

A SCHEME FOR PROVIDING EDUCATIONAL INFORMATION FOR  
PROSPECTIVE UNIVERSITY STUDENTS

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DECLARATION


I hereby declare that this project has been produced by me. Its topic has not been presented in any previous application for higher degree. All quotations are indicated by quotation marks and sources of information are duly acknowledged by means of references.

ANKUMA, Kande Makama (Mrs)

June, 1987.

CERTIFICATION

This project report entitled "A Scheme for Providing Educational Information for Prospective University Students" by ANKUMA, Kande Makama (Mrs), meets the regulations governing the award of the degree of Master of Education of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

  
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DEDICATION

To My Late Daughter

This Work Is Dedicated To The Memory

Of My Late Daughter Helen Thietmen Ankuma.

## ACKNOWLEDGEMENT

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## ABSTRACT

This study was undertaken to survey the courses available at the Ahmadu Bello University, Zaria.

The study sample was made up of six Faculties of the University namely, Administration, Engineering, Law, Pharmaceutical Sciences, Veterinary Medicine and Medicine and the School of Basic Studies, Data were collected from brochures and prospectuses of the sample Faculties and Departments and also through interview with Students, Lecturers and Secretaries of the appropriate Faculties and Departments,

The study showed that all the sample faculties offer courses that lead to the award of bachelor's degrees. However, some faculties run more courses than others thus awarding more degrees than others. The Faculties of Law and Administration offer Diploma and Certificate courses in addition to degree courses.

The School of Basic Studies and some Faculties such as Engineering, Medicine, Pharmaceutical Sciences, and Veterinary Medicine are open to science candidates only.

The study also revealed that Mathematics and English form the basic requirements for entry to the university,

The study has shown that there is need for Career Masters and Guidance Counsellors to help students understand their abilities and to be able to relate their abilities and interests to their academic preferences. To achieve this, recommendations are made for the government to train and employ more guidance counsellors who will help students in their academic and career aspirations find choices.



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ABBREVIATIONS, DEFINITIONS, GLOSSARIES AND  
SYMBOLS

Course. Learning process from point to point pursuing a profession, a process of acquiring a particular skill and knowledge which will enable one play his role as a professional more effectively.

Entry Requirement. This term refers to the qualifications which a candidate must have acquired before he can be considered for admission into the university.

Occupational Information. This term is used in this study as defined by Hoppock (1976) "any and all kinds of information regarding any position, job, or occupation, provided only that the information is potentially useful to a person who is choosing an occupation, occupational information means facts about jobs for use in career planning."

Subject Combination. A group of subjects which when studied together can lead to effective learning and easy understanding of a course of study.

Vocational Guidance - "is the process of assisting the individual to choose an occupation, prepare for it, enter into it and prosper in it" Crites (1969).

Career as used in this study refers to "a sequence of roles, or positions, including work, leisure and educational pursuits (which) may encompass a number of occupations, vocations or jobs one person engages in during his/her working life."

## Chapter 1

### 1.0 THE PROBLEM

#### 1.1 Introduction

At this stage of our national development, when Nigeria is going through a period of transition, from a traditional and agricultural society to an industrial one, there is need for an educational system that will meet the manpower demand of the country. Education is usually seen as an investment in human resources. However, it cannot play its manpower development role effectively unless our young people make accurate choices of fields of study that will lead them to careers best suitable for them. Educational choices can be more accurate and effective where guidance services are rendered.

The researcher has observed that some secondary school students and their teachers are ignorant about the courses available in our universities. This implies that they are ignorant about the subject combinations and the entry requirements for the various courses. Students thus make their choice of courses without knowing the full implications of any such choices. Some of them had to change from one course to another.

At the Ahmadu Bello University, Zaria for example, there are cases of students' transfer from one faculty to another. In the Faculty of Education, for example,

in 1983-84, 84-85 and 85-86 there were cases of transfer of students from other Faculties to the Faculty of Education, the figures were as follows: 11, 4 and 3 respectively. (Students list of names 1983-84, 84-85 and 85-86 sessions with examination numbers.)

Change of courses takes place in almost all the Faculties and Departments in the University. The questions that could be asked are:

1. Were those students likely to have acquired adequate information as to what courses were available, the subject combinations and the entry requirements?
2. Did the students relate their applications to the subjects studied at the General Certificate of Education Ordinary ('O') and perhaps Advanced ('A') Levels?

#### 1.2 Statement Of The Problem

From the writer's experience, some students encounter problems during their training at the Ahmadu Bello University. Some of their problems are in the areas of course combinations, which some of them have proved to be ignorant about. This ignorance plunged many students into frustration, dissatisfaction and frequent change of courses.

There are many cases of overstay in the university as well as cases of dropouts. The causes can be traced back to initial wrong educational choices due to ignorance of the courses available, subject combinations and the entry requirements.

The purpose of this study is to survey the courses available at the Ahmadu Bello University, Zaria. The various subject combinations and the entry requirements will also be documented. Thus, the study will try to find answers to the following questions:

1. What are the courses available in the Ahmadu Bello University, Zaria?
2. What are the available course combinations?
3. What are the basic entry requirements to the various available courses?
4. What qualifications, degrees, diplomas and certificates are obtainable from each sample Faculty?

### 1.3 Objectives Of The Study

The objectives of the study are:

1. To outline the courses offered at the Ahmadu Bello University, Zaria.
2. To outline the subject combinations in each course.

3. To identify the entry requirements to each course of study.
4. To find out the qualifications, degrees, diplomas and certificates obtainable in each sample Faculty.

#### 1.4 Scope And Delimitation Of The Study

The study is limited to the Faculties of Administration, Engineering, Pharmaceutical Sciences, Medicine, Law and the School of Basic Studies of the Ahmadu Bello University, Zaria. Also, the study intends to outline the courses offered in all the named faculties, the available subject combinations, entry requirements and qualifications awarded at the end of each course of study.

#### 1.5 The Significance Of The Study

Many students of the Ahmadu Bello University face a lot of academic problems. These problems include the problem of understanding their lecturers because they find some of their courses very difficult and have to change for other courses. Indeed some of them end up being asked to withdraw from the university. The researcher has observed that such students are not necessarily academically weak. But some have taken to the wrong courses because of lack of effective educational and vocational guidance.

The findings of the survey will provide a useful guide to students and their teachers concerning the choice of subjects and the implications of the courses offered in the university. In order to be able to choose the correct course, provision must be made for the students to receive adequate information about available educational opportunities. A person cannot choose what he does not know. It is hoped that the research findings will be used as a basis for making some humble suggestions on academic and career choices in schools.

The researcher hopes that this study will help youngsters, for example, prospective university students to avoid getting into wrong choice of courses and careers. Furthermore, it is hoped that the study will help minimise students' frustration and rate of drop out from the university. If students know the implications of their secondary school subjects in terms of university admission requirements and course combinations then learning will be more meaningful.

#### 1.6 Basic Assumptions

This study is based on the following assumptions; Many students apply to the university without knowing exactly:



- (i) The courses they are capable of doing
- (ii) The implications of wrong subject combinations.
- (iii) The basic qualifications they must have acquired before they can be considered for admission.
- (iv) The available courses.

## Chapter 2

### 2.0 LITERATURE REVIEW

#### 2.1 Introduction

This chapter focuses on educational and career guidance, the need for it, the need for occupational information and the determinants of career and educational guidance.

#### 2.2 What Is Career Guidance?

Different people have offered different definitions of career guidance Tolbert (1980) has defined it as an organized programme to help youth develop self understanding, learn about the world of work, gain experiences that will help them in decision making and find jobs.

Watts (1976) defined career guidance as services deliberately provided to help students prepare for and adapt to the vocational choices and transitions they will make as they progress through school and on leaving school and entering adult roles.

Okon (1984) stated that career guidance is a programme of activities which facilitates the process of career development. He further explained that through career guidance, a helping person assists another person in understanding himself and the environment, including work

opportunities and in determining life style.

From the above definitions, career guidance can therefore be described as a specialized service that focuses on helping students make educational and occupational plans and decisions.

### 2.3 The Need For Educational And Career Guidance

The influence of technology has revolutioned traditional occupations such as forming, carving, fishing, hunting and weaving. They are constantly being replaced by years of formal education in primary and secondary schools. And as a result, children do not necessarily take to their parents' trades anymore.

Bello (1976) stated that occupational choices determined how a democratic society would utilize its man power. According to him, education and career guidance is necessary to help the person making a choice to know the implications of it on the over-all development of his country. This, he added "will further help avoid shortages in some areas and surplus in others."

Ikeotuonye (1978) discussing the need for guidance for students in Nigeria, stated that it helps to optimize the all round development of the students. A happy

life may be ensured if one's life's career has been carefully chosen.

