)	47
2	PGD Chemical Engineering (Full-Time)	13
3	PhD Chemical Engineering (Full-Time)	17
C	Civil Engineering	94
1	MSc Civil Engineering (Full-Time)	41
2	MSc Geotechnics (Full-Time)	3
3	MSc Structure (Full-Time)	4
4	MSc Transportation and High-Way (Full-Time)	4
5	PGD Civil Engineering	24
6	PhD Civil Engineering (Full-Time)	17
7	PhD Transportation and High-Way (Full-Time)	1
D	Computer Engineering	40
1	MSc Computer engineering	17

2	MSc Control Engineering	6
3	PGD Computer Engineering	15
4	PhD Computer Engineering	2
E	Electrical Engineering	96
1	MSc Electrical Engineering (Full-Time)	30
2	MSc Power Machine System Engineering	22
3	PGD Electrical Engineering (Part-Time)	29
4	PGD Power and Machine	14
5	PhD Electrical Engineering (Full-Time)	7
6	PhD Power System Engineering	7
F	Electronics and Telecommunications Engineering	72
1	MSc Communications Engineering	5
2	MSc Electronics Engineering	13
3	MSc Telecommunication Engineering	19
4	PGD Electronics and Telecommunications	19
5	PhD Telecommunications Engineering	16
G	Mechanical Engineering	159
1	MPhil Engineering Management	5
2	MSc Energy Studies	21
3	MSc Mechatronics	12
4	MSc Production Engineering	18
5	Masters in Engineering Management (Part-Time)	57
6	Masters in Engineering Management (Part-Time)	7
7	PGD Mechanical Engineering	26
8	PhD Energy Studies (Full-Time)	2
9	PhD Engineering Management	2
10	PhD Mechanical Engineering (Production Engineering)	1
11	PhD Production Engineering	8
H	Metallurgical and Materials Engineering	20
1	MSc Metallurgical and Materials Engineering (Full-Time)	12
2	PGD in Metallurgical and Materials Engineering	4
3	PhD Metallurgical and Materials Engineering (Full-Time)	4
I	Polymer and Textile Engineering	39

1	MSc Colour Chemistry and Technology (Full-Time)	10
2	MSc Textile Science and Technology (Full-Time)	10
3	PGD Color Chemistry	1
4	PGD Polymer and Textile Engineering	2
5	PGD Extension Science and Technology (Part-Time)	10
6	PhD Colour Chemistry (Full-Time)	1
7	PhD Fiber and Polymer (Full-Time)	5
I	Water Resources and Environmental Engineering	80
1	MSc Environmental Engineering	18
2	MSc Hydraulics and Engineering Hydrology	1
3	MSc Water Resources and Environmental Engineering (Full-Time)	31
4	PGD Environmental Engineering and Management	2
5	PGD Water Resource Engineering	9
6	PhD Environmental Engineering	3
7	PhD Hydraulics and Engineering Hydrology	1
8	PhD Water Resources and Environmental Engineering (Full-Time)	15
Grand Total		753

Faculty of Environmental Design

S/N	Departments/Programme	Enrollment
A	Architecture	165
1	MSc Architecture	122
2	Masters in Landscape Architecture (Part-Time)	7
3	PGD Landscape Architecture (Part-Time)	21
4	PhD Architecture (Full-Time)	15
B	Building	120
1	MSc Building Services (Full-Time)	14
2	MSc Construction Management (Full-Time)	22
3	MSc Construction Technology (Full-Time)	15
4	Masters in Facilities Management (Part-Time)	24
5	PGD Building (Part-Time)	36
6	PhD Construction Management (Full-Time)	6
7	PhD Construction Technology (Full-Time)	3

C	Fine Arts	33
1	MA Art Pedagogy (Full-Time)	6
2	MA Arts History (Full-Time)	10
3	Masters in Fine Arts - Painting (Full-Time)	3
4	Masters in Fine Arts - Sculpture (Full-Time)	6
5	PhD Art Pedagogy (Full-Time)	3
6	PhD Arts History (Full-Time)	2
7	PhD Painting (Full-Time)	2
8	PhD Sculpture (Full-Time)	1
D	Geomatics	40
1	MSc Geomatics (Full-Time)	14
2	PGD Geomatics	22
3	PhD Geomatics (Full-Time)	4
E	Glass and Silicate Technology	15
1	MSc Glass Technology	13
2	PhD Glass Technology	2
F	Industrial Design	42
1	MA Industrial Design (Full-Time)	29
2	PhD Industrial Design (Full-Time)	13
G	Quantity Surveying	60
1	MSc Project Management	37
2	MSc Quantity Surveying	12
3	PhD Quantity Surveying (Full-Time)	9
4	PhD Quantity Surveying (Part-Time)	2
H	Urban and Regional Planning	24
1	MSc Tourism and Recreation (Full-Time)	2
2	MSc Urban Management (Full-Time)	13
3	MSc Urban Regional Planning (Full-Time)	3
4	PhD Urban Regional Planning (Full-Time)	5
5	PhD Urban Regional Planning (Part-Time)	1
Grand Total		499

Faculty of Law

S/N	Departments/Programme	Enrollment
A	Commercial Law	33
1	LLM Commercial Law	22
2	MA. Commercial Law	2
3	MPhil commercial law	2
4	PGD in Corporate Management Law (Part-Time)	2
5	PhD Commercial Law	5
B	Islamic Law	20
1	LLM Islamic Law	16
2	MPhil Sharia Law	1
3	PhD Islamic Law	3
C	Private Law	52
1	LLM Private Law	35
2	MA. Private Law	8
3	MPhil Private Law	2
4	PGD in Estate Management Law (Part-Time)	6
5	PhD Private Law	1
D	Public Law	80
1	LLM Public Law	1
2	LLM Public Law (Full-Time)	50
3	MA. Public Law	1
4	MA. Public Law (Full-Time)	5
5	MPhil Public Law	4
6	PGD in Intern. Law and Diplomacy (Part-Time)	8
7	PhD Public Law (Full-Time)	11
Grand Total		185

Faculty of Life Sciences

S/N	Departments/Programme	Enrollment
A	Biochemistry	136
1	MSc Biochemistry (Full-Time)	22
2	MSc Biotechnology	26
3	MSc Nutrition	33
4	PGD in Forensic Biotechnology	7
5	PGD Nutrition (Part-Time)	35
6	PhD Biochemistry (Full-Time)	5
7	PhD Biotechnology	8
B	Biological Sciences	55
1	MSc Biological Science	4
2	MSc Biology (Full-Time)	14
3	MSc Fisheries	12
4	PGD Fisheries	4
5	PhD Biology (Full-Time)	13
6	PhD Fisheries	8
C	Botany	17
1	MSc Botany	9
2	PhD Botany	8
D	Microbiology	82
1	MSc Microbiology (Full-Time)	38
2	PGD Microbiology (Part-Time)	22
3	PhD Microbiology (Full-Time)	22
E	Zoology	12
1	MSc Zoology	9
2	PhD Zoology	3
Grand Total		302

Faculty of Pharmaceutical Sciences

S/N	Departments/Programme	Enrollment
A	Clinical Pharmacy and Pharmacy Practice	19
1	MSc Clinical Pharmacy	16
2	PhD Clinical Pharmacy	3
B	Pharmaceutical and Medicinal Chemistry	29
1	MSc Pharmaceutical and Medicinal Chemistry	22
2	PhD Pharmaceutical and Medicinal Chemistry (Full-Time)	7
C	Pharmaceutics and Pharmaceutical Microbiology	33
1	MSc Pharmaceutical Microbiology (Full-Time)	13
2	MSc Pharmaceutics and Pharmaceutical Microbiology	14
3	PhD Pharmaceutical Microbiology (Full-Time)	6
D	Pharmacognosy and Drug Development	30
1	MSc Pharmacognosy and Drug Development (Full-Time)	21
2	PGD Herbal Medicine	6
3	PhD Pharmacognosy and Drug Development	3
E	Pharmacology and Clinical Pharmacy	44
1	MSc Pharmacology	24
2	PGD Pharmacology	10
3	PhD Pharmacology and Clinical Pharmacy	10
F	Pharmacy	3
1	MSc Pharmaceutics	1
2	PhD Pharmaceutics	2
Grand Total		158

Faculty of Physical Sciences

S/ N	Departments/Programme	Enrollmen t
A	Chemistry	126
1	MSc Analytical Chemistry	16
2	MSc Chemistry (Full-Time)	1
3	MSc Environmental Chemistry	19
4	MSc Inorganic Chemistry	6
5	MSc Organic Chemistry	5
6	MSc Petroleum Chemistry	16
7	MSc Physical Chemistry (Full-Time)	3
8	MSc Polymer Science and Technology (Full-Time)	4
9	PGD Chemistry	16
10	PGD Environmental Chemistry (Part-Time)	1
11	PhD Analytical Chemistry	18
12	PhD Inorganic Chemistry	1
13	PhD Organic Chemistry (Full-Time)	6
14	PhD Physical and Theoretical Chemistry (Full-Time)	9
15	PhD Polymer Science and Technology (Full-Time)	5
B	Computer Science	117
1	MSc Computer Science (Full-Time)	75
2	PGD Computer Science (Part-Time)	26
3	PhD Computer Science	16
C	Geography	429
1	MPhil Disaster Management	15
2	MSc Demography Population Studies (Full-Time)	8
3	MSc Disaster Risk Management and Development Studies	20
4	MSc Environmental Management (Full-Time)	33
5	MSc Geography (Full-Time)	11
6	MSc Remote Sensing and GIS (Full-Time)	39
7	MSc Rural Development (Full-Time)	4
8	MSc Transport Management (Full-Time)	10
9	Master in Transport and Logistics (MTL)	60
10	Masters in Disaster Risk Management and Development Studies	139

11	PGD Disaster Risk Management and Development Studies	22
12	PGD in Geographical Information System (Part-Time)	6
13	PGD Transport and Logistics (PGDTL)	30
14	PGD-Remote Sensing and GIS (Part-Time)	8
15	PhD Geography (Full-Time)	21
16	PhD Rural Development (Full-Time)	3
D	Geology	48
1	MSc Geology (Full-Time)	29
2	PGD Geology	4
3	PhD Geology (Full-Time)	15
E	Mathematics	28
1	MSc Mathematics (Full-Time)	16
2	PhD Mathematics	12
F	Physics	48
1	MSc Applied Geophysics (Full-Time)	11
2	MSc Geophysics (Full-Time)	1
3	MSc Nuclear Physics	2
4	MSc Physics (Full-Time)	5
5	MSc Radiation Biophysics (Full-Time)	9
6	PhD Applied Geophysics (Full-Time)	4
7	PhD Nuclear Physics (Full-Time)	5
8	PhD Physics (Full-Time)	3
9	PhD Radiation Biophysics (Full-Time)	8
G	Statistics	109
1	MSc Statistics (Full-Time)	72
2	PGD Statistics (Part-Time)	30
3	PhD Statistics	7
Grand Total		905

Faculty of Social Sciences

S/ N	Departments/Programme	Enrollmen t
A	Mass Communication	93
1	MSc Mass Communication (Full-Time)	29
2	Masters in Journalism (MIJ)	6
3	Masters in Strategic Communication (MISC)	33
4	PGD Mass Communication (Part-Time)	15
5	PhD Mass Communication	10
B	Political Science	326
1	MPhil Political Science (Int'l Relations)	10
2	MSc Political Science (Full-Time)	24
3	Masters in International Affairs and Diplomacy (Part-Time)	188
4	Masters in Peace and Conflict Management (MPCM)	69
5	PGD in Peace and Conflict Management (PGDCM)	25
6	PhD Political Science (Int'l Relation)	2
7	PhD Political Science (With Specializations)	8
C	Sociology	82
1	MPhil Sociology	10
2	MSc Sociology (Full-Time)	18
3	Masters in Law Enforcement Criminal Justice (MLC) (Part-Time)	46
4	PhD Sociology	8
Grand Total		501

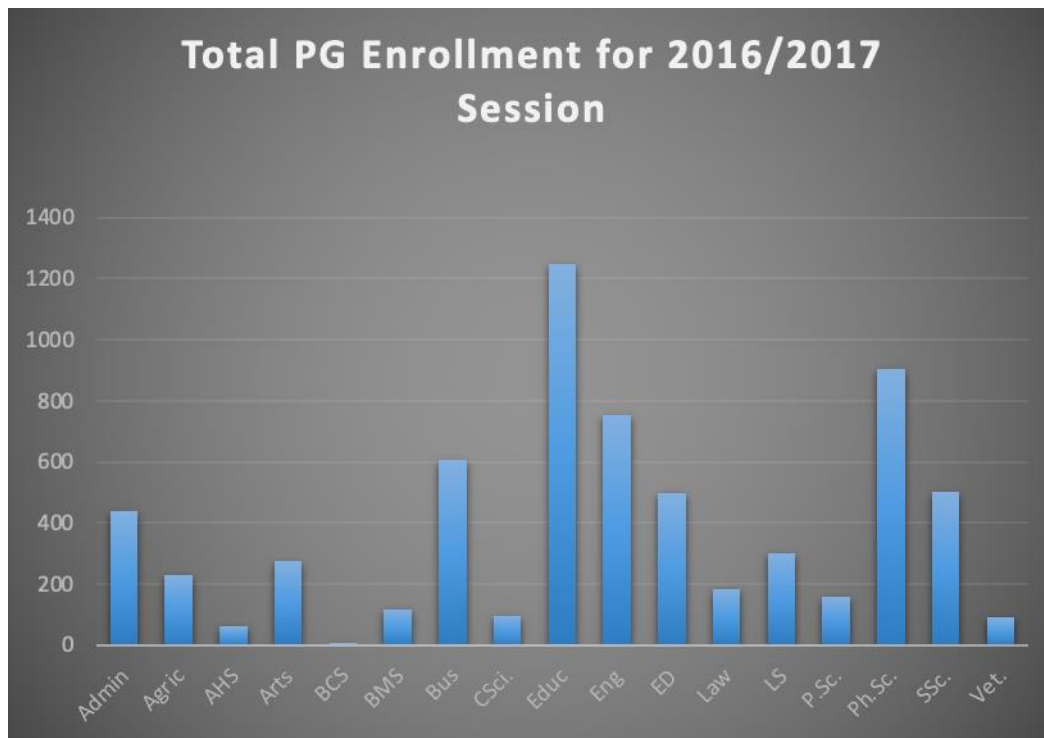
Faculty of Veterinary Medicine

S/ N	Departments/Programs	Enrollme nt
A	Theriogenology and Production	8
1	MSc Theriogenology (Full-Time)	6
2	PhD Theriogenology (Full-Time)	2
B	Veterinary Anatomy	3
1	MSc Veterinary Anatomy (Full-Time)	3
C	Veterinary Medicine	20
1	MSc Avian Medicine	5
2	MSc Food Animal Medicine	3
3	Master in Tropical Veterinary Medicine (MTVM)	2
4	PhD Avian Medicine	2
5	PhD Food Animal Medicine	5
6	PhD Small Animal Infectious Diseases	1
7	PhD Veterinary Medicine	1
8	PhD Aquatic Medicine	1
D	Veterinary Microbiology	4
1	MSc Veterinary Microbiology (Full-Time)	4
E	Veterinary Parasitology and Entomology	7
1	MSc Veterinary Entomology	1
2	MSc Veterinary Protozoology	2
3	PhD Veterinary Helminthology	1
4	PhD Veterinary Protozoology	3
F	Veterinary Pathology	12
1	MSc Veterinary Pathology	6
2	PhD Veterinary Pathology	6
G	Veterinary Pharmacology and Toxicology	4
1	MSc Veterinary Toxicology (Full-Time)	2
2	PhD Veterinary Pharmacology. (Full-Time)	1
3	PhD Veterinary Toxicology	1
H	Veterinary Physiology	9
1	MSc Veterinary Physiology (Full-Time)	5
2	PhD Veterinary Physiology	4
I	Veterinary Public Health and Preventive Medicine	21

1	MSc Veterinary Public Health and Preventive Medicine	14
2	PhD Veterinary Public Health and Preventive Medicine (Full-Time)	7
J	Veterinary Surgery and Radiology	5
1	MSc Soft Tissues Surg.	2
2	MSc Veterinary Diagnostic Imaging	1
3	PhD Veterinary Diagnostic Imaging	2
Grand Total		93

**TOTAL 2016/2017 ACADEMIC SESSION FACULTY BASED
ENROLLMENT**

S/N	Faculty	Enrollment
1	Administration	439
2	Agriculture	230
3	Allied Health Sciences	60
4	Arts	275
5	Basic Clinical Sciences	7
6	Basic Medical Sciences	116
7	Business	607
8	Clinical Sciences	94
9	Education	1250
10	Engineering	753
11	Environmental Design	499
12	Law	185
13	Life Sciences	302
14	Pharmaceutical Sciences	158
15	Physical Sciences	905
16	Social Sciences	501
17	Veterinary Medicine	93
Grand Total		6474



2017/2018 ACADEMIC SESSION POSTGRADUATE ENROLLMENT

Faculty of Administration

S/N	Departments/Programme	Enrollm ent
A	Accounting	208
1	MPhil Accounting and Finance (Full-Time)	14
2	MSc Accounting and Finance	42
3	Masters in Accounting (Part-Time)	94
4	PGD Accounting and Finance	45
5	PhD Accounting and Finance	13
B	Business Administration	480
1	MPhil Business Administration	42
2	MSc Banking and Finance	21
3	MSc Business Administration (Full-Time)	29
4	Masters in Banking and Finance (Part-Time)	6
5	Masters in Business Administration (Full-Time)	10
6	Masters in Business Administration (Part-Time)	260
7	PGD in Management (Part-Time)	95
8	PhD Business Administration	17
C	International Centre of Excellence in Rural Finance and Entrepreneurship	50
1	MSc Rural Finance and Entrepreneurship (Full-Time)	38
2	Masters of Rural Finance and Entrepreneurship (Part-Time)	12
D	Local Government and Development Studies	73
1	MPhil in Policy and Development Studies (Full-Time)	8
2	MSc Policy and Development Studies (Full-Time)	19
3	Masters in Policy and Development Studies (MFDS)(Part-Time)	39
4	PGD in Policy and Development Studies (PGDPS)	1
5	PhD Local Government Studies	1
6	PhD Policy and Development Studies (Full-Time)	5
E	Public Administration	451
1	MPhil Public Administration	30
2	MSc Public Administration (Full-Time)	44
3	Masters in Public Administration (Part-Time)	239
4	PGD Human Capital Development	15
5	PGD Public Administration (Part-Time)	120
6	PhD Public Administration (Full-Time)	3
Grand Total		1262

Faculty of Agriculture

S/N	Departments/Programme	Enrollment
A	Agricultural Economics and Rural Sociology	85
1	MSc Agricultural Economics	25
2	MSc Agricultural Extension and Rural Sociology	24
3	PGD Agricultural Economics	16
4	PGD Agriculture and Extension	5
5	PGD Farm Management and Extension	4
6	PhD Agricultural Economics	8
7	PhD Agricultural Extension and Rural Sociology	3
B	Agronomy	40
1	MPhil Agronomy	1
2	MSc Agronomy	25
3	PGD Agronomy	11
4	PhD Agronomy	3
C	Animal Science	58
1	MSc Animal Science (Full-Time)	26
2	PGD Animal Production (Part-Time)	6
3	PGD Animal Science (Part-Time)	9
4	PhD Animal Science (Full-Time)	17
D	Crop Protection	13
1	MSc Crop Protection (Full-Time)	3
2	PhD Crop Protection (Full-Time)	10
E	Plant Science	25
1	MSc Plant Breeding (AGRA) Full-Time	13
2	MSc Plant Physiology (Full-Time)	2
3	PGD Seed Prod. and Tech. (Part-Time)	1
4	PhD Plant Breeding (Full-Time)	9
F	Soil Science	15
1	MSc Soil Science (Full-Time)	10
2	PhD Soil Science (Full-Time)	5
Grand Total		236

Faculty of Arts

S/N	Departments/Programme	Enrollment
A	African Languages and Cultures	35
1	MA African Cultural Studies	2
2	MA African Language	9
3	MA African Literature	6
4	PGD Translation and Interpretation (Hausa)	3
5	PhD African Cultural Studies (Full-Time)	2
6	PhD African Language (Hausa) Full-Time	2
7	PhD African Language (Linguistics) Full-Time	7
8	PhD African Literature (Full-Time)	4
B	Arabic	44
	PGDATE	
1	MA Arabic Literature	14
2	MA Arabic Language	22
3	PhD Arabic (Language)	8
	Ph. D Arabic (Literature)	
C	Archaeology	10
1	MA Archaeology (Full-Time)	9
2	PhD Archeology	1
D	English	74
1	MA English Language (Full-Time)	33
2	MA English Literature (Full-Time)	19
3	PhD English Language (Full-Time)	15
4	PhD English Literature (Full-Time)	7
E	French	15
1	MA French (Full-Time)	12
2	PhD French (Full-Time)	3
F	History	38
1	MA History (Full-Time)	24
2	PhD History (Full-Time)	14
G	Philosophy	9
1	MA Philosophy	9
H	Theatre and Performing Arts	44
1	MA Development Communication (Full-Time)	14

2	MA Theatre Performing Arts (Full-Time)	8
3	PGD Development Communication	8
4	PhD Development Communication (Full-Time)	8
5	PhD Theatre and Performing Arts (Full-Time)	6
Grand Total		269

Business School

S/N	Departments/Programme	Enrollment
A	Economics	32
1	MSc Economics (Full-Time)	25
2	PhD Economics (Full-Time)	7
Grand Total		32

Faculty of Education

S/N	Departments/Programs	Enrollment
A	Arts and Social Science Education	191
1	MEd Arabic Education	17
2	MEd Christian Religious Studies (Full-Time)	7
3	MEd Islamic Studies (Full-Time)	37
4	MEd Language Arts (Hausa)	20
5	MEd Social Studies (Full-Time)	43
6	MEd Teaching English as Second Language (Full-Time)	23
7	PhD Christian Religious Studies (Full-Time)	5
8	PhD Islamic Studies (Full-Time)	11
9	PhD Language Arts (Hausa)	4
10	PhD Social Studies (Full-Time)	11
11	PhD Teaching English as Second Language (Full-Time)	13
B	Educational Foundation and Curriculum	282
1	MEd Administration and Planning (Full-Time)	76
2	MEd Curriculum and Instruction (Full-Time)	30
3	MEd Instruction Technology	21
4	PGD in Education (Full-Time)	104
5	PhD Curriculum and Instruction (Full-Time)	16
6	PhD Education Administration and Planning (Full-Time)	27

	Time)	
7	PhD Instruction Technology (Full-Time)	8
C	Educational Psychology and Counselling	83
1	MEd Education Psychology	17
2	MEd Guidance and Counselling (Full-Time)	29
3	MEd Guidance and Counselling	3
4	MEd Measurement and Evaluation	15
5	MEd Psychology (Full-Time)	5
6	PhD Education Psychology	13
7	PhD Guidance and Counselling	1
D	Library and Information Science	317
1	MPhil Information Management	2
2	MPhil Library and Information Science	2
3	MSc Information Science (Full-Time)	11
4	Masters in Library and Information Science (Full-Time)	30
5	Masters Information Management (Part-Time)	212
6	Masters of Archive and Records Management (Full-Time)	6
7	PGD in Information Management (Part-Time)	49
8	PhD Library Science and Information Science	5
E	Physical and Health Education	66
1	MEd Health Education (Full-Time)	22
2	MEd Physical Education (Full-Time)	1
3	MSc Exercise and Sports Sciences (Full-Time)	12
4	MSc Sports Management (Full-Time)	10
5	PGD Sports Management (PGDSM)	2
6	PhD Exercise and Sports Science (Full-Time)	2
7	PhD Health Education (Full-Time)	16
8	PhD Sports Management (Full-Time)	1
F	Science Education	179
1	MEd Biology Education	25
2	MEd Chemistry Education	28
3	MEd Geography Education	5
4	MEd Integrated Science	20

5	MEd Language Arts	3
6	MEd Mathematics Education (Full-Time)	25
7	MEd Physics Education	8
8	MSc Educational Biology	6
9	PhD Biology Education (Full-Time)	11
10	PhD Chemistry Education (Full-Time)	2
11	PhD Educational Biology	3
12	PhD Guidance and Counselling (Full-Time)	9
13	PhD Integrated Science (Full-Time)	3
14	PhD Mathematics Education (Full-Time)	16
15	PhD Physics Education (Full-Time)	8
16	PhD Science Education (Full-Time)	7
G	Vocational and Technical Education	65
1	MEd Business Education (Full-Time)	11
2	MEd Home Economics (Full-Time)	21
3	MSc (Ed) Agricultural Education (Full-Time)	16
4	PhD Business Education (Full-Time)	5
5	PhD Home Economics (Full-Time)	12
Grand Total		1183

Faculty of Engineering

S/ N	Departments/Programme	Enrollmen t
A	Agricultural Engineering	19
1	MSc Agricultural and Bio-Resources Engineering (Full-Time)	15
2	MSc Agricultural Engineering	2
3	PhD Agricultural and Bio-Resources Engineering (Full-Time)	1
4	PhD Agricultural Engineering	1
B	Chemical Engineering	78
1	MSc Chemical Engineering (Full-Time)	52
2	PGD Chemical Engineering (Full-Time)	17
3	PhD Chemical Engineering (Full-Time)	9
C	Civil Engineering	103
1	MSc Civil Engineering (Full-Time)	39
2	MSc Geotechnics (Full-Time)	7
3	MSc Structure (Full-Time)	13
4	MSc Transportation and High-Way (Full-Time)	5
5	PGD Civil Engineering	21
6	PhD Civil Engineering (Full-Time)	10
7	PhD Geotechnics (Full-Time)	3
8	PhD Structure (Full-Time)	4
9	PhD Transportation and High-Way (Full-Time)	1
D	Communication Engineering	62
1	MSc Telecommunication Engineering	25
2	PGD Electronics and Telecommunications	30
3	PhD Telecommunications Engineering	7
E	Computer Engineering	81
1	MSc Computer engineering	26
2	MSc Control Engineering	16
3	PGD Computer Engineering	16
4	PhD Computer Engineering	13
5	PhD Control Engineering	10
F	Electrical Engineering	129
1	MSc Electrical Engineering (Full-Time)	32

2	MSc Electronics Engineering	13
3	MSc Power Machine System Engineering	4
4	PGD Electrical Engineering (Part-Time)	55
5	PhD Electrical Engineering (Full-Time)	6
6	PhD Power System Engineering	2
G	Mechanical Engineering	161
1	MPhil Engineering Management	5
2	MSc Energy Studies	25
3	MSc Engineering Management (Part-Time)	13
4	MSc Mechatronics	14
5	MSc Production Engineering	12
6	Masters in Engineering Management (Part-Time)	59
7	PGD Mechanical Engineering	17
8	PhD Energy Studies (Full-Time)	7
9	PhD Production Engineering	9
H	Metallurgical and Materials Engineering	24
1	MSc Metallurgical and Materials Engineering (Full-Time)	15
2	PGD in Metallurgical and Materials Engineering	4
3	PhD Metallurgical and Materials Engineering (Full-Time)	5
I	Polymer and Textile Engineering	37
1	MSc Colour Chemistry and Technology (Full-Time)	12
2	MSc Fiber and Polymer	1
3	MSc Textile Science and Technology (Full-Time)	6
4	PGD Colour Chemistry	2
5	PGD Textile Science and Technology (Part-Time)	5
6	PhD Colour Chemistry (Full-Time)	6
7	PhD Fiber and Polymer (Full-Time)	5
J	Water Resources and Environmental Engineering	85
1	MSc Irrigation and Drainage Engineering	1
2	MSc Environmental Engineering	16
3	MSc Hydraulics and Engineering Hydrology	2
4	MSc Water Resources and Environmental Engineering	39
5	PGD Environmental Engineering and Management	4

6	PGD Water Resource Engineering	11
7	PhD Environmental Engineering	4
8	PhD Water Resources and Environmental Engineering (Full-Time)	8
Grand Total		753

Faculty of Environmental Design

S/N	Departments/Programme	Enrollment
A	Architecture	227
1	MSc Architecture	115
2	Masters in Landscape Architecture (Part-Time)	55
3	Masters in Urban Design (Part-Time)	3
4	PGD Landscape Architecture (Part-Time)	31
5	PhD Architecture (Full-Time)	18
6	PhD Architecture (Part-Time)	5
B	Building	125
1	MSc Building Services (Full-Time)	7
2	MSc Construction Management (Full-Time)	21
3	MSc Construction Technology (Full-Time)	9
4	Masters in Facilities Management (Part-Time)	26
5	PGD Building (Part-Time)	54
6	PhD Construction Management (Full-Time)	3
7	PhD Construction Technology (Full-Time)	5
C	Fine Arts	52
1	MA Art Pedagogy (Full-Time)	8
2	MA Arts History (Full-Time)	13
3	Masters in Fine Arts - Painting (Full-Time)	3
4	Masters in Fine Arts - Sculpture (Full-Time)	8
5	PhD Art Pedagogy (Full-Time)	3
6	PhD Arts History (Full-Time)	8
7	PhD Fine Arts	1
8	PhD Painting (Full-Time)	3
9	PhD Sculpture (Full-Time)	5
D	Geomatics	58
1	MSc Geomatics (Full-Time)	23

2	PGD Geomatics	34
3	PhD Geomatics (Full-Time)	1
E	Glass and Silicate Technology	19
1	MSc Glass Technology	15
2	PhD Glass Technology	4
F	Industrial Design	36
1	MA Industrial Design (Full-Time)	25
2	PhD Industrial Design (Full-Time)	11
G	Quantity Surveying	53
1	MSc Project Management	37
2	MSc Quantity Surveying	14
3	PhD Quantity Surveying (Full-Time)	2
H	Urban and Regional Planning	31
1	MSc Tourism and Recreation (Full-Time)	3
2	MSc Urban Management (Full-Time)	10
3	MSc Urban Regional Planning (Full-Time)	10
4	PhD Urban Regional Planning (Full-Time)	8
Grand Total		601

