I

TITLE PAGE:

ROLE AND ORGANIZATION OF UNIVERSITY OF SOKOTO

BY

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An Independent Study
Submitted in Partial Fulfilment of the Requirements
for the Degree of Masters in Education (M.Ed.)

(Planning and Administration)

DEPARTMENT OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA.

April, 1980.

DEDICATION:

This project is dedicated to my entire family for the support, encouragement and understanding shown during this period of study.

A C K N O W L E D G E M E N T.

A study of this kind could hardly have been a success without assistance from individuals and groups. To this extent, I am highly grateful to the Ministry of Education and Sokoto State Government for granting me necessary funds and time to undertake the M.Ed. course.

Special thanks go to the authorities of University of Sokoto for their continued assistance and co-operation especially in the final report of this project. I am also indebted to the staff of the Department of Education A.B.U. Zaria, especially Dr. D.A. Edem whose guidance and direction had been of tremendous assistance in stimulating my interest for this project.

I also wish to express my sincere gratitude and appreciation to Mrs. K.M.Y. Siddiqi of the Department of Education, University of Sokoto, Dr. M.J. Shuaibu of the Department of Education, A.B.U. Zaria, Mr. P.B. Mather of the Physical Planning Unit, University of Sokoto, Dr. A.P. Sharma of the Department of Education, College of Education, Sokoto and numerous other colleques for their assistance.

Finally, I wish to thank all those involved in the typing of this manuscript especially Mr. Richard Atoba of the Academic Office, University of Sokoto and Mr. Ganiyu Adeyemi of College of Education who produced this final copy.

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TITLE OF PROJECT: Role and Organization of University of Sokoto.

FOR WHICH PROJECT WAS SUBMITTED: M.Ed. (Planning & Administration).

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April, 1980.

OFFICE OF THE PRINCIPAL,
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SOKOTO.

A B S T R A C T

This project was undertaken to investigate the Role and organization of University of Sokoto. "'Specifically, the study investigated the extent to which the Role and Organization of the University ensure the achievement of goals and objectives. It also looked into the planned development of the University, the actual development and the physical constraints on the temporary site. The study also went further to discuss the academic programmes and projects, factors affecting recruitment of staff and students, and some background information of development of University education in Nigeria.

For the purpose of this project, dependence was largely on analysis of data records, documentary files, and responses from the questionaire. Also found useful have been informal discussions with collegues in service, members of the academic staff of the University of Sokoto and informal interviews with community leaders and students of the University. Of valuable contribution has been the researcher's personal experience being at one time a Senior Assistant Registrar and later a Principal Assistant Registrar in the Academic Office of the University. Having served on various committees in the University he was able to be a participant - observer of the campus development since the inception of the University.

From the study conclusions have been deduced and recommendations have been made which may be useful in appraising the University planned development. The University authorities were also called upon not to lose sight of the objectives for which the University was established; viz: to bridge the gap between the educationally disadvantaged areas and the advanced states in the Federation.

Approval Page:

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
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The undersigned certify that they have read and recommend to the Faculty Board of Education for acceptance, an independent project study entitled:

ROLE AND ORGANIZATION OF UNIVERSITY OF SOKOTO.

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ROLE & ORGANIZATION OF UNIVERSITY OF SOKOTO.

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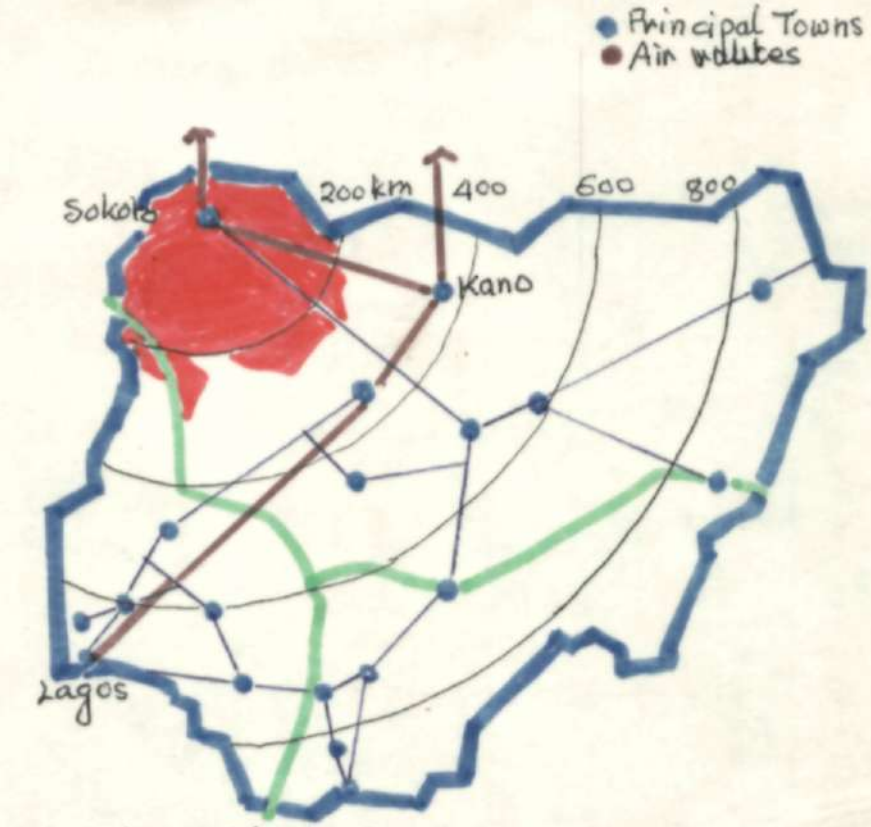
THE PROBLEM:

1. INTRODUCTION:

Setting up of an institution of higher learning plays a very significant role towards economic, political and social development of a nation. In a country like Nigeria, which like many African countries, is in a hurry for economic and political emancipation, the setting up of a University is considered a milestone towards that goal. Moreso, the role of a University in training for leadership and services is of fundamental value in promoting the hopes and aspirations of a people.

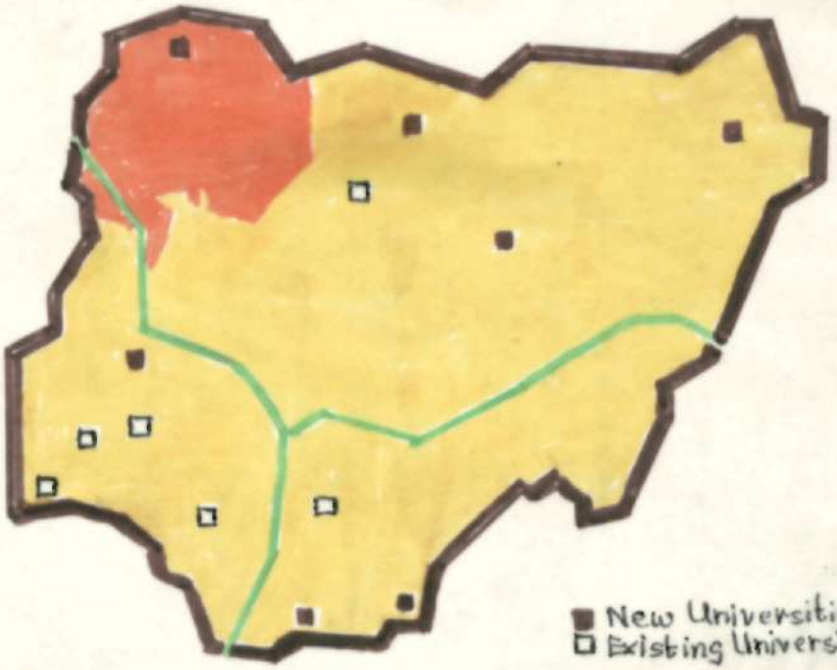
The introduction of the Universal Primary Education (U.P.E.) in 1976 brought with it a decision by the Federal Military Government to establish more Universities in the country. The decision is in fulfilment of the target set in the Third National Development Plan as well as being a long term plan to increase opportunities for University education in all parts of the Federation so as to cope with the product of the Universal Primary Education.

It was observed that the number of qualified candidates applying for placement in institutions of higher learning, and the number of available places seem to be far inadequate. In addition the geographical distribution of University institutions in the country, favoured the establishment of Universities in certain areas, (see maps 1 & II). This study therefore, is an attempt to look into the Role and Organization of University of Sokoto. The study also includes the survey of the



Sokoto in relation to Nigeria

Location of Nigerian Universities



extent of the University's efforts directed towards the achievement of goals for which it is established. Briefly, the study aims at describing:-

i) the general organization and administration of the University;

ii) performances of its various structures;

iii) perception by the Local Community of the function of the University under study, and,

iv) attendant social implications of the setting up of the University.

2. STATEMENT OF THE PROBLEM:

Universities all over the world get established first on paper on which the role and functions of such Universities are stated. The administrative structure and the policies to be followed are also laid down. The officers employed and imvolved by the University either as administrators or academics are expected to follow the directives laid down by the authority. The objectives which are laid down on paper are then followed by the officers in their effort to achieve the desired objectives.

The present study has, therefore, been planned to identify the role of the University of Sokoto, as well as to describe its organizational structure, and the extent of growth in these directions. The study attempts to answer the following questions:-

i) What is the role of the University of Sokoto?

ii) To what extent has the organisational structure of the University been developed?

iii) How is the University administrative structure aimed at the efficiency, economy and achievement of objectives?

iv) To what extent is the University's social role a guiding force of its educational activities?

v) What factors affect the policies and the planned programmes of the University in relation to: finance, staffing, material resources available and Directives from the National University Commission?

vi) How does the University's academic programme relate to the organisational structures?

vii) To what extent does the University make the positive use of its autonomy?

viii) What are the links between educational activities of the University of Sokoto and the occupational needs of the people in relation to:

(a) high level manpower with appropriate relevant skills, knowledge and understanding to meet the present and the future national development, economic of social needs including the promotion of scholarship and research.

(b) men and women of intelligence, of good character, with some understanding of purpose of human life and knowledge of the rules of conduct which must be followed for achieving this purpose.

3. SCOPE AND DELIMINATION OF THE STUDY:

The study is concerned mainly with the role and organization, of University of Sokoto from 1976 to 1979.

4. METHODS:

Normative survey and historical methods were used to complete the study. The following techniques were used to collect the data:

i) Official records, journals, books administrative and annual reports and news papers, some of the documents used include:

(a) Annual reports published by University of Sokoto;

(b) Reports published by the University Registrar and the other Chief Executives.

(c) Reports published by the various academic and administrative sections.

(d) Information provided by the National Universities Commission and Joint Admissions & Matriculation Board (JAMB).

(e) Weekly and the Dalies.

(f) Reports by the Executive consultants of the University (Archcon/Norman and Dawbarn).

ii) Furthermore, questionaire was developed to gather the opinion of the different personnel of the University's physical development, academic programmes, administrative efforts and other related issues. The questionaire was administered on 50 representative persons belonging to the various sectors of the University which represents 1/5 of the total number of senior staff at that time, so that an adequate and overall picture of its growth could be gathered.

iii) In addition, both formal and informal types of interview schedules were developed. These were conducted by the researcher on the bases of the questionnaire developed on the principal administrative and academic heads of the University. The informal interviews were also extended to 50 prominent educated persons of public within Sokoto.

1. The various types of records are referred to in the study at different places to enlist the documentation.

2. The actual questionnaire is attached as appendix at the end of this report.

3. Both, the formal and informal types of interview schedules are based on the questionnaire attached. The views collected are incorporated with those of the questionnaire.

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2. The actual questionaire is attached as appendix at the end of this report.

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CHAPTER TWO:

REVIEW OF RELATED LITERATURE.