Denga (1983) identified basic purposes for career guidance in our schools. He classified these purposes broadly into eight as shown below:

1. To offer opportunities for guidance and counselling in the area of occupational aspirations and choice for all children.
2. To relate the concept of education generally to the practical aspects of life, particularly the world of work.
3. To probe and investigate the interests, abilities and aptitudes of all children with a view to relating them to occupational proposal of all children.
4. To increase the relevance of the educational process to employment needs of the society.
5. To inform the students, parents, guardians and any "significant others" to the child about the need for students to choose what they can afford to do.
6. To expose the children to as many kinds of occupational activities as possible so that an appropriate choice can be facilitated.

7. To examine various psychological, educational, sociological, economic and accident factors that do impinge upon career development.
8. To eliminate unsound criteria on which ill-informed children base their occupational decision making.

Denga (1983) also observed that even adult women returning to work after childbearing, mature men seeking to change their employment, patients discharged and prisoners released who desire career advice all need career guidance.

#### 2.4 The Need For Occupational Information

Hoppock (1976) defined occupational information as: "Any and all kinds of information regarding any position, job, or occupation, provided that the information is potentially useful to a person who is choosing an occupation. Occupational information means facts about jobs for use in career planning."

Ikeotuonye (1983) stated that occupational information is more of a process which incorporates as many details as possible about available occupational opportunities meant to help the individual not only to make effective career choice but also to adjust and make success in it.

Occupational information is an important aid for career choice. Shok (1987) stated that information about occupations should be given to students as soon as they were ready for it. In her study of Transition from School to Work Among Secondary School Leavers Working in the Ahmadu Bello University, Zaria concluded that the secondary school leavers had problems which affected their choices of career and the predominant was lack of vocational information. The National Policy on Education (1981) has stated clearly the problem of ignorance among our students choosing their careers thus: "In view of the apparent ignorance of many young people about career prospects, and in view of personality maladjustment among school children, careers officers and counsellors will be appointed in postprimary institutions."

Hoppock (1976) has stated that occupational information is indispensable. He added that one could not choose what he did not know, and many occupations were unknown to most people.

The importance of adequate occupational information can hardly be over emphasised. Downing (1968) identified some reasons why students must acquire occupational information. He classified these reasons into eight as shown below:

1. To develop students' interests in the world of work and in many activities used by people for earning a living.
2. To stimulate students to give careful consideration to the many educational and vocational possibilities open to them.
3. To provide experiences and a wholesome atmosphere by which healthy attitudes of respect for all kinds of useful work are developed.
4. To help students make wise choices in educational experiences, by which personal development may be enhanced and adequate preparations realized for future experiences.
5. Providing information about the many opportunities open to young people in various colleges, universities and technical training schools among which choices may be made.
6. Providing a continuous programme of experiences well integrated with instructional programme and experiences which provide strength and continuity for the total educational process.
7. Keeping to a minimum frustrations and indecisiveness and eliminating wasteful trial and error approaches in decision making.

8. Improving the self understanding of young people from which a greater appreciation for other people may emerge.

## 2.5 Determinants Of Career Choice

Career choice has been a difficult phrase to define, because the word 'choice' looked on the surface can be defined in many ways such as preference, aspirations or interest. Super (1953) for example, has said that choice, is in fact, a process rather than an event. This is because the term denotes a series of survey generally resulting in the elimination of some alternatives and retention of others.

Choice refers to the act of selection. For any choice to be properly made there must be careful consideration, assessment, analysis, diagnosis and comparison of all the available alternatives.

Career has also been defined in many ways:

Hurnby (1974) defines it as "a progress through life, a way of making a living, a profession or occupation."

Tolbert (1974) briefly stated that a career is the sequence of occupations in which one engages. "It is the sequence of occupations, jobs, positions occupied during the course of a person's working life."



The definition of career by Shertzer and Stone (1976) is similar to the above. They have stated that it is an orderly work history in which each job is preparatory for the next, a succession of positions that have pattern that is to some extent predictable and controllable.

The determinants of career choice are many because we live in a complex and fast changing society. Super (1953) has provided ten propositions on vocational and career choices. They are as follows:

1. That people differ in abilities, interests and personalities. And that no two persons are exactly alike, they each have characteristics pattern of traits and abilities.
2. That they are qualified by virtue of these circumstances, each for a number of occupations.
3. Each of these occupations requires a characteristic pattern of abilities, interests and personality traits, with tolerances wide enough, however, to allow both some variety of occupations for each individual and some variety of individuals in each occupations.
4. That vocational preferences and competencies and situations in which people live and work, and hence their self concepts change with time and

experiences, making choice adjustment a continuous process.

5. That the process may be summed up in a series of life-stages characterised as those of growth, exploration, establishment, maintenance and decline and these stages may in turn be subdivided into the following:
  - (a) fantasy, tentative and realistic phasis of the exploratory stage, and
  - (b) the trial and the stable phases of the establishment stage.
6. That the nature of the career pattern is determined by the individual's parental socio-economic level, mental ability, and personality characteristics and by the opportunities to which he is exposed.
7. That development through the life stages can be guided partly by facilitating the process of maturation of abilities and interests and partly by aiding in reality testing and in the development of the self-concept.
8. That the process of vocational development is essentially that of developing and implementing a self concept: it is a compromise process in which the self-concept is a product of the interaction of

inherited aptitudes, neural and endocrine make up, opportunity to play various roles, and evaluation of the extent to which the results of the role playing meet with the approval of superiors and fellows.

9. That the process of compromise between individual and social factors, between self concept and reality, is one of role playing, whether the role is played in fantasy, in the counselling interview, or in real life activities such as school classes, clubs, part-time work and entry into jobs.
10. Finally, that work satisfaction and life satisfaction depend upon the extent to which the individual finds adequate outlets for his abilities, interests, personality traits and values; they depend upon his establishment in a type of work, a work situation, and a way of life in which he can play the kind of role which his growth and exploratory experiences have led him to consider congenial and appropriate.

Hopson and Hayes (1978) identified some determinants of occupational entry as follows:

1. The demand for new members in an occupation is indicated by the number of vacancies that exist at any one time. The size of the occupational

group, its tendency to expand and its turn over rate will influence the demand for new members.

2. Functional requirement such as qualifications needed for optimum performance of occupational tasks.
3. Non functional requirement for example, those criteria affecting selection that are not relevant to actual performance such as status, good looks or proper religion.
4. Rewards which include not only income, prestige or power, but also opportunities for advancement, emotional gratifications and indeed all employment conditions that are defined as desirable.
5. The information people have about occupation - their knowledge about requirements for entry, the rewards offered and the opportunity for employment and advancement.
6. Their technical skills to perform various occupational duties and their social characteristics that influence hiring decisions which include their level of knowledge, ability, education and their social positions and relationships.

Some psychologists have suggested some theories that guide the process of choices of careers. I shall consider the ones that are relevant. Tiedeman (1970) emphasised

'self' in his theory. According to him, the formation of the self in relation to educational experiences is important. He sees a sort of interaction between self and vocational development, and that they affect each other as the individual copes with the problems of pursuing a course of training or deciding upon a career. Tiedeman and O'hara (1963) stressed the fact that it was the total personality that developed and later accommodated the career.

The need theory of vocational choice by Roe (1957) gave attention to the desires and wants which stimulate the individual to prefer one occupation to another. Roe pointed out that the way in which the individual learns to satisfy his needs determines which of his special abilities, interests, and attitudes he will follow and develop.

Roe's theory of need postulates that:

1. An individual sees job as a source of satisfaction to many needs.
2. Interests vary with the level of job.
3. To understand how a man function in a job, one must know what his needs are and where and how they are satisfied.

4. All persons have physiological needs.
5. These needs are in small range. Needs for understanding, beauty and the like will have wide variations among individuals.
6. The modes and degrees of need satisfaction determine which needs will be the strongest motivators.

## 2.6 Summary

This chapter has reviewed the related literature on topical issues connected with education and career guidance, the need for it and the determinants of both educational and career choices. Indirectly it has tried to bring out some factors that can lead to wrong choices of courses and jobs. The next chapter will discuss the methodology employed in this study.

## Chapter 3

### 3.0 DESIGN AND PROCEDURE

#### 3.1 Introduction

In this chapter the methods and procedures used in the study are explained. The areas considered are data collection, study sample and limitations of the study.

#### 3.2 Data Collection

The researcher went round the sample Faculties, the Academic Office, Information Office, Registrar's Office and the School of Basic Studies of the Ahmadu Bello University, and collected their various brochures and prospectuses.

Interview was also used to gather information from the Departmental and Faculty Secretaries. The information required included:

- (a) The number of Departments in each Faculty.
- (b) The courses available in each Department
- (c) The duration of each course.
- (d) The subject combinations for each course.
- (e) The degrees or certificates obtainable at the end of each course completed successfully.

(f) The entry requirements to the various courses.

### 3.3 The Study Sample

The study data were drawn from the Secretaries to the Academic Office, Information Office, the School of Basic Studies and the Secretaries to the various Departments in the Faculties of Administration, Engineering, Pharmaceutical Sciences, Veterinary Medicine, Medicine and Law.

The researcher attempted to reach the students. Three students were interviewed from each Faculty. Three ex-students of the Faculties of Medicine, Veterinary Medicine and Pharmaceutical Sciences were also interviewed. Also a few lecturers were interviewed. This is to acquire adequate information.