Faculty of Law

S/N	Departments/Programme	Enrollment
A	Civil Law	82
1	LLM Public Law (Full-Time)	51
2	MA Law (Full-Time)	11
3	MA. Public Law (Full-Time)	2
4	MPhil Public Law	5
5	PhD Public Law (Full-Time)	13
B	Commercial Law	52
1	LLM Commercial Law	41
2	MPhil Commercial Law	5
3	PGD in Corporate Management Law (Part-Time)	2
4	PhD Commercial Law	4
C	Islamic Law	22
1	LLM Islamic Law	14
2	MPhil Sharia Law	2
3	PhD Islamic Law	6
D	Private Law	50
1	LLM Private Law	35
2	MPhil Private Law	2
3	PGD in Estate Management Law (Part-Time)	12
4	PhD Private Law	1
E	Public Law	33
1	LLM Public Law	5
2	MPhil Public Law	1
3	PGD in International Law and Diplomacy (Part-Time)	27
Grand Total		239

Faculty of Life Sciences

S/N	Departments/Programme	Enrollment
A	Biochemistry	107
1	MSc Biochemistry (Full-Time)	21
2	MSc Biotechnology	5
3	MSc Nutrition	20
4	PGD in Forensic Biotechnology	11
5	PGD Nutrition (Part-Time)	40
6	PhD Biochemistry (Full-Time)	6
7	PhD Biotechnology	4
B	Biological Sciences	50
1	MSc Biological Science	8
2	MSc Biology (Full-Time)	11
3	MSc Fisheries	10
4	PGD Fisheries	6
5	PhD Biology (Full-Time)	6
6	PhD Fisheries	9
C	Botany	23
1	MSc Botany	18
2	PhD Botany	5
D	Microbiology	76
1	MSc Microbiology (Full-Time)	45
2	PGD Microbiology (Part-Time)	17
3	PhD Microbiology (Full-Time)	13
4	PhD Microbiology (Part-Time)	1
E	Zoology	26
1	MSc Zoology	17
2	PhD Zoology	9
Grand Total		282

Faculty of Medicine

S/N	Departments/Programme	Enrollment
A	Chemical Pathology	7
1	MSc Chemical Pathology	2
2	PhD Chemical Pathology (Full-Time)	5
B	Community Medicine	72
1	MPH Field Epidemiology (FELTP)	39
2	MPH Masters Public Health (Full-Time)	33
C	Haematology and Blood Transfusion	8
1	MSc Clinical Haematology (Full-Time)	5
2	PhD Clinical Haematology (Full-Time)	3
D	Human Anatomy	68
1	MPHIL Human Anatomy	4
2	MSc Human Anatomy (Full-Time)	38
3	PGD Anatomical Science	9
4	PhD Human Anatomy (Full-Time)	17
E	Human Physiology	39
1	MSc Human Physiology (Full-Time)	22
2	PhD Human Physiology (Full-Time)	17
F	Medicine	8
1	MSc Immunology	6
2	PhD Immunology	2
G	Nursing Science	48
1	MPhil Nursing Science	4
2	MSc Nursing Sciences (Full-Time)	34
3	PhD Nursing Sciences	10
H	Obstetrics and Gynecology	8
1	Masters in Reproductive Health (MRH)	8
I	Pathology (Morbid Anatomy)	1
1	MSc Pathology (Clinical Lab Mgt.)	1
Grand Total		259

Faculty of Pharmaceutical Sciences

S/N	Departments/Programme	Enrollment
A	Clinical Pharmacy and Pharmacy Practice	20
1	PhD Clinical Pharmacy	7
2	MSc Clinical Pharmacy	13
B	Pharmaceutical and Medicinal Chemistry	38
1	MSc Pharmaceutical and Medicinal Chemistry	27
2	PhD Pharmaceutical and Medicinal Chemistry (Full-Time)	11
C	Pharmaceutics and Pharmaceutical Microbiology	23
1	MSc Pharmaceutical Microbiology (Full-Time)	15
2	MSc Pharmaceutics and Pharmaceutical Microbiology	2
3	PhD Pharmaceutical Microbiology (Full-Time)	6
D	Pharmacognosy and Drug Development	18
1	MSc Pharmacognosy and Drug Development (Full-Time)	11
2	PGD Herbal Medicine	3
3	PhD Pharmacognosy and Drug Development	4
E	Pharmacology and Clinical Pharmacy	37
1	MSc Pharmacology	18
2	PGD Pharmacology	2
3	PGD Pharmacology (Full-Part)	5
4	PhD Pharmacology (Part-Time)	12
F	Pharmacy	18
1	MSc Pharmaceutics	16
2	PhD Pharmaceutics	2
Grand Total		154

Faculty of Physical Sciences

S/ N	Departments/Programme	Enrollmen t
A	Chemistry	102
1	MSc Analytical Chemistry	12
2	MSc Environmental Chemistry	16
3	MSc Inorganic Chemistry	10
4	MSc Organic Chemistry	8
5	MSc Petroleum Chemistry	5
6	MSc Physical Chemistry (Full-Time)	5
7	MSc Polymer Science and Technology (Full-Time)	3
8	PGD Analytical Chemistry (Full-Time)	8
9	PGD Environmental Chemistry (Part-Time)	12
10	PhD Analytical Chemistry	9
11	PhD Inorganic Chemistry	2
12	PhD Organic Chemistry (Full-Time)	4
13	PhD Physical and Theoretical Chemistry (Full-Time)	6
14	PhD Polymer Science and Technology (Full-Time)	2
B	Computer Science	126
1	MSc Computer Science (Full-Time)	65
2	PGD Computer Science (Part-Time)	42
3	PhD Computer Science	19
C	Geography	457
1	MPhil Disaster Management	31
2	MSc Demography and Population Studies (Full-Time)	5
3	MSc Disaster Management	33
4	MSc Environmental Management (Full-Time)	39
5	MSc Geographic Information System (Full-Time)	34
6	MSc Geography (Full-Time)	21
7	MSc Remote Sensing and GIS (Full-Time)	14
8	MSc Rural Development (Full-Time)	5
9	MSc Transport Management (Full-Time)	12
10	Masters in Disaster Risk Management and Development Studies	168
11	PGD Disaster Risk Management and Development Studies	51

12	PGD in Geog. Information System (Part-Time)	3
13	PGD Rural Development	1
14	PGD-Remote Sensing and GIS (Part-Time)	16
15	PhD Disaster Management	2
16	PhD Geography (Full-Time)	14
17	PhD Rural Development (Full-Time)	8
D	Geology	66
1	MSc Geology (Full-Time)	36
2	PGD Geology	20
3	PhD Geology (Full-Time)	10
E	Mathematics	33
1	MSc Mathematics (Full-Time)	20
2	PhD Mathematics	13
F	Physics	46
1	MSc Applied Geophysics (Full-Time)	8
2	MSc Geophysics (Full-Time)	1
3	MSc Nuclear Physics	8
4	MSc Physics (Full-Time)	7
5	MSc Radiation Biophysics (Full-Time)	11
6	PhD Applied Geophysics (Full-Time)	1
7	PhD Nuclear Physics (Full-Time)	4
8	PhD Physics (Full-Time)	1
9	PhD Radiation Biophysics (Full-Time)	5
G	Statistics	104
1	MSc Statistics (Full-Time)	58
2	PGD Statistics (Part-Time)	41
3	PhD Statistics	5
Grand Total		934

Faculty of Social Sciences

S/ N	Departments/Programme	Enrollmen t
A	Mass Communication	115
1	MSc Mass Communication (Full-Time)	20
2	Masters in Journalism (MIJ)	22
3	Masters in Strategic Communication (MISC)	45
4	PGD Mass Communication (Part-Time)	22
5	PhD Mass Communication	6
B	Political Science	379
1	MPHIL Political Science (Int'l Relations)	8
2	MSc Political Science (Full-Time)	23
3	MSc Political Science (Int'l Relation)	6
4	Masters in International Affairs and Diplomacy (Part-Time)	203
5	Masters in Peace and Conflict Management (MPCM)	103
6	PGD in Peace and Conflict Management (PGDCM)	26
7	PhD Political Science (Int'l Relation)	1
8	PhD Political Science (With Specializations)	9
C	Sociology	107
1	MSc Sociology (Full-Time)	27
2	Masters in Law Enforcement Criminal Justice (MLC) (Part-Time)	68
3	PhD Sociology	12
Grand Total		601

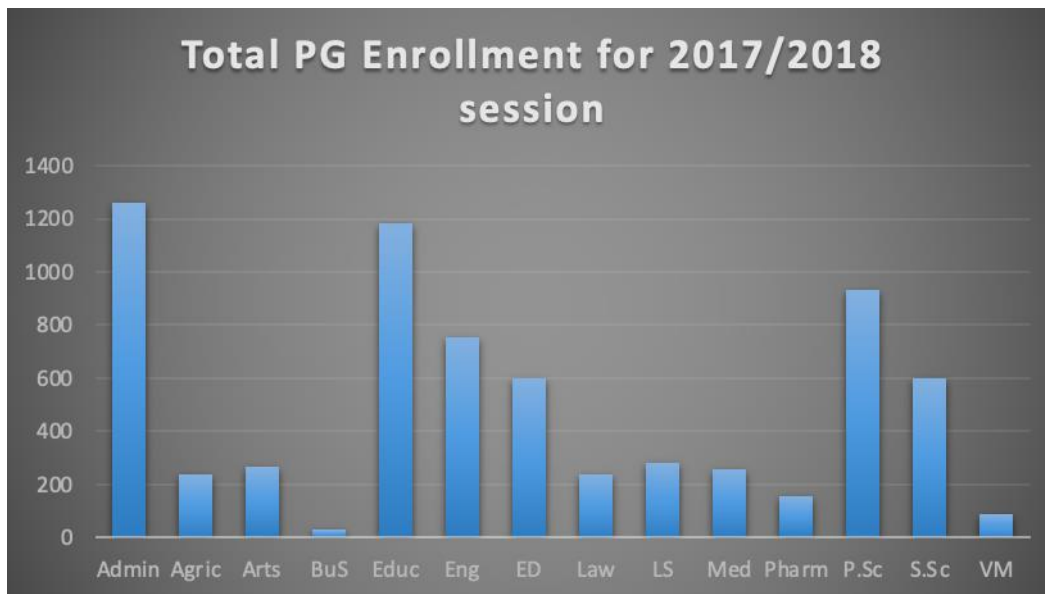
Faculty of Veterinary Medicine

S/N	Departments/Programme	Enrollment
A	Theriogenology and Production	11
1	MSc Theriogenology (Full-Time)	9
2	PhD Theriogenology (Full-Time)	2
B	Veterinary Anatomy	6
1	MSc Veterinary Anatomy (Full-Time)	2
2	PhD Veterinary Anatomy	4
C	Veterinary Medicine	22
1	MSc Aquatic Medicine	2
2	MSc Avian Medicine	2
3	MSc Equine Medicine	3
4	MSc Small Animal Internal Medicine	2
5	MSc Wildlife Medicine	1
6	Master in Tropical Veterinary Medicine (MTVM)	2
7	PhD Avian Medicine	5
8	PhD Food Animal Medicine	3
9	PhD Veterinary Medicine	2
D	Veterinary Microbiology	4
1	MSc Veterinary Microbiology (Full-Time)	1
2	PhD Veterinary Microbiology (Full-Time)	3
E	Veterinary Parasitology and Entomology	5
1	MSc Veterinary Helminthology	1
2	MSc Veterinary Protozoology	3
3	PhD Veterinary Protozoology	1
F	Veterinary Pathology	5
1	MSc Veterinary Pathology	1
2	PhD Veterinary Pathology	4
G	Veterinary Pharmacology and Toxicology	4
1	MSc Veterinary Pharmacology (Full-Time)	2
2	MSc Veterinary Toxicology (Full-Time)	2
H	Veterinary Physiology	2
1	MSc Veterinary Physiology (Full-Time)	2
I	Veterinary Public Health and Preventive Medicine	23
1	MSc Public Health (Full-Time)	1

2	MSc Veterinary Public Health and Preventive Medicine	10
3	PhD Veterinary Public Health and Preventive Medicine	12
J	Veterinary Surgery and Radiology	7
1	MSc Orthopedic Surgery	1
2	MSc Veterinary Diagnostic Imaging	2
3	PhD Soft Tissues Surgery	1
4	PhD Veterinary Diagnostic Imaging	2
5	PhD Veterinary Anaesthesiology	1
Grand Total		89

**TOTAL 2017/2018 ACADEMIC SESSION FACULTY BASED
ENROLLMENT**

S/N	Faculty	Enrollment
1	Administration	1262
2	Agriculture	236
3	Arts	269
4	Business School	32
5	Education	1183
6	Engineering	753
7	Environmental Design	601
8	Law	239
9	Life Sciences	282
10	Medicine	259
11	Pharmaceutical Sciences	154
12	Physical Sciences	934
13	Social Sciences	601
14	Veterinary Medicine	89
Grand Total		6894



2018/2019 ACADEMIC SESSION POSTGRADUATE ENROLLMENT

Faculty of Administration

S/N	Departments/Programme	Enrollment
A	Accounting	180
1	MPhil Accounting and Finance (Full-Time)	15
2	MSc Accounting and Finance	45
3	Masters in Accounting (Part-Time)	71
4	PGD Accounting and Finance	30
5	PhD Accounting and Finance	19
B	Business Administration	385
1	MPhil Business Administration	33
2	MSc Banking and Finance	15
3	MSc Business Administration (Full-Time)	33
4	MSc Rural Finance and Entrepreneurship (Full-Time)	4
5	MSc Rural Finance and Entrepreneurship Development	18
6	Masters in Banking and Finance (Part-Time)	7
7	Masters in Business Administration (Full-Time)	45
8	Masters in Business Administration (Part-Time)	133
9	PGD in Management (Part-Time)	78
10	PhD Business Administration	19
C	Local Government and Development Studies	68
1	MPhil in Policy and Development Studies (Full-Time)	12
2	MSc Policy and Development Studies (Full-Time)	21
3	Masters in Policy and Development Studies (MFDS) (Part-Time)	20
4	PGD in Policy and Development Studies (PGDPS)	7
5	PhD Policy and Development Studies (Full-Time)	6
6	PhD Policy and Development Studies	2
D	Public Administration	371
1	MPhil Public Administration	16
2	MSc Public Administration (Full-Time)	43
3	Masters in Public Administration (Full-Time)	7
4	Masters in Public Administration (Part-Time)	190
5	PGD Human Capital Development	5
6	PGD Public Administration (Part-Time)	82
7	PhD Public Administration (Full-Time)	28
Grand Total		1004

Faculty of Agriculture

S/N	Departments/Programme	Enrollment
A	Agricultural Extension and Rural Development	70
1	MSc Agric. Economics	18
2	MSc Agricultural Extension and Rural Development	20
3	PGD Agricultural Economics and Agribusiness	6
4	PGD Agriculture and Extension	8
5	PhD Agricultural Economics	10
6	PhD Agricultural Extension and Rural Development	8
B	Agronomy	44
1	MSc Agronomy	26
2	PGD Agronomy	7
3	PGD Crop Production	1
4	PhD Agronomy	10
C	Animal Science	51
1	MSc Animal Science (Full-Time)	21
2	PGD Animal Production (Part-Time)	6
3	PGD Animal Science (Part-Time)	4
4	PhD Animal Science (Full-Time)	17
5	PhD Animal Science (Part-Time)	3
D	Crop Protection	14
1	MSc Crop Protection (Full-Time)	8
2	PhD Crop Protection (Full-Time)	4
3	PhD Crop Protection (Part-Time)	2
E	Plant Science	23
1	MSc Crop Breeding (Full-Time)	4
2	MSc Plant Breeding (AGRA) (Full-Time)	7
3	PhD Crop Breeding (Full-Time)	6
4	PhD Plant Breeding (Full-Time)	6
F	Soil Science	28
1	MSc Soil Science (Full-Time)	16
2	PhD Soil Science (Full-Time)	12
Grand Total		230

Faculty of Allied Health Sciences

S/N	Departments/Programme	Enrollment
A	Nursing Science	60
1	MSc Nursing Sciences (Full-Time)	50
2	PhD Nursing Sciences	10
Grand Total		60

Faculty of Arts

S/N	Departments/Programme	Enrollment
A	African Languages and Cultures	23
1	MA African Cultural Studies	4
2	MA African Language (Hausa) (Full-Time)	4
3	MA African Language	1
4	MA African Literature	4
5	PGD Translation and Interpretation (Hausa)	4
6	PGD Translation and Interpretation	1
7	PhD African Cultural Studies (Full-Time)	1
8	PhD African Language (Hausa) (Full-Time)	4
B	Arabic	35
1	MA African Language (Arabic) (Full-Time)	1
2	MA Arabic (Literature)	1
3	MA Arabic Language	14
4	MA Arabic Literature	6
5	PhD Arabic (Full-Time)	13
C	Archaeology	21
1	MA Archaeology (Full-Time)	14
2	PhD Archaeology	6
3	PhD Cultural Resource Management	1
D	English	94
1	MA English Language (Full-Time)	37
2	MA English Literature (Full-Time)	23
3	MA Literature (Full-Time)	2
4	PhD English Language (Full-Time)	19
5	PhD English Literature (Full-Time)	13
E	French	15

1	MA French (Full-Time)	12
2	PhD French (Full-Time)	3
F	History	27
1	MA History (Full-Time)	18
2	PhD History (Full-Time)	9
G	Philosophy	26
1	MA Philosophy	19
2	MPhil Philosophy	3
3	PhD Philosophy	4
H	Theatre and Performing Arts	34
1	MA Development Communications (Full-Time)	18
2	MA Theatre Performing Arts (Full-Time)	8
3	PGD Development Communication	1
4	PhD Development Communications (Full-Time)	7
Grand Total		275

Faculty of Basic Clinical Science

S/N	Departments/Programme	Enrollment
A	Chemical Pathology	3
1	MSc Chemical Pathology	3
B	Haematology and Blood Transfusion	3
1	MSc Clinical Haematology	2
2	PhD Clinical Haematology	1
C	Pathology (Morbidity Anatomy)	1
1	PhD Pathology (Clinical Laboratory Management)	1
Grand Total		7

Faculty of Basic Medical Sciences

S/N	Departments/Programs	Enrollment
A	Human Anatomy	75
1	MSc Human Anatomy (Full-Time)	46
2	PGD Anatomical Science	4
3	PhD Human Anatomy (Full-Time)	25
B	Human Physiology	41
1	MSc Human Physiology (Full-Time)	33
2	PhD Human Physiology (Full-Time)	6
3	PhD Human Physiology (Part-Time)	2
Grand Total		116

Business School

S/N	Departments/Programme	Enrollment
A	Economics	42
1	MSc Economics (Full-Time)	34
2	PhD Economics (Full-Time)	8
Grand Total		42

Faculty of Clinical Sciences

S/N	Departments/Programme	Enrolment
A	Community Medicine	70
1	MPH Field Epidemiology (FELTP)	37
2	MPH Masters Public Health (Full-Time)	33
B	Medicine	14
1	MSc Immunology	6
2	MD Doctor of Medicine	1
3	PhD Immunology	7
C	Obstetrics and Gynecology	10
1	Masters in Reproductive Health (MRH)	10
Grand Total		94

Faculty of Education

S/N	Departments/Programme	Enrollment
A	Arts and Social Science Education	223
1	MEd Arabic Education	28
2	MEd Christian Religious Studies (Full-Time)	5
3	MEd Islamic Studies (Full-Time)	44
4	MEd Language Arts (Hausa)	19
5	MEd Social Studies (Full-Time)	48
6	MEd Teaching English as Second Language (Full-Time)	24
7	PhD Christian Religious Studies (Full-Time)	5
8	PhD Islamic Studies (Full-Time)	10
9	PhD Language Arts	2
10	PhD Language Arts (Hausa)	2
11	PhD Social Studies (Full-Time)	21
12	PhD Social Studies (Full-Time)	2
13	PhD Teaching English as Second Language (Full-Time)	13

B	Educational Foundation and Curriculum	299
1	MEd Admin. and Planning (Full-Time)	95
2	MEd Curriculum and Instruction (Full-Time)	34
3	MEd Instruction Technology	30
4	PGD in Education (Full-Time)	68
5	PhD Curriculum and Instruction (Full-Time)	22
6	PhD Education Administration and Planning (Full-Time)	37
7	PhD Instruction Technology (Full-Time)	13
C	Educational Psychology and Counselling	162
1	MEd Education Psychology	38
2	MEd Guidance and Counselling (Full-Time)	59
3	MEd Guidance and Counselling	3
4	MEd Measurement and Evaluation	19
5	MEd Psychology (Full-Time)	12
6	PhD Education Psychology	12
7	PhD Guidance and Counselling (Full-Time)	15
8	PhD Psychology (Full-Time)	4
D	Library and Information Science	316
1	MPhil Information Management	1
2	MPhil Information Science	2
3	MPhil Library and Information Science	5
4	MSc Information Science (Full-Time)	9
5	Masters in Library and Information Science (Full-Time)	44
6	Masters Information Management (Part-Time)	187
7	Masters of Archive and Records Management (Full-Time)	7
8	PGD in Information Management (Part-Time)	50
9	PhD Information Science	2
10	PhD Library Science and Information Science	9
E	Physical and Health Education	78
1	MEd Health Education (Full-Time)	32
2	MEd Physical Education (Full-Time)	3
3	MSc Exercise and Sports Sciences (Full-Time)	8

4	MSc Sports Management (Full-Time)	5
5	PGD Sports Management (PGDSM)	2
6	PhD Exercise and Sports Science (Full-Time)	5
7	PhD Health Education (Full-Time)	15
8	PHD Physical Education	1
9	PhD Sports Management (Full-Time)	7
F	Science Education	100
1	MEd Biology Education	13
2	MEd Chemistry Education	12
3	MEd Geography Education	6
4	MEd Integrated Science	12
5	MEd Mathematics Education (Full-Time)	23
6	MEd Physics Education	10
7	MEd Science Education (Full-Time)	2
8	MSc Educational Biology	2
9	PhD Biology Education (Full-Time)	3
10	PhD Chemistry Education (Full-Time)	5
11	PhD Integrated Science (Full-Time)	3
12	PhD Mathematics Education (Full-Time)	9
G	Vocational and Technical Education	72
1	MEd Business Education (Full-Time)	17
2	MEd Clothing and Textiles	2
3	MEd Family and Child Development	3
4	MEd Home Economics (Full-Time)	12
5	MEd Home Management (Full-Time)	1
6	MSc (Ed) Agricultural Education (Full-Time)	22
7	PhD Business Education (Full-Time)	8
8	PhD Home Economics (Full-Time)	7
Grand Total		1240

Faculty of Engineering

S/ N	Departments/Programme	Enrollmen t
A	Agricultural Engineering	22
1	MSc Agricultural and Bio-Resources Engineering (Full-Time)	10
2	MSc Agricultural Engineering	1
3	MSc Farm Power and Machinery	1
4	PhD Agric. and Bio-Resources Engineering (Full-Time)	8
5	PhD Agricultural Engineering	2
B	Civil Engineering	94
1	MSc Civil Engineering (Full-Time)	41
2	MSc Geotechnics (Full-Time)	3
3	MSc Structure (Full-Time)	4
4	MSc Transportation and High-Way (Full-Time)	4
5	PGD Civil Engineering	24
6	PhD Civil Engineering (Full-Time)	17
7	PhD Transportation and High-Way (Full-Time)	1
C	Computer Engineering	
1	MSc Computer engineering	26
	MSc Control Engineering	
2	PGD Computer Engineering	14
3	PGD Data Communication and Software Engineering	2
4	PhD Computer Engineering	13
5	PhD Control Engineering	10
D	Electrical Engineering	125
1	MSc Control Engineering	16
2	MSc Electrical Engineering (Full-Time)	30
3	MSc Power Machine System Engineering	22
4	PGD Electrical Engineering (Part-Time)	29
5	PGD Power and Machine	14
6	PhD Electrical Engineering (Full-Time)	7
7	PhD Power System Engineering	7
E	Electronics and Telecommunications Engineering	72
1	MSc Communications Engineering	5

2	MSc Electronics Engineering	13
3	MSc Telecommunication Engineering	19
4	PGD Electronics and Telecommunications	19
5	PhD Telecommunications Engineering	16
F	Mechanical Engineering	159
1	MPhil Engineering Management	5
2	MSc Energy Studies	21
3	MSc Mechatronics	12
4	MSc Production Engineering	18
5	Masters in Engineering Management (Part-Time)	64
6	PGD Mechanical Engineering	26
7	PhD Energy Studies (Full-Time)	2
8	PhD Engineering Management	2
9	PhD Mechanical Engineering (Production Engineering)	1
10	PhD Production Engineering	8
G	Metallurgical and Materials Engineering	20
1	MSc Metallurgical and Materials Engineering (Full-Time)	12
2	PGD in Metallurgical and Materials Engineering	4
3	PhD Metallurgical and Materials Engineering (Full-Time)	4
H	Polymer and Textile Engineering	39
1	MSc Colour Chemistry and Technology (Full-Time)	10
2	MSc Textile Science and Technology (Full-Time)	10
3	PGD Color Chemistry	1
4	PGD Polymer and Textile Engineering	2
5	PGD Text. Science and Technology (Part-Time)	10
6	PhD Colour Chemistry (Full-Time)	1
7	PhD Fiber and Polymer (Full-Time)	5
I	Water Resources and Environmental Engineering	80
1	MSc Environmental Engineering	18
2	MSc Hydraulics and Engineering Hydrology	1
3	MSc Water Resources and Environmental Engineering (Full-Time)	31
4	PGD Environmental Engineering and Management	2
5	PGD Water Resource Engineering	9
6	PhD Environmental Engineering	3

7	PhD Hydraulics and Engineering Hydrology	1
8	PhD Water Resources and Environmental Engineering (Full-Time)	15
Grand Total		676

Faculty of Environmental Design

S/N	Departments/Programme	Enrollment
A	Architecture	165
1	MSc Architecture	122
2	Masters in Landscape Architecture (Part-Time)	7
3	PGD Landscape Architecture (Part-Time)	21
4	PhD Architecture (Full-Time)	15
B	Building	120
1	MSc Building Services (Full-Time)	14
2	MSc Construction Management (Full-Time)	22
3	MSc Construction Technology (Full-Time)	15
4	Masters in Facilities Management (Part-Time)	24
5	PGD Building (Part-Time)	36
6	PhD Construction Management (Full-Time)	6
7	PhD Construction Technology (Full-Time)	3
C	Fine Arts	33
1	MA Art Pedagogy (Full-Time)	6
2	MA Arts History (Full-Time)	10
3	Masters in Fine Arts - Painting (Full-Time)	3
4	Masters in Fine Arts - Sculpture (Full-Time)	6
5	PhD Art Pedagogy (Full-Time)	3
6	PhD Arts History (Full-Time)	2
7	PhD Painting (Full-Time)	2
8	PhD Sculpture (Full-Time)	1
D	Geomatics	40
1	MSc Geomatics (Full-Time)	14
2	PGD Geomatics	22
3	PhD Geomatics (Full-Time)	4
E	Glass and Silicate Technology	15
1	MSc Glass Technology	13

2	PhD Glass Technology	2
F	Industrial Design	42
1	MA Industrial Design (Full-Time)	29
2	PhD Industrial Design (Full-Time)	13
G	Quantity Surveying	60
1	MSc Project Management	37
2	MSc Quantity Surveying	12
3	PhD Quantity Surveying (Full-Time)	9
4	PhD Quantity Surveying (Part-Time)	2
H	Urban and Regional Planning	24
1	MSc Tourism and Recreation (Full-Time)	2
2	MSc Urban Management (Full-Time)	13
3	MSc Urban Regional Planning (Full-Time)	3
4	PhD Urban Regional Planning (Full-Time)	5
5	PhD Urban Regional Planning (Part-Time)	1
Grand Total		499

Faculty of Law

S/N	Departments/Programme	Enrollment
A	Commercial Law	33
1	LLM Commercial Law	22
2	MA. Commercial Law	2
3	MPhil commercial law	2
4	PGD in Corporate Management Law (Part-Time)	2
5	PhD Commercial Law	5
B	Islamic Law	20
1	LLM Islamic Law	16
2	MPhil Sharia Law	1
3	PhD Islamic Law	3
C	Private Law	52
1	LLM Private Law	35
2	MA Private Law	8
3	MPhil Private Law	2
4	PGD in Estate Management Law (Part-Time)	6
5	PhD Private Law	1

D	Public Law	80
1	LLM Public Law	1
2	LLM Public Law (Full-Time)	50
3	MA Public Law	1
4	MA Public Law (Full-Time)	5
5	MPhil Public Law	4
6	PGD in International Law and Diplomacy (Part-Time)	8
7	PhD Public Law (Full-Time)	11
	Grand Total	185

Faculty of Life Sciences

S/N	Departments/Programme	Enrollment
A	Biochemistry	136
1	MSc Biochemistry (Full-Time)	22
2	MSc Biotechnology	26
3	MSc Nutrition	33
4	PGD in Forensic Biotechnology	7
5	PGD Nutrition (Part-Time)	35
6	PhD Biochemistry (Full-Time)	5
7	PhD Biotechnology	8
B	Biological Sciences	55
1	MSc Biological Science	4
2	MSc Biology (Full-Time)	14
3	MSc Fisheries	12
4	PGD Fisheries	4
5	PhD Biology (Full-Time)	13
6	PhD Fisheries	8
C	Botany	17
1	MSc Botany	9
2	PhD Botany	8
D	Microbiology	82
1	MSc Microbiology (Full-Time)	38
2	PGD Microbiology (Part-Time)	22
3	PhD Microbiology (Full-Time)	22

E	Zoology	12
1	MSc Zoology	9
2	PhD Zoology	3
Grand Total		302

Faculty of Pharmaceutical Sciences

S/N	Departments/Programme	Enrollment
A	Clinical Pharmacy and Pharmacy Practice	19
1	MSc Clinical Pharmacy	16
2	PhD Clinical Pharmacy	3
B	Pharmaceutical and Medicinal Chemistry	29
1	MSc Pharmaceutical and Medicinal Chemistry	22
2	PhD Pharmaceutical and Medicinal Chemistry (Full-Time)	7
C	Pharmaceutics and Pharmaceutical Microbiology	33
1	MSc Pharmaceutical Microbiology (Full-Time)	13
2	MSc Pharmaceutics and Pharmaceutical Microbiology	14
3	PhD Pharmaceutical Microbiology (Full-Time)	6
D	Pharmacognosy and Drug Development	30
1	MSc Pharmacognosy and Drug Development (Full-Time)	21
2	PGD Herbal Medicine	6
3	PhD Pharmacognosy and Drug Development	3
E	Pharmacology and Clinical Pharmacy	44
1	MSc Pharmacology	24
2	PGD Pharmacology	10
3	PhD Pharmacology and Clinical Pharmacy	10
F	Pharmacy	3
1	MSc Pharmaceutics	1
2	PhD Pharmaceutics	2
Grand Total		155