The purpose of this chapter is to present and comment on the relevant views expressed by various writers and renourned educationists regarding development of higher education, particularly the University education. Besides, the need to work on the present project, is also discussed in this chapter.

The study (Role and Organization of University of Sokoto) is not entirely without precedents. The problems of administration, role and functions of Universities have received attention by many educationists and educational administrators throughout the country but no specific literature has been brought forward on the Organization, Role and Functions of University of Sokoto. A few passing references are given here below:

2:1 ASHBY REPORT: Ashby Commission was appointed by the Federal Government of Nigeria in 1959 to conduct an investigation into Nigeria's needs in the field of Post-School Certificate and higher education in the next twenty years. The Ashby Report was submitted in 1960. This report mainly deals with University education.

It becomes evident from the report that expansion of education in the former Northern Nigeria was based mainly on targets which were earlier set up by the Regional government as follows:

a) 25 percent of all children of school age to complete Primary education.

b) 10 percent of children completing primary education should go to Secondary Schools and Teachers' Colleges.

c) 30 percent of those completing Secondary education, (School Certificate courses) should go for higher education.

Although the report contains valuable information about higher education in Nigeria in the coming 20 years, as should be expected, nothing has been predicted about the Role and Function of the newly established Universities. Hence, the need of this study is quite vital.

Professor Babs Fafunwa in his article on the "The Universities of Nigeria"[1] conceives that Ashby commission based its recommendations on three premises:

i) Its conception of Nigeria in 1980s.

ii) Harbison's estimate of Nigeria's high level manpower needs by 1970, and

iii) the commissions estimate of the limited capacity with regards to Nigeria's educational system.

Babs Fafunwa further reflects that:

"The Commission's two main aims were to upgrade Nigerians who were already in employment but who needed further education; and to design a system of post secondary education which would produce by 1970 the flow of high-level manpower which Nigeria surely needed and ensure expansion to meet the 1980 target without replanning".[2]

2:2 Development of University Education in Nigeria.

Seeds for University education in Nigeria were germinating long before Ashby commission was constituted by the Federal Government. Perhaps two factors were very potent in helping the growth of University education in the country. These were the phenomenon of urban growth involving an increase in the size of the urban population, and the impelling desire of nationalism in the minds of Nigerians.

Felicia Adedoyin Ilori reports, about the consequences created as a result of the rapid urban growth:

"The problem of providing adequate services for Urban residents has been considerable and it is increasing daily. So also is the problem of creating and maintaining channels for their gainful economic employment, especially from the time the nation attained independence in 1960"[3].

Universities in the country came up, therefore, as a result of seeking gainful economic employment and to meet the manpower needs.

Nationalism has been another important factor which has been instrumental in the growth of University education in Nigeria.

G.O. Olusanya in his article about the re-interpretation of political awakening in northern Nigeria quotes that:

"No nationalism", declares Shapperson, "draws its strength from outside sources primarily, and Northern Nigeria was no exception to this rule. "Any nationalism which is

purely negative, that is, any nationalism that has no inner strength to lore its vitality once the source of opposition disappears. In addition, the yearning for freedom is a natural instinct in man. It sterns from man's desire to order his own life in his own way"[4].

This passionate desire of man to be self dependant is well reflected by Rita Hinden:

"There is some sentiment within the human heart which revolts against interference in shaping of one's life. Nations and individuals alike share the fundamental emotion. The more mature the nation or the individual becomes, the more violent is the revolt. The sentiment hinges on the basic desire of all human beings for self-respect, And their own self-respect, their sense of personal deprity, depends on the status - it is status which determines the attitude of others towards them, and gives support to their sense of personal growth"[5].

Thus the yearning for freedom, the desire to order one's own life and the sense of personal dignity, backed by a strong feeling of nationalism, led to the opening of the new Universities in the country. The kind of growth in higher education had been witnessed since 1900 but it is perceived more vividly after 1960 when Nigeria became independent.

Around early nineteen-forties some successful efforts were made by eminent Nigerians to establish University education. The establishment of Yaba College of Technology in 1930 and University College of Ibadan in 1948 are the first landmarks in this direction. In October 1960 during the weeklong political Independence celebrations in Nigeria, the University of Nsukka was opened. After the opening of Nsukka University,

within a few years, three more new Universities were established in the Country. Ahmadu Bello University was officially opened in October 1962. University of Ife began to offer classes to its first batch of students soon after the opening of A.B.U. Zaria.

In the meantime the Federal Government after accepting the report of the UNESCO Advisory Commission for the establishment of the University of Lagos, established the same in 1962. Next to the establishment of the University of Lagos, the University of Benin, which started its foundation from the Mid-West Institute of Technology, was established. This was the Sixth University in the country. University of Benin, though youngest among the six in the country, was given full recognition and status of the University in 1972. It was in the year 1975 when seven new Universities were established in the country that the University of Sokoto came into being. The present project deals with the investigation of the role, functions and organization of University of Sokoto.

University of Sokoto is situated in a capital whose historic past is predominantly known in Nigeria particularly in the Northern part of Nigeria, through its founder (of Sokoto Caliphate), Sheik Uthman Dan-Fodio.

In a speech, delivered for the community of the University of Sokoto the following remarks were made by the pro-chancellor, Iheanacho in January 1979:

'It is our wish that this young University follows in the foot steps of those great scholars and rulers (Uthman Dan-Fodio and others) so that it may produce great scholars and leaders who will leave their mark on the sand of history. This menas that while we study to specialize in Arts and Sciences,

we must not forget to give prominence to the study of Arabic, Islamic Laws and customs as well as other Nigerian cultural and social studies because it is only by doing that we can produce such eminent scholars as we have mentioned above'.

Therefore, the present study is of great importance as it is going to identify the role and functions of the University of Sokoto in relation to the aspirations of the society.

2:3 THE FEDERAL DECREE:

The Nigerian public is quite critical of the performances of the elder Nigerian Universities, in a sense that they are too far away from the community they exist to serve. Apart from being carbon copies of the British and American Universities, they contribute enormously in producing graduates who find it difficult to fit into the Nigerian society after isolating themselves for a few years during their undergraduate studies.

To dispel the fears of the Nigerian public, the Federal Government decreed that the newly established Universities would possess five main objectives to enhance University education in the country. These objectives are:-

a) To encourage the advancement of learning and to hold out to all persons without distinction of race, creed, sex or political conviction, the opportunity of acquiring a higher and liberal education.

b) To provide courses of instruction and other facilities for the pursuit of learning in all its branches and to make those facilities available on proper terms to such persons as are equipped to benefit from them.

c) To encourage and promote scholarship and conduct research in all fields of learning and human endeavour.

d) To relate its activities to the social and economic needs of the people of Nigeria.

e) To undertake any other activities appropriate for a university of the highest standard.

In addition to these general objectives stated in the decree, there are specific objectives which should be incorporated. Both the NUC guidelines and the Decree on the establishment of new Universities have drawn attention to the new policy on higher education with particular reference to the above objectives. Furthermore, the NUC demanded that the universities should:

i) endeavour to identify the needs and aspirations of the people where they (universities) are located.

ii) uphold and develop the ideals of the community amongst which they are situated and at the same time promote national unity.

iii) cherish and preserve the cultural heritage of the society, and,

iv) establish a two way report between the universities and society.

Therefore, the role of the University education should be related to the needs and objectives of the country and the locality in which it is situated.

'Uke' quoting from 'James Perking' in 'The university in Transition', says:

Every civilized society tends to develop institutions which will enable it to acquire, digest and advance knowledge relevant to the tasks which it is thought will confront it in future. Of these institutions, university is the most important'.

2:4 SUMMARY:

In view of the importance of the Role, organization, and functions of University of Sokoto, the foregoing literature reveals the details of the following aspects:

1. Provision of facilities for the pursuit of learning to qualified candidates within the environment.

2. Encouragement and promotion of scholarship in all fields of learning.

3. Relating the University activities to the socio-economic needs of the people, as well as identifying their aspirations.

4. Establishing good report between the University community and the people it is expected to serve.

5. Upholding and developing the ideals of the people within which the University is situated and preserving the cultural heritage of the people.

In view of the fact whether the objectives laid down at the time of the foundation of the university are being gradually achieved, the present study becomes necessary.

REFERENCES:

1. Babs Fafunwa, "The Universities of Nigeria" Printed in the Commonwealth Universities Year Book 1976. P. 176.

2. Ibid, P. 176.

3. Felicia Adedoyin Ilori, "A Journal of West African Studies", University of Ife, in Determinants of urban Growth in Western Nigeria, No. 13 January, 1976, P.71.

4. G.O. Olusanya, "Political Awakening in the North: A Re-Interpretation". A Journal of the Historical Society of Nigeria, Vol. II No. 1, Dec. 1967, P. 125.

5. Rita Hinden: "Empire and Agler: A study of British Imperial Attitude", London 1949, P.168.

CHAPTER III.

FINDINGS AND ANALYSIS OF DATA:

3:1 Description of the University Plan:

The University of Sokoto is one of the four new Universities established by the Federal Military Government of Nigeria in September, 1975.

Until its permanent site is developed, the University will function on a temporary site acquired in the city of Sokoto. A permanent site has been acquired north-west of the town along Illela road, leading to the Republic of Niger. The permanent site covers an area of 5,633 hectares. (The attached map shows the relationship between the positions of temporary site and permanent site of the University).

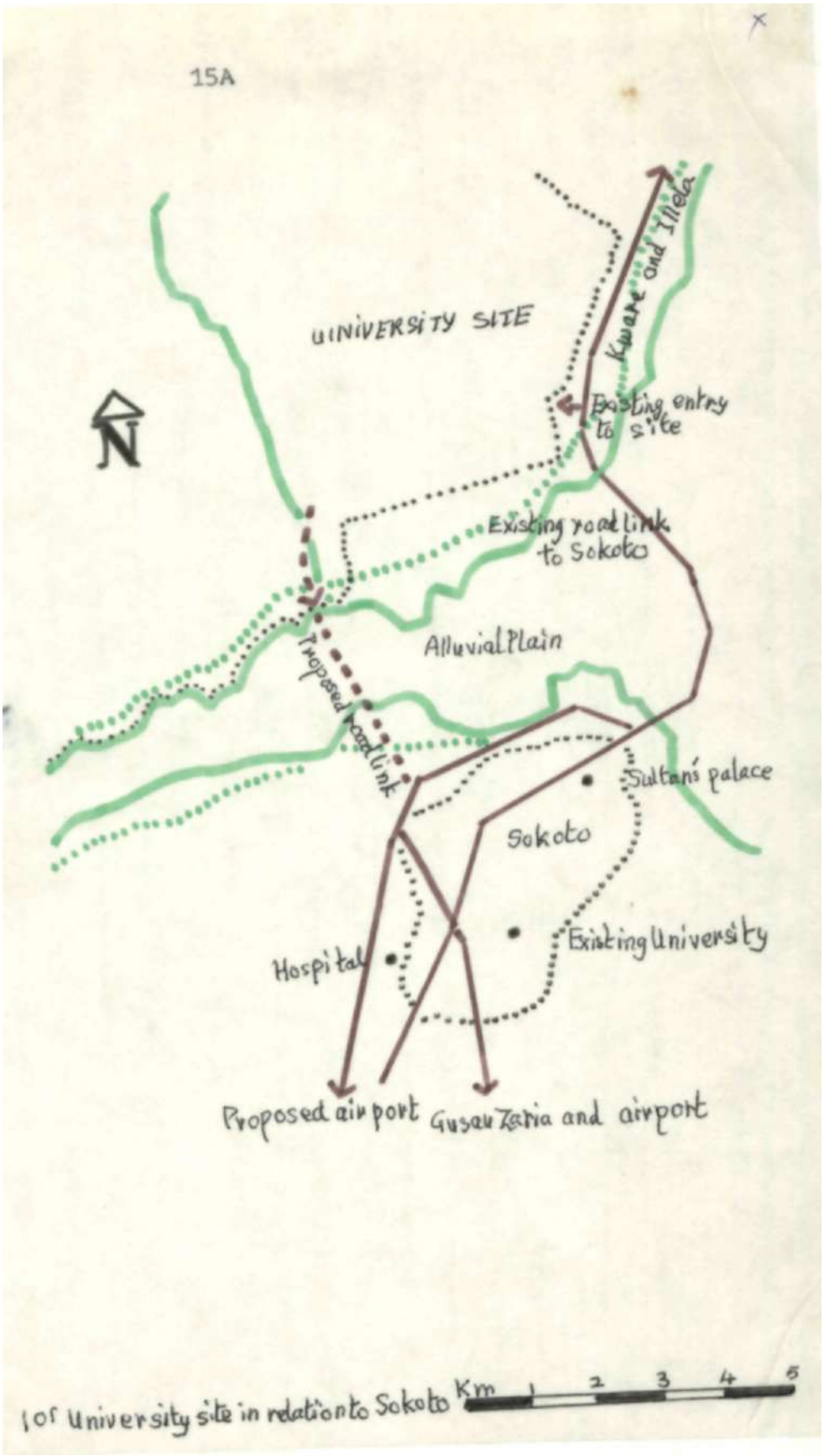
The development programme of the University was planned in three phases in the following periods:

Phase/state one: 1977 - 1980
Phase/stage two: 1980 - 1985
Phase/stage three: 1985 - 1990.