### 3.4 Limitations Of The Study

The study data were taken from six out of eleven Faculties and the School of Basic Studies of the Ahmadu Bello University, Zaria. A survey of this nature is expected to extend to all the Faculties and Departments because there are no bases for generalizations except in respect of the general university entry requirements. However, this limitation has been taken care of by assigning another M.Ed candidate to study the remaining Faculties and Departments.



### 3.5 Summary

The study data were collected from the brochures and prospectuses of the sample Faculties and Departments, and also from interview with the Secretaries of the appropriate Faculties and Departments. Also, the data were gathered with the help of the Academic Office, Registrars Office and Information Office. Six Faculties, namely, the Faculty of Administration, Engineering, Pharmaceutical Sciences, Veterinary Medicine, Medicine and Law and the School of Basic Studies were surveyed.

## Chapter 4

### 4.0 DATA ANALYSIS AND DISCUSSION OF RESULTS

#### 4.1 Introduction

In this chapter, the number of Departments in the sample Faculties are listed, and in each department the available courses, duration of the courses, degrees or certificates obtainable, the course combinations and the entry requirements for the various courses are documented.

The university has a general requirement in English Language in addition to the Faculty and/or Departmental requirements. Candidates for admission to a degree course must possess one of the following general qualifications in English:

- (i) Credit in English Language in the WASC/GCE 'O' Level Examination for art students.
- (ii) Pass at 'O' Level in English Language in the WASC/GCE Examination for science candidates.
- (iii) Pass in the HSC General Paper in English.
- (iv) Pass at 'A' Level GCE English Literature Examination.
- (v) Pass in English Literature in the HSC Examination.
- (vi) Credit or Merit in English Language in the Teachers' Grade II Certificate Examination, with effect from 1968.

There is a general requirement for science students in Mathematics. Candidates for admission to a degree course in science disciplines and the Departments of Business Administration and Accounting in the Faculty of Administration should have a credit pass in Mathematics in the WASC/GCE 'O' Level Examination.

#### 4.2 School Of Basic Studies

The School of Basic Studies, Ahmadu Bello University, Zaria came into existence in 1970. The school has expanded with increase in student enrolment in both arts and science disciplines.

In the 1982/83 session, the art section was phased out. The school now admits only science students. The school prepares students for the Interim Joint Matriculation Board (IJMB) Examination, that is to say it prepares candidates for direct entry to the university for degree courses.

##### 4.2.1 Duration Of Programme

The School of Basic Studies offers a one year course lasting from July of one year to June of another year. Only students who satisfactorily complete the one year programme in the three major subject combinations are

presented for the IJMB examination.

#### 4.2.2 Certificate Obtainable

Successful candidates are awarded the Interim Joint Matriculation Board (IJMB) certificate which is equivalent to GCE 'A' level certificate.

#### 4.2.3 Grades Obtainable

Every student takes three subjects; and the following grades and their equivalent points are obtainable:

A = 5 points	D = 2 points
B = 4 points	E = 1 point
C = 3 points	F = 0 point

A student who scores A in all his three subjects has 15 points. The higher the points the greater the candidate's chances of admission to a degree course.

#### 4.2.4 Courses Combinations

The following subjects are offered in the school:

Basic Mathematics	Geography
Biology	Special Mathematics and
Chemistry	Physics.
Economics	

There are thirteen permitted combinations in the school. They are as follows:

1. Biology/Chemistry/Economics
2. Biology/Chemistry/Geography
3. Biology/Chemistry/Geology
4. Biology/Chemistry/Mathematics
5. Biology/Chemistry/Physics
6. Biology/Geography/Geology
7. Biology/Geography/Mathematics
8. Biology/Geology/physics
9. Biology/Mathematics/Physics
10. Chemistry/Mathematics/Physics
11. Economics/Geography/Mathematics
12. Economics/Mathematics/Physics
13. Geography/Mathematics/Physics

#### 4.2.5 Entry Requirements

Admissions are restricted to one of the following:

- (i) Candidates who have passed the WASC/CCE Examinations at 'O' level in five academic subjects at credit level including the three subjects to be offered in the school with at least a pass in English language.
- (ii) Those who hold the Grade II Teachers' Certificate with at least four credits and merit. These must include Arithmetical processes, or Principles and

Practice of Education and at least a merit in English Language.

#### 4.2.6 Comments

The School of Basic Studies prepares candidates for university admission through Joint Admission and Matriculation Board (JAMB). It offers provisional admission to those who have passed the 'Nock' WASC/GCE 'O' level examination with credits in five subjects. Such admissions can be confirmed only after the candidates have passed the WASC/GCE Examinations; otherwise, such candidates are asked to withdraw. On the whole, applicants are required to take an entrance examination before they can be admitted.

#### 4.3 Faculty Of Administration

The Faculty of Administration comprises the following departments:

1. Department of Accounting
2. Department of Business Administration
3. Department of Local Government Studies
4. Department of Public Administration.

#### 4.3.1 Department Of Accounting

Programme of Study. This department offers a bachelor's degree course which leads to the award of an honours degree in Accounting B.Sc (Accounting). It also offers two diploma courses - Diploma in Accounting and Banking.

Duration of Programme. The duration of the bachelor's degree programme is three years. The two diploma courses take two years each.

Degree/Certificate Obtainable. At the end of a successful three year course, the candidates for the bachelor's degree course are awarded the degree of Bachelor of Science in Accounting - B.Sc (Accounting). While the candidates for the diploma courses in Accounting and Banking are awarded diploma certificates in Accounting and Banking respectively at the end of a successful two year course.

Course Combinations. The three year degree course is divided into three parts: I, II and III. Each part takes an academic year. The course combinations that are taken each year are shown below:

Part I

1. Elements of Business Administration
2. Theory and Practice of Government
3. Principles of Accounting
4. Business Mathematics
5. Elements of Economics
6. Commercial Law.

Part II

1. Corporate Accounts
2. Data Processing
3. Quantitative Techniques
4. Cost Accounting
5. Company Law
6. Nigerian Economy

Part III

1. Advanced Accounting
2. Auditing and Investigation
3. Management Accounting
4. Elements of Finance
5. Taxation.

Course Combinations for Diploma in Accounting

1. Statistics
2. Accounting I
3. Elements of Business Administration



4. Commercial Law I
5. English
6. Economics

Part II

1. Taxation
2. Auditing
3. Cost Accounting
4. Accounting II
5. Commercial Law II

Course Combination for Diploma in Banking

Part I

1. Elements of Banking
2. Accounting I
3. Statistics
4. Commercial Law I
5. English
6. Economics

Part II

1. Practice of Banking
2. Finance and Foreign Trade and Foreign Exchange
3. Accounting II
4. Monetary Theory
5. Law Relating to Banking
6. Nature of Management
7. Investment

Entry Requirements. Candidates applying for the course of Bachelor of Science in Accounting must possess passes in five subjects at credit level. These subjects must include Mathematics and Economics. In addition to the above such candidates must have one of the following qualifications:

- (i) G.C.E. 'A' Level or I.J.M.B. with good grades in the relevant three subjects.
- (ii) A diploma certificate in Insurance, or Accounting or Banking. The diploma certificate should be at credit pass.

#### 4.3.2 Department of Business Administration

Programme of Study. This Department offers a bachelor's degree course in Business Administration and a diploma in Insurance.

Duration of Programme. The duration of the degree course is three years. The diploma course takes two years.

Degree/Diploma Obtainable. At the end of a successful course, the Department of Business Administration awards its degree candidates the Bachelor of Science (B.Sc) in Business Administration. And the candidates for the diploma course are awarded Diploma in Insurance.

Course Combinations. The three year course is divided into three parts - I, II and III. Each part takes an academic year. The diploma course is divided into two parts - I and II and each part takes an academic year.

Part I B.Sc (Business Administration). The part one course is the same as for B.Sc (Accounting) Part I.

Part I

1. Elements of Business Administration
2. Theory and Practice of Government
3. Principles of Accounting
4. Business Mathematics
5. Elements of Economics
6. Commercial Law.

Part II

1. Statistics
2. Principles of Marketing
3. Principles of Management
4. Principles of Finance
5. Business Communication and Report Writing.
6. Cost Accounting.

Students who want to specialize in Actuarial Science in part three are required to take the following combination of courses in part two:

Part II (Specialization in Actuarial Science)

1. Statistics
2. Principles of Management
3. Elements of Insurance
4. Actuarial Mathematics and Theory of Interest.
5. Numerical Analysis and Computer Science
6. One elective from any other part two courses.

Part III

In part three students choose only one area of concentration from the four areas shown below: Management, Marketing, Actuarial Science and Banking. The courses required under each area of concentration are listed below.