Faculty of Physical Sciences

S/ N	Departments/Programme	Enrollmen t
A	Chemistry	126
2	MSc Analytical Chemistry	16
2	MSc Chemistry (Full-Time)	1
3	MSc Environmental Chemistry	19
4	MSc Inorganic Chemistry	6
5	MSc Organic Chemistry	5
6	MSc Petroleum Chemistry	16
7	MSc Physical Chem. (Full-Time)	3
8	MSc Polymer Science and Technology (Full-Time)	4
9	PGD Chemistry	16
10	PGD Environmental Chemistry (Part-Time)	1
11	PhD Analytical Chemistry	18
12	PhD Inorganic Chemistry	1
13	PhD Organic Chemistry (Full-Time)	6
14	PhD Physical and Theoretical Chemistry (Full-Time)	9
15	PhD Polymer Science and Technology (Full-Time)	5
B	Computer Science	117
1	MSc Computer Science (Full-Time)	75
2	PGD Computer Science (Part-Time)	26
3	PhD Computer Science	16
C	Geography	429
1	MPhil Disaster Management	15
2	MSc Demographic Population Studies (Full-Time)	8
3	MSc Disaster Risk Management and Development Studies	20
4	MSc Environmental Management (Full-Time)	33
5	MSc Geography (Full-Time)	11
6	MSc Remote Sensing and GIS (Full-Time)	39
7	MSc Rural Development (Full-Time)	4
8	MSc Transport Management (Full-Time)	10
9	Master in Transport and Logistics (MTL)	60
10	Masters in Disaster Risk Management and Development Studies	139

11	PGD Disaster Risk Management and Development Studies	22
12	PGD in Geographic Information System (Part-Time)	6
13	PGD Transport and Logistics (PGDTL)	30
14	PGD-Remote Sensing and GIS (Part-Time)	8
15	PhD Geography (Full-Time)	21
16	PhD Rural Development (Full-Time)	3
D	Geology	48
1	MSc Geology (Full-Time)	29
2	PGD Geology	4
3	PhD Geology (Full-Time)	15
4	Mathematics	28
5	MSc Mathematics (Full-Time)	16
6	PhD Mathematics	12
E	Physics	48
1	MSc Applied Geophysics (Full-Time)	11
2	MSc Geophysics (Full-Time)	1
3	MSc Nuclear Physics	2
4	MSc Physics (Full-Time)	5
5	MSc Radiation Biophysics (Full-Time)	9
6	PhD Applied Geophysics (Full-Time)	4
7	PhD Nuclear Physics (Full-Time)	5
8	PhD Physics (Full-Time)	3
9	PhD Radiation Biophysics (Full-Time)	8
F	Statistics	109
1	MSc Statistics (Full-Time)	72
2	PGD Statistics (Part-Time)	30
3	PhD Statistics	7
Grand Total		877

Faculty of Social Sciences

S/ N	Departments/Programme	Enrollmen t
A	Mass Communication	93
1	MSc Mass Communication (Full-Time)	29
2	Masters in Journalism (MIJ)	6
3	Masters in Strategic Communication (MISC)	33
4	PGD Mass Communication (Part-Time)	15
5	PhD Mass Communication	10
B	Political Science	326
1	MPhil Political Science (International Relations)	10
2	MSc Political Science (Full-Time)	24
3	Masters in International Affairs and Diplomacy (Part-Time)	188
4	Masters in Peace and Conflict Management (MPCM)	69
5	PGD in Peace and Conflict Management (PGDCM)	25
6	PhD Political Science (International Relation)	2
7	PhD Political Science (With Specializations)	8
C	Sociology	82
1	MPhil Sociology	10
2	MSc Sociology (Full-Time)	18
3	Masters in Law Enforcement Criminal Justice (MLC) (Part-Time)	46
4	PhD Sociology	8
Grand Total		501

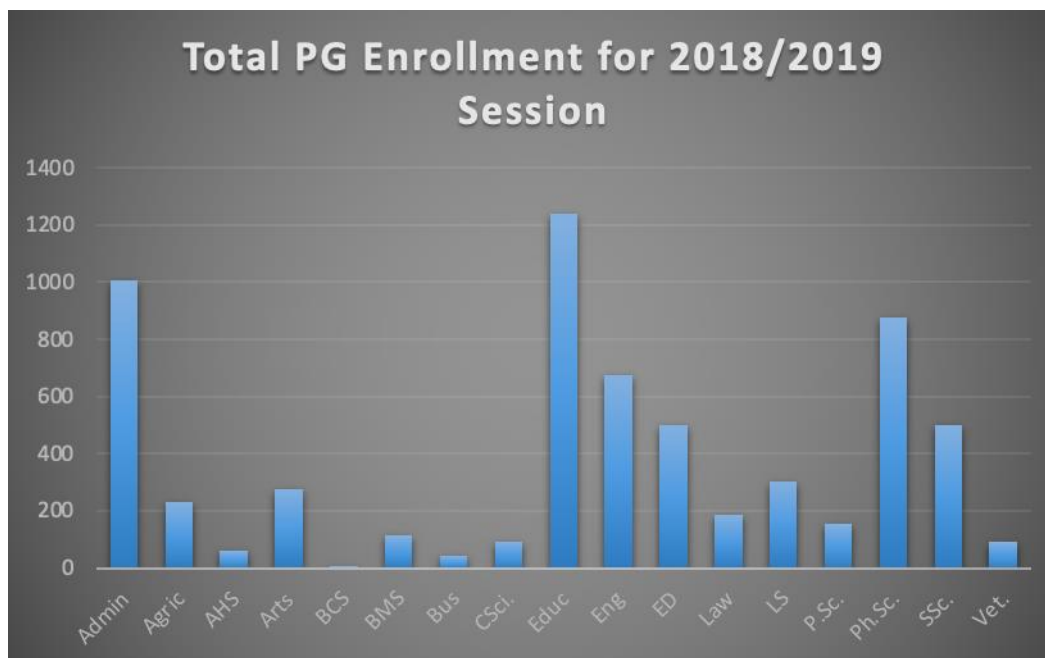
Faculty of Veterinary Medicine

S/N	Departments/Programme	Enrollment
A	Theriogenology and Production	8
1	MSc Theriogenology (Full-Time)	6
2	PhD Theriogenology (Full-Time)	2
B	Veterinary Anatomy	3
1	MSc Veterinary Anatomy (Full-Time)	3
C	Veterinary Medicine	20
1	MSc Avian Medicine	5
2	MSc Food Animal Medicine	3
3	Master in Tropical Veterinary Medicine (MTVM)	2
4	PhD Avian Medicine	2
5	PhD Food Animal Medicine	5
6	PhD Small Animal Infectious Diseases	1
7	PhD Veterinary Medicine	1
8	PhD Aquatic Medicine	1
D	Veterinary Microbiology	4
1	MSc Veterinary Microbiology (Full-Time)	4
E	Veterinary Parasitology and Entomology	7
1	MSc Veterinary Entomology	1
2	MSc Veterinary Protozoology	2
3	PhD Veterinary Helminthology	1
4	PhD Veterinary Protozoology	3
F	Veterinary Pathology	12
1	MSc Veterinary Pathology	6
2	PhD Veterinary Pathology	6
G	Veterinary Pharmacology and Toxicology	4
1	MSc Veterinary Toxicology (Full-Time)	2
2	PhD Veterinary Pharmacology. (Full-Time)	1
3	PhD Veterinary Toxicology	1
H	Veterinary Physiology	9
1	MSc Veterinary Physiology (Full-Time)	5
2	PhD Veterinary Physiology	4
I	Veterinary Public Health and Preventive Medicine	21
1	MSc Veterinary Public Health and Preventive	14

	Medicine	
2	PhD Veterinary Public Health and Preventive Medicine	7
J	Veterinary Surgery and Radiology	5
1	MSc Soft Tissues Surgery	2
2	MSc Veterinary Diagnostic Imaging	1
3	PhD Veterinary Diagnostic Imaging	2
	Grand Total	93

**TOTAL 2018/2019 ACADEMIC SESSION FACULTY BASED
ENROLLMENT**

S/N	Faculty	Enrollment
1	Administration	1004
2	Agriculture	230
3	Allied Health Sciences	60
4	Arts	275
5	Basic Clinical Sciences	7
6	Basic Medical Sciences	116
7	Business	42
8	Clinical Sciences	94
9	Education	1240
10	Engineering	676
11	Environmental Design	499
12	Law	185
13	Life Sciences	302
14	Pharmaceutical Sciences	155
15	Physical Sciences	877
16	Social Sciences	501
17	Veterinary Medicine	93
	Grand Total	6356



2019/2020 ACADEMIC SESSION POSTGRADUATE ENROLLMENT
Faculty of Administration

S/N	Departments/Programme	Enrollment
A	Local Government and Development Studies	23
1	MPhil in Policy and Development Studies (Full-Time)	9
2	MSc Policy and Development Studies (Full-Time)	8
3	Masters in Policy and Development Studies (MFDS) (Part-Time)	5
4	PGD in Policy and Development Studies (PGDPS)	1
B	Public Administration	134
1	MPhil Public Administration	17
2	MSc Public Administration (Full-Time)	20
3	Masters in Public Administration (Full-Time)	16
4	Masters in Public Administration (Part-Time)	55
5	PGD Human Capital Development	1
6	PGD Public Administration (Part-Time)	18
7	PhD Public Administration (Full-Time)	7
Grand Total		157

Faculty of Agriculture

S/ N	Departments/Programme	Enrollmen t
A	Agricultural Extension and Rural Development	36
1	MSc Agricultural Economics	9
2	MSc Agricultural Extension and Rural Development (Full-Time)	9
3	PGD Agric Economics and Agribusiness	4
4	PGD Agricultural and Extension	5
5	PhD Agricultural Economics	5
6	PhD Agricultural Extension and Rural Development (Full-Time)	4
B	Agronomy	14
1	MSc Agronomy	7
2	PGD Crop Production	4
3	PhD Agronomy	3
C	Animal Science	34
1	MSc Animal. Science (Full-Time)	12
2	PGD Animal Production (Part-Time)	7
3	PhD Animal Science (Full-Time)	15
D	Crop Protection	4
1	MSc Crop Protection (Full-Time)	2
2	PhD Crop Protection (Full-Time)	2
E	Plant Science	9
1	MSc Crop Breeding (Full-Time)	5
2	MSc Plant Breeding (AGRA) (Full-Time)	3
3	PhD Crop Breeding (Full-Time)	1
F	Soil Science	14
1	MSc Soil Science (Full-Time)	8
2	PhD Soil Science (Full-Time)	6
Grand Total		111

Faculty of Allied Health Sciences

S/N	Departments/Programme	Enrollment
	Nursing Science	30
	MSc Nursing Sciences (Full-Time)	25
	PhD Nursing Sciences	5
	Grand Total	30

Faculty of Arts

S/N	Departments/Programme	Enrollment
A	African Languages and Cultures	20
1	MA African Language (Hausa) Full-Time	7
2	MA African Language	1
3	MA African Literature	2
4	PGD Translation and Interpretation (Hausa)	1
5	PhD African Language (Hausa) Full-Time	4
6	PhD African Literature (Full-Time)	5
B	Arabic	23
1	MA African Language (Arabic) Full-Time	3
2	MA Arabic (Language)	1
3	MA Arabic Language	6
4	PGD in Arabic Translation and Editing	4
5	PhD Arabic (Full-Time)	9
C	Archaeology	11
1	MA Archaeology (Full-Time)	10
2	PhD Archaeology	1
D	English	53
1	MA English Language (Full-Time)	22
2	MA English Literature (Full-Time)	6
3	MA Literature (Full-Time)	6
4	PhD English Language (Full-Time)	14
5	PhD English Literature (Full-Time)	5
E	French	14
1	MA French (Full-Time)	12
2	PhD French (Full-Time)	2

F	History	16
1	MA History (Full-Time)	10
2	PhD History (Full-Time)	6
G	Philosophy	9
1	MA Philosophy	4
2	PhD Philosophy	5
H	Theatre and Performing Arts	22
1	MA Development Communication (Full-Time)	12
2	MA Theatre Performing Arts (Full-Time)	6
3	PGD Development Communication	3
4	PhD Development Communication (Full-Time)	1
Grand Total		168

Faculty of Basic Clinical Sciences

S/N	Departments/Programme	Enrollment
A	Haematology and Blood Transfusion	7
1	MSc Clinical Haematology	1
2	MSc Clinical Haematology (Full-Time)	4
3	PhD Clinical Haematology	1
4	PhD Clinical Haematology (Full-Time)	1
Grand Total		7

Faculty of Basic Medical Sciences

S/N	Departments/Programme	Enrollment
A	Human Anatomy	37
1	MSc Human Anatomy (Full-Time)	26
2	PGD Anatomical Science	1
3	PhD Human Anatomy (Full-Time)	10
B	Human Physiology	19
1	MSc Human Physiology (Full-Time)	16
2	PhD Human Physiology (Full-Time)	3
Grand Total		56

Business School

S/N	Departments/Programme	Enrollment
A	Accounting	63
1	MPhil Accounting and Finance (Full-Time)	2
2	MSc Accounting and Finance	18
3	Masters in Accounting (Part-Time)	27
4	PGD Accounting and Finance	13
5	PhD Accounting and Finance	3
B	Business Administration	133
1	MPhil Business Administration	5
2	MSc Banking and Finance	9
3	MSc Business Administration (Full-Time)	19
4	MSc Rural Finance and Entrepreneurship (Full-Time)	7
5	Masters in Business Administration (Full-Time)	33
6	Masters in Business Administration (Part-Time)	24
7	PGD in Management (Part-Time)	27
8	PhD Business Administration	9
C	Economics	19
1	MSc Economics (Full-Time)	15
2	PhD Economics (Full-Time)	4
Grand Total		215

Faculty of Clinical Sciences

S/N	Departments/Programme	Enrollment
A	Community Medicine	16
1	MPH Masters Public Health (Full-Time)	16
B	Medicine	5
1	MSc Immunology	3
2	MD Doctor of Medicine	1
3	PhD Immunology	1
C	Obstetrics and Gynecology	6
1	Masters in Reproductive Health (MRH)	6
Grand Total		27

Faculty of Education

S/N	Departments/Programs	Enrollment
A	Arts and Social Science Education	125
1	MEd Arabic Education	16
2	MEd Christian Religious Studies (Full-Time)	6
3	MEd Islamic Studies (Full-Time)	26
4	MEd Language Arts (Hausa)	10
5	MEd Social Studies (Full-Time)	29
6	MEd Teaching English as Second Language (Full-Time)	17
7	PhD Christian Religious Studies (Full-Time)	3
8	PhD Islamic Studies (Full-Time)	4
9	PhD Language Arts (Hausa)	1
10	PhD Social Studies (Full-Time)	6
11	PhD Teaching English as Second Language (Full-Time)	7
B	Educational Foundation and Curriculum	193
1	MEd Admin. and Planning (Full-Time)	60
2	MEd Curriculum and Instruction (Full-Time)	19
3	MEd Instructional Technology	18
4	PGD Education (Full-Time)	56
5	PhD Curriculum and Instruction (Full-Time)	14
6	PhD Education Administration and Planning (Full-Time)	19
7	PhD Instruction Technology (Full-Time)	7
C	Educational Psychology and Counselling	63
1	MEd Education Psychology	3
2	MEd Guidance and Counselling (Full-Time)	15
3	MEd Guidance and Counselling	2
4	MEd Measurement and Evaluation	13
5	MEd Psychology (Full-Time)	14
6	PhD Education Psychology	3
7	PhD Guidance and Counselling (Full-Time)	10
8	PhD Psychology (Full-Time)	3
D	Library and Information Science	114
1	MPhil Information Science	1

2	MPhil Library and Information Science	1
3	MSc Information Science (Full-Time)	2
4	Masters in Library and Information Science (Full-Time)	30
5	Masters Information Management (Part-Time)	51
6	Masters of Archive and Records Management (Full-Time)	5
7	PGD in Information Management (Part-Time)	17
8	PhD Information Science	4
9	PhD Library Science and Information Science	3
E	Physical and Health Education	44
1	MEd Health Education (Full-Time)	16
2	MEd Physical Education (Full-Time)	1
3	MSc Exercise and Sports Sciences (Full-Time)	9
4	MSc Sports Management (Full-Time)	2
5	PhD Exercise and Sports Science (Full-Time)	1
6	PhD Health Education (Full-Time)	14
7	PhD Sports Management (Full-Time)	1
F	Science Education	85
1	MEd Biology Education	3
2	MEd Chemistry Education	11
3	MEd Geography Education	4
4	MEd Integrated Science	9
5	MEd Mathematics Education (Full-Time)	12
6	MEd Physics Education	9
7	MEd Science Education (Full-Time)	3
8	MSc Educational Biology	8
9	PhD Biology Education (Full-Time)	8
10	PhD Chemistry Education (Full-Time)	1
11	PhD Geography Education (Full-Time)	1
12	PhD Mathematics Education (Full-Time)	12
13	PhD Physics Education (Full-Time)	1
14	PhD Science Education (Full-Time)	3
G	Vocational and Technical Education	72
1	MEd Business Education (Full-Time)	21

2	MEd Family and Child Development	2
3	MEd Foods and Nutrition (Full-Time)	2
4	MEd Home Economics (Full-Time)	10
5	MEd Home Management (Full-Time)	5
6	MSc (Ed) Agricultural Education (Full-Time)	22
7	PhD Business Education (Full-Time)	5
8	PhD Home Economics (Full-Time)	5
Grand Total		696

Faculty of Engineering

S/ N	Departments/Programme	Enrollmen t
A	Agricultural Engineering	27
1	MSc Agricultural and Bio-Resources Engineering (Full-Time)	
2	MSc Agricultural Engineering	24
3	PhD Agricultural Engineering	3
B	Chemical Engineering	77
1	MSc Chemical Engineering (Full-Time)	47
2	PGD Chemical Engineering (Full-Time)	6
3	PhD Chemical Engineering (Full-Time)	3
C	Civil Engineering	44
1	MSc Civil Engineering (Full-Time)	13
2	MSc Construction Material (Full-Time)	3
3	MSc Geotechnics (Full-Time)	2
4	MSc Structure (Full-Time)	8
5	MSc Transportation and High-Way (Full-Time)	4
6	PGD Civil Engineering	12
7	PhD Civil Engineering (Full-Time)	2
D	Computer Engineering	33
1	MSc Computer engineering	11
2	MSc Control Engineering	5
3	PGD Computer Engineering	4
4	PGD Data Communication and Software Engineering	2
5	PhD Computer Engineering	4
6	PhD Control Engineering	6

7	PhD Computer Engineering	1
E	Electrical Engineering	53
1	MSc Electrical Engineering (Full-Time)	20
2	MSc Power Machine System Engineering	13
3	PGD Electrical Engineering (Part-Time)	8
4	PGD Power and Machine	5
5	PhD Electrical Engineering (Full-Time)	5
6	PhD Power System Engineering	2
F	Electronics and Telecommunications Engineering	29
1	MSc Communications Engineering	3
2	MSc Electronics Engineering	2
3	MSc Telecommunication Engineering	13
4	PGD Electronics and Telecommunications	9
5	PhD Telecommunications Engineering	2
G	Mechanical Engineering	60
1	MPhil Engineering Management	2
2	MPhil Production Engineering	1
3	MSc Energy Studies	7
4	MSc Mechanical Engineering (Full-Time)	4
5	MSc Mechatronics	6
6	MSc Production Engineering	4
7	MSc Safety Engineering and Disaster Control	1
8	Masters in Engineering Management (Part-Time)	25
9	PGD Mechanical Engineering	9
10	PhD Mechanical Engineering (Production Engineering)	1
H	Metallurgical and Materials Engineering	5
1	MSc Metallurgical and Materials Engineering (Full-Time)	5
I	Polymer and Textile Engineering	9
1	MSc Colour Chemistry and Technology (Full-Time)	2
2	MSc Textile Science and Technology (Full-Time)	4
3	PhD Colour Chemistry (Full-Time)	1
4	PhD Fiber and Polymer (Full-Time)	2
J	Water Resources and Environmental Engineering	29
1	MSc Environmental Engineering	10

2	MSc Hydraulics and Engineering Hydrology	1
3	MSc Water Resources and Environmental Engineering (Full-Time)	9
4	PGD Environmental Engineering and Management	2
5	PGD Water Resource Engineering	3
6	PhD Environmental Engineering	1
7	PhD Water Resources and Environmental Engineering (Full-Time)	3
Grand Total		314

Faculty of Environmental Design

S/N	Departments/Programme	Enrollment
A	Architecture	115
1	MSc Architecture	99
2	Masters in Landscape Architecture (Part-Time)	3
3	Masters in Urban Design (Full-Time)	1
4	PGD Landscape Architecture (Part-Time)	3
5	PhD Architecture (Full-Time)	9
B	Building	62
1	MSc Building Services (Full-Time)	1
2	MSc Construction Management (Full-Time)	8
3	MSc Construction Technology (Full-Time)	7
4	Masters in Facilities Management (Part-Time)	12
5	PGD Building (Part-Time)	28
6	PhD Construction Management (Full-Time)	5
7	PhD Construction Technology (Full-Time)	1
C	Fine Arts	20
1	MA Art Pedagogy (Full-Time)	3
2	MA Arts History (Full-Time)	6
3	Masters in Fine Arts - Painting (Full-Time)	1
4	Masters in Fine Arts - Sculpture (Full-Time)	1
5	PhD Art Pedagogy (Full-Time)	3
6	PhD Arts History (Full-Time)	1
7	PhD Painting (Full-Time)	4
8	PhD Sculpture (Full-Time)	1

D	Geomatics	34
1	MSc Geomatics (Full-Time)	13
2	PGD Geomatics	20
3	PhD Geomatics (Full-Time)	1
E	Glass and Silicate Technology	7
1	MSc Glass Technology	6
2	PhD Glass Technology	1
F	Industrial Design	14
1	MA Industrial Design (Full-Time)	7
2	PhD Industrial Design (Full-Time)	7
G	Quantity Surveying	49
1	MSc Project Management	33
2	MSc Quantity Surveying	12
3	PhD Quantity Surveying (Full-Time)	4
H	Urban and Regional Planning	6
1	MSc Tourism and Recreation (Full-Time)	1
2	MSc Urban Management (Full-Time)	4
3	PhD Urban Regional Planning (Full-Time)	1
Grand Total		307

Faculty of Law

S/N	Departments/Programme	Enrollment
A	Civil Law	1
1	MA Law (Full-Time)	1
B	Commercial Law	17
1	LLM Commercial Law	13
2	MA Commercial Law	2
3	PhD Commercial Law	2
C	Islamic Law	13
1	LLM Islamic Law	9
2	PhD Islamic Law	4
D	Private Law	8
1	LLM Private Law	7
2	PhD Private Law	1

E	Public Law	30
1	LLM Public Law (Full-Time)	19
2	MPhil Public Law	4
3	PGD in Intern. Law and Diplomacy (Part-Time)	4
4	PhD Public Law (Full-Time)	3
	Grand Total	69

Faculty of Life Sciences

S/N	Departments/Programme	Enrollment
A	Biochemistry	71
1	MSc Biochemistry (Full-Time)	13
2	MSc Biotechnology	16
3	MSc Nutrition	24
4	PGD Nutrition (Part-Time)	11
5	PhD Biochemistry (Full-Time)	2
6	PhD Biotechnology	5
B	Biological Sciences	24
1	MSc Biological Science	5
2	MSc Biology (Full-Time)	8
3	MSc Fisheries	2
4	PhD Biology (Full-Time)	4
5	PhD Fisheries	5
C	Botany	10
1	MSc Botany	6
2	PhD Botany	4
D	Microbiology	60
1	MSc Microbiology (Full-Time)	43
2	PGD Microbiology (Part-Time)	8
3	PhD Microbiology (Full-Time)	9
E	Zoology	15
1	MSc Zoology	7
2	PhD Zoology	8
	Grand Total	180

Faculty of Pharmaceutical Sciences

S/N	Departments/Programme	Enrollment
A	Clinical Pharmacy and Pharmacy Practice	14
1	MSc Clinical Pharmacy	11
2	PhD Clinical Pharmacy	3
B	Pharmaceutical and Medicinal Chemistry	21
1	MSc Pharmaceutical and Medicinal Chemistry	18
2	PhD Pharmaceutical and Medicinal Chemistry (Full-Time)	3
C	Pharmaceutics and Pharmaceutical Microbiology	17
1	MSc Pharmaceutical Microbiology (Full-Time)	8
2	MSc Pharmaceutics and Pharmaceutical Microbiology	8
3	PhD Pharmaceutical Microbiology (Full-Time)	1
D	Pharmacognosy and Drug Development	14
1	MSc Pharmacognosy and Drug Development (Full-Time)	13
2	PhD Pharmacognosy and Drug Development	1
E	Pharmacology and Clinical Pharmacy	18
1	MSc Pharmacology	12
2	PGD Pharmacology	1
3	PhD Pharmacology and Clinical Pharmacy	5
F	Pharmacy	2
1	PhD Pharmaceutics	2
Grand Total		86

Faculty of Physical Sciences

S/ N	Departments/Programme	Enrollmen t
A	Chemistry	49
1	MSc Analytical Chemistry	8
2	MSc Chemistry (Full-Time)	1
3	MSc Environmental Chemistry	10
4	MSc Inorganic Chemistry	1
5	MSc Organic Chemistry	3
6	MSc Petroleum Chemistry	10
7	MSc Physical Chemistry (Full-Time)	3
8	MSc Polymer Science and Technology (Full-Time)	6
9	PGD Analytical Chemistry (Full-Time)	1
10	PGD Chemistry	1
11	PhD Physical and Theoretical Chemistry (Full-Time)	3
12	PhD Polymer Science and Technology (Full-Time)	2
B	Computer Science	39
1	MSc Computer Science (Full-Time)	20
2	PGD Computer Science (Part-Time)	12
3	PhD Computer Science	7
C	Geography	117
1	MPhil Disaster Management	2
2	MSc Demography Population Studies (Full-Time)	4
3	MSc Disaster Risk Management and Development Studies	8
4	MSc Environmental Management (Full-Time)	14
5	MSc Geography (Full-Time)	3
6	MSc Remote Sensing and GIS (Full-Time)	24
7	MSc Rural Development (Full-Time)	1
8	MSc Transport Management (Full-Time)	5
9	Masters in Disaster Risk Management and Development Studies	37
10	PGD Disaster Risk Management and Development Studies	6
11	PGD-Remote Sensing and GIS (Part-Time)	6
12	PhD Geography (Full-Time)	6

13	PhD Rural Development (Full-Time)	1
D	Geology	27
1	MSc Geology (Full-Time)	18
2	PGD Geology	3
3	PhD Geology (Full-Time)	6
E	Mathematics	11
1	MSc Mathematics (Full-Time)	8
2	PhD Mathematics	3
F	Physics	25
1	MSc Applied Geophysics (Full-Time)	9
2	MSc Nuclear Physics	6
3	MSc Physics (Full-Time)	2
4	MSc Radiation Biophysics (Full-Time)	5
5	PhD Applied Geophysics (Full-Time)	2
6	PhD Nuclear Physics (Full-Time)	1
G	Statistics	43
1	MSc Statistics (Full-Time)	32
2	PGD Statistics (Part-Time)	8
3	PhD Statistics	3
Grand Total		311

Faculty of Social Sciences

S/ N	Departments/Programme	Enrollmen t
A	Mass Communication	47
1	MSc Mass Communication (Full-Time)	25
2	Masters in Journalism (MIJ)	1
3	Masters in Strategic Communication (MISC)	12
4	PGD Mass Communication (Part-Time)	4
5	PhD Mass Communication	5
B	Political Science	100
1	MPhil Political Science (International Relations)	6
2	MSc Political Science (Full-Time)	14
3	MSc Political Science (International Relation)	8
4	Masters in International Affairs and Diplomacy (Part-Time)	45
5	Masters in Peace and Conflict Management (MPCM)	9
6	PGD in Peace and Conflict Management (PGDCM)	7
7	PhD Political Science (International Relation)	4
8	PhD Political Science (With Specializations)	7
C	Sociology	51
1	MPhil Sociology	4
2	MSc Sociology (Full-Time)	20
3	Masters in Law Enforcement Criminal Justice (MLC) (Part-Time)	13
4	PGD Police Administration and Security Management	12
5	PhD Sociology	2
Grand Total		198

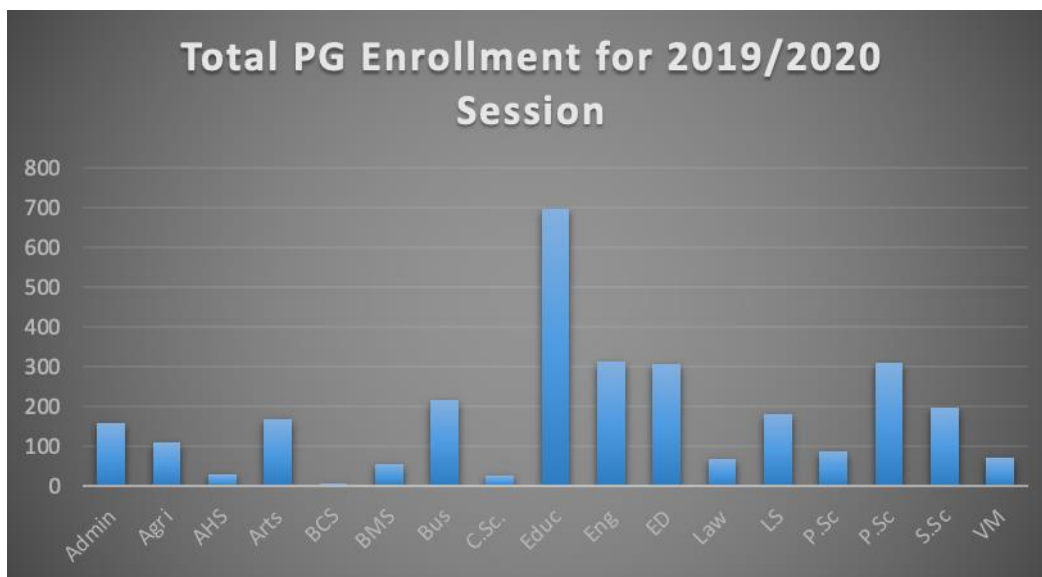
Faculty of Veterinary Medicine

S/ N	Departments/Programme	Enrollme nt
A	Theriogenology and Production	14
1	MSc Theriogenology (Full-Time)	9
2	PhD Theriogenology (Full-Time)	5
B	Veterinary Anatomy	1
1	MSc Veterinary Anatomy (Full-Time)	1
C	Veterinary Medicine	8
1	MSc Avian Medicine	3
2	MSc Equine Medicine	1
3	MSc Food Animal Medicine	3
4	PhD Small Animal Infectious Diseases	1
D	Veterinary Microbiology	7
1	MSc Veterinary Microbiology (Full-Time)	4
2	PhD Veterinary Microbiology (Full-Time)	3
E	Veterinary Parasitology and Entomology	5
1	MSc Veterinary Entomology	1
2	MSc Veterinary Protozoology	1
3	PhD Veterinary Entomology	3
F	Veterinary Pathology	5
1	MSc Veterinary Pathology	4
2	PhD Veterinary Pathology	1
G	Veterinary Pharmacology and Toxicology	9
1	MSc Veterinary Pharmacology (Full-Time)	1
2	MSc Veterinary Toxicology (Full-Time)	3
3	PhD Veterinary Pharmacology. (Full-Time)	2
4	PhD Veterinary Toxicology	3
H	Veterinary Physiology	3
1	MPhil Veterinary Physiology	1
2	MSc Veterinary Physiology (Full-Time)	2
I	Veterinary Public Health and Preventive Medicine	17
1	MSc Veterinary Public Health and Preventive Medicine	14
2	PhD Veterinary Public Health and Preventive Medicine (Full-Time)	3

J	Veterinary Surgery and Radiology	1
1	PhD Wildlife Surgery	1
Grand Total		70

**TOTAL 2019/2020 ACADEMIC SESSION FACULTY BASED
ENROLLMENT**

S/N	Faculty	Enrollment
1	Administration	157
2	Agriculture	111
3	Allied Health Sciences	30
4	Arts	168
5	Basic Clinical Sciences	7
6	Basic Medical Sciences	56
7	Business	215
8	Clinical Sciences	27
9	Education	696
10	Engineering	314
11	Environmental Design	307
12	Law	69
13	Life Sciences	180
14	Pharmaceutical Sciences	86
15	Physical Sciences	311
16	Social Sciences	198
17	Veterinary Medicine	70



10.4 Future Projections of Students (UG and PG) Enrolment and Staff Needs

In this subsection, future projection of student enrolment both at undergraduate and postgraduate levels for each of the faculties and college of Medical Sciences for the next five academic sessions would be presented. Student enrollment as stipulated by the Nigerian Universities Commission (NUC) depends on staff availability. It should be noted that, predicted enrollment here gives a guide to the maximum number of students to be enrolled in a faculty or college at a particular session.