After the announcement of the establishment of University of Sokoto by the Federal Military Government of Nigeria in 1975, physical master planners were assigned to each of the seven new Universities by the N.U.C. In December 1975 Archcon Nigeria Architects in association with Norman and Dawbarn, signed an agreement with the N.U.C. to act as the physical Master Planning group for the University of Sokoto. The physical Master planning group was mandated to provide among other things:

1. To initiate comprehensive site analysis and advise the NUC on the final selection of the University site.

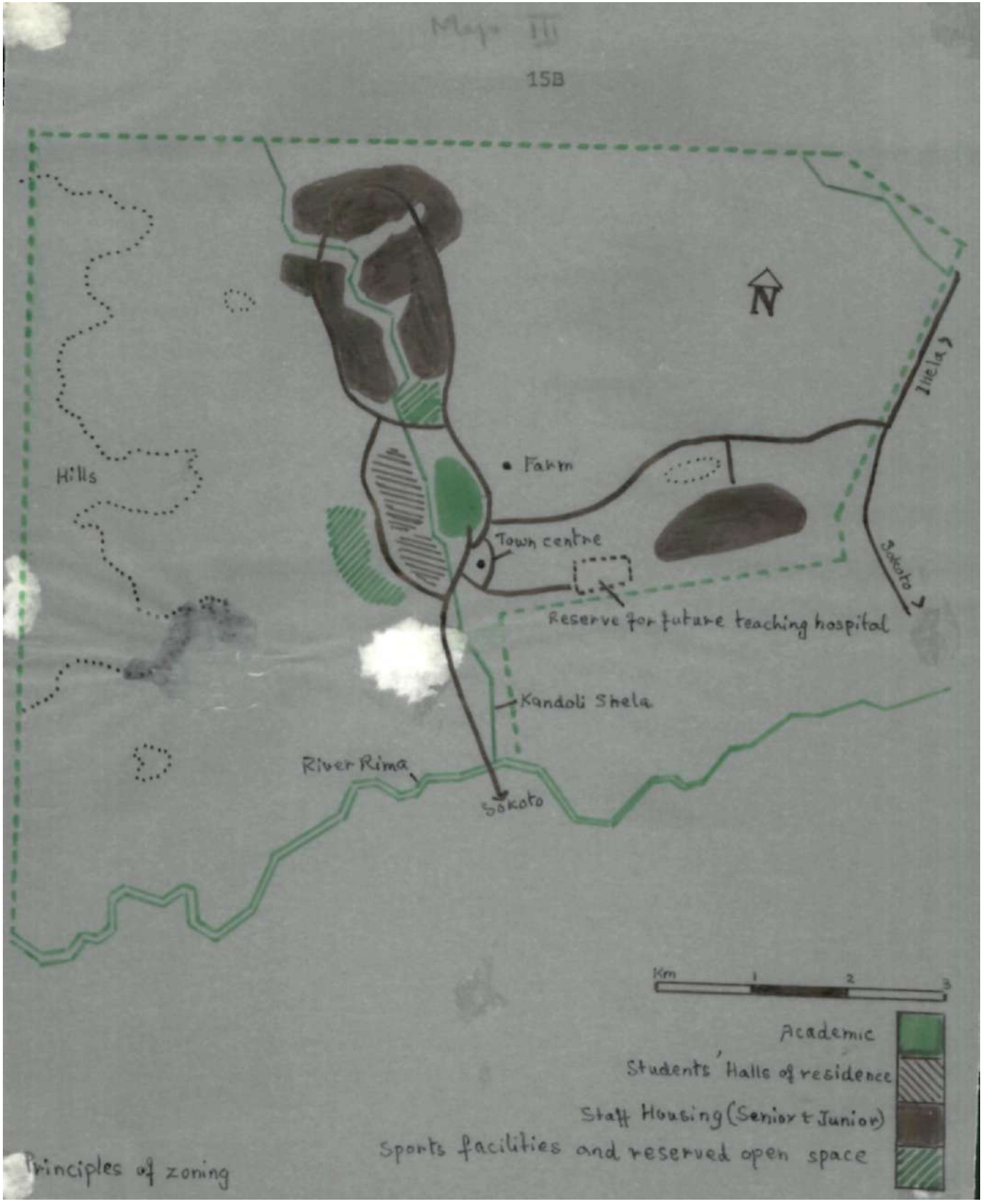
15A



for University site in relation to Sokoto

Map III

15B



Principles of zoning

2. To take the preparatory physical brief and the academic brief prepared by the NUC and translate these into physical space briefs.

3. To apply the standards of space, unit costs, building performances and construction standards, environmental standards and any other date prepared by the NUC co-ordinating and standard setting group into the design of the master plan.

4. To carry out feasibility studies and to develop these into alternative schemes and develop one of them into a comprehensive staged master plan for growth up to 10,000 student enrolment and the consequence of additional growth.

5. To envolve comprehensive three dimentional guidelines to the scale, from the height of the buildings, their relationship to each other and the space between them so that different executive architects can work to the design principles agreed on for their implimentation.

6. To evolve comprehensive guidelines for landscape work and all site engineering services.

7. To prepare a building and financial programme to meet enrolment objectives.

8. To submit to NUC a comprehensive master plan together with all other necessary drawings, development plan report, models, etc. to demonstrate clearly the principles of the master plan; staged growth, zoning, and designations of the different areas of the campus; patterns showing all roads and pedestrain routes, general layout of all service mains such as electricity water supply, drainage, sewage, telephones, and landscape design.

9. To provide information to and collaborate with the NUC co-ordinating and standard setting group at all stages of the programme.

10. To take specific directives from and collaborate with the University authorities at all stages of the project.

11. To provide services, if requested, of updating master plans when required, monitoring the financial and construction programmes, preparing detailed briefs for new projects, advice on implementing the master plan, and other masters to be agreed upon by the NUC and the University authorities.

12. To perform all acts, masters and things which are usually done and performed by architects, planners, engineers, cost consultant and landscape architects according to the practice of their profession in relation to the making of comprehensive physical master plans and giving advice to the NUC and University authorities on implementing the master plan.

The physical Master Planning groups started in earnest on their assignment and between February and April, 1977 submitted progress reports to the Vice-Chancellor University of Sokoto and NUC/Master Planning and Consulting group. The progress reports including the University brief prepared from notes of meetings with the Vice-Chancellor since the commission of the Physical Master Planning groups, a report recommending the selection of the Illela road site (now the permanent site of the University) in preference to the other alternative sites suggested by the NUC.

Immediately after the submission of the progress reports, the University authorities approved the preliminary works contracts for aerial photography and mosaic of the whole site and part of the land between the site and Sokoto town; soil investigation, boreholes, pits analysis; and water supply boreholes and flow movement of the Kandoli Shela River (a stream that disects the University site). At the same time the University authorities commissioned a boundary survey and also a survey of land ownership for compensation purposes.

While the Physical Master Planning group and other physical survey teams were working on the physical aspects of the permanent site another group was working on the establishment of the temporary site in Sokoto city. The development of the temporary site was incorporated in the master plan report of the University.

The preliminary design proposals for the first phase building development on the permanent site were anticipated to be completed before the beginning of 1979/80 session. The aim would have been to provide living and working accommodation for 610 students by the academic year 1979/80 and for 1050 students by the academic year 1980/81.

The proposals were based on the approved master plan for the University development and the NUC standards and guidelines.

Because of the time and resources available for building and the gradual growth of the student population on the permanent site, the following phased construction programme was evolved:

i) design proposals for the catering services and communal facilities, which comprise the construction of one complete cafeteria, a dining hall, servery, wash-up, kitchen and storage facilities, capable of serving 1000 meals;

ii) the preliminary sketch scheme to provide for living accommodation for students, both males and females. By the begining of 1979/80 academic year provision had been made on the permanent site to accommodate 610 students (550 male students and 60 female students).

iii) Another sketch design scheme which outlines preliminary proposals for the first buildings to be constructed as part of the academic core of the University and closely follows the recommendations contained within the master plan was also evolved. The initial building work started with two nuclei faculties - Faculty of Arts and Islamic Studies and Faculty of Sciences. These two Faculties are scheduled to be completed by the academic year 1980/81. It is proposed that initially one multi-purpose building should be constructed to provide accommodation for all onsite University academic activities and this building will serve that role for the academic year 1979/80.

3:2 COMMENTS ON THE TEMPORARY SITE:

In Nigeria, while institutions of higher learning to the magnitude of Universities start in buildings formerly occupied by smaller educational institutions, the University of Sokoto has a unique start. The temporary accommodation

secured for the new University used to be administrative offices for the colonial administrators handed over to the State Government in 1967 when North-Western state was created. Though the buildings seem reasonably suitable for general administration, they are not adequate for all basic academic activities like: Laboratories, auditoriums. Research work, Storage of Scientific equipments, Audio-visual aid centres etc.

However, since the selection of a permanent site by the NUC approved on a virgin land, the temporary site had to be developed to start the basic functions of the University. Initially even if the University authority realized the basic requirement for more office accommodation, some of the existing buildings had to be converted to hostels where pioneering students were to be accommodated. Lack of physical facilities on the temporary campus also hampered the speed at which the recruitment of staff of all grades particularly the senior staff was made.

This affected the growth of pre-degree and other courses adversely. The following table reflects the opinion of the University Staff regarding the lack of Physical facilities:

TABLE 3:1.

PHYSICAL INADEQUACIES:

Questionnaire: Part 2	Remarks	Number of Response.	Percentage.
i) Which Departments got more attention for provision of Physical facilities.	Registry	30	60
ii) Which Department should have received more attention for Physical growth.	Those departments which have started in the few pioneering faculties.	34	68
iii) What are the reasons for lack of quicker Physical growth.	Financial	45	90
iv) Which Departments should have Developed faster in the first three years.	Islamic-Studies, Education & Pre-degree courses.	26	52

The housing problem became as precarious as the office accommodation and the University authority had to devise other means of securing accommodation, e.g. through state governments' assistance and rent from private landlords. Plots, a

few kilometers away from the site, were acquired through the state government at Runjin Sambo. These were developed into staff quarters. Before the end of the 1976/77 session accommodation problem still remained the bottleneck for faster development.

