COLLEGE OF EDUCATION

OJU

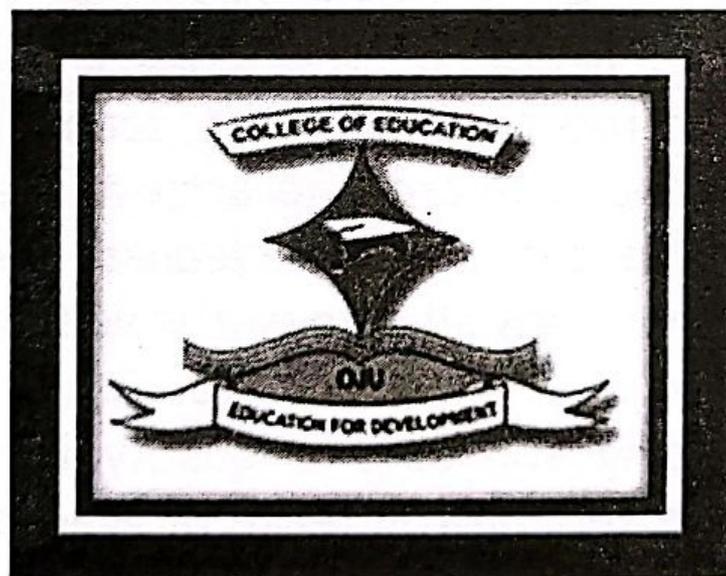EDUCATION FOR DEVELOPMENT

COLLEGE OF EDUCATION OJU

Strategic Plan

(2016-2020)

COLLEGE OF EDUCATION OJU

Strategic Plan 2016-2020

FOREWORD

A strategic plan is a process which develops a long-term plan that guides an organisation towards a clearly articulated mission, Vision goals and objectives. It assesses where an organisation is presently, where it wants to be within a specified period and how it plans to get to the planned stage. The essential feature of a strategic plan is that it is packaged with well defined action plans.

This strategic plan for the College of Education Oju is designed not only as a requirement of the National Commission for Colleges of Education (NCCE), but also as a roadmap that will assist the College to realise its Mission and Vision.

As an academic institution, the College of Education, Oju has a four-fold focus, viz teaching, learning, research and community service.. In order to achieve these, the College management has put in place adequate structures, and is ready to partner with all relevant stakeholders within and outside the country. The ultimate objective is to secure adequate funding and acquire quality infrastructure that will attract the very best in terms of academic staff as well as students.

This College of Education Oju 2016-2020 Strategic Plan has been designed to give the College a sense of direction for future development. It is our desire and hope that it will reposition the College for optimal performance, such that

by the end of the plan period, the College of Education, Oju will be recognised globally.

In presenting this document, I on behalf of the College Management, sincerely appreciate the tremendous efforts made by our lead consultant Professor Simeon Ajegi and his team of seasoned academics in ensuring that this assignment was completed on schedule. The various Deans and Heads of Schools, Departments and Units are equally appreciated for the cooperation they accorded the consultants. We believe that once there is a will, there is a way.

Amb. Godwin Egena Oga
Provost, COE, Oju

PREAMBLE

This five year Strategic Plan for the College of Education Oju covers the period 2016-2020, and is designed as a roadmap for the College activities. The primary objective is to design a clear focus for the realisation of the College Mission, Vision and Core Values. In order to realise this goal, the College management set up a Committee whose overall mandate was to produce a realistic and attainable strategic plan. Realising the multifaceted objectives of an educational institution, the plan aimed at answering the following pertinent questions:

i.   Who are we?
ii.   Where are we going?
iii.   How do we get to where we are going?
iv.   How do we know we have got there?

The Committee met severally over a two month period during which vital information and data were collected from key stakeholders including School Deans, Heads of academic Departments and Units as well as other critical staff of the College. The work of the Committee was facilitated by a team of seasoned academics from Benue State University, Makurdi under the guidance of the lead consultant.

The terms of reference (TORs) for the Committee were:
-   To collect, collect and integrate data and information from the various Schools, Departments and Units.

- To appraise the social, economic, political and academic environment under which the College is operating;
- To identify the strengths, weaknesses and opportunities of the College;
- To identify sources of funding and cost implications for the implementation of the plan;
- To establish gaps, if any, and indicate necessary measures to close such gaps;
- To submit a report within two months from the date of inauguration.