10.4.1 Undergraduate Student Enrollment

Based on enrollments of the previous five academic sessions, a fitted projection for the total student enrollment for each of the faculties and college is given. The data is fitted using different functions that best suit the trend of growth and decline in enrollment. The projections for the undergraduate students' enrollment and its corresponding full-time equivalent (FTE) computations are presented in Appendix VI.

10.4.2 Postgraduate Student Prediction

Five years' projection for student enrollment at postgraduate level is done in this section. ABU been the largest and one of the premier Universities in the country is geared towards postgraduate training to satisfy the rising need of private and public sector (especially new Universities within the country). Such rise in PG enrollment comes with a burden of increasing the number of Senior Academic

Staff (Senior Lecturers up wards) as well as massive investment in research and development. Therefore, projection in this section is always on the upward trajectory with a slow pace to meet up with both staffing and infrastructural requirements of such expansion.

10.4.3 Academic Staff needs

A projection of academic staff needs of the various faculties and college of Medical Sciences at the University from 2020/2021 to 2024/2025 academic sessions are given based on the student enrollment. Academic Staff are divided into Senior Academic Staff. Both Junior and Senior Academic Staff teach and supervise at UG level. The following Table presents the NUC Lecturer/Students ratio for various faculties.

S/ N	Faculty	Lecturer/Student Ratio	Percentage of Professors/Readers	Percentage of Senior Lecturers	Percentage of Lecturer 1 and below
1	Administration	1:30	20	35	45
2	Agriculture	1:15	20	35	45
3	Art	1:30	20	35	45
4	Education	1:30	20	35	45
5	Engineering	1:15	20	35	45
6	Environmental Design	1:15	20	35	45
7	Law	1:30	20	35	45
8	Medicine	1:10	20	35	45
9	Social Sciences	1:30	20	35	45
10	Sciences	1:20	20	35	45
11	Veterinary Medicine	1:10	20	35	45

Faculty of Administration and Business School

Both the faculty of Administration and ABU Business School are combined as a single unit for student enrollment. This is because there were swaps of departments over the period with which the data is used (2015-2020).

The two have a combined 202 academic staff (of which 70 are Senior academics) at the beginning of 2019/2020 academic session, thus, the 1:30 lecturer/student ratio is adhered to at UG level. Almost 50% of PG students here are part-time (professional programs), therefore a 1:5 Lecturer/Student ratio on 50% of PG students' enrollment is satisfied.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	724	936	1177	1448	1748
UG Academic Staff Needs	127	124	119	113	107
PG Academic Staff Needs	72	93	117	144	174

Faculty of Agriculture

In this faculty, the previous five years' students' enrollment data was fitted to a model that depicts the growth trends and enrolment rate for the previous years. In addition, the 1:15 lecturer/student ratio is adhered to with 175 academic staff at the beginning of 2019/2020 session. The faculty has a total of 98 Senior Academic Staff, which is sufficient for future expansion at 1:3 Lecturer/Student ratio for PG student enrollment.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	118	150	185	225	269
UG Academic Staff Needs	81	83	83	82	78
PG Academic Staff Needs	39	50	62	75	90

Faculty of Arts

Previous five years' data for student enrollment in the faculty of Arts is used to predict the next five years' enrollment using a simple linear model that depicts the growth trajectory and enrolment data.

The 1:30 lecturer/student ratio is adhered to in this faculty with an academic staff strength of 205. The faculty has 93 Senior Academic Staff, which is sufficient for the future expansion of PG programs at the faculty.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	174	234	303	382	470
UG Academic Staff Needs	103	101	98	96	93
PG Academic Staff Needs	34	47	61	76	94

College of Medicine

Here, enrollment for the College of Medicine (comprising of the faculties of Allied Health Science, Basic Clinical Sciences, Basic Medical Sciences, and Clinical Sciences) is done using the growth trajectory and enrolment data for the previous years.

The college has a combined 358 Academic Staff (where 1:20 is adhered) and 176 Senior Academic Staff (1:2 Lecturer/Student ratio is adhered to except in 2024/2025).

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	132	186	249	322	405
UG Academic Staff Needs	344	348	345	336	318
PG Academic Staff Needs	66	93	125	161	202

Faculty of Education

Here, the growth trajectory and enrolment data for the past five years were fitted into a simple model to predict the students' enrolment for the next five academic sessions. However, it is observed that the 1:30 lecturer/student ratio is not adhered to in this faculty, as the faculty has 211 academic staff as at the start of 2019/2020. Thus, to meet with the growing number of enrollments, there is need for continuous recruitment of academic staff. In addition, the faculty has 115 Senior Academic Staff, which is below a 1:5 Lecturer/Student ratio for postgraduate expansion.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	885	1117	1375	1658	1967
UG Academic Staff Needs	415	428	439	449	457
PG Academic Staff Needs	177	223	275	332	393

Faculty of Engineering

Following the growth trajectory and enrolment rate of this faculty, a model was fitted to the data to predict the students' enrollment from 2020/2021 to 2025/2026 academic sessions.

However, the 1:15 lecturer/student ratio criteria at UG level is not satisfied as the faculty has 327 academic staff as at the beginning of 2019/2020. Similarly, the faculty has 123 Senior Academic Staff which is below a proposed 1:3 for predicted PG enrollment.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	457	571	697	833	981
UG Academic Staff Needs	398	421	444	465	487
PG Academic Staff Need	152	190	232	278	327

Faculty of Environmental Design

A simple model was fitted to the enrolment data of the Faculty to predict the next five years' student enrollment projections, provided below. With 216 Academic Staff at the start of 2019/2020 session, the 1:15 lecturer/student ratio is adhered to at the beginning of 2020/2021 session. The faculty has 115 Senior Academic Staff and more would be needed for future PG expansion.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	311	411	523	646	728
UG Academic Staff Needs	214	217	219	207	223
PG Academic Staff Needs	103	137	174	215	243

Faculty of Law

For the faculty of Law, the fitted model provides the following students' enrollment projection for the next five academic sessions.

The 1:30 Lecturer/Student ratio proposed by the NUC for UG and 1:5 projected ratios for PG are not adhered to in this faculty, the faculty has 56 Academic Staff and 32 Senior Academic Staff as at the beginning of 2019/2020, to meet with the growing number of enrollments, there is need of additional staff recruitment over time.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	95	135	182	234	293
UG Academic Staff Needs	60	60	60	58	56
PG Academic Staff Needs	19	27	36	47	59

Faculty of Life Sciences

Like faculty of Law, a model was fitted with the growth trajectory and enrolment data of this faculty. The following projected enrollment values were obtained for the faculty of Life Science.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	185	257	341	436	543
UG Academic Staff Needs	165	170	172	173	172
PG Academic Staff Needs	61	86	113	145	181

Faculty of Pharmaceutical Sciences

With an Academic Staff strength of 113, the 1:10 Lecturer/Student ratio is adhered to at UG in this faculty. The faculty has 64 Senior Academics which is sufficient at the start of 2020/2021, but large increase is required over time. The following projections were made for the faculty based on the growth trajectories and enrolment data for the faculty.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	103	139	181	229	283
UG Academic Staff Needs	79	80	80	81	81
PG Academic Staff Needs	52	70	90	115	142

Faculty of Physical Sciences

Based on the growth trends and enrollment data, a simple model was fitted for the five years' student enrollment in the faculty of Physical Sciences. The projected values for the PG students' enrollment are as presented in the following table. While it is observed that with 254 Academic Staff, the 1:20 lecturer/student ratio is adhered to at this faculty, the 98 Senior Academic Staff is way below the required lecturer/student ratio for future PG enrollment.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	342	478	638	822	1030
UG Academic Staff Needs	203	204	204	205	205
PG Academic Staff Needs	114	159	213	274	343

Faculty of Social Sciences

Following the growth trajectory and enrolment rate of this faculty, a model was fitted to the data to predict the students' enrollment from 2020/2021 to 2024/2025 academic sessions. The faculty has 102 Academic Staff which conforms with the 1:30 Lecturer/Student ratio by the NUC. The faculty has 44 Senior Academic Staff, thus more Senior Academic Staff are required to meet anticipated expansion in PG enrollment.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	206	309	434	581	750
UG Academic Staff Needs	84	84	85	85	85
PG Academic Staff Needs	41	62	87	116	150

Faculty of Veterinary Medicine

Here, the growth trajectory and enrolment data for the past five years were fitted into a simple model to predict students' enrolment for the next five academic sessions. Besides, the faculty has 141 academic staff at the start of 2019/2020 academic session, which is in line with the 1:10 lecturer/student ratio by the NUC. It also has 75 Senior Academic Staff which can cater for the increment in student enrollment over the next five years.

Session	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
PG Enrollment	70	79	88	99	110
UG Academic Staff Needs	78	80	82	84	85
PG Academic Staff Needs	35	40	44	50	55

CHAPTER ELEVEN

COST ESTIMATES

11.1 Preamble

The sources of income for the Ahmadu Bello University, Zaria and the incomes generated therefrom for running the University to meet the estimated costs for recurrent and capital expenditures covering the duration of this Academic Brief is discussed in this chapter. The recurrent costs are those associated with staff salaries and non-salary personnel emoluments as well as costs for the procurement of goods and services. The capital costs are those associated with construction and furnishing of buildings and facilities as well as the procurement of other assets such as equipment, vehicles, etc. The computation of costs and their distribution was based on NUC stipulated minimum and maximum guidelines. At the end of the chapter, we present a comparison of income and cost for the duration of this Academic Brief as well as for the ultimate development of the University.

11.2 Sources of Income

The Federal Government of Nigeria (FGN), being the proprietor of the Ahmadu Bello University, remains the major financier of the University. Nonetheless, the University is committed to repositioning the university towards self-sufficiency by expanding the sources of internally generated revenue. In this regard, other identified sources of incomes to augment government funding includes investment incomes, student fees and charges, grants-in-aids, gifts and donations, income from business and commercial ventures, as well as all other incomes derived from sales of forms, tender fees, and medicals.

11.3 Grants from the Federal Government

Grants from the FGN is expected to continue to constitute the major source of funding for the University. These grants normally come in the form of recurrent allocation, capital allocation, Tertiary trust fund (TetFund), teaching and research equipment grant, library development fund, as well as research grants. It is estimated that the grant from the federal government shall increase from N17.16 billion in 2019 to N22.78 billion by 2024. Table 9.1 below detailed projected allocations from the Federal Government.

Table 11.1: Projected allocations from the Federal Government

Year	Grants from the FG
2018/19	17,412,376,884.00
2019/20	16,913,255,720.29
2020/21	18,718,808,657.84
2021/22	19,450,236,015.00
2022/23	20,811,752,536.05
2023/24	21,696,493,053.94
2024/25	22,781,317,706.64

11.4 Internally Generated Revenue

In line with extant National Universities Commission (NUC) guidelines, the Ahmadu Bello University, Zaria shall seek to generate income from internal sources to augment the allocations from the federal government, and ultimately move the university towards self-sufficiency by 2030. The following internal revenue sources have been identified.

11.4.1 Student Fees and Charges

The Ahmadu Bello University shall retain the policy of charging moderate and affordable fees to all its students. The fees and charges shall take into consideration the course of study, mode of instruction, as well as the nationality of the student. The projected estimate of income to be generated from the schedule of fees to be charged for the different categories of students is shown below.

Table 11.2: Projected Income from Students' Fees and Charges

	UNDERGRADUATE		POSTGRADUATE		REMEDIALS (SBRS) (₦)
	NIGERIANS (₦)	NON- NIGERIANS (₦)	NIGERIANS (₦)	NON- NIGERIAN S (₦)	
2018/19	980,516,470.00	4,645,902.00	1,053,969,000.00	5,210,950.00	120,000,000.00
2019/20	1,308,273,560.00	4,840,100.00	1,089,939,275.00	5,640,500.00	125,000,000.00
2020/21	1,050,747,031.50	4,362,000.00	516,890,394.00	2,405,300.00	97,421,000.00
2021/22	1,242,859,780.00	4,390,735.00	1,144,434,375.00	4,285,100.00	127,000,000.00
2022/23	1,180,716,791.00	4,395,698.25	1,201,656,093.75	4,809,105.00	145,000,000.00
2023/24	1,121,680,952.45	4,435,839.55	1,261,738,898.44	4,905,287.10	148,000,000.00
2024/25	1,065,596,904.83	4,560,840.62	1,320,825,843.36	5,100,000.00	150,000,000.00

NOTE: The fees for 2018/2019 to 2019/2020 sessions are the actual fees generated while that of 2021/2022 to 2023/2024 sessions are estimate based on the University's strategic objective of reducing undergraduate students' population by about 3% annually for the next five years, while the postgraduate and remedial students are expected to rise by an average of 5% annually. All students are expected to pay the same amount of fees, except the fees which vary for new and returning students – which are applicable accordingly.

11.4.2 Business and Commercial Ventures

The university generates funds from its engagements in various commercial ventures, including university's farms, printing press, bookshop, estate management, hotel and/or guest house, as well as income accruable from consultancy services and rent of university's conference halls, convocation ground, land, and market revenue collection. The estimate of income from these ventures is presented in the Table below.

Table 11.3: Projected income from commercial ventures

	University's Farm	ABU Printing Press	ABU Bookshop	ABU Hotels / Guest House	ABU CONS	Rent of University Properties	ABU Distance Learning Centre
Year	N	N	N	N	N	N	N
2018/19	0.00	2,135,000.00	0.00	0.00	0.00	13,202,500.00	70,941,437.76
2019/20	0.00	21,000,000.00	0.00	0.00	0.00	6,915,531.20	32,782,058.52
2020/21	5,000,000.00	15,000,000.00	2,000,000.00	5,000,000.00	30,000,000.00	13,138,510.00	52,806,479.21
2021/22	5,000,000.00	20,000,000.00	2,000,000.00	7,000,000.00	50,000,000.00	13,526,382.00	72,348,026.30
2022/23	6,000,000.00	23,000,000.00	3,000,000.00	7,000,000.00	60,000,000.00	13,674,240.00	78,215,239.47
2023/24	6,000,000.00	25,000,000.00	3,000,000.00	9,000,000.00	60,000,000.00	15,231,473.00	80,942,850.00
2024/25	6,000,000.00	30,000,000.00	4,000,000.00	10,000,000.00	60,000,000.00	15,264,283.00	85,438,732.64

11.4.3 Investment Income

The University is expected to generate investment incomes from commercial enterprises such as the ABU estate Management Company, rental income on staff accommodation, ABU microfinance bank, as well as the Iya Abubakar computer institute. These investments are expected to yield an average annual income of N120 million per annum. In addition, the university is also expected to generate additional funds from income yielding assets such as dividends, interests, bonus shares, etc. These latter income sources can yield an average annual income of N15 million.

11.4.3 Gifts and Donations

The University shall seek donations and endowments from individuals, external bodies, such as local and international donor agencies, private organizations, as well as its Alumni Associations. It is projected that the income stream from these external sources would range between five hundred thousand dollars and one million dollars by 2025. To achieve this target, the University would organize an

annual fund-raising and alumni homecoming events in collaboration with the ABU foundation and the Alumni Associations.

11.4.4 Other Incomes

The University will generate additional revenue from the provision of medical services to members of the university community and non-staff members residing in communities located close to the campuses. Moreover, revenues from the sales of forms, as well as tender fees, shall constitute additional funding sources for the University.³

The projected income from these latter sources discussed above are presented in the table below.

Table 11.4: Projected Income from other Sources

	Investment Income (₦)	Gifts and Donations (₦)	Sales of forms		Other incomes (₦)
			Pre-Degree (₦)	Postgraduate (₦)	
2018/19	132,046,612.24	4,470,950.00	45,969,000.00	30,252,420.00	406,040,000.00
2019/20	144,463,980.28	3,600,100.00	55,437,500.00	32,736,000.00	857,603,000.00
2020/21	150,104,101.79	4,310,840.00	50,329,000.00	37,362,000.00	360,345,492.00
2021/22	116,577,137.25	43,480,735.00	52,516,450.00	40,387,230.00	648,843,000.00
2022/23	119,680,391.53	68,563,698.25	58,382,682.50	41,809,105.00	954,437,000.00
2023/24	130,624,041.50	79,678,325.67	55,420,321.00	45,372,829.20	982,650,180.00
2024/25	189,285,267.09	104,875,872.40	52,470,185.50	47,785,296.40	1, 246,283,640.00

NOTE: The estimated income from other sources for the years 2018/2019 to 2019/2020 were based on figures provided by the Bursary Unit of the University. Projections for 2021/2022 to 2023/2024 sessions were made based on the assumptions that the university will strive to improve internally generated revenue by entrenching transparency and accountability frameworks in the respective commercial ventures, thus leading to increased internally generated revenue by approximately 6 percentage points.

³ A summary of the estimated total income to be generated by the University from the different sources discussed here is presented in Appendix 1.

11.5 Recurrent Costs

The recurrent costs typically constitute staff salaries and allowances of both academic and non-academic staff. The Consolidated University Academic Salary Structure (CONUASS) and the Consolidated Tertiary Institutions Salary Structure (CONTISS) were used to estimate the personnel costs of both the academic and non-academic staff, respectively. The Table below shows the estimate of personnel costs for academic staff by ranks.

Table 11.5: Estimates of Personnel Costs for Academic Staff

Year	PROFESSORS & READERS		SENIOR LECTURERS		LECTURERS 1 & BELOW		TOTAL	
	NO	COST (₦)	NO	COST (₦)	NO	COST (₦)	NO	COST (₦)
2018/19	752	2,778,584,320.50	410	1,398,814,410.24	135	2,312,960,008.00	251	6,490,358,738.74
2019/20	763	2,837,409,192.37	400	1,340,982,289.92	135	2,318,980,599.36	251	6,497,372,081.65
2020/21	760	2,826,841,560.86	392	1,293,993,692.16	135	2,314,967,729.76	250	6,435,802,982.78
2021/22	757	2,809,854,848.23	403	1,344,596,797.44	135	2,332,998,616.80	251	6,487,450,262.47
2022/23	754	2,789,584,850.50	408	1,391,585,395.20	135	2,318,980,599.36	251	6,500,150,845.06
2023/24	753	2,784,571,032.23	416	1,416,886,947.84	134	2,306,952,286.24	251	6,508,410,266.31
2024/25	759	2,817,016,688.34	406	1,387,970,887.68	135	2,314,975,451.52	251	6,519,963,027.54

NOTE: The information for 2018/2019 to 2019/2020 sessions are the actual budgeted Personnel costs while that of 2020/2021 to 2024/2025 session are projections.

The next Table shows the personnel costs for non-academic staff by categories.

Table 11.6: Estimates of Personnel Costs for Non-Academic Staff

YEAR	SENIOR TECHNICAL STAFF		SENIOR ADMINISTRATIVE STAFF		JUNIOR STAFF		TOTAL	
	NO.	COST (₦)	NO.	COST (₦)	NO.	COST (₦)	NO.	COST (₦)
2018/19	353	631,995,766.08	2340	3,918,286,780.27	2952	1,695,447,173.64	5645	6,245,729,719.99
2019/20	353	630,766,995.24	2343	3,923,310,224.86	2938	1,687,406,435.02	5634	6,241,483,655.12
2020/21	350	626,624,697.25	2337	3,913,263,335.68	2925	1,679,940,034.86	5612	6,219,828,067.79
2021/22	348	623,371,984.69	2341	3,919,961,261.80	2914	1,673,622,311.65	5603	6,216,955,558.14
2022/23	352	630,205,409.80	2336	3,911,588,854.15	2920	1,677,068,342.49	5608	6,218,862,606.44
2023/24	355	635,576,478.64	2336	3,912,528,464.19	2918	1,675,919,665.54	5609	6,224,024,608.37
2024/25	354	633,786,122.36	2340	3,919,586,430.25	2928	1,681,663,050.28	5622	6,235,035,602.89

NOTE: In the Junior Staff category, the number consists of 376, 385, 381, 282, 256, and 286 staff on Zero grade for 2018/2019, 2019/2020, 2020/2021, 2021/2022, 2022/2023, 2023/2024 and 2024/2025 sessions respectively.

11.5 Running Costs

The running costs consists of utility costs (inclusive of total energy costs) incurred in the day-to-day operations of the university. The University is committed to exploring cheaper alternative sources of energy for the university's community, as power constitute a larger share of its running costs. The Table below shows the estimated running costs for the period of the academic brief.

Table 11.7: Projected Running Costs

Year	Utility Bills (₦)
2018/2019	411,010,452.00
2019/20	444,230,239.23
2020/21	231,277,023.00
2021/22	434,536,761.00
2022/23	437,014,740.76
2023/24	257,541,424.30
2024/25	249,410,164.38

Thus, in arriving at the total recurrent needs of the university in the next five years, the NUC approved funding parameters were used. Salaries and non-salary personnel emoluments was allocated 60% of the total recurrent funds, while the remaining 40% was allocated to goods and services.

The table below gives an estimated recurrent expenditure of the university for the period of this brief.

Table 11.8: Estimated Recurrent Expenditure 2019 - 2024

YEAR	SALARIES & NSPE (₦)	GOODS & SERVICES (₦)	TOTAL (₦)
2018/19	13,147,098,910.73	5,242,439,564.29	18,389,538,475.02
2019/20	13,183,085,976.00	5,273,234,390.40	18,456,320,366.40
2020/21	12,886,908,073.55	5,152,363,229.42	18,039,271,302.97
2021/22	13,138,942,581.61	5,247,577,032.64	18,386,519,614.25
2022/23	13,156,028,192.26	5,249,211,276.90	18,405,239,469.16
2023/24	12,989,976,298.98	5,191,990,519.59	18,181,966,818.57
2024/25	13,004,408,794.81	5,169,763,517.92	18,174,172,312.73

11.6 Capital Expenditure

As one of the old generation university, the Ahmadu Bello University has expanded to become the largest university in West Africa. Thus, the university requires adequate capital funds to accelerate the level of development of physical facilities and to support expansive and new projects. To this end, the university shall commit to allocate about 60 percent of total budget to fund capital projects. Of the total fund allocated to capital projects, 60% will be used to fund physical infrastructure, while the remaining 40% shall be used for the procurement of teaching and research equipment. This is in accordance with the NUC approved funding parameters.

Table 11.9: Estimated Capital Expenditure 2019 - 2024

YEAR	MAIN CAPITAL EXPENDITURE (₦)	TEACHING AND RES. EQUIPMENT GRANT (₦)	TOTAL (₦)
2018/19	439,199,469.00	175,679,787.60	614,879,256.60
2019/20	500,300,000.00	200,120,000.00	700,420,000.00
2020/21	538,300,000.00	215,320,000.00	753,620,000.00
2021/22	908,581,661.00	363,432,664.40	1,272,014,325.40
2022/23	595,971,211.00	238,388,484.40	834,359,695.40
2023/24	616,367,605.63	246,547,042.25	862,914,647.88
2024/25	657,942,484.50	263,176,993.80	921,119,478.30

NOTE: The information for 2018/2019 to 2020/2021 sessions are the actual budgeted capital expenditure incurred while that of 2021/2022 to 2024/2025 sessions are estimates.

11.7 Comparison of Income and Expenditure

This section provides an assessment of projected income and expenditure for the period of this academic brief. The assessment helps to shed light on the cash flow projections as well as the accumulation of surpluses/deficits for the duration of this brief. Subsequently, the cash flow projection is presented in Table 9.11 to further validate the anticipated financial health of the University over the period of this brief.