3:3 PHYSICAL DEVELOPMENT ON THE PERMANENT SITE:

By acquired tradition, University of Sokoto is virtually residential for both staff and students. This system was further necessitated by the Physical environment of the University town. To find decent accommodation, especially for staff, was a difficult task. At the intial stage of its development, the University spent a sizeable portion of its financial allocation to develop the temporary site in order to secure both hostels and office accommodations.

The precarious situation arose in effect with the provision of temporary residential accommodation on the temporary site for nearly 150 students. Staff accommodation, though not found in the campus, was rented in various locations in the city and its sorroundings.

The situation was contained at the initial stage, but a point was reached whereby no further development could be made on the temporary site and no development could be started yet on the permanent site. Apparently shortages of office and residential accommodation (hostel accommodation in particular) became the bottleneck for any meaningful progress towards faster development.

The University Master plan was based on a moderate number of both teaching and administrative staff to carry out the skeleton services on the temporary site.

It was expected that more than 500 people, including 245 students would be working on the temporary campus by the end of 1977/78 session. The number of people including students were supposed to reach a little over 1,000 people by the 1978/79 session. The following table shows the proposed staff and students populations in the University in the years starting from 1977/78 and 1980/81.

TABLE 3:2

Proposed Staff and Students Population on the Temporary Site.

Staff	1977/78	1978/79	1979/80	1980/81
Academic	24	61	153	282
Technical	5	12	30	56
Administrative	8	20	51	93
Total: Senior Staff	37	93	234	431
Total: Junior Staff	148	372	936	1,724
Total Students	245	615	1,535	2,825
Total of all Categories.	467	1,173	2,939	5,411

But the actual staff and students' population differed from the proposed one as is reflected in the following table.

TABLE 3:3

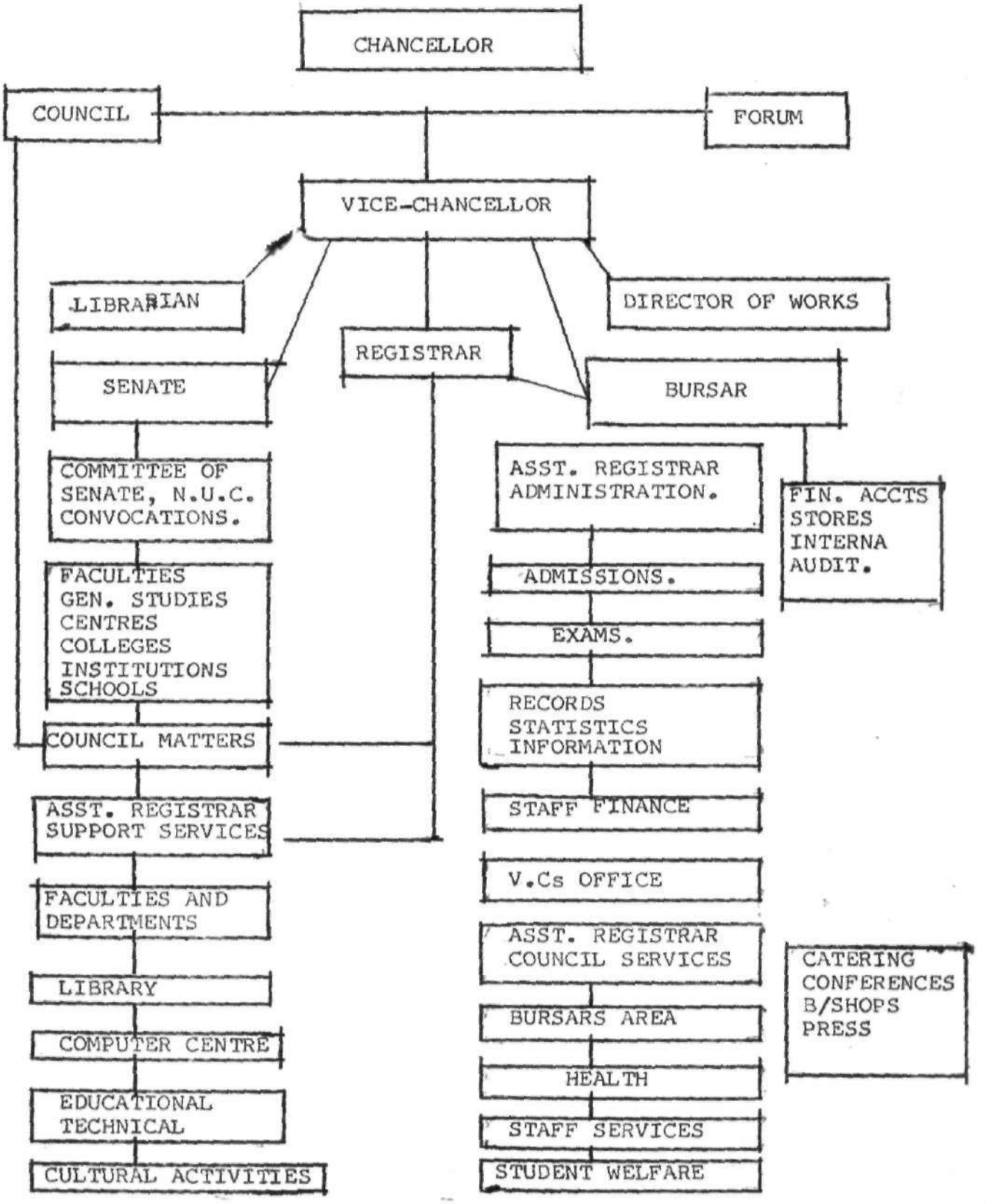
Actual Staff and Students Population on Temporary Site:

Staff	1977/78	1978/79	1979/80	1980/81
Academic	97	152	205	-
Technical	14	37	46	-
Administrative	54	66	103	-
Total: Senior Staff	165	255	354	-
Total: Junior Staff	350	502	613	-
Total Students	245	457	570	-
Total of all Categories	760	1,469	1901	-

The two tables show that the actual population on the temporary site was well within the proposed plan. But, the number of Senior Staff has gone up in the 1978/79 and 1979/80 sessions. This poses problem in the sense that more office accommodation than planned have to be found.

The University Academic Staff had to be accommodated to the Teaching Hospital Site - roughly 4 kilometres away from the Temporary site of the University. This caused a lot of inconveniences to the teaching staff. The attached map 3 shows clearly the distances involved. (See Page 15A).

3:1 ORGANISATIONAL ADMINISTRATIVE STRUCTURE.



management of the affairs of the University, particularly appointments and promotions, control of the University's property and general expenditure, also responsible to negotiate for funds through the N.U.C. on behalf of the University.

In the traditional role of a council (which mostly is dominated by laymen) it should interfere very little in the general academic matters. The council of the University of Sokoto is not an exception in so far as the present administration is concerned. The Council members, including the Chairman, were appointed by the Federal Military Government and the majority of them are from outside the University system. Their stipulated period of service is four years. Their main function is to sit in the council and to deal with all aspects of University developments, such as control of finances, ensuring that the University uses its limited funds judiciously and that its budget proposals are reasonable. The council detached itself from the organization and control of the academic aspect of the University. It is left to the Senate to deal with such matters as: teaching and research, which is the main function of the University, admission, discipline of both students and staff, appointment and promotions of academic staff, examinations and arrangements of examinations, award of degrees in Cursu, academic planning and development of faculties, etc. However, though the Council has delegated to Senate the powers to deal with items listed earlier, it still retains the absolute control of the actual operation.

3:5 SENATE:

While the University Council remains the governing body of the University, the Senate remains the supreme governing

and executive body of the University in all academic matters. It also, subject to the laws and powers reserved to the Council, takes such measures and acts in such a manner as shall appear to it best calculated to promote the interests of the University as a place of learning and research. It is also responsible to the council for any academic matters, and formulates, modifies or revises schemes for the organization of Faculties and departments. Regulations governing the conditions of the award of diplomas by any faculty or other units of the University are under the jurisdiction of University Senate. While membership of the University Council consists largely of laymen, University Senate consists solely of academicians. The Vice-Chancellor, who is the chief academic of the University, is also the chairman of the University Senate. Other members of the Senate include all deans of the faculties, deputy Vice-Chancellors, Professors holding established professional chairs, elected representatives of faculties, elected members of Congregation, University Librarian, Heads of Departments and the University Registrar who serves as Secretary to Senate. There is no representative of the Council on this body and the composition did not include administrative staff of the University.

However, the various Boards and Committees of Senate are serviced by the Registry (Administrators. The include:-

Faculty Boards
Academic Planning Committee (APC)
Admissions Committee
Library Committee
Research and Publications Committee
Students Welfare Committee.

Therefore, in practice, the effective ruling body of

the University is the senate. No decision on academic matters is taken except by Senate or on the initiative of Senate.

By tradition of the University, Senate meets on the last Wednesday of each month of the session at 4.30 p.m. under the chairmanship of the Vice-Chancellor. It is still being argued that student representatives be added to the membership of the Senate. If however, the Senate deliberates on major academic issues or Examinations results, student representatives should be asked to withdraw.

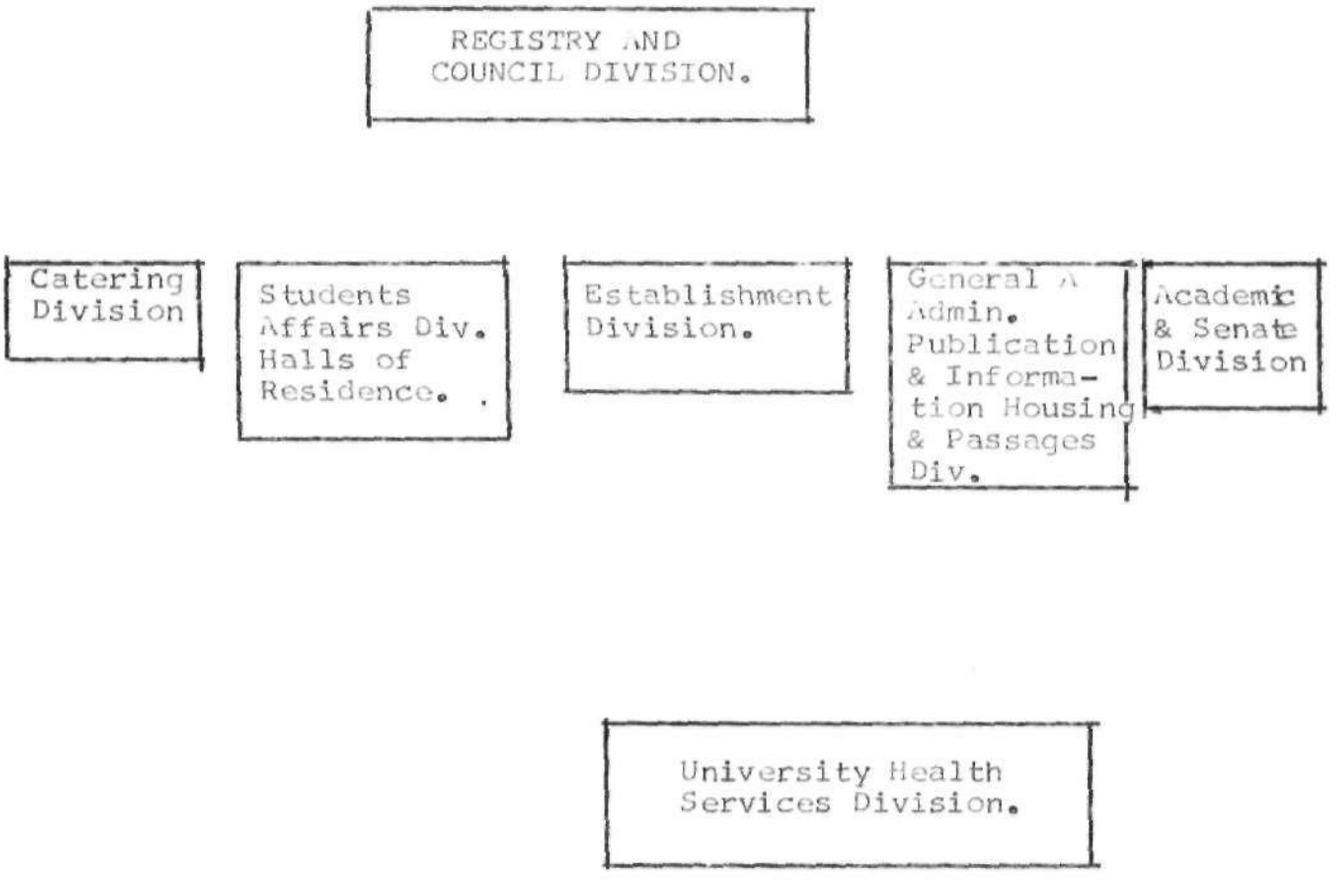
3:6 THE FORUM:

In the beginning of this chapter mention has been made of a new body introduced in the Governments of Nigeria Universities. The Forum has no legal binding on the University. However, it shall have the widest possible representation from the local community and from the nation in general. It was suggested that the Forum should meet once or twice a year to record the community's views on the activities of the University and to advise on what the community considers ought to be attempted or achieved. This important body seems established only on paper since up to the writing of this project the Forum has never met. Infact, if membership is not anything to go by, the University authorities could have made the best use of this body to assist them in appraising the achievements and shortfalls of the University.

Whatever the areas of conflicts between delegation or relegation of powers by council, the titular head of the University is the Chancellor and the Chief Academic and

CHART 3:2.

ORGANIZATIONAL STRUCTURE OF THE REGISTRY.



Although there is a good number of staff in the Registry, still more qualified staff are needed. Therefore due to lack of adequate qualified staff arrangements have been made temporarily that Senior Officers in the Registry help committee meetings in the faculties. When qualified staff are available they have to be posted permanently to the faculties in order to assist the Deans and the Faculty committees in the day-to-day administrative duties.

TABLE 3:3

Number of qualified staff in the Registry.

ITEMS	RESPONSE NUMBER	PERCENTAGE.	REMARKS.
Qualified Staff			At the present level of Expansion the situation is manageable.
i) Senior	21	42%	
ii) Junior	29	58%	
Office Accomodation			
i) Senior Staff	22	44%	
ii) Junior Staff.	30	60%	
Furniture & Other material.	32	64%	

It could thus be seen that the Registrar, like the Vice-Chancellor, could be well overwork himself if he decides to attend each and every meeting. There is undoubtedly a need to decentralize his responsibilities to relieve himself of most duties so as to enable him to concentrate on the general University administration.

3:7 UNIVERSITY POLICIES AND ITS ADMINISTRATIVE STRUCTURE.

The Council of the University was established in June, 1978. Before that, the policies followed were mostly similar to those governing A.B.U. Zaria. With the establishment of the University Council, the previous arrangement with the A.B.U. was severed. The new Council is charged with the general control and superintendence of the policy, finances and property of the University including its public relations. The Council also ensures that proper accounts of the University are kept and that the accounts are audited annually by an independent firm of auditors approved by the Council and that an annual report is published by the University together with certified copies of the said accounts as audited. It is the accredited function of the council to do anything which in its opinion is calculated to facilitate the carrying on of the activities of the University. Rules, regulations for the purpose of exercising any of its function, Committee of Council, Finance and General Purpose committee of Council, are all subject to direction of the Council.

The University is thus governed by the committees of the Council and Senate. The Committees are Finance and General Purposes Committee, Tenders Board, Bookshop Management Committee, Staff School Management Committee, Physical Planning Committee, Senior Staff Establishment Committee, Senate, Academic Planning Committee, Admissions Committee, Library Committee, Research and Publications Committee, Estimates Committee, Students Welfare Committee, Ceremonies Committee and University Congregation. Some of these Committees are discussed in details in this chapter.

3:9. ACADEMIC PROGRAMMES:

The academic structed of the University is based on faculties divided into departments. The faculties listed in phase 1 of the planned development give rise to the priorities of the University authorities. The following faculties are listed in phase 1 of planned development.

TABLE 3:5.

THE GROWTH OF FACULTIES:

Faculty	Date of First Intake.
Arts & Islamic Studies	1977
Social Sciences & Administration	1977
Education & Extension Services	1977
Law	1977
Science	1977
Agriculture & Forestry	1979
Medicine	1979

The N.U.C. indicated its preference that Faculties be grouped into Colleges. The grouping of faculties into related disciplines was left to the individual University for suitable organizational arrangement. It was, however, directed that the proposed college of Medicine and the Teaching Hospital should be on the same campus.

The University authorities decided on course system contrary to the earlier submission made to the N.U.C. academic planning Group. The earlier submission was made and accepted.

on the basis of traditional teacher-learning methods of lectures, seminars, tutorials and conferences, The Academic Planning Group had also accepted the recommendation from the University for the extensive use of audio-visual aids because of the probable difficulties of obtaining sufficient teaching staff.

In its submission to N,U.C. the Academic Planning Group proposed for staff-student ratio to be 1:8, this is considered too high in view of the non-availability of qualified teaching staff in many disciplines particularly in the older Universities. The escalation of University institutions in the country coupled with development of Colleges of Education and Polytechnics, will no doubt make such proposal unrealistics. Traditionally, the older Universities have tried to maintain ratios of 1;10 and 1:15 in such disciplines as Social Sciences, Arts and Education. The newer Universities are not expected to improve these ratios at least for the foreseable future.

However, individual University needs to focus its attention on its own critical problems and selects its own solutions. The authorities of this nascent institution wanted to maintain a kind of academic orginality and decided to adopt a pattern which is unique in University development in Nigeria. A course system and faculties as centres of academic administration is a new innovation in our University education; thus moving away from the traditional system, a legacy of the British system of education which fashioned University curricular in many of the older Nigerian Universities. The idea of 'Semesters' was rejected initially, which could have taken the University closer to the American -

University education. The term system and student enrolment as practised in the older institutions were, however retained. The planned development time-table of the University shows that between 1977 & 1979 faculties of Arts, Education, Law, Science and Verterniary Medicine are to be developed. In 1980, Faculty of Agriculture and College of Medicine should also be established. In the actual development of the University, this timetable was more or less successfully implemented.

3:8 Recruitment of Staff:

Recruitment of staff, particularly academic staff was the most difficult problem at the initial stages of developing a University. Before the University set up its own machinery for recruitment the appointment of staff was made through Ahmadu Bello University. The University offers the same kind of inducements as was the practice in other Nigerian Universities notably A.B.U. Zaria. Having the desired objectives of bringing town and gown together at the back of their minds, the University authorities stepped up efforts to recruit Nigerian Staff.

Generally, qualifications required by the University and the classification of posts are similar to those in the older Universities. Usually, as was the case in other Universities, the process of appointment to the lower posts was not as regorous as that partaining to the appointment of top academicians or top administrators. The University having started the recruitment of its own staff adopted the conditions of service of A.B.U. Zaria. The salary scales and other general financial conditions for the staff are also those of A.B.U.Zaria.

Even at the initial stage of recruitment of academic staff, the University has to rely more on the expatriate staff especially for the posts of professors, readers, senior lecturers and lecturers. Table 3:5 reflects the number of the expatriate and the indigenous staff employed by the University at the time of the take off of the University.

A University is after all an academic organization, so any aspects of it that is non-academic in function must only be of secondary importance. For instance, the bursary, the registry, the security and maintainance sections, the medical and the estate departments are all agencies which help a University to achieve its academic goals. Thus University of Sokoto was considered operational in the 1977/78 session, when it enrolled its pioneering students in the Faculties of Arts & Islamic Studies, Science, Education and Social Sciences and Administration. Only Faculty of Law which was initially in the 1st schedule has been dropped in the 1977/78 session. Nontheless, Faculty of Social Sciences which was originally planned against 1978/79 session was brought forward to the 1977/78 session. (See table 3:6).

A number of factors were responsible for such development. In the first place, the number of applicants in the discipline ranked among the highest in the older Universities and the University authorities were fully aware of this development. Secondly, it is relatively easy to recruit academic staff for the faculty. Thirdly, the physical requirements for the faculty did not involve sophisticated items such as laboratories etc. because orginary classroom

TABLE 3:6

RECRUITMENT OF ACADEMIC STAFF:

No.	Faculties	Expat riate.	Indige-nous.	Year of take off.
1.	Art & Islamic St.	14	6	1977
2.	Social & Admin.	9	3	1977
3.	Education & Exten. Series.	4	-	1977
4.	Law	1	-	1978
5.	Science	16	5	1977
6.	Agriculture & Forestry.	5	1	1980
7.	Medicine	4	-	1980

accommodation could be utilized at the intial stage. The Faculty of Law was, however, started as a 'Department of Law' in the Faculty of Arts and Islamic Studies in the 1978/79 session. The decision to start 'Law' as a department and not as a 'Faculty' as originally designed, was as a result of having no headship to start the Faculty. In addition, lack of accommodation on the temporary campus, which already had Arts and Islamic Studies, Science, Social and Education faculties, could not allow the development of another faculty. However, taking into consideration, the societal need, the University authorities decided to start 'Law' as a department in the Faculty of Arts and Islamic Studies with a view to be a full fledged Faculty when moved to the permanent site. Faculty of

Veterniary Medicine was expected to start by the 1979/80 academic year, but due to physical constrants. In accordance with the report of the working committees on Agriculture and Medicine, the faculty of Agriculture and College of Medicine took off in the 1979/80 session.

The planned development time-table in 'an outline of the master plan report' was not quite synonymous with the planned development time-table in the 'Draft Master Plan Report'. A number of factors have contributed to the re-examination of the planned development as appeared in the

TABLE 3:7

Planned Development - Students totals by Faculty.

Faculty	1977/78	1978/79	1979/80
Arts & Islamic Studies	35	75	300
Social Science	25	55	280
Law	35	75	200
Education: Arts	25	55	310
Science	45	100	315
Science	35	80	245
Medicine-Pre-Clinical	15	30	155
Agriculture	15	30	155
Total Undergraduate	230	500	1,960
Diploma Courses	25	25	125
Total: All Students	255	255	2,085

'Draft Report'. It is of prime importance to have a comprehensive view of the planned development and the actual development of the University. Difficulty in recruitment of qualified staff has been discussed earlier without any mention of the students enrolment. Qualified students are equally difficult to find due to high demand from Universities and other tertiary institutions. Considering the catchment area of the University, one would have thought that the planned development is quite in order, but the following tables reflect a better idea of students' enrolment in terms of planned and actual enrolment at the time the different faculties took off.

A number of factors are responsible for the shortfall of students' enrolments. The interview conducted on the University Staff revealed the following probable factors for the short fall of the students' enrolment as compared to the planned enrolment.

TABLE 3:8

Factors Responsible for short-fall of students' Enrolment.

No.	Factors	Number of Response.	Percentage of Response.
1.	Lack of qualified students	30	60%
2.	Lack of lecture rooms, labs and other physical facilities.	35	70%
3.	Lack of qualified staff in subject areas.	40	80%
4.	Financial constraint	22	44%

TABLE 3: 9

Actual Student Enrolment by Faculty.