Management	Marketing
1. Nigerian Economy	1. Nigerian Economy
2. Policy and Entrepreneurship	2. Sales Management and contingencies Behaviour
3. Production Management	3. Retailing and Marketing Management
4. Personal Management	4. Marketing Research and Advantage
5. Elective	5. Elective
6. Elective	6. Elective
Actuarial Science	Banking
1. Nigerian Economy	1. Nigerian Economy
2. Financial & Investment Management	2. Money and Banking
3. Money and Banking	3. Law Relating to Finance Institutes
4. Life and Contingencies	4. Finance and Investment Management
5. Elective	5. Elective
6. Elective	6. Elective

In addition to the listed courses, the final year (Part III) students are required to select any two courses outside their field of specialization. They are usually expected to take accounting courses.

Course Combination for Diploma in Insurance

Part I

1. Business Administration
2. Elements of Insurance
3. Accounting
4. Economics
5. Commercial Law
6. Business Mathematics.

Part II

1. Property, Pecuniary and Liability Insurance
2. Motor Insurance
3. Insurance of the Person
4. The Law Relating to Insurance
5. Fire Insurance.

Entry Requirements. The entry requirements for the course of B.Sc Business Administration are the same as the entry requirements for the course of B.Sc Accounting and include the following:

Candidates must possess passes in five subjects at credit level. These subjects must include Mathematics and Economics plus one of the following qualifications:

- (i) G.C.E. 'A' Levels or I.J.M.B. with good grades in the relevant three subjects.
- (ii) A diploma certificate in Insurance, or Banking or Accounting. The diploma certificate should be at credit pass.

Comments. The courses in Accounting and Business Administration are similar in terms of contents and structures.

#### 4.3.3 Department Of Local Government Studies

Programme of Studies. This department offers courses mainly in administration and finance in local government.

Duration of Programme. The department offers a two year course in Higher Diploma in Local Government Administration and a Diploma in Local Government.

Certificate/Diploma Obtainable. At the end of a successful course, candidates for the Higher Diploma course are awarded the Higher Diploma Certificate in Local Government Administration; while the candidates for ordinary diploma course are awarded the Diploma Certificate in Local Government Administration.

Course Combinations. The course combinations for the higher diploma are in stages: I and II. Each stage takes one academic year. The course combinations for the two years are shown below in stages. These stages are similar to what other departments call parts.

Stage I

1. Theory and Techniques of Administrative Management
2. Economic and Social Development
3. Government and Local Government Administration
4. Financial Management
5. Administrative Law
6. Workshop in Local Administration
7. English and Communication Skills
8. Research Methodology

Stage II. In this stage, students are required to take any two from the following three courses:

1. Advanced Accounting
2. Urban Government
3. Development Administration.

There is also Student Field Attachment Scheme. This is compulsory for all students. The course is meant to give students some practical knowledge of the operation of other authorities within the boundaries of local government areas. This is to help students to

observe what is being done in reality and to relate it to what they learn in the classroom. It also aims at exposing students to the organizational relationships between various levels of authority. Under the field attachment scheme students are expected to go round departments of local authorities, visit District Councils and Administrative Area Councils. They can also attend meetings of Local Councils and Committees. At this stage they are expected to explore District and Administrative Area Councils.

The course combinations for the Ordinary Diploma in Local Government Administration are in two parts. Each part covers a period of one academic year. They are as follows:

Part I

1. Theory and Practice of Government
2. Community Development
3. Principles of Accounts
4. Office Management and Procedure
5. Communication Skills
6. Elements of Local Government Law
7. Local Government Accounts
8. Numerative Techniques.



Part II

1. Basic Quantitative Techniques
2. Principles of Management and Decision Making
3. Local Government Accounts
4. Introduction to Social and Economic Development
5. Administrative Law
6. English and Communication Skills
7. Local Government Planning and Budgeting
8. Local Government Personnel Management.

Entry Requirements. Candidates applying for admission to the Higher Diploma course should have one of the following five qualifications:

- (i) A credit pass at the stage III course of Local Government Administration with at least two years post qualification experience.
- (ii) A pass certificate at the stage III course with at least four years experience.
- (iii) A pass certificate at the Stage III of the Local Government Course and must have successfully completed the certificate course in Local Government at the Institute of Administration, University of Ife and Ibadan.
- (iv) Holders of the Old Diploma in Native Treasury Accounting (NTEA) or Progressive course 'A'

certificate are also considered for admission.

- (v) Holders of National Diploma in Local Government of the College of Administrative and Business Studies Kaduna are qualified to apply for admission to the course.

Candidates qualified for admission to the Ordinary Diploma course are as follows:

- (i) Holders of the Old Diploma in Native Treasury Accounts  
or
- (ii) Clerks who have served in a Local Government for a long time.

Comments. The courses in the Local Government Department are mainly to equip students with the art of government. The admission processes and requirements differ from other departments. This is because most admissions are through nomination by State and Local Government areas from where the candidates come. The Universities of Ife and Ibadan offer certificate courses in Local Government Administration. The Kaduna Politechnic offers a course which leads to the award of a National Diploma in Local Government.

#### 4.3.4 Department Of Public Administration

The Department of Public Administration provides training in administrative skills. It offers a bachelor's degree course in Public Administration, a course in Administrative Management Training, Advanced Diploma in Public Administration and a few Short In-service Training courses.

Duration Of Programmes. The department offers the following courses and the durations of the courses are shown below: The Bachelor of Arts degree in Public Administration is a three year course. The Administrative Management Training Programme is a one year course lasting from October of one year to June of another year. The Advanced Diploma Course in Public Administration also lasts for one academic year. There are short in-service training courses that are offered in the department. These short in-service courses are as shown below:

1. Modern Management Training Course
2. Development Planning
3. Project Planning
4. University Administration
5. Public Financial Management

Modern Management training course and University Administration last ten weeks each; while Project Planning, Development Planning and Public Financial

Management last five weeks each.

Diploma/Certificates Obtainable. The department awards the degree of B.A (Public Administration) to her candidates at the end of the three year course. A diploma in Administrative Management Training and an Advanced Diploma in Public Administration. It also awards certificates in Modern Management, Development Planning, Project Planning, University Administration and in Public Financial Management.

Course Combinations. The course combinations for the B.A (Public Administration) are divided into three parts: one, two and three. It takes one academic year to cover the courses for each part. The course combinations in each part are as shown below:

Part I

1. Elements of Administration and Administrative Law/  
Business Administration.
2. Elements of Economics
3. Principles of Accounting
4. Elements of Government
5. Sociology/Nigerian Institution
6. Business Mathematics.

Part II

1. Public Personnel Management
2. Advanced Theory and Practice of Administration
3. Nigerian Economy
4. Local Government
5. Economic and Social Development

Elective from the two courses below:

6. International Relations
7. Organization and Methods.

Part III

1. Planning and Executive of Programmes
2. Comparative Public Administration
3. Development Administration
4. Public Finance/Public Financial Management

Students may choose one course from courses 5 - 7:

5. Workshop in Public Administration
6. University Administration
7. Public Enterprise Management.

There are seven courses altogether for the Administrative Management Training Programme. The courses are as shown below:

1. Theory and Practice of Administrative Management
2. Nigerian Administration - Federal, State and Local
3. Nigerian Law - Administrative Law, Law of Contract and Torts, Company Law and Indigenization Decree.

4. Development Administration
5. Public Personnel Management
6. Public Finance
7. English and Communication Skills.

In addition to the above seven courses workshops, seminars and field work such as short visits and study tours are organized for the students. Also a supervised study attachment involving a four week practical work in an administrative area under an Administrative Officer is organised for each student

The course combinations for the Advanced Diploma in Public Administration are as follows:

1. Theory and Practice of Administration
2. Personnel Management
3. Development Economics
4. Public Finance
5. Project Planning

The following are optional courses and students are free to choose one or two from courses 1 - 7 below

1. The Nigerian Economy
2. Local Government and Administrative Law
3. Statistics and Modern Management Techniques
4. Urban Development Administration
5. Public Enterprise Management

6. University Administration
7. International Relations.

Short in Service Training Courses

Course Combinations for Modern Management Training Course:

1. The Concept of Modern Management
2. Management Planning and Decision Making
3. Managerial Effectiveness
4. Organizational Effectiveness.

Course Combinations for Development Planning

1. The Concept of Development
2. Nigerian National Development - An overview
3. The Development Planning Process
4. Selected Problems in Development Planning

Course Combinations for Project Planning

1. Project Definition
2. Project Planning in the National Development Process
3. The Project Planning Process
4. The Task of Project Planning/Management  
and Analysis.

Course Combination for University Administration.

The ten weeks' course is divided into two parts  
part one and part two.

Part I

1. General Concepts of Higher Education
2. The role of University in providing instruction, research and service.

Part II

1. Mechanics of University Administration
2. The role of University Administrator in Helping the University in Achieving its goals.

Course Combinations for Public Financial Management

1. Management-by-Objectives
2. Management Information System
3. Network Analysis
4. Performance Budgeting
5. Operations Research
6. Organizational Methods
7. Job Evaluation Techniques

Entry Requirements. The admission requirements for B.A.(Public Administration) are as follows.