Members of the Strategic Plan Committee

A.   **Consultants**
- Assoc. Prof. Simeon Ajegi
- Dr. David Terfa Akighir
- Dr. Joseph Fefa

B   **Management Team**
- Mr. Jarius Ede
- Dr. John I. Unongo
- Mr. Sunday O. Oga
- Mrs. Dorcas Agbecha
- Mr. Emmanuel I Ode
- Mr. D.J. Gbaa
- Mr. Egena Innocent
- Mr. D.E.A. Adoga
- Mr. N.A. Ocheakiti
- Mrs. Jane Aja
- Mr. D.O. Ejembi
- Mr. J.E. Elaigwu

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CHAPTER ONE

HISTORY OF THE COLLEGE OF EDUCATION, OJU

1.1   Historical Background

The College of Education, Oju was first established in 1981 as Advanced Teachers' College (ATC), Oju by His Excellency, late Mr. Aper Aku, the first civilian Governor of Benue State. However, the ATC was phased out in 1985 by the then Military Administrator, Brigadier John Atom Kpera.

With the creation of Kogi State from Benue State in 1991, Benue State was left with only one College of Education at Katsina-Ala, which was grossly inadequate to cater for the manpower needs in the educational sector of the state. Since the National Policy on Education (NPE) prescribed that the Nigeria Certificate in Education (NCE) should be the minimum entry qualification into the teaching profession in Nigeria, and realizing that additional Colleges of Education could provide the needed manpower to meet up the increasing demand for teachers in Benue State, His Excellency, Lt. Col. Attahiru Makka, the then Military Governor of Benue State, announced the re-opening of the College in December, 1991.

This re-opening was formalized through an Edict by the second civilian Governor of Benue State, late Rev. Fr. Moses Orshio Adasu in 1992. The College then took-off with the late Mr. John Aja as the pioneer Provost.

1.2   Why a Strategic Plan?

There were difficulties with attempts to convert corporate strategies of the college to achieve the culture of

teacher education in Nigeria. Adapting a process designed to motivate assessment based change within the time of existence of the College had remained frustrating at best and ineffective most often, hence the need for a strategic plan for the College.

The College, therefore seeks a strategic plan intended to help in the following ways:

i. The Strategic Plan for the College of Education, Oju will be a tool for articulating the College Mission and Vision.

ii. The Strategic Plan will help prioritize resources and promote organizational focus of the College in achieving the goal of training best manpower for teacher education.

iii. The Strategic Plan will help tighten the standards for assessment and learning outcomes measures in order to meet accreditation requirements of the accrediting commissions.

iv. In an era of extremely limited resources, low student population and low funding, the strategic plan will identify and develop the assessment measures necessary to support the case for institutional self-determination and continued funding.

CHAPTER TWO

VISION, MISSION AND CORE VALUES OF THE COLLEGE

2.1 Vision

To be a leading World Class College of Education.

The vision statement shows that for the College of Education, Oju to attain the characteristic feature of being a leading world class College of Education, it must possess the following qualities:

i. The College must have an environment with such facilities as offices, classrooms, laboratories, libraries, and other requirements necessary to produce highly motivated, conscientious and efficient classroom teachers for all levels of the Nigerian educational system.

ii. The College must have excellent and adequate staffing, which will reduce stress and overwork, and further encourage the spirit of enquiry and creativity in teachers.

iii. The College must develop a well-defined institutional evaluation scheme for all stakeholders which will also help teachers to fit into the social life of the community and the society at large and enhance their commitment to national goals.

iv. The College must be committed to teacher education for modern skills acquisition including access to technology demonstrated in practical terms in the areas of funding and administration. This will lead to the recognition of teacher education as the producer of quality teachers and other professionals

v. The College must ensure that new entrants during admission process are selected using a procedure that guarantees that the best applicants are offered places.

vi. The College must have international recognition to be included on the global ranking of Colleges of Education in the world. This means that the activities of the College researchers, innovations, inventions must be made public on the College's website.

vii. Graduates from the College must be found worthy of (and actually) being employed by reputable and known organizations in the world.

viii. Publications of the College and its staff must be highly cited globally.

2.2 Mission

i. To expand the frontiers of knowledge through the provision of excellent conditions for teaching and learning.

ii. To produce graduates who are worthy in character, learning and sound judgement.