Table 11.10 Comparison of Income and Expenditure 2019 – 2024

YEAR	RECURRENT EXPENDITURE (₦)	CAPITAL EXPENDITURE (₦)	TOTAL EXPENDITURE (₦)	ESTIMATED INCOME (₦)	DIFFERENCE B/W INCOME & EXPENDITURE (₦)
2018/19	18,389,538,475.02	614,879,256.60	19,004,417,731.62	20,281,777,126.00	1,277,359,394.38
2019/20	18,456,320,366.40	700,420,000.00	19,156,740,366.40	20,601,487,325.29	1,444,746,958.89
2020/21	18,039,271,302.97	753,620,000.00	18,792,891,302.97	21,116,030,806.34	2,323,139,503.37
2021/22	18,386,519,614.25	1,272,014,325.40	19,658,533,939.65	23,044,884,965.55	3,386,351,025.90
2022/23	18,405,239,469.16	834,359,695.40	19,239,599,164.56	24,782,092,580.80	5,542,493,416.24
2023/24	18,181,966,818.57	862,914,647.88	19,044,881,466.45	25,730,174,051.85	6,685,292,585.40
2024/25	18,174,172,312.73	921,119,478.30	19,095,291,791.03	27,178,804,572.48	8,083,512,781.45

Table 11.11: Cash Flow Projections

Year	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
A. Income							
Grants from FG	17,412,376,884.00	16,913,255,720.29	18,718,808,657.84	19,450,236,015.00	20,811,752,536.05	21,696,493,053.94	22,781,317,706.64
Student Fees							
Remedials	120,000,000.00	125,000,000.00	97,421,000.00	127,000,000.00	145,000,000.00	148,000,000.00	150,000,000.00
Undergraduate fees	985,162,372.00	1,313,113,660.00	1,055,109,031.50	1,247,250,515.00	1,185,112,489.25	1,126,116,792.00	1,070,157,745.45
Postgraduate fees	1,059,179,950.00	1,095,579,775.00	519,295,694.00	1,148,719,475.00	1,206,465,198.75	1,266,644,185.54	1,325,925,843.36
Sub Total	2,164,342,322.00	2,533,693,435.00	1,671,825,725.50	2,522,969,990.00	2,536,577,688.00	2,540,760,977.54	2,546,083,588.81
Business and Commercial ventures							
University farms	0.00	0.00	5,000,000.00	5,000,000.00	6,000,000.00	6,000,000.00	6,000,000.00
ABU Printing Press	2,135,000.00	21,000,000.00	15,000,000.00	20,000,000.00	23,000,000.00	25,000,000.00	30,000,000.00
ABU Bookshop	0.00	0.00	2,000,000.00	2,000,000.00	3,000,000.00	3,000,000.00	4,000,000.00
ABU Hotels / Guest House	0.00	0.00	5,000,000.00	7,000,000.00	7,000,000.00	9,000,000.00	10,000,000.00
ABUCONS	0.00	0.00	30,000,000.00	50,000,000.00	60,000,000.00	60,000,000.00	60,000,000.00
Rent of University Properties	13,202,500.00	6,915,531.20	13,138,510.00	13,526,382.00	13,674,240.00	15,231,473.00	15,264,283.00
ABU Distance Learning Centre	70,941,437.76	32,782,058.52	52,806,479.21	72,348,026.30	78,215,239.47	80,942,850.00	85,438,732.64
Sub Total	86,278,937.76	60,697,589.72	122,944,989.21	169,874,408.30	190,889,479.47	199,174,323.00	210,703,015.64
Other Incomes							
Investment income	132,046,612.24	144,463,980.28	145,104,101.79	111,577,137.25	113,680,391.53	124,624,041.50	183,285,267.09
Gifts and donations	4,470,950.00	3,600,100.00	4,310,840.00	43,480,735.00	68,563,698.25	79,678,325.67	104,875,872.40
Sales of forms	76,221,420.00	88,173,500.00	87,691,000.00	92,903,680.00	100,191,787.50	100,793,150.20	100,255,481.90
Others	406,040,000.00	857,603,000.00	360,345,492.00	648,843,000.00	954,437,000.00	982,650,180.00	1,246,283,640.00
Sub Total	618,778,982.24	1,093,840,580.28	597,451,433.79	896,804,552.25	1,236,872,877.28	1,287,745,697.37	1,634,700,261.39
Total	20,281,777,126.00	20,601,487,325.29	21,111,030,806.34	23,039,884,965.55	24,776,092,580.80	25,724,174,051.85	27,172,804,572.48
B. Expenditure							
Recurrent							
Salaries and NSPE	13,147,098,910.73	13,183,085,976.00	12,886,908,073.55	13,138,942,581.61	13,156,028,192.26	12,989,976,298.98	13,004,408,794.81
Running costs	411,010,452.00	444,230,239.23	231,277,023.00	434,536,761.00	437,014,740.76	257,541,424.30	249,410,164.38
Goods and Services	5,242,439,564.29	5,273,234,390.40	5,152,363,229.42	5,247,577,032.64	5,249,211,276.90	5,191,990,519.59	5,169,763,517.92
Sub Total	18,800,548,927.02	18,900,550,605.63	18,270,548,325.97	18,821,056,375.25	18,842,254,209.92	18,439,508,242.87	18,423,582,477.11
Capital							
Main capital	439,199,469.00	500,300,000.00	538,300,000.00	908,581,661.00	595,971,211.00	616,367,605.63	657,942,484.50
Teaching & Research Equipment	175,679,787.60	200,120,000.00	215,320,000.00	363,432,664.40	238,388,484.40	246,547,042.25	263,176,993.80
Sub Total	614,879,256.60	700,420,000.00	753,620,000.00	1,272,014,325.40	834,359,695.40	862,914,647.88	921,119,478.30
Total	19,415,428,183.62	19,600,970,605.63	19,024,168,325.97	20,093,070,700.65	19,676,613,905.32	19,302,422,890.75	19,344,701,955.41
C. Balance B/F	0.00	866,348,942.38	1,000,516,719.66	2,086,862,480.37	2,946,814,264.90	5,099,478,675.48	6,421,751,161.10
D. Net Inflow/Outflow (A-B)	866,348,942.38	1,000,516,719.66	2,086,862,480.37	2,946,814,264.90	5,099,478,675.48	6,421,751,161.10	7,828,102,617.07
E. Balance C/F (C+D)	866,348,942.38	1,866,865,662.04	3,087,379,200.03	5,033,676,745.27	8,046,292,940.38	11,521,229,836.58	14,249,853,778.17

APPENDIX 2

Table A1: Estimates of Total Income

Year	FG Allocation	Remedials	UG Fees	PG Fees	Invest Income	Gifts & Donations	Sales of Forms	Other incomes	University's Farm	ABU Printing Press	ABU Bookshop	ABU Hotels / Guest House	ABUCONS	Rent of University Properties	ABU Distance Learning Centre	Total
2018/19	17,412,376,884.00	120,000,000.00	985,162,372.00	1,058,179,950.00	132,046,612.24	4,470,950.00	76,221,420.00	406,040,000.00	0	2,135,000.00	0	0	0	13,202,500.00	70,941,437.76	20,281,777,126.00
2019/20	16,913,255,720.29	125,000,000.00	1,313,113,660.00	1,085,579,775.00	144,463,980.28	3,600,100.00	88,173,500.00	857,603,000.00	0	21,000,000.00	0	0	0	6,915,531.20	32,782,058.52	20,601,487,325.29
2020/21	18,718,808,657.84	97,421,000.00	1,055,109,031.50	519,295,694.00	145,104,101.79	4,310,840.00	87,691,000.00	360,345,492.00	5,000,000.00	15,000,000.00	2,000,000.00	5,000,000.00	30,000,000.00	13,138,510.00	52,806,479.21	21,111,030,806.34
2021/22	19,450,236,015.00	127,000,000.00	1,247,250,515.00	1,148,719,475.00	111,577,137.25	43,480,735.00	92,903,680.00	648,845,000.00	5,000,000.00	20,000,000.00	2,000,000.00	7,000,000.00	50,000,000.00	13,526,382.00	72,348,026.30	23,039,884,965.55
2022/23	20,811,752,536.05	145,000,000.00	1,185,112,489.25	1,206,465,198.75	113,680,391.53	68,563,698.25	100,191,787.50	954,437,000.00	6,000,000.00	23,000,000.00	3,000,000.00	7,000,000.00	60,000,000.00	13,674,240.00	78,215,239.47	24,776,092,580.80
2023/24	21,696,493,053.94	148,000,000.00	1,126,116,792.00	1,266,644,185.54	124,624,041.50	79,678,325.67	100,793,150.20	982,650,180.00	6,000,000.00	25,000,000.00	3,000,000.00	9,000,000.00	60,000,000.00	15,231,473.00	80,942,850.00	25,724,174,051.85
2024/25	22,781,317,706.64	150,000,000.00	1,070,157,745.45	1,325,925,843.36	183,285,267.09	104,875,872.40	100,255,481.90	1,246,283,640.00	6,000,000.00	30,000,000.00	4,000,000.00	10,000,000.00	60,000,000.00	15,264,283.00	85,438,732.64	27,172,804,572.48

The table above gives the estimated income to be generated by the University from the different sources earlier discussed

NOTE:

1. The information for 2018/2019 to 2020/2021 sessions is the actual income generated while that of 2021/2022 to 2024/2025 sessions are estimates.
2. The Federal Government's allocations of 2018/2019 – 2024/2025 are after the deduction of Social contribution (i.e. Employer Pension and NHIS) since they are deducted at source.

CHAPTER TWELVE

UNIVERSITY'S PERFORMANCE AUDIT

12.1 Preamble

To ascertain the level of attainment of the goals and objectives set by this academic brief, a performance measurement and evaluation framework is hereby developed. This chapter presents a performance evaluation framework that captures the mechanisms and indices to be used by the University for Self-evaluation and auditing at any point in time over the developmental period covered by this academic brief. The overall focus of this framework is to provide the University with up-to-date information on the various targets set across the various developmental goals defined. The framework is expected to identify the areas of strengths and weaknesses of the university in terms of the achievement of the stated goals. It would also aid in the identification of areas that may require changes, modifications or enhancement in the course of implementing the goals of the University. The audit shall also serve as a guide for resource allocation in the future. The framework would also provide the University management, the council and all relevant stakeholders with the performance status of any staff, unit, or the entire system as a whole at any point in time. More importantly, the performance audit provides an excellent opportunity to demonstrate accountability and efficient financial and manpower management in various sectors of the University.

12.2 Performance Assessment Framework

The performance framework is made up of three broad and interrelated components, with a bottom to top dependency. The components are the entire system, various units of the university, and the individuals running the system. These components have strategically been designed to support performance evaluation departments, units and other developmental aspects of the University. Figure 1 presents the framework capturing the components and their interrelationships. For each of these components, specific performance indicators and measurement methodologies have been defined. Performance auditing could be done at three levels.

- **Level 1-System Performance:** At this level, the performance of the entire university is evaluated. The combined performance of the various units and individuals running the system as well as other critical external parameters should aid assessment at this level

- **Level 2-Unit Performance:** This level assesses the performance of the various units of the university ranging from academic, research and other support services units such as the registry, bursary, health services, physical planning, security, etc. These units are expected to help in the achievement of the strategic objectives of the University.
- **Level 3-Individual Staff Performance:** The performance of University employees, both academic and non-academic is facilitated at this level. Performance at this level is envisaged to support performance both at system and unit levels. Various performance indicators are defined for this purpose. Every academic staff shall be evaluated based on certain performance targets set at his or her department.

Figure 12.1 shows the various components of the framework alongside the interrelationship among them.

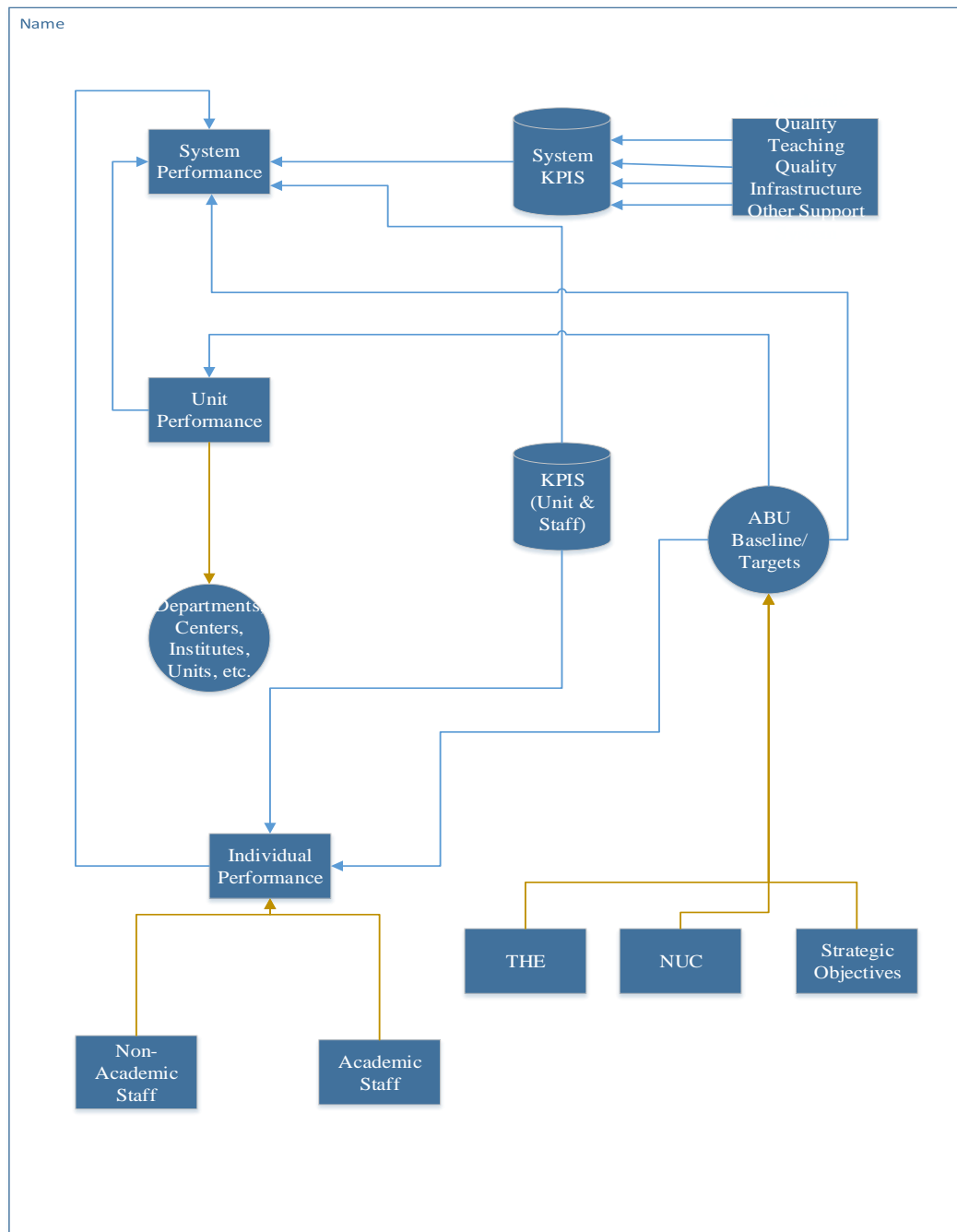


Figure 12.1: Performance audit framework.

12.3 Performance Indicators

According to the ABU strategic objectives-2062, the main objective is for the University to be among the top 100 Universities in the Times Higher Education (THE) world ranking by 2062. Based on that, this performance framework is hinged on the requirements and methodologies of the THE and the National Universities Commission for the realization of high academic standards. In this regard, therefore, considerable attention will be given to key areas of university functions. The performance of each of these areas shall be measured using well defined indicators. Emphasis shall be made on the indicators:

- a. Academic Programmes Indicators;
- b. Managerial Indicators;
- c. Financial Management Indicators;
- d. Material Acquisition and Management Indicators; and
- e. Physical and Infrastructural Indicators.

These performance indices shall therefore be evaluated annually in order to keep track of the developmental process of the University, keeping in mind the possibility of modification, adjustments and changes as may be revealed by the audit exercise.

12.4 System Performance

To assess the performance of the entire system of Ahmadu Bello University, considerable attention shall be paid to two set of criteria. The first criteria would focus on local requirements as stipulated by the National Universities Commission for the realization of high academic standards. Secondly, global performance assessment metrics for Universities, specifically the **THE** world ranking. The following are the key performance assessment criteria defined for this purpose:

- Academic quality
- Teaching quality
- Industry Income
- Infrastructure
- Other support services

The above criteria have been carefully selected to capture both local and international requirements. Moreover, the group of criteria aligns well with the specific objectives of the University within the period of implementation of this academic brief.

Academic Quality

One of the fundamental duties of any University system is to support the conduct of qualitative and impactful researches that solve both local and global problems. Therefore, a total of seven (7) indicators would be used to evaluate the research outputs produced by the university within the period of implementation of this document. Scopus, SCiVal® or any suitable tool shall be used to measure how well ABU its faring in research. The targets set by this academic brief shall be used as the baseline for comparing the results obtained from SCiVal® or Scopus. Using the University research repository space (Kubanni), records of both completed and on-going researches would be generated and fed into these research databases for analysis and evaluation. The output obtained from these assessment tools could further be subjected to other assessments as deemed necessary by the Directorate of Academic Planning and Monitoring. Table 10.1 shows the performance indicators to be used for measuring research quality performance. These indicators were carefully extracted from the **THE** world ranking set by the University as its target ranking platform and other reputable ranking bodies. The table shows the indicators, the specific targets set be the university, data required and their sources.

Table 12.1: Research Quality Indicators

S N	Metrics/ indicators	ABU target/baseline	Exact Data Required	Source(s) of Data
1	Research outputs (Publications)	<ul style="list-style-type: none"> At least a total of 150 relevant publications every year within the period of implementation of the brief. The publications should come from diverse disciplines but with key focus on areas set by the ABU strategic objectives-2062 The distribution of the publications shall be as set by THE world rankings 	Nr. of publications, benchmark for grading the publications	Research databases such as Scopus, Web of science, science direct, Taylor & Francis, etc
2	Citations	<ul style="list-style-type: none"> 	Citation, normalised citations, field weighted citation index, citation per publication of faculties, etc	Scopus, web of science, and other relevant research databases
3	Research Awards		Research awards won by faculties or students (e.g. Nobel Laureate, Patents, best paper awards, etc)	DAPM, faculties and department
4	Esteem and academic reputation		External reputation, status of the university in the league of world universities	Survey, University ranking organisations
5	Competitive research grants won		Records of grant applications and; nr. of grants won by faculties or students	DAPM, faculties and department
6	Research students loads		Records of post graduate students (Masters and PhD)	SPGS, respective departments
7	Research students' graduation rate		List of graduates (Masters and PhD)	SPGS, respective departments

Teaching Quality

Another important component for assessing the performance of the University as a whole is the quality of teaching and knowledge offered. This academic brief has defined set of targets regarding the quality of teaching the university aspires to achieve in the next 5-years. A total of nine (9) indicators would be used to assess quality of teaching of every department in the university. The aggregation of performance from various departments would give that of a faculty while that of faculties is what determines the teaching quality of the University as a whole. Table 10.2 presents the indicators for the attainment of the set targets for teaching quality.

Table 12.2: Teaching Quality Indicators

S N	Metrics/indicators	ABU target/baseline	Exact Data Required	Source(s) of Data
1	Completion rate		Nr. of graduates per session	Academic panning unit, SPGS, departments
2	Students' satisfaction surveys		Students' perception on the quality of teaching they receive	Surveys
3	Employability statistics		Employers' perception of the quality of our graduates	Surveys
4	Students' entry scores		UTME entry scores of admitted students	Academic office, DAPM
5	Students demand		Nr. Of applicants	JAMB
6	Student: staff ratio	As Provided in The NUC Guidelines for each degree program in the university.	Nr. Of staff and students in all the departments in the university. Student staff ratio benchmark	departments, DAPM, NUC BMAS, other relevant benchmarks around the world
7	Quality of Faculties		faculty h-index, citations, prizes, fellowships and awards won,	relevant databases, faculties, HODs
8	Eminent alumni		Up-to-date records of alumni of the university	DUA, University alumni office
9	Staff structure		Current staff structure, NUC benchmark	Registry, NUC BMAS

The detailed breakdown of staff structure requirement is provided in Table 10.3. The structure captures minimum benchmark as required by the NUC. It equally constitutes the requirement for both academic/non-academic, Senior Administrative/Teaching Staff, Senior Technical/Teaching Staff, etc.

Table 12.3: Staff Structure breakdown

S N	Metrics/indicators	ABU Target/benchmark	Exact Data Required	Source(s) of Data
A	Academic Staff Structure			
	Professors/Readers	20%		
	Senior Lecturers	35%		
	Lecturer 1 and Below	45%		
B	Senior Administrative Staff Structure			
	CONTISS 14 - 15	5%		
	CONTISS 12- 13	15%		
	CONTISS 09 - 11	35%		
	CONTISS 06 - 08	45%		
C	Ratio of Senior Administrative Teaching Staff	1:20 in Academic Areas		
D	Ratio of Senior Technical/Teaching Staff	1:30 in Academic Areas		
E	Ratio of Senior Technical/ Teaching Staff	1:5 in Science Academic Areas		
F	Ratio of Senior Technical Staff	1:10 Total Number of Academic Non-academic area staff		
G	Junior Technical Staff/Teachers	1:25 in Academic Areas of Science		
H	Junior Technical Staff/Teachers	1:2 Academic Areas of Science.		
I	Total Junior Staff	20% of total Full-time Equivalent (FTE).		

Infrastructure and other Support Services

In order to achieve excellence in research and teaching, adequate infrastructure must be put in place. Huge investment in infrastructure is needed to support favourable outcomes in the areas of teaching and research. Therefore, going by the specific infrastructure target of the ABU-Strategic objectives-2062, the set infrastructure development targets in various aspects shall be evaluated. The existing infrastructure will undergo rapid transformation through extensive rehabilitation, capital improvements and construction of new structures. The targeted infrastructure as defined by the ABU-Strategic objectives-2062 are as follows:

- Lecture Halls and Theatres
- Laboratory Buildings
- Library Buildings
- Sporting Facilities
- University Clinic
- Staff Houses

The University shall emphasize on creating shared facilities for all similar programmes across units. For instance, laboratories, theaters and lecture halls, studios and workshops etc.

Furthermore, other vital issues such as international outlook, efficient allocation and disbursement of resources, community service are all captured by this section

Table 12.4: Indicators for Infrastructure and other Support Services

SN	Metrics/indicators	ABU Target/benchmark	Exact Data Required	Source(s) of Data
1	Total non-recurrent assets of an institution		Quantity and financial worth of facilities and infrastructure; offices, labs, theatres, halls, electricity, internet connection etc	Physical planning unit/ Procurement unit
2	Community service		Monetary value and records of community development projects undertaken by the university	DUA
3	Income generated from research projects and consultancies		Statement of accounts of university businesses and grants acquired by staff	Bursary, respective consultancy outfits
4	International mix		List of international students admitted, number of international academic and non-academic staff employed by the university	DAPM, Academic office
5	Esteem and academic reputation		External reputation, status of the university in the league of world universities	Survey, University ranking organisations
	Allocation and disbursement of finances		Budgets and implementation success	Bursary unit
6	Other local requirement by statutory bodies such as the NUC			

The timely provision of adequate funds, coupled with proper distribution and utilization is central to the effective implementation of the university programmes. Consequently, the extent to which adequate and timely provision of

funds was made must follow NUC guidelines and targets to be evaluated as shown in Table 12.5.

Table 12.5: Allocation/Disbursement of Finances Breakdown

S N	Indicator	Target
A	Allocation of Recurrent Funds to Academic Units	60% of Total Recurrent Funds
B	Actual Expenditure on Academic Units	60% of Total Recurrent Funds
C	Allocation to University Library	10% of Total Annual Recurrent Funds
D	Allocation to Salaries and Non-salary	25% of 10% of total Allocation to Personnel Emoluments in the Library.
E	Allocation to Goods and Services	15% of 10% of total Allocation to the library.
F	Allocation to Books and Journals	60% of 10% of total Allocation to the Library.
G	Allocation for Research Grants	7.5% of total Recurrent Grants in addition to the University Other Sources.
H	Allocation to Pension Funds/Retirement	8% of monthly Salary bill
I	Allocation to Staff Development	2% of Recurrent Funds

Furthermore, in order to equally compete locally, local requirements by the NUC shall also be assessed. Table 10.8 provides some academic requirements set by the NUC

Table 12.6: Local requirement by the NUC

Indicator	Target: Science - ratio
(i) Percentage Admitted Through JAMB	80% : 20% JAMB to Remedial candidates.
(ii) Percentage Qualified For Admission	100% based on NUC guidelines on admission requirements, passing preliminary program of studies and meeting appropriate NUC admission requirements.
(iii) Growth Rate of Student Population	5% decrease in Undergraduate and 5% increase in Postgraduate per sessions.
(iv) Science/ Ratio	60: 40 based on the National Policy on Education in force at the time.
(v) Staff/Student Ratio	As Provided in The NUC Guidelines for each degree program in the university.
(vi) Postgraduate Admission	30:70 Undergraduate to Postgraduate intake to be increasing by 5% in favour of Postgraduate.
(vii) Proportion of NUC Accredited programmes	100% from the NUC except the preliminary studies programmes that will be internally organized.
(viii) Allocation to Library	10% of Recurrent Grant as stipulated in the NUC guidelines.
(ix) Allocation to Research	10% of Recurrent Grant especially in the promotion of postgraduate and staff researches.
(x) Allocation to Teaching and Research	40% of Capital Grant as NUC provided in the guidelines.

12.5 Unit Performance

Each unit, department or Centre shall be evaluated using a set criterion developed by the unit, which would be based on the global picture developed in this document. A set target shall be given to the unit by the DAPM and be used as a yardstick for tracking progress and performance. The targets shall be carefully derived from the four core assessment areas defined at the system level. For academic unit performance, emphasis shall be on the following as captured at the 'System Performance' level.

- **Academic quality:** every department shall be assigned target outcomes on parameters such as publication, citations, grants won, reputation, graduation rate, etc
- **Research quality**

The heads of departments shall further breakdown the targets and distribute them across staff members based on their ranks and other critical considerations

12.6 Individual Staff Performance

Every staff member shall be given set of goals to be achieved in every academic year. These goals shall be defined by the head of unit/department. The goals shall properly align with the overall target of the department given by the DAPM. The performance of individual staff shall support his or performance during promotion exercise as all the targets and goals assigned shall be aligned very well with staff promotion requirements.

The following are some of the areas academic staff are expected to focus on:

- Publications
- Conferences/networks
- Citations
- Grants won
- Performance in research groups/teams
- APER
- Student rating

12.7 Conclusion

This academic brief has set some ambitious targets based on the strategic objectives of the University for the next 40 years of its existence. The achievement of these targets requires a robust performance appraisal and management system that will ensure effective progress tracking and necessary adjustments towards meeting the objectives. In line with these aspirations, this chapter presents a performance evaluation framework that specifies the criteria and indices to be used by the University for Internal Examination of its processes, and systems for continuous update on the level of attainment of its development aspirations. The framework would identify, at any point in time, the various areas of strengths and weaknesses of the University that may affect the realization of the stated goals. These criteria have been divided into different levels according to the structure of the University. Every unit has its clear performance indicators that will further aggregate into the overall University performance.

Appendix I: Existing Programmes in A.B.U. Zaria by Faculties and Departments
ABU Business School

Department	Programme	Award
Accounting	Accounting	B.Sc.
	Accounting (Part-time)	PGD
	Accounting (Part-Time)	Master
	Accounting (Full time)	M.Sc
	Accounting (Full time)	M.Phil
	Accounting (Full time)	Ph.D
Banking and Finance	Banking and Finance	B.Sc.
	Banking and Finance	PGD
	Banking and Finance	M.Sc
	Banking and Finance (Part-Time)	Master
	Banking and Finance	Ph.D
Business Management	Business Management	B.Sc.
	Business Management (Part-time)	PGD
	Business Management (Full-Time)	M.Sc
	Business Management (Full-time)	Master
	Business Management (Part-Time)	Master
	Business Management	M.Phil
	Business Management	Ph.D
Economics	Economics	B.Sc
	Economics (Full-time)	M.Sc
	Economics (Full-time)	Ph.D
Insurance and Actuarial Sciences	Insurance and Actuarial Science	B.Sc.
	Insurance and Actuarial Science	PGD
	Insurance and Actuarial Science	M.Sc
	Insurance and Actuarial Science	Ph.D
Marketing	Marketing	B.Sc.
	Marketing	PGD
	Marketing	M.Sc
	Marketing	Ph.D

Faculty of Administration

Department	Programme	Award
Local Government and Development Studies	Local Government & Development Studies	B.A.
	Policy and Development Studies (PGDPS)	PGD
	Local Government and Development Studies	M.Phil
	Policy and Development Studies (F/T)	M.Sc
	Policy and Development Studies (Full-time)	M.Phil
	Policy and Development Studies (MFDS)(Part-time)	Master (MFDS)
	Local Government Studies	Ph.D
Public Administration	Public Administration	B.Sc.
	Human Capital Development	PGD
	Public Administration (Part-Time)	PGD
	Public Administration	M.Phil
	Public Administration (Full-Time)	M.Sc
	Public Administration (Full-Time)	Master
	Public Administration (Part-Time)	Master
	Public Administration (Full-Time)	Ph.D

Faculty of Agriculture

Department	Programme	Award
Agricultural Economics and Rural Sociology	Agricultural Extension	B.Agric Extn.
	Agric. Economics	M.Sc
	Agric. Extension & Rural Sociology	M.Sc
	Farm Management & Extension	PGD
	Agric. Economics	Ph.D
	Agric. Extension & Rural Sociology	Ph.D
Agronomy	Crop Production	PGD
	Agronomy	M.Sc
	Agronomy	M.Phil
	Agronomy	Ph.D

Agriculture	Agriculture	B. Agric
	Fisheries and Aquaculture	B.F&A
	Forestry and Wildlife	B.F&W
Animal Science	Animal Production (Part-Time)	PGDAP
	Animal Science (Full-Time)	M.Sc
	Animal Science (Full-Time)	Ph.D
Crop Protection	Crop Protection (Full-time)	M.Sc
	Crop Protection (Full-time)	Ph.D
Plant Science	Seed Production & Technology (Part-Time)	PGD
	Plant Breeding (AGRA) Full Time	M.Sc
	Crop Physiology	M.Sc
	Crop Physiology (Full-Time)	Ph.D
	Plant Breeding (Full-Time)	Ph.D
Soil Science	Soil Science (Full-time)	M.Sc
	Soil Science (Full-time)	Ph.D

Faculty of Arts

Department	Programme	Award
Archaeology	Archaeology	B.A.
	Archaeology/History	B.A.
	Archaeology (Full-Time)	M.A
	Archaeology	Ph.D
	Cultural Resource Management	Ph.D
Theatre and Performing Arts	Theatre and Performing Arts Arts	B.A.
	Theatre and Performing Arts Arts	PGD
	Development Communization (Full-Time)	M.A
	Theatre Performing Arts (Full-Time)	M.A
	Development Communization (Full-Time)	Ph.D
	Theater for Development (Full-Time)	Ph.D
	Theatre and Performing Arts Arts (Full-Time)	Ph.D

English	English (Language)	B.A.
	English (Literature)	B.A.
	English Lang. (Full-Time)	M.A
	English Literature (Full-Time)	M.A
	Literature (Full-Time)	M.A
	English Lang. (Full-Time)	Ph.D
	English Literature (Full-Time)	Ph.D
French	French	B.A.
	French (Full-Time)	M.A
	French (Full-time)	Ph.D
History	History	B.A.
	History (Full-time)	M.A
	History (Full-time)	Ph.D
African Languages and Cultures	Hausa	B.A.
	Translation and Interpretation	PGD
	African Language (Hausa)	M.A
	African Literature (Hausa)	M.A
	African Language (Hausa) Full-time	M.A
	African Language (Hausa) Full-time	Ph.D
	African Language (Linguistics) Full-time	Ph.D
Arabic	Arabic	B.A.
	Arabic (Language)	M.A
	Arabic (Literature)	M.A
	Arabic Language	Ph.D
	Arabic (Literature)	Ph.D
Philosophy	Philosophy	M.A
	Philosophy	M.Phil
	Philosophy	PhD

College of Medical Sciences

Faculty of Allied Sciences		
Department	Programme	Award
Medical Laboratory Sciences	Medical Laboratory Sciences	B.MLS
Medical Radiography	Medical Radiography	B.MR

Nursing Sciences	Nursing Sciences	B.NSc
	Nursing Sciences	M.Sc
	Nursing Sciences	M.Phil
	Nursing Sciences	Ph.D
Faculty of Clinical Sciences		
Department	Programme	Award
Anaesthesia		
Community Medicine		
Dental Surgery		
Medicine		
Obstetrics and Gynaecology		
Ophthalmology		
Paediatrics		
Psychiatry		
Radiology		
Surgery		
Trauma and Orthopaedic Surgery		
	Bachelor of Dental Surgery	BDS
	Immunology	MSc
	Medicine	MD
	Master of Reproductive Health	MRH
	Master of Public Health	MPH
	Field Epidemiology (FELTP)	MPH
	Immunology	PhD
	Residency training programmes	
Faculty of Basic Clinical Sciences		
Department	Programme	Award
Chemical Pathology	Chemical Pathology	MSc
	Chemical Pathology	PhD
Haematology and Blood Transfusion	Clinical Haematology	MSc
	Clinical Haematology	MD
	Clinical Haematology	Ph.D
Medical Microbiology	-	-
Pathology	Pathology	MSc
	Pathology	Ph.D
	Residency training programmes	

Faculty of Basic Medical Sciences		
Human Anatomy	Human Anatomy	BSc
	Anatomical Sciences	PGD
	Human Anatomy	MSc
	Human Anatomy	Ph.D
Human Physiology	Human Physiology	BSc
	Human Physiology	MSc
	Human Physiology	MD
	Human Physiology	Ph.D
Medical Biochemistry	-	-

Faculty of Education		
Department	Programme	Award
Science Education	Biology Education	B.Ed.
	Chemistry Education	B.Ed.
	Geography Education	B.Ed.
	Integrated Science	B.Ed.
	Mathematics Education	B.Ed.
	Physics Education	B.Ed.
	Computer Science Education	B.Sc (Ed)
	Biology Education	M.Ed
	Chemistry Education	M.Ed
	Geography Education	M.Ed
	Integrated Science	M.Ed
	Mathematics Education(Full Time)	M.Ed
	Physics Education	M.Ed
	Mathematics Education (Full Time)	Ph.D
Library and Information Science	(Bachelor of Library & Information Science)	BLIS
	Information Management (Part-Time)	PGD
	Information Management	M.Phil
	Library & Information Science	M.Phil
	Information Science (Full-Time)	M.Sc