- (i) Four passes at credit level in the WASC or GCE 'O' level and three good passes/grades at the GCE 'A' level or IJMB in the relevant subjects or
- (ii) Five passes at credit level in the WASC/GCE 'O' level and at least two good passes/grades at the GCE 'A' level or IJMB in the relevant subjects.



Entry requirements for diploma course in Administrative Management Training Course and Advanced Diploma in Public Administration are as follows:

- (i) A candidate should have attained academic qualifications not lower than an ordinary diploma in administration.
- (ii) A candidate must take a written test and oral interview. He must also be one of the following categories:
  - (i) A nongraduate serving officers not lower than a Senior Secretary (GL.10) in the Public and Private Sectors
  - (ii) Must be a professional in the public or private sector.

Candidates for the short in-service certificate courses are usually nominated by their State Governments or institutions in which they work. Such officers should be senior administrative professionals or technical personnel.

The admission requirements for the certificate course in University Administration are as follows:

- (i) A candidate should possess a bachelors degree, and should be a senior administrative staff or a technical staff and is nominated from an institution of higher learning.

Comments

Admissions to the diploma and certificate courses in the Department of Public Administration is mostly through nomination from the public and private sector.

4.4 The Faculty Of Engineering

The Faculty of Engineering is one of the largest faculties in the University. It comprises the following eight Departments:

1. Department of Agricultural Engineering
2. Department of Chemical Engineering
3. Department Civil Engineering
4. Department of Electrical Engineering
5. Department of Mechanical Engineering
6. Department of Metallurgical Engineering
7. Department of Surveying
8. Department of Water Resources and Environment Engineering.

Programme of Study. This faculty offers undergraduate courses which lead to the award of various degrees in engineering and survey. All the courses in the eight departments are divided into four parts - Part I, II, III, IV.

Department of Agricultural Engineering. This department offers a bachelor degree course in Agricultural Engineering.

Duration of Programme. The degree programme lasts for four years. Each part of the programme covers one academic year.

Degree Obtainable. At the end of a successful four year course, the department awards a Bachelor of Engineering in Agriculture (B. Eng. Agric).

Course Combinations

Part I

1. Applied Electricity
2. Applied Mechanics
3. Fluid Mechanics
4. Thermodynamics
5. Strength of Materials
6. Materials Science
7. Engineering Drawing
8. Engineer in Society I
9. Mathematics (Calculus)
10. Mathematics (Linear Algebra)
11. Elements of Agricultural Engineering.

Part II

1. Mathematics (Calculus)
2. Mathematics (Differential Equation and Transforms)
3. Mathematics (Basic Computer Knowledge and Programming)
4. Mathematics (Statistics)
5. Strength of Materials
6. Metallurgy
7. Theory of Machines
8. Machine Design
9. Soil Science
10. Soil Mechanics
11. Agricultural Surveying
12. Agricultural Engineering Workshop
13. Agricultural Power and Machinery.
14. Engineer-in-Society II.

Part III

1. Agricultural Hydrology
2. Hydraulics
3. Engineer-in-Society III
4. Elements of Crop Production
5. Animal Science
6. Rural Water Supply and Sanitation
7. Irrigation I
8. Agricultural Machinery I
9. Statistics

10. Project and Technical Writing
11. Properties and Processing of Agricultural Materials
12. Farm Structures

Part IV

1. Farm Management
2. Agricultural Extension
3. Irrigation II
4. Agricultural Drainage
5. Soil and Water Conservation
6. Agricultural Power
7. Agricultural Machinery II
8. Processing and Storage of Agricultural Products
9. Environment Control
10. Farm Electrification
11. Project and Seminar
12. Seminar.

Department of Chemical Engineering. This department offers a bachelor's degree course in Chemical Engineering.

Duration of Programme. The degree programme lasts for four years. Each part of the programme covers one academic year.

Degree Obtainable. At the end of the four year course, the department awards its candidates Bachelor of Engineering (B. Eng. Mechanical).

Course Combinations

Part I

1. Introduction to Chemical Engineering
2. Applied Mechanics
3. Strength of Materials
4. Material Science
5. Engineering Drawing
6. Engineer-in-Society
7. Mathematics
8. Applied Chemistry

Part II

1. Engineer-in-Society II
2. Physical Transport Phenomena
3. Experimental Process Engineering I
4. Chemical Engineering Materials
5. Chemical Engineering Thermodynamics
6. Engineering Kinetic and Catalysis
7. Introduction to Business Administration
8. Applied Electricity
9. Mathematics
10. Applied Organic and Inorganic Chemistry.

Part III

1. Analytical Methods
2. Engineer-in-Society III
3. Unit Operations
4. Experimental Process Engineering
5. Introduction to Process Dynamics and Control
6. Chemical Reaction Engineering I
7. Mathematics

Part IV

1. Petroleum Technology
2. Biochemical Engineering
3. Chemical Process Technology
4. Environmental Pollution Control
5. Financial Management
6. Design Project
7. Research Project
8. Industrial Project (Part of Industrial Training).

Department of Civil Engineering. The Part I courses in this department are the same as those in the Agricultural Engineering part I. They are as shown below:

Part I

1. Applied Electricity
2. Applied Mechanics
3. Fluid Mechanics
4. Thermodynamics

5. Strength of Materials
6. Material Science
7. Engineering Drawing
8. Engineer-in-Society I
9. Mathematics (Calculus)
10. Mathematics (Linear Algebra)
11. Elements of Agricultural Engineering

#### Part II

1. Theory of Structures
2. Design and Structure
3. Properties of Materials
4. Soil Mechanics
5. Fluid Mechanics II
6. Strength of Materials
7. Engineer-in-Society II
8. Mathematics (Calculus)
9. Mathematics (Differential Equations and Transforms)
10. Mathematics (Basic Computer Knowledge and Programming)
11. Mathematics (Statistics)
12. Engineering Geology
13. Land Surveying

#### Part III

1. Theory of Structures
2. Design of Structures III
3. Introduction to Transportation Engineering



4. Foundation Engineering
5. Computer Methods
6. Building Techniques
7. Engineer-in-Society
8. Mathematics

Part IV

1. Civil Engineering Services
2. Design of Structures IV
3. Traffic and Highway Engineering
4. Foundations and Geotechnics
5. Water and Environmental Engineering
6. Civil Engineering Quantities
7. Project Thesis.

Department of Electrical Engineering. The department of Electrical Engineering offers a bachelor's degree course in Electrical Engineering.

Duration of Programme. The programme for the degree course is four year duration.

Degree Obtainable. At the end of the four year programme, successful candidates are awarded the degree of Bachelor of Engineering in Electrical Engineering (B. Eng. Electrical).

Course Combinations. Part One course combinations are the same as part one of the agricultural engineering courses. They are as follows:

Part I

1. Applied Electricity
2. Applied Mechanics
3. Fluid Mechanics
4. Thermodynamics
5. Strength of Materials
6. Material Science
7. Engineering Drawing
8. Engineer-in-Society
9. Mathematics (Calculus)
10. Mathematics (Linear Algebra)

Part II

1. Mathematics (Calculus)
2. Mathematics (Differential Equations and Programming)
3. Mathematics (Basic Computer Knowledge and Programming)
4. Mathematics (Statistics)
5. Electronics
6. Power and Machines
7. Materials and Measurements
8. Mechanical Engineering for Elects
9. Civil Engineering for Electricals
10. Electrical Theory
11. Engineer-in-Society.

Part III

1. Mathematics (Numerical Analysis)
2. Mathematics (Complex Analysis)
3. Mathematics (Statistics)
4. Electronics and Telecommunications
5. Power and Machines
6. Control and Computers
7. Engineer-in-Society
8. Project I

Part IV

1. Mathematics
2. Electronics
3. Telecommunications
4. Electric Power
5. Control and Computer
6. Electrical Theory
7. Machines and Special Topics
8. Project II
9. Engineering Management and Decision Making.

Department of Mechanical Engineering. The Mechanical Engineering Department offers a course leading to bachelor of Mechanical Engineering.

Programme of Study. The department divides the programme of study into four parts - I, II, III, and IV. Each part takes one academic year.

Duration of Programme. It is a four year programme.

Degree Obtainable. At the end of the four years programme successful candidates, are awarded the degree of Bachelor of Mechanical Engineering B. Eng.(Mechanical).

### Course Combinations

#### Part I

1. Applied Electricity
2. Applied Mechanics
3. Fluid Mechanics
4. Thermodynamics
5. Strength of Materials
6. Material Science
7. Engineering Drawing
8. Engineering-in-Society
9. Mathematics (Calculus)
10. Mathematics (Linear Algebra)

#### Part II

1. Machine Design
2. Electrical Engineering
3. Mathematics (Calculus)
4. Mathematics (Differential Equations and Transforms)
5. Mathematics (Basic Computer Knowledge and Programming)
6. Mathematics (Statistics)
7. Metallurgy

8. Strength of Materials
9. Mechanics of Machines
10. Fluid Mechanics
11. Thermodynamics
12. Machine tools
13. Engineer in Society
14. Metrology.