2.3 Core Values of the College

i. Intellectual Excellence

The College believes in lifelong intellectual development of students and staff. The College is committed to the pursuit of knowledge and continuous growth in learning and teaching.

ii. **Community Service**

The College values and respects as its greatest asset, the people who make up its community - students, staff and other relevant stakeholders, as well as the people connected to it through ties with the local community and the state. That is, the College believes people are its focus.

iii. **Diversity**

The College is dedicated to attracting and supporting a diverse student and staff population and enhanced multicultural learning opportunities.

The College values the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas, including ethnicity, religion, spiritual beliefs, age, gender, marital status, socio-economic background, sexual orientation, physical ability, political affiliation and intellectual perspective.

iv. **Integrity**

The College is committed to ethical and responsible behaviour in its own actions and to developing the same commitment in its students, thus fostering individuals who will have the skills, knowledge, and ability to engage positively with a diverse and changing world.

CHAPTER THREE

COLLEGE OF EDUCATION OJU: WHERE WE ARE TODAY

3.1   Students Enrolment

The students enrolment data have shown a general successive decline in the number of students being admitted into the college. The data indicate that during the 2013/2014 session a total of 4157 students were admitted. The figure declined to 2,642 and 1,175 in 2014/2015 and 2015/2016 academic sessions, respectively. The details based on students' enrolment in the various schools are presented in Table 3.1

Table 3.1: Students Enrolment data for 2015/2016

S/N0.	School	NCE I	NCE II	NCE III	Total
1.	Arts and Social Sciences	449	1,020	1,793	3,262
2.	Early Childhood Care Education/Primary Education Stu	80	216	290	586
3.	Languages	177	414	557	1,148
4.	Sciences	202	509	736	1,421
5.	Vocational and Technical Education	267	509	781	1557
	Total	1,175	2,642	4,157	7,974

3.2   Staffing
3.2.1 Academic

For effective teaching and learning, academic staff are needed to handle the different aspects of various academic departments, ranging from general introductory course content to methodology and practice.

Data on the distribution of academic staff based on their departments and ranks – Chief Lecturer, Principal Lecturer Senior Lecturer, Lecturer III, Assistant Lecturer, as well as Instructor, Technologist, Technician and Model – were collected and are presented in Table 2

Table 3.2: Distribution of Academic Staff by Departments

S/No	Department Ranks	Chief Lecturer	Principal Lecturer	Senior Lecturer	Lecturer I	Lecturer II	Lecturer III	Assistant Lecturer	Instructor Cadre	Technician/Technologist/Model	Total
1.	Political Science	2	1		4	1	9	-	-	-	17
2.	Economics	1	-	3	2	5	-	-	-	-	11
3.	Geography	3	-	3	4	1	-	-	-	-	11
4.	Theatre	-	2	2	1	4	1	-	-	-	10
5.	Christian Religious Studies	5	2	4	1	2	1	-	-	-	15
6.	History	1	-	-	5	2	-	-	-	-	08
7.	Social Studies	2	1	-	7	2	5	-	-	-	17
8.	Early Childhood Care Education	-	1	1	1	2	4	-	-	-	09
9.	Primary Education	3	4	2	-	-	-	-	-	-	09
10.	Educational Psychology	4	3	1	6	-	-	-	-	-	14
11.	Foundations and Management	3	3	3	2	2	1	-	-	-	14
12.	Curriculum Studies	-	3	3	3	-	1	-	-	-	10
13.	General Studies Education	1	-	2	6	-	-	-	-	-	09

No.	Department										Total
14.	Biology	5	1	3	4	2	-	-	-	-	15
15.	Chemistry	1	-	2	6	1	2	-	-	-	12
16.	Computer Science	1	2	-	1	1	3	-	-	-	08
17.	Integrated Science	1	1	3	3	-	-	-	-	1	09
18.	Mathematics	1	2	2	-	-	2	-	-	-	07
19.	Physical and Health Education	1	-	7	3	3	-	-	-	-	14
20.	Physics	-	1	2	3	-	2	-	-	-	08
21.	English	5	2	3	-	2	-	-	-	-	12
22.	French	-	2	1	2	-	1	-	-	-	06
23.	Nigerian Languages and Culture	2	-	2	-	7	1	-	-	-	12
24.	Fine and Applied Arts	1	1	1	4	-	1	-	2	1	11
25.	Home Economics	2	-	-	7	1	2	-	1	-	13
26.	Technical Education	2	2	1	6	-	5	-	2	-	18
27.	Business Education	2	1	2	2	1	3	-	4	-	15
28.	Agricultural Education	2	6	3	2	2	2	-	3	2	22
	Total	51	40	58	85	41	46	0	12	06	339