	Library and Information Science (Full-time)	Master
	Information Management (Part-time)	Master
	Archive and Records Management (Full-Time)	Master
	Information Science	Ph.D
	Library Science and Information Science	Ph.D
Human Kinetics and Health Education	Physical & Health Education	B.Ed.
	Health Education (Full-Time)	M.Ed
	Physical Education (Full-Time)	M.Ed
	Exercise and Sports Sciences (Full-Time)	M.Sc
	Sports Management (Full-Time)	M.Sc
	Exercise & Sports Science (Full-Time)	Ph.D
	Health Education (Full-Time)	Ph.D
	Physical Education	PH.D
	Sports Management (Full-Time)	Ph.D
Vocational and Technical Education	Business Education	B.Ed.
	Home Economics	B.Ed.
	Ed. Agriculture Education	B.Sc.
	Business Education (Full-Time)	M.Ed
	Clothing & Textiles	M.Ed
	Family and Child Development	M.Ed
	Home Economics (Full-Time)	M.Ed
	Vocational & Technical Education	M.Ed
	Agricultural Education (Full-Time)	M.Sc(Ed)
	Business Education (Full-Time)	Ph.D
	Home Economics (Full-Time)	Ph.D

Arts and Social Science Education	Arabic Education	B. Ed
	Hausa Education	B. Ed
	Christian Religious Studies	B.Ed.
	Islamic Religious Studies	B.Ed.
	Social Studies	B.Ed.
	Arabic Education (Full-Time)	M.Ed
	Christian Religious Studies (Full-Time)	M.Ed
	Islamic Religious Studies (Full-Time)	M.Ed
	Language Arts (Hausa)	M.Ed
	Social Studies (Full-Time)	M.Ed
	Teaching English as Second Language (Full-Time)	M.Ed
	Christian Religious Studies (Full-Time)	Ph.D
	Islamic Religious Studies (Full-Time)	Ph.D
	Language Arts (Hausa)	Ph.D
	Social Studies (Full-Time)	Ph.D
	Teaching English as Second Language (Full-Time)	Ph.D
Educational Foundation and Curriculum	PGDE (Full Time)	PGD
	Administration & Planning (Full-Time)	M.Ed
	Curriculum & Instruction (Full-Time)	M.Ed
	Instruction Technology	M.Ed
	Curriculum & Instruction (Full-Time)	Ph.D
	Education Administration & Planning (Full-Time)	Ph.D
	Instruction Technology (Full-Time)	Ph.D

Educational Psychology and Counselling	Education Psychology and Counselling	B.Ed
	Guidance and Counselling	B.Ed.
	Education Psychology	M.Ed
	Guidance and Counselling	M.Ed
	Measurement and Evaluation	M.Ed
	Education Psychology (Full-Time)	Ph.D
	Guidance and Counselling	Ph.D

Faculty of Engineering

Department	Programme	Award
Agricultural and Bioresources Engineering	Agricultural and Bioresources Engineering	B.Eng.
	Agricultural and Bioresources Engineering	M.Sc
	Agricultural and Bioresources Engineering	Ph.D
Chemical Engineering	Chemical Engineering (Full-Time)	PGD
	Chemical Engineering (Full-Time)	M.Sc
	Chemical Engineering (Full-time)	Ph.D
	Chemical Engineering (Part-time)	Ph.D
Civil Engineering	Civil Engineering	B.Eng.
	Civil Engineering (Full-Time)	M.Sc
	Geotechnics (Full-Time)	M.Sc
	Structures (Full-Time)	M.Sc
	Transportation and High Way (Full-Time)	M.Sc
	Civil Engineering (Full-time)	Ph.D
	Civil Engineering (Part-time)	Ph.D
	Structure (Full-time)	Ph.D
Computer Engineering	Computer Engineering	B.Eng.
	Computer Engineering	PGD
	Computer Engineering	M.Sc

	Control Engineering	M.Sc
	Computer Engineering	Ph.D
	Control Engineering	Ph.D
Electrical Engineering	Electrical Engineering	B.Eng.
	Power and Machine	PGD
	Power Systems Engineering	M.Sc
	Electrical Machines and Industrial Drives	M.Sc
	Power Systems Engineering	Ph.D
	Electrical Machines and Industrial Drives	Ph.D
Mechanical Engineering	Automotive Engineering	B.Eng.
	Mechanical Engineering	B.Eng.
	Mechatronics Engineering	B.Eng.
	Mechanical Engineering	PGD
	Safety Engineering & Disaster Control	PGD
	Oil and Gas Management (Part Time)	M. Eng.
	Mechanical Engineering (Energy Studies)	M.Sc
	Engineering Management (Part-Time)	M. Eng.
	Mechatronics	M.SC
	Mechanical Engineering (Production Engineering)	M.Sc
	Engineering Management (Full Time)	M.Phil
	Mechanical Engineering (Energy Studies)	M.Phil
	Mechanical Engineering (Production Engineering)	M.Phil
	Mechanical Engineering (Energy Studies)	Ph.D
	Mechanical Engineering (Production Engineering)	Ph.D

Metallurgical and Material Engineering	Metallurgical and Materials Engineering	B.Eng.
	Metallurgical & Materials Engineering (Full-Time)	M.Sc
	Metallurgical & Materials Engineering (Full-Time)	Ph.D
Polymer and Textile Engineering	Polymer & Textile Science	B.Eng
	Textile Engineering	B.Sc
	Colour Chemistry	PGD
	Textile Engineering (Part-Time)	PGD
	Colour Chemistry & Technology (Full-Time)	M.Sc
	Fibre and Polymer	M.Sc
	Textile Engineering (Full-Time)	M.Sc
	Colour Chemistry (Full-Time)	Ph.D
	Fibre & Polymer (Full-Time)	Ph.D
	Textile Engineering (Full-Time)	Ph.D
Telecommunications Engineering	Telecommunications Engineering	B.Eng.
	Electronics and Telecommunications	PGD
	Electronics Engineering	M.Sc
	Telecommunications Engineering	M.Sc
	Electronics Engineering	Ph.D
	Telecommunications Engineering	Ph.D
Water Resources and Environmental Engineering	Water Resources & Environmental Engineering	B.Eng.
	Environmental Engineering and Management	PGD
	Water Resource Engineering	PGD
	Irrigation and Drainage Engineering	M.Sc
	Environmental Engineering	M.Sc
	Hydraulics and Engineering Hydrology	M.Sc

	Water Resources & Environmental Engineering (Full-Time)	M.Sc
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Faculty of Environmental Design

Department	Programme	Award
Architecture	Architecture	B.Sc.
	Landscape Architecture (Part-Time)	PGD
	Architecture	M.Sc
	Landscape Architecture (Part-Time)	Master
	Urban Design (Full-Time)	Master
	Urban Design (Part-Time)	Master
	Architecture (Full-Time)	Ph.D
	Architecture (Part-Time)	Ph.D
Building	Building	B.Sc.
	Building (Part-time)	PGD
	Building Services (Full-time)	M.Sc
	Construction Management (Full-time)	M.Sc
	Construction Technology (Full-time)	M.Sc
	Facilities Management (Part-time)	Master
	Building Services (Full-time)	Ph.D
	Construction Management (Full-time)	Ph.D
	Construction Technology (Full-time)	Ph.D
Fine Art	Fine Art	B.A.
	Art Pedogogy (Full-time)	M.A
	Art History (Full-time)	M.A
	Fine Art - Painting (Full-time)	Master
	Fine Art - Sculpture (Full-time)	Master
	Art Pedogogy (Full-time)	Ph.D
	Art History (Full-time)	Ph.D
	Painting (Full-time)	Ph.D
	Sculpture (Full-time)	Ph.D

Geomatics	Geomatic Engineering	B.Eng
	Geomatics	B.Sc.
	Geomatics	PGD
	Geomatics (Full-Time)	M.sc
	Geomatics (Full & Part -Time)	Ph.D
Industrial Design	Industrial Design	B.A.
	Industrial Design (Full-time)	M.A
	Industrial Design (Full-time)	Ph.D
	Industrial Design (Part-time)	Ph.D
Glass And Silicate Technology	Glass Technology	B.Sc.
	Glass Technology	M.Sc
	Glass Technology	Ph.D
Urban and Regional Planning	Urban & Regional Planning	B.URP
	Urban & Regional Planning (Full-Time)	M.Sc
	Tourism & Recreation (Full-Time)	M.Sc
	Urban Management (Full-Time)	M.Sc
	Urban Regional Planning (Full-time)	Ph.D

Quantity Surveying	Quantity Surveying	B.Sc.
	Project Management	M.Sc
	Quantity Surveying	M.Sc
	Quantity Surveying (Full-Time)	Ph.D
	Quantity Surveying (Part-Time)	Ph.D

Faculty of Law

Department	Programme	Award
Commercial Law		
Islamic Law		
Public Law		
Private Law		
	Civil Law	LLB
	With Specialization in Islamic Law	LLB
	Corporate Governance	PGD
	Islamic Law	PGD
	Estate Management	PGD
	International Law & Diplomacy	PGD
	Commercial Law	LLM

	Islamic Law	LLM
	Public Law	LLM
	Private Law	LLM
	Law	M.A
	Commercial Law	M.Phil
	Islamic Law	M.Phil
	Public Law	M.Phil
	Private Law	M.Phil
	Commercial Law	Ph.D
	Islamic Law	Ph.D
	Public Law	Ph.D
	Private Law	Ph.D

Faculty of Life Sciences

Department	Programme	Award
Biochemistry	Biochemistry	B.Sc
	Forensic Biotechnology	PGD
	Nutrition (Part-Time)	PGD
	Biochemistry (Full-Time)	M.Sc
	Biotechnology	M.Sc
	Nutrition	M.Sc
	Biochemistry (Full-Time)	Ph.D
	Biotechnology	Ph.D
Biology	Biology	B.Sc
	Fisheries	PGD
	Biology	M.Sc
	Fisheries	M.Sc
	Biology	Ph.D
	Fisheries	Ph.D
Botany	Botany	B.Sc
	Botany	M.Sc
	Botany	Ph.D
Microbiology	Microbiology	B.Sc
	Microbiology (Part-Time)	PGD
	Microbiology (Full-Time)	M.Sc
	Microbiology (Full-Time)	Ph.D
	Microbiology (Part-Time)	Ph.D
Zoology	Zoology	B.Sc
	Zoology	M.Sc
	Zoology	Ph.D

Faculty of Pharmaceutical Sciences

Department	Programme	Award
	Pharmacy	B.Pharm.
Clinical Pharmacy and Pharmacy Practices	Clinical Pharmacy	M.Sc
	Clinical Pharmacy	Ph.D
Pharmacognosy and Drug Development	Herbal Medicine	PGD
	Pharmacognosy and Drug Development (Full-Time)	M.Sc
	Pharmacognosy and Drug Development	Ph.D
Pharmaceutical and Medicinal Chemistry	Pharmaceutical and Medicinal Chemistry (Full-Time)	M.Sc
	Pharmaceutical & Medicinal Chemistry	Ph.D
Pharmaceutical Microbiology	Pharmaceutical Microbiology (Full-Time)	M.Sc
	Pharmaceutical Microbiology	Ph.D
Pharmaceutics and Industrial Pharmacy	Pharmaceutics	M.Sc
	Pharmaceutics	Ph.D
Pharmacology and Toxicology	Pharmacology	PGD
	Pharmacology	M.Sc
	Pharmacology	M.Phil
	Pharmacology	Ph.D

Faculty of Physical Sciences

Department	Programme	Award
Chemistry	Chemistry	B.Sc
	Analytical Chemistry	PGD
	Environmental Chemistry	PGD
	Inorganic Chemistry	M.Sc
	Organic Chemistry	M.Sc
	Petroleum Chemistry	M.Sc
	Physical Chemistry	M.Sc
	Polymer Science & Technology	M.Sc
	Analytical Chemistry	M.Sc
	Environmental Chemistry	M.Sc
	Analytical Chemistry	Ph.D
	Inorganic Chemistry	Ph.D
	Organic Chemistry	Ph.D
	Physical and Theoretical Chemistry	Ph.D
	Polymer Science & Technology	Ph.D
Geography & Environmental Management	Geography	B.Sc
	Disaster Risk Management and Development Studies	PGD
	Geographical Information System (Part-Time)	PGD
	Transport & Logistics (PGDTL)	PGD
	Demographic Population Studies (Full-Time)	M.Sc
	Disaster Management	M.Sc
	Environmental Management (Full-Time)	M.Sc
	Geography (Full-Time)	M.Sc
	GIS & Remote Sensing (Full-Time)	M.Sc
	Rural Development (Full-Time)	M.Sc
	Transport Management (Full-Time)	M.Sc
	Transport & Logistics (MTL)	Master
	Disaster Risk Management and	Master

	Development Studies	
	Disaster Management	M.Phil
	Environmental Management	Ph.D
	GIS & Remote Sensing (Part-Time)	Ph.D
	Disaster Management	Ph.D
	Geography (Full-Time)	Ph.D
	Rural Development (Full-Time)	Ph.D
Geology	Geology	B.Sc
	Geology (Full-Time)	PGD
	Geology	M.Sc
	Geology (Full-Time)	Ph.D
	Geology (Part-Time)	Ph.D
Mathematics	Mathematics	B.Sc
	Mathematics (Full-Time)	M.Sc
	Mathematics (Full-Time & Part-Time)	Ph.D
Physics	Physics	B.Sc
	Applied Geophysics (Full-Time)	M.Sc
	Nuclear Physics (Full-Time)	M.Sc
	Physics (Full-Time)	M.Sc
	Radiation Biophysics (Full-Time)	M.Sc
	Applied Geophysics (Full-Time)	Ph.D
	Nuclear Physics (Full-Time)	Ph.D
	Physics (Full-Time)	Ph.D
	Radiation Biophysics (Full-Time)	Ph.D
Computer Science	Computer Science	B.Sc
	Computer Science (Part-Time)	PGD
	Computer Science (Full-Time)	M.Sc
	Computer Science (Full-Time)	Ph.D
Statistics	Statistics	B.Sc
	Statistics (Part-Time)	PGD
	Statistics (Full-Time)	M.Sc
	Statistics (Full-Time)	Ph.D
	Statistics (Part-Time)	Ph.D

Faculty of Social Science

Department	Programme	Award
Mass Communication	Mass Communication	B.Sc
	Mass Communication (Part-Time)	PGD
	Mass Communication (Full-time)	M.Sc
	Journalism (MIJ)	Master
	Strategic Communication (MISC)	Master
	Mass Communication	Ph.D
Political Science	International Studies	B.Sc
	Political Science	B.Sc
	Political Science	M.Phil
	International Relations	M.Phil
	International Relation (FT)	M.Sc
	Political Science (Full-time)	M.Sc
	Peace and Conflict Management (MPCM)	Master
	Intern. Affairs & Diplomacy (Part-time)	Master
	Peace and Conflict Management (PGDCM)	PGD
Sociology	Political Science (Full-time)	Ph.D
	Sociology	B.Sc
	Sociology (Full-time)	M.Sc
	Law enforcement Criminal Justice(MLC) (Part-Time)	Master
	Sociology	Ph.D

Faculty of Veterinary Medicine

Department	Programme	Award
Veterinary Anatomy	Veterinary Anatomy (Full-Time)	M.Sc
	Veterinary Anatomy	Ph.D
Veterinary Medicine	DVM	DVM
	Aquatic Medicine	M.Sc
	Avian Medicine	M.Sc
	Food Animal Medicine	M.Sc
	Avian Medicine	Ph.D
	Equine Medicine	Ph.D
	Food Animal Medicine	Ph.D
Veterinary Parasitology and Entomology	Veterinary Entomology	M.Sc
	Veterinary Helminthology	M.Sc
	Veterinary Protozoology	M.Sc
	Veterinary Entomology	Ph.D
	Veterinary Helminthology	Ph.D
	Veterinary Protozoology	Ph.D
Veterinary Public Health and Preventive Medicine	Public Health (Full-Time)	M.Sc
	Vet. Public Health & Preventive Medicine	M.Sc
	Vet Public Health and Preventive Medicine(Full-Time)	Ph.D
Veterinary Pathology	Veterinary Pathology	M.Sc
	Veterinary Pathology	Ph.D
Veterinary Pharmacology and Toxicology	Veterinary Pharmacology(Full-Time)	M.Sc
	Veterinary Toxicology (Full-Time)	M.Sc
	Veterinary Pharmacology (Full-Time)	Ph.D
	Veterinary Pharmacology (Part-Time)	Ph.D
	Veterinary Toxicology	Ph.D
Veterinary Surgery and Radiology	Food Animals Surgery	M.Sc
	Equine Surgery	M.Sc
	Veterinary Soft Tissues Surgery	M.Sc

	Veterinary Orthopaedic Surgery	M.Sc
	Veterinary Diagnostic Imaging	M.Sc
	Veterinary Anaesthesiology	M.Sc
	Wild Surgery	M.Sc
	Veterinary Surgery	M.Phil
	Veterinary Surgery	Ph.D
	Food Animals Surgery	Ph.D
	Equine Surgery	Ph.D
	Veterinary Soft Tissues Surgery	Ph.D
	Veterinary Orthopaedic Surgery	Ph.D
	Veterinary Diagnostic Imaging	Ph.D
	Veterinary Anaesthesiology	Ph.D
	Wild Surgery	Ph.D
Theriogenology and Production	Theriogenology (Full-Time)	M.Sc
	Theriogenology (Full-Time)	Ph.D
Veterinary Microbiology	Veterinary Microbiology (Full-Time)	M.Sc
	Veterinary Microbiology (Full-Time)	Ph.D
	Veterinary Microbiology (Part-Time)	Ph.D
Veterinary Physiology	Veterinary Physiology (Full-Time)	M.Sc
	Veterinary Physiology (Full-Time)	M.Phil
	Veterinary Physiology (Full-Time)	Ph.D
	Veterinary Physiology (Part-Time)	Ph.D

Appendix II:
Specific Faculty/Department Admission Requirements for
Undergraduate Programmes

S/N o	Faculty/Department	Requirement		UTME Subjects
		Direct Entry Candidates	UTME Candidates	
1	Administration			
	Local Government and Development Studies	1) Two A' Level / IJMB passes One of which must include Government or History. 2) A Merit Pass in ABU Diploma in Local Government or Public Administration.	Five O' Level Credits including English Language, Government or History, Economics and any other two subjects. At least a pass in Mathematics.	Use of English, Government/ History, Economics and any other subject.
	Public Administration	1) Two A' Level/IJMB passes one of which must include Government/Histor y. 2) A Merit Grade in ABU Diploma in Public Administration or Local Government.	Five O' Level Credits including English Language, Government or History, Economics, Mathematics and any one Management or Social Science Subject.	Use of English, Government/His tory, Economics and any other subject.
2	Agriculture	1) Two A' Level / IJMB Passes in Chemistry and Biology or Botany or Zoology.	Five O' Level Credits including English Language, Mathematics, Chemistry, Physics,	Use of English, Chemistry, Mathematics, Biology or Agricultural

		2) HND in Agriculture or related field of study with a minimum of Credit pass.	Biology or Agricultural Science.	Science.
		3) OND in Agriculture or related field of study with a minimum of Upper Credit.		
3	Arts			
	English Language	Two A' Level passes including English at IJMB/ NCE, or a minimum of Merit in Diploma. Candidates with Diploma must also possess pass in Literature-in-English. General English/Use of English at NCE satisfies' O' Level English requirement.	Five O' Level Credits to include Literature-in-English , English Language, and any other Arts or Social Science subjects	Use of English, one Arts subject and two other Arts or Social Science subjects.
	English Literature	Two A' Level papers including English at IJMB/ NCE, or a minimum of Merit at Diploma. Candidates with Diploma must also possess pass in Literature-in-English.		

		General English/Use of English at NCE satisfies' O' Level English requirement.		
	Theatre and Performing Arts Arts.	Two A' Level papers in English, Performing Arts, Journalism, Mass Communication, Creative Arts, Music and Dance, Literature in English, or any Nigerian Language at IJMB/ NCE, or a minimum of Merit at Diploma. Candidates with Diploma must also possess pass in Literature-in-English.	Five O' Level Credits to include Literature-in-English and English Language, and any other Arts or Social Science subjects.	Use of English, Literature in English and two other relevant subjects
		General English/Use of English at NCE satisfies' O' Level English requirement.		
	Archaeology	Two A' Level papers in Science/Arts/Social Science at IJMB/ NCE, or a minimum of Merit in Diploma from a recognized institution.	Five O' Level Credits which must include English Language, and other Science/Arts/Social Science subjects.	Use of English, History or Government and two other subjects from Arts/Social Sciences OR any three Science subjects.
	Archaeology / History	General English/Use of English at NCE satisfies' O' Level		

		English requirement.		
		Two A' Level papers in Science/Arts/Social Science at IJMB/NCE, or a minimum of Merit in Diploma from a recognized institution.		
		General English/Use of English at NCE satisfies' O' Level English requirement.		
	French	Two A' Level papers including French at IJMB/NCE, or a minimum of Merit at Diploma in French or with other Arts/Social science subjects.	Five O' Level Credits to include English Language and French plus any other Arts or Social Sciences subjects.	Use of English, French and any other two subjects from Arts or Social Sciences.
		General English/Use of English at NCE satisfies' O' Level English requirement.		
	History	Two A' Level papers including History at IJMB or NCE.	Five O' Level Credits to include English Language, History or Government	Use of English, History or Government and any other two Arts or Social Science subjects.
		General English/Use of English at NCE satisfies' O' Level English		

		requirement.		
	Arabic	Two A' Level papers including Arabic at IJMB/ NCE, or a minimum of Merit at Diploma in Arabic or with other subjects.	Five relevant Credits including English and Arabic in SAISCE, SSCE, NABTEB, HIS, GCE O-Level ,TC II, (Merit) or equivalent obtained at not more than two sittings.	Use of English, Arabic and any other two Arts or Social Sciences subjects.
		General English/Use of English at NCE satisfies' O' Level English requirement.		
	Hausa	Two A' Level papers including Hausa at IJMB/ NCE, or a minimum of Merit at Diploma in Hausa or with other subjects.	Five O' Level Credit including English Language and Hausa and any other two Arts subjects.	Use of English, Hausa and any other two Arts/social science subjects.
		General English/Use of English at NCE satisfies' O' Level English requirement.		
4	Business School			
	Accounting	1. Two A' Level/IJMB Passes in Management/Social Science Subjects one of which must be Economics.	Five O' Level Credits including English Language, Economics Mathematics and any other two (2) relevant subjects.	Use of English, Economics, Mathematics and any Management or Social Science subject.

		2. A Credit/Merit Pass in ABU Diploma in Accounting, Banking, Islamic Banking or Insurance.		
	Business Administration	Two A' Level / IJMB passes in Management/Social Science Subjects one of which must be Economics.	Five O' Level Credits including English Language, Economics, Mathematics and any other two (2) Subjects.	Use of English, Economics, Mathematics and any Management or Social Science Subject.
		A Credit/Merit in ABU Diploma in Insurance, Management, Banking or Accounting		
	Insurance	Two A' Level / IJMB passes in Management/Social Science Subjects one of which must be Economics.	Five O' Level Credits including English Language, Economics, Mathematics and any other two (2) Subjects.	Use of English, Economics, mathematics and any Management or Social Science Subject.
		A credit/Merit in ABU Diploma in Insurance, Management, Banking or Accounting		
	Economics	Two A' Level /IJMB passes one of which must be Economics.	Five O' Level Credits including English Language, Mathematics and Economics plus any other two Arts or Social Science subjects.	Use of English, Economics, Mathematics and any other Arts or Social Science subject.

5 - 8.	College of Medical Sciences			
	MBBS	A' Level/IJMB Passes in three subjects in Physics, Chemistry and Biology or Zoology.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Physics, Chemistry and biology
	Human Physiology	A' Level/IJMB Passes in three subjects in Physics, Chemistry and Biology or Zoology.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Physics, Chemistry and biology
	Human Anatomy	A' Level/IJMB Passes in three subjects in Physics, Chemistry and Biology or Zoology.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Physics, Chemistry and biology
	Nursing Sciences	1) A' Level/IJMB Passes in three subjects in Physics, Chemistry and Biology or Zoology. 2) Registered Nurse (RN) certificate with at least 5 Credits in English Language, Mathematics, Biology, Physics and Chemistry.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Physics, Chemistry and biology

	Medical Radiography	Candidates for direct entry must possess: IJMB or equivalent in Biology (or Zoology), Chemistry and Physics; or ND X-ray Technician plus five credits at O' Levels.	Candidates must possess the secondary school certificate Examination (SSCE); West African Examination Council (WAEC) / National Examination Council (NECO)/ National Business and Technical Examination Board (NABTEB) with minimum of 5 credits to include English Language, Biology, Chemistry, Mathematics and Physics in not more than two sittings. This is in addition to obtaining the appropriate points in UTME or passing the one-year science Remedial program of the School of Basic and Remedial Studies, Ahmadu Bello University, Zaria (SBRs-ABU).	Use of English, Physics ,Chemistry and biology
	Dental Surgery	1 Passed the three (3) subjects – Physics, Chemistry and Zoology or Biology at the advanced Level (A/L) of the General Certificate of Education or the Higher School Certificate (HSC) at not more than two (2) consecutive	To be admitted to the B.D.S. Course, the candidate must satisfy the minimum entry requirements of the Ahmadu Bello University Zaria. In addition, candidate must have a Credit in English, Mathematics, Physics, Chemistry and Biology.	Use of English, Physics ,Chemistry and biology

		sittings, or holds approved equivalent qualification to pursue a five (5) year course.		
		2. Satisfy any other requirements as may be prescribed from time to time by the Ahmadu Bello University.		
	Medical Laboratory Sciences	Candidates for direct entry must possess: IJMB or equivalent in Biology (or Zoology), Chemistry and Physics; or ND in Medical Laboratory science (MLT) and duly registered with the Medical Laboratory Science Council of Nigeria (MLSCN); or HND in Science Laboratory Technology (SLT) with Upper Credit and duly registered with Nigerian Institute of Science and Technology (NIST).	Candidates must possess the secondary school certificate Examination (SSCE); West African Examination Council (WAEC) / National Examination Council (NECO)/ National Business and Technical Examination Board (NABTEB) with minimum of 5 credits to include English Language, Biology, Chemistry, Mathematics and Physics in not more than two sittings. This is in addition to obtaining the appropriate points in UTME or passing the one-year science Remedial program of the School of Basic and Remedial Studies, Ahmadu Bello University, Zaria (SBRs-ABU).	Use of English, Physics ,Chemistry and biology

9	Education			
	Christian Religious Studies	1) NCE with a minimum of 'C' grade in Education and CRS	Five O' Level Credit which must include English Language and CRS.	Use of English, CRS and any other two arts or social science subjects.
		2) NCE with a minimum of 'D' grade in the second teaching subject.		
		3) ABU Diploma in CRS with a minimum of Merit pass		
	Islamic Religious Studies	1) NCE with a minimum of 'C' grade in Islamic Studies and Education	Five O' Level Credits which must include English Language and Islamic Studies.	Use of English, Islamic Studies and any other two arts or social science subjects.
		2) IJMB with a minimum of 'C' grade in Islamic Studies and 'D' grade in the other two subjects.		
		3) ABU Diploma in Islamic Studies with a minimum of Merit Pass.		
		4) ND in Islamic Studies from any recognised		

		University with a minimum of Lower Credit.		
	Mathematics Education	1) NCE with a minimum of C' grade in Education and Mathematics 2) IJMB with a minimum of D' grade in Mathematics and minimum of E' grade in the two other subjects. 3) ND with a minimum of Merit Pass in Mathematics. 4) ABU Higher Diploma with a minimum of Merit Pass in Mathematics Education.	Five O' Level credits which must include English Language and Mathematics.	Use of English, Mathematics and any other 2 science subjects.
	Chemistry Education	1) NCE with 'C' grade in Education and Chemistry. 2) IJMB or A' Level with a minimum of 'C' grade in Chemistry and a minimum of 'D' grade in	Five O' Level Credits which must include English Language, Mathematics, Chemistry and Biology, plus Physics/Geography. TC II with Credit pass in Integrated Science, English Language and any other three subjects.	Use of English, Chemistry and any other 2 science subjects.

		one other Science subject from Biology, Physics, Geography.		
		3) ABU Diploma in Chemistry Education with Merit pass.		
	Geography Education	1) NCE with minimum of 'C' grade in Education and Geography 2) IJMB or A' Level passes with a minimum of 'C' grade in Geography and 'D' in one other Science subjects. 3) ABU Diploma in Geography Education with a minimum of Merit pass.	Five O' Level Credit in Geography, Mathematics, English Language and any other one from Chemistry, Physics or Biology. TC II Credit pass in Mathematics, Geography, English Language and any other three subjects.	Use of English, Geography and any other 2-science subjects.
	Biology Education	1) NCE with 'C' grade in Education and Biology.	Five O' Level Credit in Biology, Mathematics, English Language and Chemistry and any	Use of English, Biology and any other 2 science subjects.