Part III

1. Machine Design
2. Electrical Engineering
3. Mathematics (Numerical Analysis)
4. Mathematics (Complex Analysis)
5. Metallurgy
6. Strength of Materials
7. Mechanics of Machines
8. Control Theory
9. Thermodynamics
10. Fluid Mechanics
11. Machine Tools
12. Engineering-in-Society III

Part IV

1. Strength of Materials
2. Mechanics of Machines
3. Lubrication
4. Thermodynamic

5. Fluid Mechanics
6. Manufacturing Processes
7. Production Management
8. Optional Subject
9. Project
10. Industrial Finishing

#### Department of Metallurgical Engineering

Programme of Study. This department offers a bachelor degree programme in Metallurgical Engineering.

Duration of Programme. It is a four year degree programme. The four year course is divided into parts part one, two, three and four. Each part takes an academic year to cover the course.

Degree Obtainable. After a successful course, candidates are awarded a bachelor degree in Metallurgical Engineering, B. Eng. (Metallurgical)

#### Course Combinations

##### Part I

1. Applied Electricity
2. Applied Mechanics
3. Fluid Mechanics
4. Thermodynamics
5. Strength of Materials

6. Material Science
7. Engineering Drawing
8. Engineer-in-Society
9. Mathematics (Calculus)
10. Mathematics (Linear Algebra)

#### Part II

1. Elements of Process Metallurgy
2. Elements of Physical Metallurgy
3. Mechanical Metallurgy
4. Metallurgical Thermodynamics
5. Metallurgical Analysis
6. Workshop Practice
7. Engineer-in-Society
8. Mathematics.

#### Part III

1. Non-ferrous Extractive Metallurgy
2. Ferrous Production (Iron)
3. Nonferrous Physical Metallurgy
4. Ferrous Physical Metallurgy
5. Metallurgical Analysis
6. Electro-Metallurgy and Corrosion
7. Metallurgical Thermodynamics
8. Engineer-in-Society
9. Mathematics.

Part IV

1. Ferrous Production (Steel)
2. Mechanical Working and Forming of Metals
3. Foundry Technology
4. Fuels, Furnances and Refractories
5. Welding and Brazing
6. Principles of Material Selection
7. Financial and Production Management
8. Special Topic
9. Project.

Department of Water Resources and Environmental  
Engineering

Programme of Study. This department offers a degree programme in Water Resources and Environmental Engineering. The programme is divided into parts - part I, II, III and IV.

Duration of Programme. It is a four year degree programme. Each part of the programme takes one ca academic year.

Degree Obtainable. At the end of a successful four year course, candidates are awarded bachelor's degree in engineering - B. Eng (Water Resources and Environmental Engineering).



Course Combinations. The course combinations for the B.Sc Water Resources and Enviro: Engineering are as follows:

Part I

1. Applied Electricity
2. Applied Mechanics
3. Thermodynamics
4. Strength of Materials
5. Fluid Mechanics
6. Material Science
7. Engineering Drawing
8. Engineer-in-Society I
9. Mathematics (Calculus)
10. Mathematics (Linear Algebra)

Part II

1. Strength of Materials
2. Mathematics
3. Properties of Materials
4. Fluid Mechanics
5. Structures
6. Soil Mechanics
7. Environmental Sciences
8. Engineer-in-Society II
9. Engineering Geology
10. Land Surveying.

Part III

1. Hydraulics and Hydrology
2. Hydraulics Structures
3. Design of Hydraulics Structures
4. Soil Mechanics and Foundations
5. Elements of Transportation
6. Computer Method
7. Water and Waste Water Analysis
8. Engineer-in-Society III
9. Mathematics

Part IV

1. Hydraulics and Hydrology
2. Water Power and System Engineering
3. Irrigation and Drainage
4. Water Distribution and Waste Water Disposal
5. Water and Pollution Control Engineering
6. Unit Operation and Processing in Environmental  
Engineering Design
7. Elements of Public Health
8. Environmental Impact Assessment
9. Project

Department of Surveying

Programme of Study. The Department of Surveying is the only department in the Faculty which offers two degree courses. It offers a degree in Land Surveying and Quantity Surveying respectively. The courses here are also divided into parts I, II, III and IV.

Duration of the programme. The two courses last for four years respectively. Each part of the courses takes one academic year.

Degrees Obtainable. The two degrees obtainable are B.Sc (Land Surveying) and B.Sc (Quantity Surveying).

Course Combinations. Course combinations for the B.Sc (Land Surveying)

Part I

1. Surveying I
2. Instrumentation I
3. Photogrammetry I
4. Physics
5. Engineer in Society
6. Mathematics (Calculus)
7. Mathematics (Linear Algebra)
8. Descriptive Geometry

Part II

1. Surveying II
2. Instrumentation II
3. Adjustments I
4. Photogrammetry II
5. Mathematics (Calculus)
6. Mathematics (Differential Equations and Transforms)
7. Mathematics (Basic Computer Knowledge and Programming)
8. Mathematics Statistics
9. Planning Process and Principles.
10. Engineer-in-Society.

Part III

1. S Surveying III
2. Adjustments II
3. Photogrammetry III
4. Geology
5. Cartography
6. Mathematics (Numerical Analysis)
7. Mathematics (Statistics)
8. Regional and National Development Planning
9. Project II

Part IV

1. Physical Geodesy
2. Higher Geodesy
3. Photogrammetry

4. Photogrammetry IV
5. Engineering Surveys
6. Cadastre
7. Project II
8. Non-Topo Photogrammetry.

Course Combinations for Quantity Surveying

Part I

1. Mathematics (Calculus)
2. Mathematics (Linear Algebra)
3. Construction Technology I
4. Building Services I
5. Building Science I
6. Measurements of Building Works I
7. Economics and Management
8. Elements of Law

Part II

1. Construction Technology
2. Building Services II
3. Building Science II
4. Measurements of Building Works II
5. Tenders and Estimating I
6. Building and Development Economics
7. Construction Law.

Part III

1. Construction Technology III
2. Measurement of Building Works III
3. Tenders and Estimating II
4. Civil Engineering Measurement

5. Cost Control I
6. Construction Contracts and Administration,  
Part IV
  1. Construction Technology III
  2. Measurement of Building Works III
  3. Civil Engineering Measurements IV
  4. Construction Management II
  5. Cost Control II
  6. Construction Contracts and Administration
  7. Project
  8. Thesis.

Entry Requirements. The entry requirements to the Faculty of Engineering are the same for the various courses in the Faculty. They are as follows:

- (i) Candidates must possess passes at credit level in WASC/GCE 'O' level in Mathematics, Physics and Chemistry.
- (ii) Must have possessed G.C.E. 'A' level or I.J.M.B. in the three subjects above.

However, candidates with relevant engineering experience may be admitted in special cases with 'A' level passes in Physics and Mathematics only if they have very high grades in these subjects.

Comments. All courses in the Faculty of Engineering deal a lot with Mathematics and Physics. It is, therefore, advised that candidate wishing to study in the Faculty

should be conversant and fluent in Mathematics and Physics.

Candidates wishing to study chemical Engineering should have a credit pass in chemistry at the WASC/GCE 'O' level and at least a pass in the GCE 'A' level/IJMB.

#### 4.5 Faculty Of Law

The Faculty of Law comprises the following four Departments:

1. Department of Islamic Law
2. Department of Public Law
3. Department of Commerical Law
4. Department of Private Law

Programme of Study: The four departments offer courses together towards the award of two degrees - Honours degrees in Civil Law and Islamic Law. They also offer Diploma courses in Civil Law and Sharia Law. There is also a short judicial training course for the personnel of Area Courts.

Duration of Programmes. The Diploma in Sharia and Civil Law takes three years. The Diploma in Civil Law lasts for two years. The two degree programmes are of three years duration. While the judicial course takes five months.

3. Public International Law
4. Private International Law
5. Evidence
6. Administrative Law.

(B) Islamic Law

Part I

1. Nigeria Legal System
2. Constitutional Law
3. Contract
4. Criminal Law
5. Introduction to Islamic Law.

Part II

1. Law of Tort (Including Islamic Law of Tort)
2. Commercial Law
3. Muamalat (Transactions)
4. Islamic Law of Personal Status
5. Nigerian Land Law and Family Law.

Part III

1. Company Law
2. Jurisprudence and Legal Theory (Including Islamic Jurisprudence)
3. Evidence (a) Muafaat (b) Statutory  
(c) Islamic Law of Crime.
4. Islamic Law of Succession
5. Tafsir and Hadith



6. Public/Private International Law.

Course Combinations for Diploma in Civil Law:

Part I

1. Constitutional Law
2. Criminal Law
3. Nigeria Legal System
4. General Principles of Islamic Law
5. Use of English

Part II

1. Criminal Procedure
2. Evidence/Criminal Procedure
3. Islamic Family Law
4. Contract/Tort
5. Theory and Practice of Public Administration.