Faculty	1977/78	1978/79	1979/80
Arts & Islamic Studies	26	23	-
Science	9	-	-
Social Science & Admin.	23	28	-
Education: Arts / Science	36	32	-
Total Undergraduate	94	83	-
Pre-degree Courses	103	109	-
Total: All Students	197	192	-

But the pre-degree programmes which had taken over the places reserved for Diploma courses, have in fact improved the total enrolment. (See table 3)

It is doubtful in the given circumstances that the University would reach the student population of over 11,000 by the 1989/90 session. According to the Master Plan, translated in the planned development, the student population for 1979/80 session alone was estimated to reach 2,985 including 20 for post-graduate studies. But the various factors listed in the table 3: 8 have contributed enormously to this shortfall.

3:10 PROPOSALS FOR POST GRADUATE COURSES:

The Post-graduate proposals submitted by the faculty of Science, the only faculty at this stage that has completed preparations for post-graduate works, did not materialize by the 1979/80 session. Shortage of physical facilities and non-availability of space for further development on the temporary campus have affected the academic progress greatly, and development on the permanent site seems one year behind schedule.

The academic pattern and programme of the University have given rise to faculties that are to be as self contained as possible and will be responsible for the administration of their own departments and contain their own quota of staff and student facilities. Courses that should have been available by 1979/80 in the faculties include:

a) A two year pre-degree courses
b) Undergraduate degree courses
c) Post-graduate Higher Degree Courses
d) Post-graduate diploma courses for professional students.
e) Diploma courses in education.

3:11 Analysis of the Academic Programme:

The quality of academic programme within any Nigerian University should not be evaluated on academic grounds only; i.e. the degree of sophistication achieved in the selection and organization of any context, of any course, in any department, may exhibit academic achievements, but these achievements may not reflect the social needs and rational objectives laid down.

New Universities are particularly vulnerable to such elements as irrelevancy and idosyocracies, because of the academic staff being mostly expatriates who may have all the good intention in the world for the welfare of the University and the society but still prove incompetent (out of ignorance and lack of Nigerian experience) to make appropriate academic decisions and solve societal problem within the Nigerian context efficiently. The ratio of expatriate academic staff to the Nigerian academic staff is nearly 1:1 and more than 80% of the top academic positions are held by the expatriate staff.

In the general comments on the role of a University in a developing country, the commission of inquiry into the Nigerian Universities crisis said:

> "A University is a unique institution in a developing country. It has certain basic social functions which is most performed in order to advance the goals of the society of which it is a part - it is for this purpose that the government of most developing countries divert fund from other potential uses into building and maintaining Universities and so they (Universities) in turn must respond in a positive way to justify the expenditure. It is, therefore, rather disturbing to observe that there are those who cling to abstract notions about the autonomy of Universities and hanker after indefiniable international standards to the extent of becoming irrelevant to the Nigerian Society".[1]

Very often the courses mounted in any faculty, reflect the personal preferance of the academic staff involved. Even when members of staff are recruited according to their areas of specialization there is a tendency to prepare academic context which does not befit the environment concerned; Babs Fafunwa in his book 'New Perspectives in African Education says:

"Indeed any University in the world could benefit immensely by having international staff but at no time should the leadership of any University be left indefenitely in the hands of a non- national; than 10% - 15% international staff if it is not to exist in splendid isolation".

Reflecting on the Nigerian Universities background the Student Crisis Main Report contains that;

"British Universities study British society and produce individuals who will function in the British economy and society. American Universities deal largely with American life and so also do Russian, German, or Chinese Universities have an outward orientation that turn them into citadels of foreign learning and foreign ideas. We have not been able to integrate the University into the Nigerian society"[2].

Our Universities should not be institutions for just transmitting advanced knowledge. They must include also creating the right orientation and attitude in all those who pass through their walls so that they become useful to the community. They should not only create new knowledge through research but must work ways of applying this knowledge to the solution of the human problems around them. In addition to producing high level manpower they must equip their students with the knowledge and attitude supportive of the social system.

The role of the Nigerian University graduates who complete their degree courses is very different from those may be in Britain and America. The Nigerian graduates in a very short time after their degrees are expected to hold very responsible positions and leadership in various fields. The society expects the products of the University to improve its image and develop better ways of living and work. Higher education is looked upon as an investment and not as a pre-occupation of an individual to satisfy his personal interests.

3:12 Specification of goals and objectives:

Among other reasons here are two important ones for the establishment of the new Universities in Nigeria. Firstly like the older Universities, the new Universities are established to increase the production of high level manpower in all fields

of national needs; such as teachers, scientist, agriculturarist, technologists, industrialists, administrators, managers, journalists, lawyers, architects, etc. to carry forward national development. Secondly, the establishment of the new Universities is expected to correct the geographical maldistribution of University Institutions in the country so as to bring to every geographical area the advantages which accompaning the existence or location of a University.

The demands and expectations of the people and the national purpose in manpower training and development are for the creation of a society which is free from graft, corruption, exploition and a nation which had educated men and women with orientation towards service to their local communities and to the nation at large. Therefore educational policy and programmes in Nigeria have been such that they are geared towards the production of middle and high-level manpower with orientation for the needs of society and with a love to work, thus the emphasis on functional education.

Both the specific goals are being tackled by the opening of the University of Sokoto. Not only the long felt need for a University in this region of the country is satisfied by the establishment of the University, but Sokoto University with a few years of its take off has started fulfilling the manpower requirement for the people, mainly belonging to its vicinity. The following table unfolds the number of students passed or are to pass by the end of the 1979-80 academic session.

TABLE 3: 10

MANPOWER PRODUCTION BY JUNE 1980.

Courses	No Approved	No. Passed.	Year.
Pre degree courses	103	103	1979
Under graduate	94	-	Result to be out by June 1980.

3:13 Finance.

Finance becomes the biggest bottleneck for the University development. Funds are needed for the salaries of all categories of staff, erection of new buildings, purchases of equipment for academic work, research, library services and maintenance of students. In short the University receives 100% subsides from the Federal Government for both its recurrent grants and capital grants. As its infancy, the University is yet to enjoy other sources of finding such individual donations and endownments.

Finance for development is chancelled through the N.U.C. At the initial stage, the N.U.C. requested the University to submit its detailed requirement for a five year plan for capital and recurrent expenditure. The request is then assessed and recommendations are submitted to the Federal Government. It is believed that this idea of quiquennium plan falls within the national development plan and at the same time is regarded as an imitation of the funding system of the British Universities.

In 1962, the Federal Government of Nigeria accepted a recommendation by the 'Ashby Commission on Higher Education' to set up the National Universities Commission. Thus, the N.U.C. is patterned after the same procedure as the University grants Commission (U.G.C.) in the United Kingdom. However, due to the falls in the revenue in Nigeria, the N.U.C. requested all Nigerian Universities to review their development plans and re-assess their annual expenditure. The new directives from the N.U.C. have serious implications for the development plans of the University of Sokoto since the allocation of funds for Physical facilities have been grossly cut and the plans have to be up-dating in the face of limited funds.

The tables attached here below - give a comparative view of the proposed capital expenditure and the approved capital expenditure received from the Federal Government.

TABLE 3:11

Proposed Capital Expenditure for the First Three Years.

PROPOSED AMOUNT TO BE SPENT IN THE FIRST PHASE	YEARS
₦15,000000.00	1975/76 1976/77 1977/78

TABLE 3:12

Approved Allocation for Capital Projects from 1975 to 1978.

ALLOCATION	YEARS
₦2,630,000	1975-76
₦1,695,337	1976-77
₦6,390,896	1977-78
TOTAL: ₦10,716,233	Three Years.

The above tables are self-explanatory and disclose that the development plans of the University of Sokoto in the first three years, were affected adversely and the physical growth of the University in various sectors was slowed down to a considerable extent in the first phase of its development.

In the attempt to nationalize the financing of the Nigerian Universities, the N.U.C. set up a commission popularly known as "Ogundeko Commission" to look into the University finance. The terms of reference for the Commission were "to examine the financial plans, arrangements and practices of Nigerian Universities and to advise the N.U.C. as to how those plans, arrangements and practices might be modified in the interests of economy and efficiency without detriment to the achievement of their legitimate objectives".

As a result of the report of this commission, the N,U.C. introduced more vogorously new innovations to help finance the University development plans. As a long term measure the University of Sokoto like all other Universities in the Federation is directed to cut down on the hostel building programmes as well as to make simple building designs which are more functional than hitherto. In addition, the University authorities have been informed that they should no longer depend solely on Government subsidies but instead appeal to the private sectors organizations and wealthy individuals to be more involved in University development. The merits and demerits of the latter are outside the context of this project.

It is no gain saying that a University is expensive to operate. It claims a significant proportion of the nation's wealth and financial resources. A contributing factor to this high cost with particular reference to University of Sokoto is the payment of compensation and the building of the proposed road link (see the map of University site in relation to Sokoto). The former may cost well over ₦5 million while the latter costs more than ₦6 million. These costs are in addition to the normal subsidies for recurrent and capital expenditure for University development.

CHAPTER FOUR.

EVALUATION, COMMENTS AND RECOMMENDATIONS.

Before proceeding to submit some recommendations, it will be expedient to briefly take stock of substances of the proceeding chapters.

Chapter One dealt with the rationale for undertaking the study-mentioning the problems, need for the study, scope and delimitation of the project.

Chapter two briefly reviewed the related literature relevant to the project. In this regards writings of many authors on the goal and objectives of University education were discussed.

Chapter three examined the Findings and analised the data under various headings. Description and comments on the physical and academic programmes of the University, including the comments on its administrative and organizational structure, its policicies, goals and objectives, financing the development in various sectors of the University, and intial recruitment of academic and administrative staff are contained in this chapter.

Chapter Four which is the final chapter of this study, contains an overview of the proceeding chapters and submit some recommendations which are crucial for future establishment of a University institution as well as being the yard stick for the continued development of the present institution.

4:1 PHYSICAL FACILITIES:

The master plan of the University should only be viewed as a stragetic statements of objectives that may require reshaping from time to time. The establishment of an imaginative

and strong University planning team will be necessary to be ready and capable for that task. No one can forecast the future with exactitude. Considerable thought has to be given to the effect of changes in the educational. social, political and economic climates of Nigeria. Flexibility must be inherent in the development proposals so that any desired alteration of direction can be readily accommodated.

The 'Action Plan' released by the N.U.C. is regarded as a sober reflection on the development aspect of the University. The decision to slow down the student enrolment and to do away with any type of sophisticated building plan is considered to move into the right direction assuming the fall in oil revenue. In the 'Action Plan' some stages of the physical development were phased out, thus up-dating the master plan to cope with the new situation. The financial constraints have also forced the University authorities to take major decisions regarding the development of faculties. Apart from the faculties listed in phase one of the master plan, development of other faculties was shelved at least for the foreseeable future. Other faculties are directed to start as departments in the existing faculties wherever appropriate. For example, Faculty of Law was created as a department in the Faculty of Arts and Islamic Studies; and Faculty of Business Administration and Management started as a department within the Faculty of Social Sciences and Administration.

The University authorities have also directed that the first Faculty buildings on the permanent site, when completed, should be used as a multi-purpose faculty to ease accommodation constraints on the temporary site. The up-dating of the master plan affects the architectural designs of all the faculty buildings. Hitherto, all architectural designs of all the faculties should be simple, though attractive in order to have the cost within allocated funds.

In response to the new directives, the master planners also devised a zoning system which cut cost slightly. The permanent site has been divided into zones for easy administration and construction. At the time of writing this project, contract awards for the construction of dual carriageway and access roads on the permanent site were near completion.