		<p>2) IJMB or A' Level passes with 'C' grade in Biology and 'D' in one other Science subjects from Chemistry, Physics, Integrated Science or Geography.</p> <p>3) ABU Diploma in Biology Education with a minimum of Merit pass.</p>	<p>other from Physics or Geography. TC II Credit pass in English Language, Integrated Science and any other three subjects.</p>	
	Integrated Science	<p>1) NCE with 'C' grade in Education and Integrated Science.</p> <p>2) IJMB or A' Level pass with a minimum of 'C' grade (merit) in Physics and 'D' grade in any other Science subjects</p> <p>3) ABU Diploma in Integrated Science or Physics Education</p>	<p>Five O' Level Credits in English language, Mathematics, Physics Chemistry and Biology. TC II Credit pass in English Language, Mathematics, Integrated Science, and any other two subjects from the following: Chemistry, Biology, Geography.</p>	<p>Use of English, Biology, Physics and Chemistry.</p>

		with a minimum of Merit pass.		
	human Kinetics and Health Education	1) NCE with 'C' grade in Education and Physics. 2) IJMB or A' Level passes with 'C' grade in Physics and 'D' in one other Science subjects from Chemistry, Biology, Integrated Science or Geography. 3) ABU Diploma in Physics Education with a minimum of Merit pass.	Five O' Level Credit in Physics, Mathematics, English Language and Chemistry and any other from Biology or Geography. TC II Credit pass in English Language, Integrated Science and any other three subjects.	Use of English, Physics and any other 2 science subjects.
	Home Economics	1) ABU Diploma in Home Economics with a minimum of Upper Credit.	Five O' Level Credits including Mathematics/English Language/Home Economics, Biology, Geography, Physics/Chemistry.	Use of English, Home Economics/Food and Nutrition/Home Management/Textile and Clothing and

		2) NCE merit in Home Economics and Education.	Old Grade II Five Passes including Arithmetic/English/Domestic Science. New Grade II Teachers Certificate with Five Credits including English, Mathematics, Home Economics. NB: One Home Economics subject is required i.e Foods and Nutrition or Home Management or Textile and Clothing.	any other 2 science subjects.
		3) ABU Higher National Diploma with Lower Credit in Home Economics.		
	Agricultural Education	NCE Agric Education (Double Major) with Merit Pass.	Five O' Level Credit including Chemistry and Biology or Agric Science, Integrated Science/General Science, Geography.	Use of English, Chemistry, Biology, Agric. Science or Physics.
	Business Education	1) NCE Minimum of Merit pass in Business Education	Five O' Level Credits including English Language and any four from the following: Accounting Economics, Commerce, Business Methods, Shorthand and Typewriting with at least a Credit in Mathematics.	Use of English and Mathematics plus any two commercial subjects.
		2) Two Credits at IJMB in either Economics, Business Management, Accounting etc.		
		3) ABU Diploma with Upper Credit in related discipline.		

		Note: Except for NCE with minimum of Merit pass in Business Education, others are to be admitted into 100 Level,		
	Library and Information Science	1) A' Level / IJMB passes in at least two subjects. 2) ABU Diploma in Library & Information Science (with at least Merit Grade). 3) 3) NCE with minimum of Merit Grade in two subjects.	Five O' Level Credits including English Language & at least a pass in Mathematics. OR TC_II Certificate with Credit/Merit in at least five subjects including English Language and at least a pass in Mathematics.	Use of English and any other three subjects.
	Hausa Education	1) IJMB with a minimum of 'C' grade in Hausa and 'D' grade in the other two subjects. 2) ABU Diploma in Hausa with minimum of Merit pass. 3) NCE with minimum of "C" grade in Hausa	Five O' Level Credits including English Language and Hausa.	Use of English, Hausa and any other 2 arts or social science subjects.

		Education.		
	Arabic Education	1) A' Level pass/IJMB in at least two subjects which must include Arabic. 2) ABU Diploma in Arabic and Islamic Studies with minimum of Merit pass. 3) NCE with minimum of "C" grade in Arabic Education. 4) Diploma in Arabic Education from any recognised University with minimum of Lower Credit	Five O' Level Credits including English Language and Arabic	Use of English, Arabic and any other 2 arts or social science subjects.
	Social Studies Education	1) IJMB with a minimum of 'C' in any two social science subjects and 'D' in anyone. 2) NCE with minimum of "C" grade in Social	Five O' Level Credits including English Language and Social Science subjects.	Use of English and any 3 Arts or Social Science subjects.

		Studies and Education.		
	Human Kinetics and Health Education	1) NCE pass in two major subjects of any other combination with P.E. or H.E. or P.H.E.	Five O' Level Credits in English Language, Mathematics and any one Science subject from Biology and Chemistry.	Use of English, Biology, Physical Education/Health Education and any other 2 subjects.
		2) Two A' Level pass in science subjects; Chemistry Physics, Biology and Mathematics.		
		3) ABU Diploma with merit pass in P.H.E.		
	Guidance and Counselling	1) Merit pass in Higher / Ordinary Diploma in Guidance and Counselling from ABU.	Five O' Level Credit in Arts & Social Sciences including English Language with a credit in Mathematics.	Use of English and any 3 Arts, Social Science or Science subjects.
		2) NCE with Merit and above in Education and the Teaching Subjects.		

	Computer Science Education	1) Merit Pass in Higher Diploma and Diploma in Computer, Statistic or Mathematics Education. 2) NCE with Merit in Education and Computer Science.	Five O' Credits which must include Mathematics, English Language and any other three Science Subjects.	Use of English, Mathematics, and any two science subjects.
10	Engineering			
	Agricultural and Bio-Resources Engineering	1) Two A' Level / IJMB Pass in Mathematics, and Physics or Chemistry. 2) ND Upper Credit or Distinction in Agricultural Engineering from accredited institution. 3) HND Lower Credit in Agricultural Engineering from accredited institution.	Five O' Level Credits pass in English Language, Mathematics, Physics, Chemistry and any other Science subject.	Use of English, Mathematics, Physics and Chemistry.
	Chemical Engineering	1) Two A' Level /IJMB Pass in Mathematics, Chemistry or	Five O' Level Credit in English Language, Mathematics, Physics, Chemistry and any other Science subject.	Use of English, Mathematics, Physics and Chemistry.

		Physics.		
		2) ND Upper Credit in Chemical Engineering from accredited institution.		
		3) HND Lower Credit in Chemical Engineering from accredited institution.		
	Civil Engineering	1) Two A' Level/IJMB Passes which must include Mathematics Chemistry or Physics.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and any other Science subject.	Use of English, Physics, Chemistry and Mathematics
		2) ND in Civil Eng. at Upper Credit from accredited institution		
		3) 3) HND in Civil Eng. with at least Lower Credit from accredited institution		
	Electrical Engineering	1) Two A Level/IJMB pass which must include	Five O' Level Credits in English, Mathematics, Physics, Chemistry and any	Use of English, Mathematics, Physics and Chemistry

		Physics and Mathematics.	other science subject.	
		2) ND or equivalent in Electrical Eng. or relevant field, with minimum of Upper Credit from accredited institution.		
		3) HND with at least Lower Credit in Electrical Engineering from accredited institution.		
	Computer Engineering	1) Two A Level/IJMB passes which must include Physics and Mathematics.	Five O' Level Credits in English, Mathematics, Physics, Chemistry and any other science subject.	Use of English, Mathematics, Physics and Chemistry
		2) ND or equivalent in Computer Engineering or relevant field, with minimum of Upper Credit from accredited institution.		
		3) HND with at least		

		Lower Credit in Computer Engineering from accredited institution.		
	Communication Engineering	1) Two A Level/IJMB passes which must include Physics and Mathematics. 2) ND or equivalent in Communication Engineering or relevant field, with minimum of Upper Credit from accredited institution. 3) HND with at least Lower Credit in Communication Engineering from accredited institution.	Five O' Level Credits in English, Mathematics, Physics, Chemistry and any other science subject.	Use of English, Mathematics, Physics and Chemistry
	Mechanical Engineering	1) Two A' Level /IJMB Passes in Physics, Mathematics and Chemistry	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and any other Science subject.	Use of English, Mathematics, Physics and Chemistry

		2) ND in Mechanical Engineering with minimum of Upper Credit aggregate.		
		3) HND with at least Lower Credit in Mechanical Engineering from accredited institution.		
	Metallurgical Engineering	1) A' Level/ IJMB passes in Chemistry, Physics and Mathematics.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and any other Science subject.	Use of English, Mathematics, Physics and Chemistry
	Water Resources and Environmental Engineering	1) GCE A' Level or IJMB passes in Mathematics, Chemistry and Physics. 2) ND with Upper credit in Water Resources or Civil Engineering from accredited institution.	Five O' Level Credits in English Language, Mathematics, Chemistry, Physics, and any other science subject.	Use of English, Mathematics, Chemistry and Physics.

		3) HND with at least Lower Credit Level in Water Resources or Civil Engineering from accredited institution.		
11	Environmental Design			
	Architecture	1) A' Level/ IJMB passes which must include Physics and Mathematics.	Five O' Level Credits including English Language, Physics and Mathematics, plus any two of, Geography, Fine Art, Technical Drawing, Wood/Metal Work.	Use of English, Physics and Mathematics plus Geography.
		2) HND in Architecture with Lower Credit an above from accredited institution.		
	Building	1) A' Level/ IJMB passes in Mathematics and Physics plus any one of Chemistry, Biology, Economics, Geography and Fine Art.	Five O' Level Credits in English Language, Mathematics and Physics plus any two of the following: Chemistry, Biology, Fine Art or Technical Drawing, Economics and Further Mathematics.	Use of English, Mathematics, Physics plus any one of the following subjects: Chemistry, Geography, Economics, Biology and Technical Drawing
		2) ND in Building with Upper Credit from accredited institution.		
		3) HND in Building with Upper Credit from accredited institution.		

	Fine Art	1) A' Level / IJMB passes in Fine Art and one other subject.	Five O' Level Credits two of which must include English Language and Fine Art.	Use of English, Fine Art and any two other subjects.
		2) NCE with at least Merit pass in Fine Art.		
		3) HND in Fine Art, Theatre Arts or related field at Lower Credit pass.		
	Geomatics	1) IJMB with minimum of 10 points in Mathematics, Physics, Chemistry, or Geography.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry or Geography and any other Science subject.	Use of English, Mathematics, Physics and Chemistry or Geography.
		2) A Level passes with minimum of C' in at least two subjects which must include Mathematics, Physics and Chemistry or Geography.		
		3) ND at Upper Credit or Distinction in Land Surveying /Geomatics, Geoinformatics, Civil Engineering, Physics/Mathematics, Building.		
		4) HND at Lower Credit in Land Surveying /Geomatics, Civil engineering.		

	Quantity Surveying	1) A' Level/ IJMB passes in Mathematics and Physics. 2) ND at Upper Credit in Quantity Surveying or Engineering. 3) HND at Lower Credit in Quantity Surveying from accredited institution.	Five O' Level Credits in English Language, Mathematics, Physics plus any two of the following: Chemistry, Economics, Geography and Technical Drawing.	Use of English, Mathematics, Physics and any of Chemistry, Economics, and Geography.
	Industrial Design B.A. Programme: (Ceramics, Graphics and Textiles).	1) Two A' Level/ IJMB passes in Fine Art and any other subject. 2) NCE pass at Merit Level which must include Fine Art or Technical Drawing. 3) ABU Diploma in Industrial Design at Merit Level. 4) ND at Upper Credit Level in Industrial Design or Fine Art or in related fields from accredited institution. 5) HND at Lower Credit Level in Industrial Design or Fine Art or in related fields from accredited institution.	Five O' Level Credits which must include English Language, Fine Art and any 3 subjects.	Use of English, Fine Art and any two subjects.

		6) HND at Lower Credit in Textile, Clothing and Fashion.		
	Glass Technology B.Sc. Programme:	1) A' Level / IJMB pass in Chemistry, Physics and Mathematics 2) ABU, Diploma in Glass Technology pass at Merit level. 3) ND in Glass Technology pass at Credit Level. from accredited institution 4) NCE in Chemistry, pass at Credit level. 5) HND in Science, Materials Science and Engineering, or in Chemical Engineering at Credit level from accredited institution.	Five O' Level Credits in English Language, Chemistry, Physics, Mathematics and any other subject.	Use of English and Chemistry, Physics or Mathematics and any other subject.
	Urban and Regional Planning	1) A' Level /IJMB pass in Geography and one of the following: Economics, Mathematics. 2) ND at Upper Credit Level in Urban and Regional Planning or related Environmental	Five O' Level Credits in English Language, Mathematics and Geography and any other two from Economics, Technical Drawing, Fine Art, Chemistry and Biology.	Use of English, Mathematics, Geography with any other subject.

		Sciences from accredited institution.		
		3) HND in URP or related Environmental Sciences at Upper Credit to 300 level.		
12	Law			
	Civil Law	1. Two A' Level/IJMB passes in English Literature and other two Arts or Social Science subjects.	Five O' Level Credits which must include English Language and Literature in English.	Use of English, Literature in English and any other two Arts or Social Science subjects.
		2. ABU Diploma in Law with at least MERIT Grade.		
	Islamic Law	1. Two A' Level/IJMB passes in IRK/Arabic and any other two Arts or Social Science subjects.	Five O' Level Credits which must include English Language and Arabic Language/Islamic Studies.	Use of English, IRK/Arabic and any other two Arts or Social Science subjects.
		2. ABU Diploma in Shari'ah and Civil Law with at least Merit Grade.		
		3. ABU Diploma in Civil Law with at least Merit Grade.		

13	Life Sciences			
	Biology	Two A Level/IJMB passes which must include Biology or Botany or Zoology and Chemistry in addition to O/L requirements.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Biology, Chemistry, and Physics
	Biochemistry	Two A' Level /IJMB passes in Chemistry and Biology in addition to O/L requirements.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Physics, Chemistry and Biology.
	Botany	Two A Level /IJMB passes which must include Biology or Botany or Zoology and Chemistry in addition to O/L requirements.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Biology, Chemistry, and Physics.
	Microbiology	Two A' Level /IJMB passes in Chemistry and Biology in addition to O/L requirements.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology	Use of English, Physics, Chemistry and Biology.
	Zoology	Two A' Level /IJMB passes which must include Biology or Botany or Zoology and Chemistry in addition to O/L requirements.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Biology, Chemistry, and Physics

14	Pharmaceutical Sciences	A' Level/IJMB passes in Biology, Chemistry, and Physics.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Physics, Chemistry and biology
15	Physical Sciences			
	Chemistry	Two A' Level /IJMB passes in Chemistry and Mathematics or Physics in addition to O/L requirements.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Chemistry, Physics and Biology/Mathematics
	Geography and Environmental Management	Two A' Level/IJMB passes which must include Geography and any other science subject (Biology, Chemistry, Physics, Mathematics, Agricultural Science and Economics) in addition to O/L requirements.	Five O' Level Credits in English Language, Mathematics, Geography, Biology and any other Science subject.	Use of English, Geography, Biology and any other science subject (Chemistry, Physics, Mathematics, Agricultural Science and Economics).
	Physics	1) Two A' Level /IJMB passes which must include Physics, and Mathematics. 2) NCE Physics/Mathematics in addition to O/L requirements. 3) Diploma in Physics with Upper Credit in addition to O/L requirements.	Five O' Level Credits in English Language, Mathematics, Physics and two other science subjects.	Use of English, Physics, Mathematics and Chemistry or Biology

	Polymer and Textile Science	Two A' Level /IJMB passes in Chemistry and Mathematics or Physics in addition to O/L requirements.	Five O' Level Credits in English Language, Chemistry, Mathematics, Physics and any other science subject (Biology or Geography).	Use of English, Mathematics, Chemistry and any other science subject
	Geology	Two A' Level/IJMB passes in Geology and any other science subject (Chemistry, Physics, Mathematics, Biology and Geography) in addition to O/L requirements.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Mathematics, Physics, Chemistry or Biology
	Mathematics	1) A' Level/IJMB passes in Mathematics and any two of Chemistry, Physics, Biology, Geography and Geology. 2) NCE Mathematics and any of Chemistry, Physics, Biology, Geography Geology and Computer Science.	Five O' Level Credits in English Language, Mathematics and three other subjects two of which must be sciences (Chemistry, Physics Biology, and Geography).	Use of English, Mathematics and any two of Chemistry, Physics, Biology and Geography.
	Computer Science	1) A' Level/IJMB passes in Mathematics and any two of Chemistry, Physics, Biology, Geography and	Five O' Level Credits in English Language, Mathematics, Physics and two other subjects which must be sciences (Chemistry, Biology, and	Use of English, Mathematics, Physics and any other subject from (Chemistry, Physics,

		Geology.	Geography).	Biology and Geography).
		2) NCE Mathematics/Computer Science and any of Chemistry, Physics, Biology, Geography and Geology.		
		1) Diploma in Mathematics/Computer Science with Upper Credit in addition to O/L requirements.		
	Statistics	1) A' Level/IJMB passes in Mathematics and any two of Chemistry, Physics, Biology, Geography and Geology.	Five O' Level Credits in English Language, Mathematics and three other subjects two of which must be sciences (Chemistry ,Physics Biology, and Geography).	Use of English, Mathematics and any two of Chemistry, Physics, Biology and Geography.
		2) NCE Mathematics/Statistics with any of Chemistry, Physics, Biology, Geography and Geology.		
		3) Diploma in Mathematics/Statistics with Lower Credit in addition to O/L requirements.		

16 Social Sciences				
	Political Science	Two A' Level /IJMB passes which must include Government or History.	Five O' Level Credits including English Language, Government or History, Economics and any other two subjects with at least a pass in Mathematics.	Use of English, Government/History, Economics and any other subject
	International Studies	Two A' Level /IJMB passes which must include Government or History.	Five O' Level Credits including English Language, Government or History, Economics, and preferably French or Arabic with at least a pass in Mathematics.	Use of English, Government/History, Economics and any other subject preferably French or Arabic
	Sociology	Two A' Level /IJMB which must include either Sociology or Government/History, and any other subject.	Five O' Level Credits in English Language, Government or History, Economics, Geography, CRK/IRK or any other subject with at least a pass in Mathematics.	Use of English, Government/History and two other subjects
	Mass Communication	1) Two A' Level /IJMB passes which must include Government or History, Economics or any Nigerian Language.	Five O' Level Credits in English Language, Economics/Commerce, Government/History, Geography, CRK/IRK and any Nigerian Language, with at least a pass in Mathematics.	Use of English and any other three subjects.
		2) Diploma in Journalism/Mass Communication at Merit Level from a recognized university.		

	Mass Communication (Television Design, NTA College Jos)	<p>1) Two A' Level /IJMB passes which must include Government or History, Economics or any Nigerian Language.</p> <p>2) ABU, UNIJS, UNIMAID, Diploma in Journalism / Mass Communication with a minimum of Merit</p>	Five O' Level Credits in English Language, Economics/Commerce, Government/History, Geography, CRK/IRK and any Nigerian Language, with at least a pass in Mathematics.	Use of English and any other three subjects.
	Mass Communication (Television Production, NTA College Jos)	<p>1) Two A' Level /IJMB passes which must include Government or History, Economics or any Nigerian Language.</p> <p>2) ABU, UNIJS, UNIMAID, Diploma in Journalism / Mass Communication with a minimum of Merit</p>	Five O' Level Credits in English Language, Economics/Commerce, Government/History, Geography, CRK/IRK and any Nigerian Language, with at least a pass in Mathematics.	Use of English and any other three subjects.
	Mass Communication (Television Journalism, NTA College Jos)	1) Two A' Level /IJMB passes which must include Government or History, Economics or any Nigerian Language.	Five O' Level Credits in English Language, Economics/Commerce, Government/History, Geography, CRK/IRK and any Nigerian Language, with at least a pass in Mathematics.	Use of English and any other three subjects.

		2) ABU, UNIJS, UNIMAID, Diploma in Journalism / Mass Communication with a minimum of Merit		
17	Veterinary Medicine	1) Three A' Level /IJMB passes in Biology/Zoology, Chemistry, Physics or Mathematics. 2) HND in Animal Health and Husbandry or Animal Production at Upper Credit from accredited institution.	Five O' Level Credits in English Language, Mathematics, Physics, Chemistry and Biology.	Use of English, Physics, Chemistry and Biology

Appendix III:
Satellite Libraries in ABU.

S/N	Name of Library	Brief History (Year of Establishment)	Number of collections	Other resources		Sitting capacity	Units/sections/division
1	ABU Business School	2019	In Progress	Email address	In Progress	214	In Progress
				Number of staff	In Progress		
2	Abdullahi Muhammad Public	1963	14,682 Books & Journals	Email address	ampl33@gmail.com Online linked to main Library	220	Customer Service, Children & E-library Sections
				Number of staff	11		
3	Arewa House	1970	31,565 Books 243 Jnls.	Email address	info@arewahouse.ng Online linked to main Library	15	Customer Service, Reference, Catalogue/Classification & E-library Units
				Number of staff	8 4 Snr		
4	Centre for Energy Research and Training	1994	1,236 Books & Journals	Email address	1 Online Online linked to main Library	24	Customers Service & Serials
				Number of staff	4		
5	Centre for Islamic Legal Studies	1966	24,361 Books & Journals	Email address	cils111@gmail.com Online linked to main Library	180	Customer Service, Resources development, Resource Processing,

				Number of staff	19		Serials, Reference, Reserve, Research & Bibliographic, Jihad, Audio-visual & E-library
6	College of Agriculture Kabba	1964	8,564 Books & Journals	Email address	Online linked to main Library	65	Customer Service, Reference, Book Reserve, Catalogue/Classification & E-library Units
				Number of staff	8		
7	College of Agriculture and Animal Science, Mando	1951	6, 253 Books & Journals	Email address	Online linked to main Library	94	Customer Service, Catalogue/Classification, Reference, Audio-visual, Reserve, Serial & E-library Units
				Number of staff	11 (2 Senior,9 Junior)		
8	College of Agriculture Samaru	1921	2,866 Books & Journals	Email address	6 Online Online linked to main Library	100	Customer Service, Resource Processing, Reserve, Serial & E-library
				Number of staff	29		
S/N	Name of Library	Brief History (Year of Establishment)	Number of collections	Other resources		Sitting capacity	Units/sections/division
9	J. Y. Yayock Agricultural (IAR)	1924	27,619 Books & Journals	Email address	Online linked to main Library	106	Customer Service, Resources development, Resource Processing, Serials, Agric. Repository/Retrieval, Digitization & E-library
				Number of staff	19 (4 Senior,15 Junior)		

10	Law Library	1996	11,821 Books & Journals	Email address	3 Online Online linked to main Library	322	Customer Service, Resources development, Resource Processing, Reserve & E-library
				Number of staff	36		
11	Lee T. Railsback	1982	24515 Books 12,109 Jnls	Email address	36 Online Online linked to main Library	300	Customer Service, Resources development, Resource Processing, Reserve, Serials, ICT & E- library
				Number of staff	15 (2 Senior,13 Junior)		
12	Medical Library	2018	4537 Books 3962 Jnls 236 Ref. Mtrl	Email address	Online linked to main Library	54	Customer Service, Resource Processing, Serials, Reference, Reserve & E-library
				Number of staff	10		
13	National Agricultural Extension and Research Liaison Services	1963	5,354 Books 26,432 jnls. 3,528 News Letter 1,768 Annual Report	Email address	Online linked to main Library	45	Customer Service, Resource Processing, Serials, Reference, Reserve & E-library
				Number of staff	8		
14	National Animal	1973	11,765 Books &	Email address	Online linked to main Library	250	Customer Service, Collection development,

	Production and Research institute		Journals	Number of staff	18		Resources processing, Bindery, Reference/Information & ICT Divisions
15	President Kennedy	1964	54,917 Books & Journals	Email address	Online linked to main Library	710	Customer Service, Collection development, Resources processing, Reserve, Reference, Serial & ICT Divisions
				Number of staff	52 9 Jnr		
16	School Basic and Remedial Studies	2002	4,556 Books & Journals	Email address	Online linked to main Library	109	Customer Service, Collection development, Resources processing, Reserve, Reference & Serial Divisions
				Number of staff	8 (7 Senior, 1 Junior)		

Source: Quality Assurance Unit (31st December 2020)

Appendix IV:
List of faculty libraries in ABU

S/N	Name of Library	Brief History (Year of Establishment)	Number of collections	Other resources		Sitting capacity	Units/sections/division
1	Faculty of Agriculture	1962	2,200 Books & Journals	Email address	Online linked to main Library	61	Customer Service,
				Number of staff	2		
2	Faculty of Education	By Prof. H. Impelossem	9,050 Books & Journals	Email address	Online linked to main Library	100	Customer Service, Reference & ICT Units
				Number of staff	6		
3	Faculty of Pharmaceutical Sciences	1968	5,051 Books & Journals	Email address	Online linked to main Library	62	Customer Service, Reference, Serials & ICT Units
				Number of staff	5		
4	Faculty of Social Sciences	1997 by Prof. Paul	7,789 Books & Journals	Email address	Online linked to main Library	80	Customer Service & BookIzae Reserve Units
				Number of staff	6		

Source: Quality Assurance Unit (31st December 2020)

Appendix V:
Total faculty annual enrollment

2015/2016 Academic Session.

S/ N	Faculty	100 L	200 L	300 L	400 L	500 L	600 L	Total
1	Administration	210	300	492	621	0	0	1623
2	Agriculture	126	186	115	83	99	0	609
3	Allied Health Sciences	151	194	216	100	35	0	696
4	Arts	772	898	710	890	0	0	3270
5	Basic Medical Sciences	254	235	202	225	0	0	916
6	Business School	372	661	543	774	0	0	2350
7	Clinical Sciences	105	127	108	58	28	110	536
8	Education	1373	2913	1789	1732	3	0	7810
9	Engineering	783	840	746	668	1219	0	4256
10	Environmental Design	535	663	539	685	330	0	2752
11	Law	271	338	328	250	332	0	1519
12	Life Sciences	689	551	518	790	0	0	2548
13	Pharmaceutical Sciences	107	111	140	110	294	0	762
14	Physical Sciences	838	945	828	1272	7	0	3890
15	Social Sciences	580	588	609	742	0	0	2519
16	Veterinary Medicine	102	114	71	61	83	122	553
Grand Total		7268	9664	7954	9061	2430	232	36609

2016/2017 Academic Session.

S/ N	Faculty	100 L	200L	300 L	400 L	500 L	600 L	Total
1	Administration	146	335	455	609	0	0	1545
2	Agriculture	221	170	164	114	90	0	759
3	Allied Health Sciences	158	193	186	210	106	0	853
4	Arts	644	1076	820	921	0	0	3461
5	Basic Medical Sciences	311	275	216	263	0	0	1065
6	Business School	389	519	637	734	0	0	2279

7	Clinical Sciences	97	127	115	98	56	31	524
8	Education	2933	2882	2277	2070	10	0	10172
9	Engineering	913	918	835	713	1065	0	4444
10	Environmental Design	648	660	628	646	364	0	2946
11	Law	185	365	333	350	313	0	1546
12	Life Sciences	617	710	494	812	0	0	2633
13	Pharmaceutical Sciences	103	118	106	137	254	0	718
14	Physical Sciences	956	1020	889	1280	6	1	4152
15	Social Sciences	392	682	558	768	0	0	2400
16	Veterinary Medicine	95	113	108	68	58	165	607
Grand Total		8808	10163	8821	9793	2322	197	40104

2017/2018 Academic Session

S/ N	Faculty	100 L	200L	300 L	400L	500 L	600 L	Total
1	Administration	266	270	481	609	0	0	1626
2	Agriculture	236	278	158	155	102	0	929
3	Allied Health Sciences	238	207	192	180	244	0	1061
4	Arts	653	873	971	1010	0	0	3507
5	Basic Medical Sciences	283	353	256	308	0	0	1200
6	Business School	438	549	504	845	0	0	2336
7	Clinical Sciences	161	107	117	105	99	56	645
8	Education	1647	4052	2715	2636	8	0	11058
9	Engineering	929	1094	905	824	1125	0	4877
10	Environmental Design	593	789	644	766	377	0	3169
11	Law	253	304	361	364	398	0	1680
12	Life Sciences	708	646	656	915	0	0	2925
13	Pharmaceutical Sciences	118	122	118	102	245	0	705
14	Physical Sciences	673	1165	944	1422	10	1	4215
15	Social Sciences	549	501	656	811	0	0	2517

16	Veterinary Medicine	124	107	108	104	65	156	664
Grand Total		7869	11417	9786	11156	2673	213	43114

2018/2019 Academic Session

S/ N	Faculty	100 L	200 L	300 L	400 L	500 L	600 L	700 L	Total
1	Administration	234	448	408	629	0	0	0	1719
2	Agriculture	209	329	253	146	142	3	0	1082
3	Allied Health Sciences	232	336	204	191	262	0	0	1225
4	Arts	505	909	747	1206	0	0	0	3367
5	Basic Medical Sciences	301	306	316	343	0	0	0	1266
6	Business School	435	697	518	727	0	0	0	2377
7	Clinical Sciences	171	190	105	103	103	3	0	675
8	Education	1638	4371	2761	3168	0	0	0	11938
9	Engineering	1151	1120	1046	887	1256	0	0	5460
10	Environmental Design	527	771	686	767	482	0	0	3233
11	Law	251	411	297	381	421	0	0	1761
12	Life Sciences	728	800	563	1065	1	0	0	3157
13	Pharmaceutical Sciences	131	144	121	115	236	0	0	747
14	Physical Sciences	709	1115	944	1429	3	1	1	4202
15	Social Sciences	498	706	481	925	0	0	0	2610
16	Veterinary Medicine	140	132	105	104	101	141	0	723
Grand Total		7860	12785	9555	12186	3007	148	1	45542

2019/2020 Academic Session

S/ N	Faculty	100 L	200L	300L	400L	500 L	600 L	Total
1	Administration	240	276	454	540	0	0	1510
2	Agriculture	189	267	303	238	141	0	1138
3	Allied Health Sciences	283	337	324	198	261	0	1403
4	Arts	491	650	813	1002	0	0	2956
5	Basic Medical Sciences	238	289	286	399	0	0	1212
6	Business School	481	560	653	636	0	0	2330
7	Clinical Sciences	219	233	169	67	0	0	688
8	Education	1369	2583	4114	3271	0	0	1133 7
9	Engineering	886	1275	1064	978	1349	0	5552
10	Environmental Design	477	593	707	762	480	0	3019
11	Law	268	400	382	293	407	0	1750
12	Life Sciences	562	797	740	1072	0	0	3171
13	Pharmaceutical Sciences	145	169	140	119	253	0	826
14	Physical Sciences	562	873	1016	1346	0	0	3797
15	Social Sciences	513	595	644	704	0	0	2456
16	Veterinary Medicine	116	152	123	102	103	189	785
Grand Total		7039	1004 9	1193 2	1172 7	2994	189	4393 0

Appendix VI:
Undergraduate Student Enrolment Projection:

Faculty of Administration

Department	Year	Undergraduate Students (in levels)							
		100		200		300		400	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE
Local Government and Development Studies	2019/2020	95	142.82	106	147.44	195	228.93	192	161.31
	2020/2021	133	171.44	146	247.19	128	263.32	238	328.32
	2021/2022	149	243.53	152	283.72	139	278.64	123	161.59
	2022/2023	156	271.48	205	182.79	146	325.32	129	153.47
	2023/2024	142	159.42	167	206.48	184	159.27	130	236.10
	2024/2025	138	168.28	145	273.81	159	253	175	208.29
Public administration	2019/2020	142	218.00	185	468.97	312	287.80	367	266.88
	2020/2021	158	327.52	163	269.17	185	328.39	146	218.34
	2021/2022	149	219.46	181	209.22	154	276.40	178	231.93
	2022/2023	137	273.50	174	178.36	168	217.64	158	263.28
	2023/2024	148	243.49	156	227.45	163	302.58	152	204.53
	2024/2025	159	239.4	166	310.73	148	278.34	148	292.46

ABU Business School

Department	Year	Undergraduate Students (in levels)							
		100		200		300		400	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE
Accounting	2019/2020	148	135.50	170	238.19	192	232.78	198	207.92
	2020/2021	167	142.76	202	236.13	159	196.83	178	210.65
	2021/2022	156	279.94	193	364.29	183	263.20	147	257.15
	2022/2023	163	299.56	187	218.87	160	232.92	159	281.98
	2023/2024	172	281.76	184	224.69	178	209.09	143	239.13
	2024/2025	151	257.71	190	239.50	167	250.04	161	220.29
Banking and Finance	2019/2020	78	148.32	67	182.18	103	265.10	88	138.19
	2020/2021	148	295.48	153	264.47	79	152.82	73	206.72
	2021/2022	115	177.81	147	278.98	131	198.68	77	221.80
	2022/2023	137	267.84	171	237.30	128	188.73	119	215.42
	2023/2024	148	275.46	163	248.98	159	199.05	123	240.53
	2024/2025	146	282.54	158	277.07	140	206.99	138	226.70
Business Administration	2019/2020	1	0.84	71	7.59	205	428.74	186	230.95
	2020/2021	87	69.34	73	152.69	68	138.39	189	238.54
	2021/2022	84	65.92	79	148.21	65	143.27	62	169.38
	2022/2023	82	67.43	76	149.32	68	167.29	68	172.05
	2023/2024	80	68.74	71	152.19	67	163.54	63	169.58
	2024/2025	78	65.34	73	157.10	64	168.32	67	165.82
Business Management	2019/2020	81	67.45	72	154.58	-	-	-	-
	2020/2021	-	-	-	-	-	-	-	-
	2021/2022	-	-	-	-	-	-	-	-
	2022/2023	-	-	-	-	-	-	-	-
	2023/2024	-	-	-	-	-	-	-	-
	2024/2025	-	-	-	-	-	-	-	-
Economics	2019/2020	116	335.10	165	580.11	138	64.28	138	147.51
	2020/2021	110	338.72	154	533.40	127	68.94	133	145.19
	2021/2022	121	329.58	143	520.54	138	71.61	118	148.98
	2022/2023	117	324.05	161	573.74	133	78.42	135	154.73
	2023/2024	126	343.26	149	551.28	153	79.70	140	159.84
	2024/2025	118	328.63	153	540.61	142	80.00	135	144.06

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Insurance	2019/2020	81	8.54	71	2.62	108	98.07	115	30.72
	2020/2021	78	8.73	83	3.14	91	97.52	107	35.20
	2021/2022	75	8.30	86	4.39	86	96.35	108	37.32
	2022/2023	73	7.45	84	4.25	92	93.64	83	36.85
	2023/2024	79	8.42	77	4.30	85	96.72	88	37.49
	2024/2025	74	7.40	79	4.26	84	97.29	94	38.31
Marketing	2019/2020	32	1.94	3	32.03	-	-	-	-
	2020/2021	87	18.28	85	87.43	3	34.64	-	-
	2021/2022	65	14.27	101	89.27	82	78.69	3	28.54
	2022/2023	62	13.89	78	76.39	94	79.45	76	54.39
	2023/2024	53	12.49	66	72.18	65	73.21	86	43.67
	2024/2025	51	17.37	62	67.18	63	68.31	73	42.26

Faculty of Agriculture

Department	Year	Undergraduate Students (in levels)									
		100		200		300		400		500	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Agricultural Economics	2019/2020	190		258	4.01	285	3.67	208	1. 81	143	-
	2020/2021	185		203	3.69	248	4.30	172	2.39	133	-
	2021/2022	173		189	3.91	186	4.67	178	1. 81	138	-
	2022/2023	166		241	3.07	238	4.21	218	5.70	153	-
	2023/2024	158		228	4.28	214	5.30	192	6.30	149	-
	2024/2025	163		204	3.63	174	6.42	150	7.21	141	-
Agricultural Extension and Rural Development	2019/2020	-	-	17	18.45	20	45.23	28	14.84		
	2020/2021	-	-	19	17.32	18	43.68	21	14.89		
	2021/2022	-	-	21	18.52	17	46.18	20	14.72		
	2022/2023	-	-	25	18.39	19	47.62	18	14.50		
	2023/2024	-	-	23	18.63	24	48.35	20	15.31		
	2024/2025	-	-	21	17.52	23	46.38	18	14.67		

Faculty of Arts

		100		200		300		400	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE
African Languages and Cultures	2019/2020	19	93.17	29	47.46	70	115.89	88	86.01
	2020/2021	25	94.25	23	43.69	68	118.30	72	82.39
	2021/2022	17	93.14	19	49.11	64	114.67	78	81.81
	2022/2023	23	95.37	31	53.07	58	117.21	82	85.70
	2023/2024	18	93.20	28	54.28	64	115.30	83	86.30
Arabic	2024/2025	23	94.67	34	53.63	67	116.42	75	87.21
	2019/2020	39	114.54	80	150.79	92	104.15	127	132.81
	2020/2021	35	112.84	88	158.28	91	106.42	116	128.46
	2021/2022	38	108.43	86	152.67	87	107.32	113	126.20
	2022/2023	39	114.23	83	148.34	83	103.26	119	129.07
Archaeology	2023/2024	37	110.38	81	149.53	78	106.38	122	126.30
	2024/2025	40	118.30	78	148.31	77	104.72	117	121.17
	2019/2020	145	188.29	177	189.71	208	236.20	269	186.67
	2020/2021	141	175.20	158	163.69	188	227.30	202	205.39
	2021/2022	136	180.36	167	183.43	157	213.54	184	203.28
English	2022/2023	128	162.19	161	206.07	143	217.21	181	215.70
	2023/2024	118	174.20	172	214.28	145	205.30	172	207.30
	2024/2025	113	180.25	164	213.63	147	226.42	150	217.18
	2019/2020	133	201.35	201	112.95	257	169.12	229	137.72
	2020/2021	138	216.27	189	116.13	193	163.63	227	138.16
History	2021/2022	135	221.51	190	110.29	181	157.48	154	137.15
	2022/2023	147	205.70	159	117.68	173	151.06	143	149.65
	2023/2024	145	196.11	176	123.44	156	164.19	147	150.07
	2024/2025	141	186.78	171	125.38	163	158.57	149	162.48
	2019/2020	82	346.86	80	66.85	114	183.71	145	100.70
Theatre and Performing Arts	2020/2021	84	365.92	79	58.21	85	143.27	126	96.38
	2021/2022	82	347.43	76	59.32	78	137.29	88	92.05
	2022/2023	80	348.74	71	52.19	72	136.54	73	90.58
	2023/2024	78	345.34	73	57.10	67	138.32	75	91.82
	2024/2025	76	342.93	85	62.61	71	136.18	73	89.41
French	2019/2020	63	152.67	70	77.62	82	81.55	97	87.48
	2020/2021	65	154.30	78	84.39	86	85.35	87	83.32
	2021/2022	73	157.45	84	86.25	80	83.64	83	79.85
	2022/2023	71	151.42	77	84.30	85	86.72	88	87.49
	2023/2024	74	157.82	79	84.62	84	85.92	86	83.31
	2024/2025	67	153.09	75	82.39	78	82.10	82	78.53
	2019/2020	12	106.93	25	57.69	2	20.27	54	58.18
	2020/2021	17	109.14	21	49.11	24	74.67	28	51.81
	2021/2022	23	95.37	28	53.07	23	71.21	22	55.70
	2022/2023	18	93.20	28	54.28	64	115.30	23	56.30
	2023/2024	23	94.67	34	53.63	67	116.42	535	67.21
	2024/2025	2	97.23	32	51.49	35	85.28	66	68.43

Faculty of Allied Health Sciences

Department	Year	Undergraduate Students (in levels)									
		100		200		300		400		500	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Medical Laboratory Science	2019/2020	98	-	91	9.02	58	18.65				
	2020/2021	91	-	131	13.29	87	21.84				
	2021/2022	95	-	127	10.67	125	29.21				
	2022/2023	87	-	108	9.89	120	25.47				
	2023/2024	83	-	115	10.37	103	20.32				
	2024/2025	88	-	112	10.09	110	22.93				
Medical Radiography	2019/2020	44	-	65	11.63	50	22.47				
	2020/2021	48	-	62	10.19	67	28.47				
	2021/2022	41	-	60	9.76	58	25.07				
	2022/2023	46	-	58	8.72	52	21.46				
	2023/2024	42	-	59	9.13	55	23.37				
	2024/2025	41	-	64	11.67	53	22.82				
Nursing Science	2019/2020	148	41.15	180	13.89	216	160.72	177	186.96	261	183.50
	2020/2021	147	40.87	164	10.74	173	130.61	183	194.53	170	154.09
	2021/2022	141	39.96	177	12.34	157	124.45	166	182.70	174	159.31
	2022/2023	138	34.41	175	12.18	162	127.29	153	174.63	157	148.27
	2023/2024	135	33.72	168	11.36	171	130.34	155	175.80	156	147.19
	2024/2025	137	35.09	160	10.39	147	127.66	161	176.51	153	145.20

Faculty of Basic Medical Sciences

	Year	Undergraduate Students (in levels)							
		100		200		300		400	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE
Human Anatomy	2019/2020	-	-	155	362.69	143	252.30	200	245.12
	2020/2021	-	-	150	309.35	176	273.64	162	185.46
	2021/2022	-	-	147	286.52	153	258.38	172	226.33
	2022/2023	-	-	151	311.28	166	279.04	158	199.55
	2023/2024	-	-	153	335.73	149	251.85	160	182.49
	2024/2025	-	-	148	290.12	157	259.69	143	175.62
Human Physiology	2019/2020	-	-	136	370.03	144	257.54	186	176.49
	2020/2021	-	-	142	378.17	138	245.37	137	119.37
	2021/2022	-	-	137	368.92	147	236.14	131	117.82
	2022/2023	-	-	135	357.93	131	232.77	143	153.25
	2023/2024	-	-	140	367.12	147	236.70	135	119.94
	2024/2025	-	-	138	370.88	149	278.02	143	154.33

Faculty of Clinical Sciences

	Year	Undergraduate Students (in levels)							
		100		200		300		400	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE
Dental Surgery	2019/2020	42	73.14	59	88.29	39	75.13	-	-
	2020/2021	45	77.39	68	96.51	53	89.33	34	65.00
	2021/2022	47	79.07	57	84.13	64	95.17	56	78.83
	2022/2023	43	74.58	59	88.73	53	89.24	61	79.96
	2023/2024	41	73.03	63	92.11	57	90.44	50	74.83
	2024/2025	44	76.83	59	86.99	65	97.18	55	77.34
Medicine	2019/2020	180	38.23	173	87.41	135	82.91	84	7.21
	2020/2021	173	33.81	191	89.27	157	89.37	107	11.92
	2021/2022	175	31.25	172	87.29	163	91.37	112	16.37
	2022/2023	153	25.84	150	73.21	145	78.36	105	10.86
	2023/2024	150	23.79	143	68.94	137	71.00	107	10.93
	2024/2025	141	20.41	147	69.57	128	65.47	100	10.12

Faculty Education

Department	Year	Undergraduate Students (in levels)							
		100		200		300		400	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE
Educational Psychology and Counselling	2019/2020	146	400.17	172	1292.54	302	1063.32	344	587.02
	2020/2021	142	397.78	160	1235.72	193	1010.07	273	563.48
	2021/2022	135	385.65	153	1231.42	172	993.15	186	541.33
	2022/2023	139	390.44	157	1235.04	160	988.29	192	547.28
	2023/2024	141	391.73	163	1228.91	163	989.97	179	542.63
	2024/2025	138	388.21	167	1248.69	175	995.47	158	471.54
Educational Foundation and Curriculum	2019/2020	226	337.44	221	28.59	-	-	-	-
	2020/2021	218	329.35	243	39.73	-	-	-	-
	2021/2022	213	318.03	237	37.54	-	-	-	-
	2022/2023	207	309.28	230	35.33	-	-	-	-
	2023/2024	201	298.10	223	32.41	-	-	-	-
	2024/2025	210	311.15	227	34.70	-	-	-	-
Physical and Health Education	2019/2020	116	13.91	324	13.82	657	5.98	90	40.31
	2020/2021	113	13.62	125	7.29	296	3.60	137	53.70
	2021/2022	107	12.75	121	7.13	273	3.82	141	54.11
	2022/2023	103	12.18	129	9.67	233	3.16	148	55.68
	2023/2024	110	13.47	118	6.96	216	2.72	140	54.19
	2024/2025	108	13.04	127	7.93	229	3.38	151	58.76
Human Kinetics and Health Education	2019/2020	-	-	2	182.24	40	283.54	89	49.88
	2020/2021	-	-	17	199.75	45	287.21	51	36.52
	2021/2022	-	-	13	174.27	53	293.29	47	28.54
	2022/2023	-	-	15	169.31	47	286.72	49	28.74
	2023/2024	-	-	16	169.92	43	284.28	41	26.16
	2024/2025	-	-	12	166.35	39	281.75	45	27.43
Home Economics	2019/2020	48	75.40	68	117.01	138	40.43	-	-
	2020/2021	43	72.02	57	113.54	77	27.59	-	-
	2021/2022	41	69.86	63	115.44	72	24.93	-	-
	2022/2023	45	73.15	69	118.33	67	20.18	-	-
	2023/2024	41	68.01	71	118.87	63	18.73	-	-
	2024/2025	39	66.85	64	116.23	67	20.23	-	-
Library and Information Science	2019/2020	92	964.96	198	888.09	360	293.71	411	345.66
	2020/2021	83	947.05	119	821.29	195	135.69	347	263.71
	2021/2022	79	939.25	110	877.10	113	115.37	197	206.69
	2022/2023	86	952.39	123	881.96	94	106.71	133	227.53
	2023/2024	83	950.21	127	884.09	107	110.25	109	209.92
	2024/2025	90	960.83	110	877.53	109	112.38	103	206.30

Faculty of Engineering

Department	Year	Undergraduate Students (in levels)									
		100		200		300		400		500	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Agricultural Engineering	2019/2020	76		97	3.40	84	46.93	69	64.70	115	66.91
	2020/2021	87		88	18.28	92	56.42	76	62.46	102	63.28
	2021/2022	78		86	12.67	84	54.32	86	64.20	93	65.32
	2022/2023	74		83	8.34	77	53.26	79	69.07	98	64.39
	2023/2024	72		81	9.53	78	56.38	82	64.30	93	62.10
	2024/2025	70		75	8.31	77	54.72	73	61.17	86	68.32
Chemical Engineering	2019/2020	101	8.73	145	55.81	139	107.54	135	148.17	215	166.29
	2020/2021	108	9.48	153	64.47	135	102.82	137	146.72	128	168.20
	2021/2022	105	8.81	147	58.98	131	108.68	134	141.80	145	165.39
	2022/2023	108	7.84	141	67.30	128	107.73	129	152.42	132	163.92
	2023/2024	104	7.46	143	68.98	119	109.05	123	140.53	128	165.32
	2024/2025	106	8.54	148	67.07	140	106.99	117	146.70	121	168.28
Civil Engineering	2019/2020	132		171	69.32	153	166.25	157	127.36	206	116.20
	2020/2021	144		206	65.53	168	163.32	150	126.28	154	119.17
	2021/2022	133		183	63.01	201	168.39	163	125.90	148	110.07
	2022/2023	138		171	62.04	167	170.51	174	178.68	162	122.71
	2023/2024	136		168	63.42	166	175.14	164	181.51	161	129.64
	2024/2025	141		176	72.13	151	165.20	159	171.38	168	128.30
Computer Engineering	2019/2020	87	3.60	132	3.59	-	-	-	-	-	-
	2020/2021	89	6.34	137	5.69	127	86.39	-	-	-	-
	2021/2022	84	6.92	129	8.21	132	78.27	123	69.38	-	-
	2022/2023	82	6.43	127	9.32	126	77.29	118	72.05	116	84.32
	2023/2024	80	6.74	131	8.19	117	63.54	133	69.58	113	85.47
	2024/2025	78	6.34	138	9.10	128	68.32	108	65.82	128	87.21

Electrical Engineering	2019/2020	10	6.36	16	37.31	11	159.1	94	50.79	18	116.3
	2020/2021	97	6.27	14	28.75	15	184.7	10	63.01	10	88.16
	2021/2022	10	7.62	14	34.17	13	162.0	14	78.95	10	76.27
	2022/2023	98	6.03	13	27.52	14	167.8	12	49.06	13	104.6
	2023/2024	95	6.28	12	26.21	12	139.1	13	51.93	12	101.6
	2024/2025	93	6.16	12	28.52	12	126.9	10	48.91	12	103.0
Electronics and Telecommunications Engineering	2019/2020	44	198.0	69	204.2	60	161.3	47	51.42	50	90.76
	2020/2021	41	183.4	86	213.7	67	166.3	58	62.20	48	86.32
	2021/2022	39	178.2	83	184.3	83	193.2	68	89.07	56	94.38
	2022/2023	37	174.3	81	182.5	78	179.8	82	101.6	62	96.53
	2023/2024	35	172.8	88	215.2	91	196.4	76	98.46	73	95.37
	2024/2025	38	180.4	86	212.6	87	193.2	93	116.0	75	97.18
Mechanical Engineering	2019/2020	-	-	22	458.5	20	149.0	15	69.05	16	97.62
	2020/2021	-	-	21	451.1	23	201.3	20	86.42	15	95.67
	2021/2022	-	-	19	439.7	21	189.7	18	75.23	19	106.9
	2022/2023	-	-	19	428.8	20	185.6	20	89.19	17	102.4
	2023/2024	-	-	18	417.5	18	171.9	18	75.16	19	107.9
	2024/2025	-	-	18	412.0	18	173.1	17	74.52	17	103.4
Metallurgical and Materials Engineering	2019/2020	-	-	72	76.06	10	112.7	60	59.32	10	108.1
	2020/2021	-	-	71	74.42	10	110.3	85	86.72	88	87.49
	2021/2022	-	-	74	75.82	97	99.62	94	89.92	86	85.31
	2022/2023	-	-	71	73.09	94	97.39	88	83.10	85	84.53
	2023/2024	-	-	67	70.04	88	86.39	89	85.35	84	83.32
	2024/2025	-	-	73	75.67	90	94.62	82	81.55	87	86.48
Polymer and Textile Engineering	2019/2020	-	-	45	0.26	25	1.86	11	38.18	12	9.34
	2020/2021	-	-	45	0.49	66	12.18	65	33.21	96	8.67

2022/2023	-	-	40	0.38	67	11.19	65	26.27	62	5.25
2023/2024	-	-	37	0.32	63	10.20	67	27.23	63	5.12
2024/2025	-	-	42	0.56	64	12.93	64	25.39	62	5.20
2019/2020	-	-	103	15.50	100	72.96	68	37.36	125	185.44
2020/2021	-	-	101	14.20	118	84.28	106	75.30	83	136.30
2021/2022	-	-	103	18.57	117	83.63	107	76.42	102	143.21
2022/2023	-	-	105	21.37	110	81.07	105	74.21	108	145.70
2023/2024	-	-	101	14.25	113	82.69	100	68.30	110	146.39
2024/2025	-	-	100	14.14	119	89.11	108	78.67	112	151. 81

Faculty of Environmental Design

Department	Year	Undergraduate Students (in levels)									
		100		200		300		400		500	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Architecture	2019/2020	102	98.26	100	99.51	110	104.93	153	127.64	-	-
	2020/2021	101	97.25	103	99.69	98	108.30	117	126.39	-	-
	2021/2022	100	96.14	109	99.11	104	114.67	114	121.81	-	-
	2022/2023	107	98.37	110	95.07	105	110.21	108	125.70	-	-
	2023/2024	101	97.20	108	94.28	106	115.30	103	116.30	-	-
	2024/2025	103	98.67	113	93.63	97	106.42	102	124.21	-	-
Building	2019/2020	91	177.52	112	122.60	118	114.75	113	112.16	146	115.56
	2020/2021	85	162.84	108	118.28	109	116.42	116	108.46	119	117.32
	2021/2022	88	168.43	110	115.67	105	114.32	113	106.20	110	117.84
	2022/2023	93	164.23	113	118.34	108	113.26	111	109.07	118	112.10
	2023/2024	97	170.38	110	119.53	110	109.38	103	106.30	117	119.28
	2024/2025	94	172.30	117	113.31	107	120.72	117	115.17	124	118.43
Fine Arts	2019/2020	31	52.24	47	37.31	40	49.10	59	52.66		
	2020/2021	35	53.49	56	42.18	43	52.31	36	47.67		
	2021/2022	33	52.97	57	44.35	51	57.84	38	47.26		
	2022/2023	36	54.07	53	42.19	53	57.97	47	53.15		
	2023/2024	32	51.71	48	39.26	46	53.71	46	51.42		
	2024/2025	30	50.63	45	38.17	43	51.42	41	50.36		
Geomatics	2019/2020	15	5.68	51	42.62	84	63.40	81	77.21	105	79.20
	2020/2021	17	6.02	52	43.37	76	61.08	79	68.17	78	73.45
	2021/2022	15	5.32	48	41.06	51	49.22	74	65.18	73	69.27
	2022/2023	19	6.31	45	39.47	46	46.83	59	61.83	69	64.10
	2023/2024	17	6.07	47	38.62	43	44.54	51	60.26	57	61.95

Faculty of Life Sciences

Department	Year	Undergraduate Students (in levels)							
		100		200		300		400	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE
Biochemistry	2019/2020	82	12.97	97	317.69	99	218.71	214	227.11
	2020/2021	85	23.57	103	326.01	101	223.39	126	215.90
	2021/2022	81	18.26	98	304.13	98	209.51	106	208.68
	2022/2023	76	21.85	98	312.42	85	216.14	94	218.51
	2023/2024	86	23.45	107	285.13	94	212.20	110	214.38
	2024/2025	93	26.84	105	264.39	102	217.22	114	228.34
Biological Sciences	2019/2020	133	816.58	195	618.10	184	345.15	361	448.41
	2020/2021	137	821.37	165	554.62	157	335.60	210	362.39
	2021/2022	143	776.79	159	461.01	144	234.47	186	233.76
	2022/2023	160	752.67	178	464.74	163	241.19	175	264.47
	2023/2024	183	763.94	201	311.66	170	267.34	154	232.16
	2024/2025	157	714.74	173	296.73	164	241.68	172	244.56
Botany	2019/2020	111		153	128.70	146	373.08	148	52.43
	2020/2021	82		122	185.02	123	301.24	138	62.73
	2021/2022	103		132	228.47	119	276.46	124	75.93
	2022/2023	113		146	203.71	120	269.89	110	79.34
	2023/2024	117		138	241.08	127	241.06	118	78.03
	2024/2025	112		149	228.62	139	240.53	116	74.53
Microbiology	2019/2020	142	44.04	205	225.69	172	420.22	249	517.05
	2020/2021	159	52.12	168	219.84	184	429.29	179	483.89
	2021/2022	140	42.57	173	224.95	164	426.43	183	486.48
	2022/2023	137	39.13	162	218.50	150	418.98	176	482.79
	2023/2024	135	44.57	165	217.83	164	426.51	161	475.73
	2024/2025	130	43.76	159	216.79	166	428.08	163	476.38
Zoology	2019/2020	-	-	151	103.17	129	173.87	115	114.00

Faculty of Law

Department	Year	Undergraduate Students (in levels)									
		100		200		300		400		500	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Civil Law	2019/2020	150	45.51	207	3.74	205	68.69	174	0.17	206	64.25
	2020/2021	153	43.57	213	62.01	180	68.39	196	5.90	204	82.07
	2021/2022	148	46.26	181	23.04	178	70.51	176	8.68	183	88.71
	2022/2023	146	58.85	198	63.42	175	75.14	194	18.51	191	93.64
	2023/2024	156	63.45	187	58.13	181	72.20	191	21.38	186	81.30
	2024/2025	143	76.84	185	64.39	172	71.22	174	28.34	180	92.29
Islamic Law	2019/2020	127	14.91	195	197.83	184	92.43	163	58.75	210	33.06
	2020/2021	129	19.46	181	209.22	188	96.40	174	63.93	192	32.56
	2021/2022	127	23.50	174	187.36	168	97.64	168	67.28	177	37.50
	2022/2023	126	18.36	167	183.43	184	93.54	157	65.73	162	42.36
	2023/2024	122	17.19	161	186.07	163	97.21	181	65.70	168	42.19
	2024/2025	118	17.20	172	184.28	154	95.30	172	67.30	174	44.20

Faculty of Pharmaceutical Sciences

Department	Year	Undergraduate Students (in levels)									
		100		200		300		400		500	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Pharmacy	2019/2020	146	-	171	147.97	139	242.16	118	202.54	253	161.45
	2020/2021	148	-	153	153.29	143	238.64	128	165.29	219	174.38
	2021/2022	151	-	160	240.26	158	282	147	237.43	189	153.72
	2022/2023	146	-	148	235.68	152	219.64	143	218.43	206	187.28
	2023/2024	117	-	135	264.83	147	166.43	172	239.48	217	163.89
	2024/2025	128	-	164	206.30	133	168.93	156	231.54	227	159.83

Faculty of Physical Sciences

Department	Year	Undergraduate Students (in levels)							
		100		200		300		400	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE
Chemistry	2019/2020	145	475.55	165	685.87	155	559.94	250	430.71
	2020/2021	153	439.57	183	627.01	160	568.39	196	425.90
	2021/2022	148	462.26	181	623.04	178	570.51	176	428.68
	2022/2023	146	458.85	186	634.42	175	575.14	184	424.51
	2023/2024	156	463.45	187	658.13	181	572.20	181	421.38
	2024/2025	143	467.84	185	647.39	172	571.22	174	428.34
Computer Science	2019/2020	128	420.21	231	557.29	217	564.57	259	334.62
	2020/2021	125	418.36	235	548.88	183	531.22	218	327.03
	2021/2022	123	417.59	189	516.19	210	539.28	207	327.56
	2022/2023	127	424.06	190	519.74	176	535.33	194	329.48
	2023/2024	124	426.69	183	523.28	189	541.60	201	321.09
	2024/2025	128	421.09	186	517.17	175	537.51	182	319.40
Geography and Environmental Management	2019/2020	68	604.01	84	316.19	207	236.75	247	223.10
	2020/2021	67	602.02	82	313.73	176	223.60	188	224.21
	2021/2022	65	609.32	82	310.68	172	223.49	224	221.84
	2022/2023	69	614.01	78	309.04	141	206.23	221	219.78
	2023/2024	67	608.06	79	314.58	158	208.73	179	219.67
	2024/2025	63	6075.01	82	317.06	109	198.09	182	213.84
Geology	2019/2020	123	86.16	122	136.55	83	77.55	117	127.78
	2020/2021	129	92.47	134	137.39	86	79.17	110	126.54
	2021/2022	124	94.31	128	138.33	125	103.67	98	123.91
	2022/2023	125	96.45	119	137.62	124	103.34	110	131.27
	2023/2024	123	91.30	108	127.77	113	105.59	120	139.84
	2024/2025	118	86.42	104	131.58	116	109.84	112	138.52
Mathematics	2019/2020	39	1257.78	99	892.29	105	635.69	155	249.30

Faculty of Social Sciences

Department	Year	Undergraduate Students (in levels)							
		100		200		300		400	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE
Mass Communication	2019/2020	166	193.61	193	225.26	194	192.70	246	183.51
	2020/2021	160	274.83	185	383.10	157	163.68	187	267.37
	2021/2022	167	283.60	181	315.6	172	217.30	146	298.42
	2022/2023	162	226.04	192	204.16	168	318.42	157	248.21
	2023/2024	156	233.17	198	164.07	177	313.27	165	211.32
	2024/2025	164	248.29	184	323.54	182	296.34	171	295.65
Political Science	2019/2020	221	251.19	258	201.36	285	186.42	294	195.67
	2020/2021	174	239.70	171	189.75	181	175.23	249	166.92
	2021/2022	150	198.83	183	195.64	162	168.19	172	152.44
	2022/2023	144	190.52	165	161.91	170	175.16	153	147.93
	2023/2024	158	212.05	187	173.15	167	165.52	164	157.94
	2024/2025	162	215.22	191	186.76	161	162.07	158	152.50
International Studies	2019/2020	121	186.78	130	185.38	150	213.57	149	282.48
	2020/2021	147	205.70	159	217.68	137	231.06	143	249.65
	2021/2022	145	264.11	176	373.44	156	264.19	127	202.07
	2022/2023	160	245.34	194	359.45	158	318.82	146	241.38
	2023/2024	150	276.27	179	306.13	173	323.63	142	278.16
	2024/2025	155	221.51	190	371.29	161	257.48	154	283.15
Sociology	2019/2020	131	332.39	143	146.85	123	176.54	171	136.25
	2020/2021	142	338.61	171	189.64	133	209.23	149	172.23
	2021/2022	137	328.49	163	173.49	158	217.58	131	164.86
	2022/2023	135	325.09	150	163.51	160	221.61	146	190.21
	2023/2024	140	328.36	151	165.68	154	216.94	153	205.44
	2024/2025	138	327.38	158	170.87	143	184.53	146	190.74

Faculty of Veterinary Medicine

Department	Year	Undergraduate Students (in levels)											
		100		200		300		400		500		600	
		HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Veterinary Medicine	2019/2020	114	22.55	152	136.19	118	27.69	102	39.31	103	40.76	184	57.83
	2020/2021	110	23.71	133	127.18	147	38.93	114	40.09	108	42.71	109	51.36
	2021/2022	108	22.66	135	129.43	136	36.15	142	46.82	118	47.19	102	47.61
	2022/2023	103	19.58	128	123.27	132	36.83	129	36.18	131	53.46	112	53.58
	2023/2024	106	21.82	124	118.31	120	32.08	127	34.87	126	51.07	129	54.25
	2024/2025	100	20.84	131	126.93	128	35.93	118	29.51	123	49.22	120	55.48