Diploma in Sharia and Civil Law

Part I

1. Islamic Jurisprudence
2. Islamic Law of Crime and Tort
3. Arabic Language.

Part II

1. Muamalat
2. Islamic Law of Personal Status
3. Tafsir and Hadith I
4. Arabic Language.

Part III

1. Islamic Law of Succession
2. Tafsir and Hadith II
3. Muarafart

Judicial Course

1. Islamic Family Law
2. Area Court Edict/Civil Procedure
3. Criminal Procedure
4. Penal Code.

Entry Qualifications. Candidates applying for the LL.B (Civil Law) should possess one of the following qualifications:

- (i) WASC/GCE 'O' level at credit passes in at least four subjects including English, History, Economics or C.R.K./I.R.K. and must in addition possess GCE 'A' level or IJMB in the relevant three subjects. or
- (ii) A credit or Merit pass in Diploma in Law of the Ahmadu Bello University.

The entry requirements for the LL.B (Islamic Law Specialization) are as follows:

- (i) WASC/GCE 'O' level with credit passes in at least five subjects including Arabic and Islamic Religious Studies, and 'A' level or I.J.M.B. passes in the

relevant Arts or Social Science subjects, namely, Economics, Government and Sociology.

(ii) Diploma in Arabic and Islamic Religious Studies of Bayero University, Kano of at least a credit grade.

Comments. The Faculty of Law offers some courses in law which are exclusively for Islamic Law. The entry qualifications are also restricted to candidates who have basic Islamic qualifications.

#### 4.6 Faculty Of Medicine

The Faculty of Medicine has some unique characteristics which are not found in many other Faculties. For example it consists of many Departments, namely, Anatomy, Biochemistry, Community Medicine, Pharmacology, Physiology, Anaesthesia, Chemical Pathology, Community Medicine, Dental Surgery, Haematology and Blood Transfusion, Medicine, Medical Microbiology, Obstetrics and Gynaecology, Ophthalmology, Paediatrics, Pathology, Psychiatry, Radiology, Surgery, Traumatic and Orthopaedic Surgery. These departments are grouped into two namely, Pre-clinical and Clinical. The departments are located in places, both within and outside Zaria. For example, the Pre-Clinical Departments are located in the University Main Campus, Samaru Zaria, while the Clinical Departments are

are suited in the University Teaching Hospital located at Tudun Wada, Zaria, Kaduna and Malumfashi.

Programme of Study. There are nineteen subjects to be covered by all students during the period of study. These subjects are: Anatomy, Physiology, Biochemistry, Pharmacology, Pathology, Radiology, Anaesthesia, Community Medicine, Medical Microbiology, Obstetrics and Gynaecology, Haematology and Blood Transfusion, Traumatic and Orthopaedic Surgery, Chemical Pathology, Ophthalmology, Dental Surgery, Psychiatry, Paediatrics, Medicine and Surgery.

The programme of study in this faculty are located in different towns. They are shown below:

<u>PreClinical Departments</u>	<u>Location</u>
1. Anatomy	Main Campus Zaria
2. Biochemistry	Main Campus Zaria
3. Community Medicine	Main Campus Zaria
4. Pharmacology	Main Campus Zaria
5. Physiology	Main Campus Zaria
<u>Clinical Departments</u>	
1. Anaesthesia	Zaria and Kaduna
2. Chemical Pathology	Zaria
3. Community Medicine	Zaria and Malumfashi

Clinical Departments	Location
4. Dental Surgery	Kaduna
5. Haematology and Blood Transfusion	Zaria and Kaduna
6. Medicine	Zaria and Kaduna
7. Medicinal Microbiology	Zaria and Kaduna
8. Obstetrics and Gynaecology	Zaria and Kaduna
9. Ophthalmology	Kaduna
10. Paediatrics	Zaria and Kaduna
11. Pathology	Zaria and Kaduna
12. Psychiatry	Kaduna
13. Radiology	Zaria and Kaduna
14. Surgery	Zaria and Kaduna
15. Traumatic and Orthopaedic Surgery	Zaria and Kaduna.

Duration of Programme. The first degree programme is of five years duration followed by one year internship, when young medical officers work under the close supervision of an experienced medical officer.

Degree Obtainable. At the end of a successful course students obtain the Bachelor of Medicine and Surgery (M.B.B.S.)

Course Combinations. The curriculum which extends over five years is divided into five stages under Pre-Clinical and Clinical and Clinical training.

### Pre-Clinical Training Stage I

The teaching of the normal structure and the function of the human body dominate this period of the curriculum. The basic principles of Community Medicine and Pharmacology are taught.

### Stage II

At this stage students are introduced to clinical training. There are two main courses that are taught at this stage: (i) Introduction to Laboratory Medicine (ii) Introduction to Clinical Methods (Medicine and Surgery).

The first two stages of the course are taken in the five Departments in the Main Campus, Samaru, Zaria, namely, Anatomy, Biochemistry, Community Medicine, Pharmacology and Physiology.

### Clinical Training. Stage 3 - 5:

This part of the course is taken over a period of thirty three months. This is to help students to acquire the necessary core knowledge and develop those skills and attitudes that will form the basis of subsequent medical practice. To achieve this, students will be involved in all aspects of patient care as they rotate through the different disciplines. Students are guided to develop interest in their patients and also in the patients' families and environments, so as to appreciate

the role of the individual, the home and the community in the prevention of diseases, promotion and maintenance of health and treatment of illness.

The setting of the relevant experiences will be in hospital wards, clinics and health centres under the Institute of Health Management. The various stages 3 - 5 are now discussed briefly.

Stage 3. This is the stage in which students begin to have direct contact with patients. It is the third year of the medical course.

Course Combinations for this stage are:

- |                          |                       |
|--------------------------|-----------------------|
| 1. Medicine I            | 5. Surgery II         |
| 2. Surgery I             | 6. Community Medicine |
| 4. Laboratory Medicine I |                       |
| 5. Medicine II           |                       |

At this stage of the course there will be lecturers/seminars in Laboratory Medicine, Community Medicine, Pharmacology and Radiology. Also during the period of Medicine and Surgery clerkships seminars and family visits are organized for the students.

Stage 4. This is the fourth stage of the course and students are posted to the following disciplines.

1. Obstetrics and Gynaecology
2. Paediatrics
3. Orthopaedics
4. Ophthalmology
5. Anaesthesia
6. Psychiatry.

While students are on the first two postings above, the Department of Community Medicine organises a weekly seminar for them.

Stage 5. By this last stage of the course, most systematic instructions would have been completed. As part of their final preparation, the students are given increasingly clinical responsibility under supervision, especially in the area of Community Medicine.

At the end of stage five, the allocation of courses is as follows:

1. Revision for final M.B.B.S. Part I
2. Elective Period
3. Medicine III
4. Surgery III
5. Malumfashi Posting
6. Revision for final M.B.B.S Part II.

The five year course is followed by one year internship when medical students will work in hospitals under the supervision of an experienced Medical Doctor before they



Programme of Study. The four Departments in the Faculty of Pharmaceutical Sciences all offer courses leading to the award of one first degree in addition to postgraduate degrees.

Duration of Programme. The Faculty offers a single first degree course lasting three years.

Degree Obtainable. At the end of the three year course, successful candidates obtain a degree of Bachelor of Pharmacy (B.Pharm).

Course Combinations. The three year course is divided into three parts, each part lasting a period of one year. The course combinations are as follows:

Part I

1. Pharmaceutics
2. Pharmaceutical Chemistry
3. Pharmacognosy
4. Physiology
5. General Pathology, Immunology, Chemical Pathology and Haematology.
6. Biochemistry
7. Mathematics and Statistics.

Part II

1. Pharmaceutics
2. Pharmaceutical Chemistry

3. Pharmacognocoy
4. Pharmacology
5. Pharmacy Law and Ethics

Part III

1. Radiopharmaceuticals and Medical Gases
2. Biological Products
3. Water Production
4. Hospital Pharmacy
5. Pharmaceutical Microbiology
6. Industrial Pharmacy
7. Ethical Dispensing
8. Introductory Clinical Pharmacy and Biopharmach
9. Medical Chemistry
10. Ordeal Plants and Forensic Pharmacognocoy
11. Pant and Animal Products used in Traditional Medicine
12. Crude Drug Evaluation
13. Pesticides and Herbicides
14. Pharmacy Management
15. Clinical Pharmacology
16. Environmental Toxicology

Students pursuing the B.Pharmacy degree are expected to offer all the courses from first professional year through the third (final) professional year. There is no room for elective courses as in the case of some other Faculties.

Entry Requirements. Applicants for the course of Bachelor of Pharmacy degree should possess the following qualifications:

- (i) WASC/GCE 'O' level with credit passes in Mathematics, Physics, Biology and Chemistry and the G.C.E. 'A' level or I.J.M.B. passes in Biology, Chemistry and Physics or Physics with Mathematics.

Comments. The Faculty of Pharmaceutical Sciences does not offer any diploma courses.