4:2 Lack of Social Facilities:

One of the cardinal principles of a good University is having students, staff, buildings and equipments. These are pre-requisites for ideal learning situation and achievement of University objectives. Other than shortage of office accommodation, there were no social facilities on the campus. The size of the temporary campus is limited and sporadic buildings for lectures, workshops and seminars have taken up all the available space. Further more, space,was needed for these sorts of activities. Therefore, if the University has to have any student enrolment at all in the 1980-81 session, more facilities for lecturing and organising workshop & seminars must be made available on the permanent site. This of course involves other than building, access roads, pipe borne water, electricity, etc., assuming that lecture rooms on the temporary site could be judiciously used at all times before a multipurpose Science Faculty becomes ready by 1980-81 session. The large number of administrative and academic staff went out of proporation to the planned programme. Because of that, the physical development on the temporary site has been greatly affected.

The temporary site was already full to capacity despite the growing needs for lecture rooms and tutorial classrooms. There was no provision for social facilities for the students on the campus and no attempt could be made to provide such facilities due to the shortage of building space. Pastoral care for the students which is part of the life of an institution to the magnitude of a University are also not available.

There is no doubt, given such a situation, confrontation and violence may erupt mainly due to lack of social facilities for the students' leisure time. Therefore, it is imperative to provide immediately some sort of social facilities even on the temporary site to enable the students to utilize their leisure time.

4:3 Attendant Problems as a Result of siting of the University in Sokoto.

The siting of the University (permanent site) on such a fertile land involves physical displacement of farmers and villagers. It also involves the migration of thousands of people from their native abode. According to an areal survey of the site carried out on behalf of the University authorities, between 15,000 to 20,000 inhabitants are scattered in about 65 villages and hamlets. Taking cognisance of this factor adequate compensation in monetary and/or material terms, to say the least is the most expected. Putting development aside, to this purely an aggrarian community, the siting of the University may only appear, on face value to be irrelevant to the cause of these villagers.

There is no doubt however, that far from being a mere unurpation of their arable farms and houses, the villagers have more things than one to gain. Of course, the surrounding villagers living around the University vicinity will have a ready market for their farm produce when the University is fully developed. Furthermore, the able-bodied ones amongst them could hire themselves as unskilled labourers in the University labour market. They could also avail themselves of some University's infrastructural and social facilities such as roads, pipeborne water, electricity, education and health services. The University town of Samaru in Zaria attached to A.B.U. is a case in point.

Nonetheless, accrueing benifits is only one side of the story, other side discusses the disadvantages. In the first place, there is the encroachment on the settlement and farmlands, for which heavy compensation have been paid by the Government as shown in the followed table:

TABLE 4:1

Table showing the amount of compensation paid to the Displaced persons:

Amount paid to the Local Government	Amount paid to the Farmers by 1979-80.	Number of Claiments.
₦2,392,100.00	₦1,970,416.00	3000 approximately

In the second place, the displaced people have to bear the brunt and pay the social costs of migrating from a location they have lived for nearly over 100 years. They also continue to live in an inherent fear of inflitration of University's elitist culture which from their own point of view might be foreign as well as threatening their very existence. In this case, these people are reduced to the passive role of the sacrificial lamb.

Though one may wish to conclude that the permanent siting of the University is a double-edged sword cutting for and as well as against the native population. The cutting edge is much sharper against the displaced population, at least viewing it on the short-term-plan. On the long-term-plan, it is the wish of this study that the benifits of the siting of the University would outweigh the attendant inconveniences for the overall population.

During the interview it was discovered that about 96% of the able-bodied displaced persons have farming as their main occupation. Also, out of the 15,000 persons are tax-payers according to 1977/78 tax records. Thus, the ratio of tax-payers to non-tax-payers within the University site comes to approximately 1:5. This figure reveals a high percentage of heavy dependency (largely women, children, etc.) The non-tax-payers, are almost always dependent on the more active tax-payers.

4:4 Recommendations for the Settlement of the Displaced Persons:

1. This project therefore, considers it highly admirable that though compensation have been paid to the displaced persons (see Table 4:1) it would be a worthwhile exercise that they are adequately compensated in land, and even material, so as to build new settlement. An alternative approach is in addition to securing farm lands, the authorities (In this respect N.U.C.) should help to build resettlement camps as was done in some projects undertaken by the Federal Military Government. For example, Kainji project and resettlement of Yelwa-Yauri, and Bakolori and resettlement of Maradun and the surrounding villages; both projects being in Sokoto State.

2. Basic and adequate infra-structural facilities such as roads, water, electricity etc. be made available to the resettlement camps.

3. The displaced people be given employment opportunity with the University as an attempt to increase community participation in the University life. The advantage being to integrate the community into the University system thereby dispelling the Ivory-towerism of which the older Universities were being accused by the public.

4. It is being strongly felt that the acquired land is too large for immediate development. Therefore, the evacution of settlers be carried out in stages for two reasons.

   i) that it will reduce the hardship on the re-locates and also makes a saving on the University annual expenditure, sequel to the financial constraints affecting all the Nigerian Universities.

   ii) that the evacution exercise should also correspond with the University's expansion programme and besides the payment of compensation, the alternative sites for resettlement be made available.

5. The University should arrange special adult education programme through its division of the University Extention services for persons affected by the University siting. Furthermore, children of the displaced community should be given special bursaries or any other incentives to eradicate the hazards of displacement.

6. If, in future, the University authorities feel that the acquired site could no-longer contain the University development, the afore-mentioned recommendations should be their guiding factor before requesting for more lands.

4:5 UNIVERSITY FORUM:

1. In the past while the deliberations of the congragation serve as an index of what the University community is thinking and affords a channel for it to register its views on the policies and actions of the University administration, there seems to be no similar organ for an equally useful formal dislogue between the University and the wider non-academic community.

Such desirable exchange of ideas between the University administration and the local community will bring close 'gown' and 'town' and eliminate the widely accepted feeling that the University students and graduates feel themselves apart from the mass of the people in which the University of Sokoto is located. It is, therefore, a welcome idea that University of Sokoto has accepted the recommendation from the N.U.C. of setting up a body to be known as a FORUM. It is however regrettable that members of the forum has not yet been constituted not to talk of meeting on University business. At its infant stage the University administration should seize the opportunity to record the view of members of the FORUM on the activities of the University, especially on academic programmes and physical development on the permanent site. Programmes on radio and Television about the development of the University should be made a period feature. Students and community representatives having group participation in some aspect of University life contributes to having closer tie and achievement of objectives.

4:6 CHANNELS OF COMMUNICATION:

2. In any organization, communication plays a vital role to the well-being of that organization. Though the University is still within manageable unit and University community congregated in a very small campus, there is a need for the administration to keep members of the community informed generally and regularly about matters that affect them all which also affect the University as a corporate body. There should be an advisory committee comprising of students representative and various sections of the University which meets at least once a term to deliberate of issues affecting the University as a whole.

Such meetings will enhance confidence in the administration and this leads to greater support amongst the University community.

4:7 EDUCATIONAL IMBALANCE:

3. In view of the paucity of qualified students for University entrance in the educationally disadvantaged areas, the University administration must not relent its effort in pursueing pre-degree programmes as a means of cheking the educational imbalance which exists between some educationally advantage State of the Federation and the educationall disadvantaged. The adoption of a 6-term pre-degree programme for the weaker students is viewed as unfortunate event. One would have though the University authorities would envolve two types of pre-degree courses. A 4-term course for those students with good credits (4-5 credits) and a full WASC or Grade II teachers certificate; and a 5-term pre-degree programme for those candidates with weaker passes - three credits and below.

A histogram recently released by J.A.M.B. has indicated that the gap between the educationally disadvantaged areas and the educationally advanced is getting wider because the newly established Universities enrol students from all parts of the Federation, to the disadvantaged of their areas of location, in a bid to satisfy Federal Government directives that our Universities must reflect the Federal nature of Nigeria. This is a welcomed idea if the older Universities have accepted to dance to the same tune. If this question of imbalance is taken seriously, the University of Sokoto must have a percentage rate set aside for its catchment area especially in the pre-degree courses.

The University participation in pre-degree courses should not be seen as a short term plan. It must continue until such a time the standards of secondary schools in the catchment areas of the University have greatly improved. Even with the introduction of a 4-year degree programme, pre-degree courses constitute an ideal opportunity in bringing the gap and it should be vigorously pursued.

4:8 ACADEMIC PROGRAMMES AND PROJECTS:

(a) A University as a unique institution has certain basic social functions which it must perform in order to advance the goals and objectives of the society in which it is located. It is for this purpose that funds are advanced by the government for building and maintaining the Universities. It is, therefore, rather disturbing to observe that little success is achieved in integrating the University activities with the local community. In its effort to maintain the indefinable international standards the University seems to have fallen into the old york of irrelevancy to the Nigerian society. Our colonial background has continued to dominate our thinking and has an outward orientation that turns our Universities into citadels of foreign learning and foreign ideas. We are yet to learn that the British Universities Study British Society and produce individuals who will function in the British economy and society. Likewise and American Universities deal largely with American society and American economy. In this regard, one would have thought that University of Sokoto should have given priorities to the extention services of the Faculty of Education since the need for such a project is very acute in this part of the country.

The attitudes of both the academic staff and students still remain that of allofness from the community. There is a kind of lack of purpose or social responsibility which should educate and direct the nature of subject taught, the method it is taught and the content of what is taught.

(b) There is a trend within the development of Nigerian Universities to use national objectives as guidelines for the development of individual Universities. This may be appropriate

in general but not in particular because besides national objectives individual Universities have been established to cater for specific local needs of the area concerned. For example, the Federal Government has directed that four out of the seven new Universities should continue to enrol students into pre-degree/remedial courses in order to bridge the gap between educationally advanced stages and the disadvantaged states, i.e. Sokoto, Maiduguri, Kano and Portharcourt have requested to moung pre-degree courses. Other than that, the academic planning group of the N.U.C. also allocated faculties to the new Universities in accordance to the local needs and objectives. New faculties of agriculture are located at the Universities of Sokoto, Calabar and Maiduguri. New faculties of engineering to be established in the Universities of Kano. Ilorin and Portharcourt. The whole rationable behind such distribution is to cater for the national and the local needs. In Sokoto for example, the University of Sokoto could try to perpetuate the Islamic culture of the area. It could also geer its preference according to the needs of the Sokoto area and the level of the students. The specific objectives of the University should be formulated within the framework of national objectives to cater for the specific needs.

One of the prime objectives of University education is to help students develop interest and understanding in their societies and in the needs and problems of such societies. However, very often unfortunately, the Nigerian graduates feel distant from the societies they have come from. Their understanding of the needs and the problems of the society is very much inadequate, and their contributions for the actual improvement of life of the people is very disappointing. Ways of improving communication and participation of the students into their community should be sought during the time when students are in the University.

The specific objectives of the University education must be clearly and definitely be reflected in its academic programme. This is acceptable to University of Sokoto at this initial stage, but there is a tendency to over generalize the objectives, e.g. the aim of science courses is to produce scientists is not enough. The specific objectives must guide the selection of context and method of instruction.

(c) There is a need to develop procedures to evaluate the specific objectives of all academic courses if the University is ready to make amend the mistakes of older Universities in the Country. Students' performances is not the best yardstick for evaluation.

4:9 ACADEMIC STAFF:

At this initial development of the University the expatriate academic staff still accounts for the greater number of professors, Readers and Senior Lecturers. It is not easy to offset the balance, but the University has started in the right direction by recruiting fresh Nigerian graduates as 'Graduate Assistant' and sending them straight away for higher degrees. In my view this is a commendable idea which as a long term plan will Nigerianize most if not all of the available faculties teachers-wise. However, the University should encourage such graduates assistant to find admission in Nigerian Universities instead of sending them to foreign countries - notably Britain and America. The quality of academic programmes depend largely on how dedicated the staff are and also on the numerical strength of the teaching staff. Having this consideration the salvation lies in recruiting more indigenous staff which is more economical to the University.