3.2.2 Academic Staff/Student Ratio

The figures on academic staff/student ratio as shown in Table 3 indicate a dire need to boost students enrolment which has experienced a drastic decline since the 2013/2014 academic session. This is indicated by the figures as none of the academic departments of the College came near the NCCE recommended ratio for the programmes. In fact, Technical Education, Nigerian Languages and Culture, and Physical and Health Education had, and still have, more academic staff than the students on roll. French and Agricultural Education had a ratio of 1:1 and 1:2 respectively and only the School of Education, collectively

had a ratio of 1:25 which still falls short of the NCCE recommended ratio of 1:75

Table 3.3: Academic Staff to Student Ratio for 2015/2016 Session

S/No.	Department	Number of Staff	Student Population	Actual Ratio	NCCE Recommended Ration
1.	Political Science	19	192	1:10	1:50
2.	Economics	11	227	1:21	1:50
3.	Geography	11	103	1:9	1:50
4.	Theatre	10	36	1:4	1:50
5.	Christian Religious Studies	15	106	1:13	1:50
6.	History	08	19	1:3	1:50
7.	Social Studies	17	286	1:17	1:50
8.	Early Childhood Care Education	09	34	1:4	1:50
9.	Primary Education	09	46	1:6	1:50
10.	Educational Psychology	14			1:75
11.	Foundations and Management	14		1:25	1:75
		47	175		
12.	Curriculum Studies	10			1:75
13.	General Studies Education	09			1:75
14.	Biology	16	114	1:8	1:25
15.	Chemistry	13	91	1:7	1:25
16.	Computer Science	07	98	1:14	1:25
17.	Integrated Science	09	34	1:4	1:25
18.	Mathematics	07	41	1:6	1:25
19.	Physical and Health Education	14	13	14:13	1:25

20.	Physics	08	46	1:6	1:25
21.	English	12	172	1:14	1:25
22.	French	06	06	1:1	1:25
23.	Nigerian Languages and Culture	12	02	12:2	1:25
24.	Fine and Applied Arts	11	09	11:9	1:25
25.	Home Economics	13	53	1:4	1:25
26.	Technical Education	18	17	18:17	1:25
27.	Business Education	15	139	1:9	1:25
28.	Agricultural Education	22	48	1:2	1:25

3.2.3 Distribution of Non-Academic Staff

The distribution of non-academic staff across offices, units and departments of the College show an uneven distribution pattern. A cursory look at Table 4 shows that critical departments/Units such as Security, Library, Internal Audit and Students' Affairs are grossly understaffed.

Data on the distribution of non-academic staff were collected and are presented in Table 4.

Table 3.4: Distribution of Non-Academic Staff

S/No.	Office/Unit/Department	Number of Staff
1.	Registry	41
2.	Information and Communication Technology	01
3.	Students' Affairs	04
4.	Bursary	20
5.	Internal Audit	03
6.	College Clinic	14
7.	Maintenance	33
8.	Security	12
9.	Library	07
	Total	131

Table 3.5: Distribution of Academic Staff by qualification in Schools and Departments