#### 4.8 Faculty Of Veterinary Medicine

There are five Departments in the Faculty of Veterinary Medicine. These Departments include the following:

1. Department of Veterinary Anatomy
2. Department of Veterinary Parasitology and Preventative Medicine
3. Department of Veterinary Physiology and Pharmacology
4. Department of Veterinary Surgery and Medicine
5. Department of Veterinary Pathology and Microbiology.

Programme of Study. Like the Faculties of Medicine and Pharmaceutical Sciences, the Faculty of Veterinary Medicine with its five Departments awards only one first degree.

Duration of Programme. The Faculty runs a five year programme which leads to the attainment of a bachelor's degree in veterinary medicine. The five year course is divided into parts 1 - 5. Each part takes an academic year.

Degree Obtainable. At the end of the five year course, successful candidates obtain the degree of Doctor of Veterinary Medicine (D.V.M.)

Course Combinations. The course combinations for each part are as follows:

Part I

1. Introductory Anatomy
2. Veterinary Orientation
3. Animal Handling (Small Ruminants)
4. Cell Biology
5. Radiation Biology
6. Introductory Biomolecular Biology
7. Animal Handling (Laboratory Animals)
8. Animal Handling (Large Animals)
9. Biology (Zoology and Botany)

10. Chemistry/Introductory Biochemistry
11. Agricultural Science I
12. Animal Science I

#### Part II

1. Basic Histology
2. Systematic Histology I
3. Systematic Histology II
4. Gross Anatomy I
5. Gross Anatomy II
6. Gross Anatomy III
7. Homeokinesis
8. Physiology of Excitable Tissues
9. Respiration and Cardiovascular Physiology
10. Digestion and Ruminant Physiology
11. Endocrinology
12. Reproductive Physiology and Lactation
13. Environmental Physiology
14. Biochemistry
15. Animal Science II

#### Part III

1. Veterinary Entomology
2. Helminthology
3. Tick - borne Parasites
4. Veterinary Protozoology

5. Introductory Pharmacology
6. Neuropharmacology
7. Somantic Pharmacology
8. Chemotherapy
9. Poisonous Plants
10. Toxins of Animal Origin
11. Heavy Metal Poisoning
12. Environmental Toxicology
13. General Pathology
14. Clinical Pathology
15. General Microbiology
16. Pathogenic Bacteriology
17. Virology
18. Immunology
19. Diagnostic Medicine
20. Animal Science III
21. Agricultural Economics

#### Part IV

1. Applied Veterinary and Medical Entomology
2. Helminthic Diseases
3. Tick Borne Diseases
4. Protozoal Disease of Veterinary Importance
5. Public Health Administration
6. Epidemiology
7. Veterinary Preventive Medicine I

8. Ecology and Environmental Health
9. Food Hygiene I
10. Food Hygiene II
11. Food Hygiene III
12. Systemic Pathology I
13. Systemic Pathology II
14. Systemic Pathology III
15. Small Animal Medicine
16. Bacterial Diseases
17. Viral, Rickettsial and Mycotic Diseases
18. Nutritional and Metabolic Diseases
19. Diagnostic and Therapeutic Techniques in Animal  
Production
20. Principles of Small Animal Surgery
21. Small Animal Surgery
22. Principles of Large Animals Surgery
23. Large Animal Surgery
24. Diagnostic Clinical Radiology
25. Animal Science IV.

Part V

1. Student Projects
2. Applied Anatomy
3. Student Projects
4. Clinics
5. Student Projects

6. Scientific Methods and Logis
7. Student Project
8. Food Hygiene IV
9. General Public Health
10. Zoonoses and other Diseases of Public Health Importance
11. Biostatistics and Techniques of Research
12. Veterinary Preventive Medicine II
13. State Medicine and Jurisprudence
14. Public Health Field Visit
15. Clinics
16. Student Project
17. Diseases and Wildlife and Laboratory Animals
18. Clinics
19. Avian Medicine and Production
20. Student Projects
21. Infertility
22. Artificial Insemination
23. Obstetrics
24. Clinics

Entry Requirements. Applicants should possess the following qualifications:

- (i) WASC/GCE 'O' level at credit passes four science subjects including Mathematics, Biology, Chemistry and Physics plus



- (ii) G.C.E. 'A' level or I.J.M.B. passes in three subjects including Biology or Zoology, Chemistry, Physics or Physics with Mathematics.

Comments. This Faculty does not offer any diploma or certificate courses. It offers only one first degree course in addition to postgraduate courses.

#### 4.9 Summary

This chapter has attempted to document the courses available in the six sample Faculties of the Ahmadu Bello University, Zaria, namely, the Faculties of Administration, Engineering, Law, Medicine, Pharmaceutical Science's and Veterinary Medicine and the School of Basic Studies of the University.

The chapter has also documented the durations of each course, the degrees, diplomas and certificates obtainable. The study has also documented the course combinations in every faculty as well as their entry qualifications.

## Chapter 5

### 5.1 Introduction

This chapter presents the findings of the study and recommendations made on the basis of the findings.

The chapter is divided into three sections. The first section deals with the results of the study, the second with recommendation from the findings, and the third with recommendations for further research.

The study has tried to outline some Faculties and Departments in the Ahmadu Bello University, Zaria. It has also tried to document the various courses that are offered, the degrees and certificates obtainable at the end of each successful course, as well as, the entry requirements to the various faculties.

The study was carried out with view to providing answers to the following questions:

- (a) What are the courses available at the Ahmadu Bello University, Zaria.
- (b) What are the available course combinations?
- (c) What are the basic entry requirements to the available courses?

- (d) What qualifications, degrees, diplomas and certificates are obtainable from each sample faculties?

To provide answers to the above questions some assumptions were made. The major one was that many candidates applied for admission to the Ahmadu Bello University, Zaria without really knowing the courses they were capable of doing in reference to the subjects they offered at WASC/GCE 'O' and 'A' levels, **their** fields of interest and their capabilities.

In order to document the courses available, course combinations and the entry requirements, the researcher took six faculties and the School of Basic Studies for the investigations.

## 5.2 Findings Of The Study

The following is a summary of findings from the study. It is found that all the faculties studied, namely, Administration, Engineering, Law, Medicine, Pharmaceutical Sciences and Veterinary Medicine, offer courses leading to the award of bachelor's degrees. The study reveals that some faculties run more courses than others thus award more degrees than others. For example, the Faculty of Administration offers three

different degree courses namely: Accounting, Business Administration and Public Administration. It also offers diploma courses in Local Government, Accounting and Insurance. The Faculty of Engineering offers nine degree courses. Out of the nine, seven are courses in engineering - Agricultural, Civil, Chemical, Electrical, Mechanical, Metallurgical and Water Resources and Environmental Engineering. The other two degree courses in the faculty are in surveying - Quantity and Land Surveying. The Faculty of Pharmaceutical Sciences and Veterinary Medicine run courses that lead to the award of one bachelor's degree each. The Faculty of Law awards two bachelor's degrees in law - Civil Law and Islamic Law.

The study also reveals that durations of courses leading to the award of bachelor's degrees differ. Some degree courses such as law, accounting, and pharmaceutical sciences last for three years only, while those in Engineering and Medicine last four and five years respectively.

With regards to the entry qualifications, some faculties offer courses which are exclusively open to purely science candidates. Such faculties include

Engineering, Medicine, Pharmaceutical Sciences, Veterinary Medicine and the School of Basic Studies. Any candidate applying for admission into these faculties must have studied science subjects at the 'O' and 'A' levels. For arts courses such as law and administration, candidates must have studied arts and social science subjects at 'O' and 'A' levels.

The study reveals that Mathematics and English form the basic requirements for entry to the university. For courses in law and administration, English is a prerequisite; and for those courses in accounting, business administration, engineering pharmaceutical sciences, medicine and veterinary medicine, mathematics is a prerequisite.

Generally, the findings have also revealed that English is a general requirement for admission to the university. This is irrespective of the course to be studied.

### 5.3 Recommendations

In the light of the findings of the study the following recommendations are made:

1. Since students in secondary schools are usually not knowledgeable about the courses available, course combinations and the entry requirements to the Ahmadu Bello University, Zaria, there is the need for Principals, Career Masters and Guidance Counsellors working in the secondary schools to put in the library the university prospectus and faculty/departmental brochures as well as the JAMB brochures and those of other institutions of higher education, such as Polytechnics and Colleges of Advanced Studies. These can serve as guides to them and their students in respect of choice of courses and institutions.
2. Career Masters and Guidance Counsellors should help students to relate their abilities and interests to their academic preferences.
3. Guidance Counsellors should encourage class teachers to provide information to the students they teach by relating the subjects they teach to the vocational needs of the students. They can assist the students in their preparation to choose courses of study and career.
4. A similar study should be conducted from time to time covering all higher institutions of learning and Nigerian Universities.

#### 5.4 Summary

This chapter has outlined the findings of the study, and recommendations by the researcher.

Students in secondary schools need to be given adequate information about available courses and course combinations in institutions of higher learning. They also need to be informed of the entry requirements.

Recommendations are made for the training and employment of guidance counsellors who will help students in their academic and career aspirations and choices.

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