Talking of qualitative staff brings to mind the need for adequate provision of teaching materials and equipment. A University ought to be sufficiently endowed to purchase its needed teaching facilities. Perhaps the development on the temporary site is not condusive for such provision, nontheless the University authorities must involve a system of continuous evaluation of the available facilities and the future requirements.

4:10 READING FACILITIES:

The University Library situated in the temporary site is coping very well with the present demands in text-books, Journals, periodicals, and some stocked visual aids. But very soon the demand is bound to increase with the expansion of the Faculties and Departments. The need to speed up provision of Library accommodation can not be over-emphasized. In addition to the University Library (Main Library) there is a great desire for faculty Libraries to provide additional venues for study and research work. Faculty Libraries must cater for the immediate needs of individual faculties and should not be regarded as being substitutes of the University Library.

4:11 UNIVERSITY AUTONOMY:

During the past four years, though the University has witnessed a lot of expansion, and the temporary site is almost saturated with the growth of the new faculties and departments, it is still doubtful whether the University is really enjoying its full autonomy.

Most of the Senior Staff of the University, both in the Registry and Faculties, when interviewed, revealed that the University had not been enjoying much autonomy. They thought of many factors responsible for the curtailment of its freedom and its smooth functioning. Some of the causes revealed by them are recorded below in the table.

TABLE 4:2

Factors showing the curtailment of the University's Autonomy.

CAUSES	RESPONSE NUMBER	RESPONSE PERCENTAGE	REMARKS.
1. Socio-Political factors.	18	36%	Mostly things were directed by the (Military) Federal Government in the past.
2. JAMB - because of its right to admit students.	28	56%	The University had little right to admit students in the past.
3. Financial constraints.	32	62%	A heavy financial cut led to curtailment of many plans.

How would it be feasible for any University to function smoothly under Political, Social and economic constraint? A University institution which ought to cater for socio-economic needs of a country and should be instrumental in bridging the manpower gap of a nation, need to be free from any such pressures.

It is, therefore, recommended that the Federal Government should provide adequate funds for the growth of the new Universities and help them to be fully established at their permanent sites. The Federal Government should also grant full freedom for planned development in various directions, so that these Universities could cater for the desired social and economic goals and fulfil the man-power-need which is felt greatly.

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APPENDIX 'A'

Academic Office,
(Office of the Registrar)
University of Sokoto,
Sokoto.
Nigeria.

Dear Sir/Madam,

I am trying to write a project on the Role and "ORGANIZATION OF UNIVERSITY OF SOKOTO". This project intends to look into the Organization of the University as well as to identify some of the Roles for which the University is established.

Could you please fill-in the attached questionaire by clearly indicating your response to each item as requested.

The information obtained through this exercise will be kept strictly confidential. It will only be used for the purpose of this study unless you indicated otherwise.

Thank you.

(M. M. BUNZA)

ROLE AND ORGANIZATION OF UNIVERSITY OF SOKOTO.

QUESTIONAIRE:

Organization, Role and Functions of University of Sokoto.

PART I.

1. Name:_____ Post Held:_____

2. Department:_____

3. No. of years worked in Sokoto University:

_____ Years _____ Month

4. No. of years worked in other University(ies):

   i) Name of the University:_____

   ii) Years:_____

5. Total experience as Head of Dept/Office. Section:

   Years:_____

PART II.

PHYSICAL DEVELOPMENT ON THE TEMPORARY SITE:

1. Which of the existing Faculties have been getting more attention in terms of Physical facilities including adequacy of apparatus, material, furniture etc., in the past three years? (Name them in order of priority).

   i) _____ ii) _____

   iii) _____ iv) _____

What probable reasons (any two) do you think, could be the focus of attention for the rapid physical growth of the Faculties you have listed above?

i) _____

_____

ii) _____

_____

3(a) Has there been any Faculty /Department(s) which should have received more attention then it has been given in terms of Physical development?

i) _____ ii) _____

iii) _____

(b) List at least three reaons responsible for lack of attention towards the development of the Faculties/ Departments you have listed here above in 3(a).

i) _____

_____

ii) _____

_____

4(a) Which Faculties/Departments including administrative and academic etc; should have been developed first in your opinion in the first three years?

i) _____

ii) _____

iii) _____

(b) What reasons do you attribute to your preference listed here above in 4(a)?

i) _____

_____

ii) _____

_____

iii) _____

PART III. ADMINISTRATION:

1. Whether the existing administrative set up of the University has been adequate, in the past three years, in terms of, (Please don't write yes/no only).

i) Physical facilities, _____

_____

ii) Administration: _____

_____

_____

iii) Helping the development of other Faculties/Departments: _____

_____

2. What have been the most effective and potent achievements of the Administrative Departments in the University in the first three years?

i) _____

ii) _____

iii) _____

iv) _____

v) _____

PART IV:

THE ROLES OF THE UNIVERSITY:

(a) ACADEMIC:

1. Which of the existing academic/Faculties/ Departments have been discharging their functions very smoothly in the 1st three years, in terms of the following? (Please put -/ in your response).

		Faculty of Education.	Faculty of Arts & Islamic Studies.	Faculty of Science.	Faculty of Social Sciences & Administration.
i)	Classroom activities	.....	.....	.....	.....
ii)	Extension Lectures:	.....	.....	.....	.....
iii)	Tutorials	.....	.....	.....	.....
iv)	Any other educational programmes, (name the programmes)	....	.....	.....	.....

2. List three reasons to indicate the inadequacies of the Faculties/Departments (name the Department also) in respect of the items in (a) 1 (i) to (iv).

i) _____

_____

ii) _____

_____

iii) _____

3. Which of the existing academic/Faculties/Departments have the best facilities during the 1st three years, in terms of, (please put ✓ in your response).

		Education.	Arts & Islamic Studies.	Science	Social Science & Administration.
i)	Departmental room(s)	.....	.....	.....	.....
ii)	Classrooms	.....	.....	.....	.....
iii)	Laboratories	.....	.....	.....	.....
iv)	Lab. Material	.....	.....	.....	.....
v)	Departmental Lib.	.....	.....	.....	.....

(b) Which Faculties/Departments enrolled the maximum number of students (as compared to the planned enrolment) in the 1st three years?

i) _____ ii) _____ iii) _____

iv) _____ v) _____ vi) _____

ii) What reasons do you allocate to such a good intake in the Departments listed by you in (b)

a) _____

_____

b) _____

_____

c) _____

_____

(b) SOCIAL:

1. Do you think the opening of the University will help its vicinities grow:

	Yes/No
i) Educationally,	_____
ii) Socially,	_____
iii) Culturally,	_____
iv) Financially?	_____

2. What reasons do you consider for such factors? (Please furnish information here below on the basis of your opinion (Yes or No) which you have reflected in (Social (b) 1 in relation to the Educational, Social Cultural & Financial growth of the vicinities.

i) _____

_____

ii) _____

_____

iii) _____

_____

(iv) _____

_____

PART V.

UNIVERSITY AUTONOMY:

1. Do you think the University has been enjoying autonomy from the date of its establishment?

.....Yes/No.

2. What probable reasons (any three) do you consider for such a factor?

i) _____

_____

ii) _____

_____

iii) _____

_____

iv) _____

_____

APPENDIX B

INTERVIEW SCHEDULE

Organization, Role and Functions of University Of Sokoto

PART 1.

1. Name: _____ Post Held: _____

2. Department: _____

3. No. of years worked in Sokoto University:

_____ _____

Years Month

4. No. of years worked in other University (ies):

(i) Name of the University: _____

(ii) Years: _____

5. Total experience as Head of Dept/Office. Section:

Years: _____

PART II:

PHYSICAL DEVELOPMENT ON THE TEMPORARY SITE:

1. Which of the existing Faculties have been getting more attention in terms of Physical facilites including adequancy of apparatus, material, furniture etc., in the past three years? (Name them in order of peiority).

(i) _____ (ii) _____

(iii) _____ (iv) _____

(i) _____

(ii) _____

(iii) _____

(b) What reasons do you attribute to your preference mentioned above in 4(a)?

(i) _____

_____

(ii) _____

_____

(iii) _____

PART III: ADMINISTRATION

1. Do you think that the existing administrative set up of the University has been adequate, in the past three years, in terms of, (Please don't write yes/no only).

(i) Physical facilities, _____

_____

(ii) Adminstration: _____

_____

_____

(iii) Helping the development of other Faculties/Departments?

_____

_____

What probable reasons (any two) do you think, could be the focus of attention for the rapid physical, growth of the Faculties you have named above?

(i) _____

_____

(ii) _____

_____

3(a) Has there been any Faculty /Department(s) which should have received more attention then it has been given, in terms of Physical development?

(i) _____ (ii) _____

(iii) _____

(b) List at least three reasons responsible for lack of attention towards the development of the Faculties/ Departments you have listed here above in 3(a).

(i) _____

_____

(ii) _____

_____

4(a) Which Faculties/Departments including administrative and academic etc; should have been developed first in your opinion in the first three years?

2. What have been the most effective and potent achievements of the Administrative Departments in the University in the first three years?

(i) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

PART IV:

THE ROLES OF THE UNIVERSITY:

(a) ACADEMIC:

1. Which of the existing academic/Faculties/Departments have been discharging their functions very smoothly in the 1st three years, in terms of the following? (Please put -/ in your response).

		Faculty of education.	Faculty of Arts & Islamic Studies	Faculty of Science.	Faculty of Social Sciences & Administration.
(i)	Classroom activities	.....	.....	.....	.....
(ii)	Extension Lectures:	.....	.....	.....	.....
(iii)	Tutorials:	.....	.....	.....	.....
(iv)	Any other educational programmes, (name the programes)	.....	.....	.....	.....

2. Could you please give some reasons to indicate the inadequacies of the Faculties/Departments (name the Department also) in respect of the items in (a) 1 (i) to (iv).

(i) _____

_____

(ii) _____

_____

(iii) _____

3. Which of the existing academic/Faculties/Departments have the best facilities during the 1st three Years, in terms of the following , in your opinion? (Please put in your response).

		Education.	Arts & Islamic Studies	Science	Social Science & Administration.
(i)	Departmental room(s)	.....	.....	.....	.....
(ii)	Classrooms	.....	.....	.....	.....
(iii)	Laboratories	.....	.....	.....	.....
(iv)	Lab. Material	.....	.....	.....	.....
(v)	Departmental Lib.	.....	.....	.....	.....

(b) Which Faculties/Departments enrolled the maximum number of students (as compared to the planned enrolled) in the 1st three years?

(i) _____ (ii) _____ (iii) _____

(iv) _____ (v) _____ (vi) _____

(ii) What reasons do you allocate to such a good intake in the Departments mentioned by you in (b)

(a) _____

_____

(b) _____

_____

(c) _____

_____

(b) SOCIAL:

1. Do you think the opening of the University will help its vicinities grow? Yes/No

(i) Educationally, _____

(ii) Socially, _____

(iii) Culturally, _____

(iv) Financially? _____

2. What reasons do you consider for such factors? (Please furnish information here below on the basis of your opinion (Yes/No) which you have reflected in (Social (b) 1 in relation to the Educational, Social Cultural & Financial growth of the vicinities.)

(i) _____

_____

(ii) _____

_____

(iii) _____

_____

(iv) _____

_____

PART V:

UNIVERSITY AUTONOMY:

1. Do you think the University has been enjoying autonomy from the date of its establishment?

.....Yes/No.

2. What probable reasons (any three) do you consider for such a factor?

(i) _____

_____

(ii) _____

_____

(iii) _____

_____

(iv) _____

_____