S/N	Department	Qualification										
		PhD		Masters		B.A/B.Sc		HND		Total		Grand Status
		M	F	M	F	M	F	M	F	M	F	
I	SCHOOL OF ARTS AND SOCIAL SCIENCES											
1.	Christian Religious Studies	-	-	11	-	3	1	-	-	14	1	15
2.	Economics	-	-	5	1	4	1	-	-	9	2	11
3.	Geography	1	-	4	-	11	-	-	-	15	-	15
4.	History	-	-	4	-	11	-	-	-	15	-	15
5.	Social Studies	-	-	4	2	5	1	-	-	18	1	19
6.	Political Science	1	-	7	-	10	1	-	-	18	1	19
7.	Theatre Arts	-	1	5	2	2	-	-	-	7	3	10
II	SCHOOL OF EDUCATION											
1.	Curriculum Studies	3	1	5	2	1	-	-	-	9	3	12
2.	Educational Foundations and Management	1	3	7	3	1	-	-	-	9	6	15
3.	Early Childhood Education	-	-	-	5	1	3	-	1	1	9	10
4.	General Studies Education	-	-	6	-	4	-	-	-	10	-	10
5.	Primary Education Studies	-	-	6	4	-	-	-	-	6	4	
6.	Educational Psychology	1	3	6	1	2	1	-	-	9	5	14
III	SCHOOL OF LANGUAGES											
1.	English Language	3	-	8	-	2	-	-	-	13	-	13
2.	French	-	-	3	1	2	-	-	-	5	1	6
3.	Nigerian Languages	1	-	9	2	1	-	-	-	11	2	13
IV	SCHOOL OF SCIENCES											
1.	Biology	-	1	7	3	4	-	1	1	12	5	17
2.	Chemistry	-	-	5	1	6	-	-	1	11	2	13
3.	Computer Science	1	-	3	-	3	-	-	-	7	-	7
4.	Integrated Science	-	-	4	2	2	-	1	-	7	2	9
5.	Mathematics	-	1	4	-	2	-	-	-	6	1	7
6.	Physical & Health Education	-	-	9	1	5	-	-	-	14	1	15
7.	Physics	-	-	4	-	4	-	-	-	8	-	8

V	SCHOOL OF VOTE										
1.	Agricultural Science	1	-	12	-	3	1	3	-	19	1	20
2.	Business Education	-	1	3	1	3	-	3	1	9	3	12
3.	Home Economics	-	-	1	3	2	5	-	1	3	9	12
4.	Technical Education	1	-	8	-	8	-	2	-	19	-	19
5.	Fine and Applied Arts	-	-	2	-	5	-	1	-	8	-	8

3.4 Finance

3.4.1 Revenue Sources of the College

The revenue sources of the College are as follows:

A.   Current school fees structure

The student payment analysis of fees for the College at present is indicated in Table 3.6

Table 3.6: Student payment Analysis

S/N	Details	Amount (₦)			
		Indigenes		Non-Indigenes	
1.	School Fees	32,000.00		39,000.00	
2.	Development Levy	5,000.00		5,000.00	
3.	Identity Card	1,000.00		1,000.00	
4.	Handbook	600.00		600.00	
	Sub-Total	38,600.00		45,600.00	
	Medical Fee	500.00		500.00	
	Ream of Paper	1,400.00		1,400.00	
	Technology Fee	1,000.00		1,000.00	
	Parents' Forum	500.00		500.00	
		3,400.00		3,400.00	
.	Grand Total	42,000.00		49,000.00	

NCE TWO 2014/2015, 2015/2016 AND NCE THREE 2015/2016		ART	SC/VTE	ART	SC/VTE
1.	School Fees	12,000.00	15,000.00	24,000.00	30,000.00
2.	Development Levy	5,000.00	5,000.00	5,000.00	5,000.00
		17,000.00	20,000.00	29,000.00	35,000.00
3.	Technology Fee	1,000.00	1,000.00	1,000.00	1,000.00
4.	Parents' Forum	500.00	500.00	500.00	500.00
		1,500.00	1,500.00	1,500.00	1,500.00
	Grand Total	18,500.00	21,500.00	31,500.00	36,500.00
NCE THREE 2014/2015					
		ART	SC/VTE	ART	SC/VTE
	School Fees	12,000.00	15,000.00	24,000.00	30,000.00
	Development Levy	12,000.00	15,000.00	24,000.00	30,000.00
	Technology Fee	1,000.00	1,000.00	1,000.00	1,000.00
	Parents' Forum	500.00	500.00	500.00	500.00
		1,500.00	1,500.00	1,500.00	1,500.00
	Grand Total	13,500.00	16,500.00	25,000.00	31,500.00

Table 3.7: Students School Fees (Actual payment) for 2015/2016

A: School Fees Structure

S/No	In-state (Fresh Students)	Total Fee (₦)
i.	School of Arts and Social Sciences	11,354,400.00
	Early Childhood Education/Primary Education	1,826,000.00
	School of Languages	4,370,000.00
	School of Sciences	4,917,200.00
	Vocational and Technical Education	4,066,000.00

ii.	**Out-of-State (Fresh Students)**	
	School of Arts and Social Sciences	597,600.00
	Early Childhood Education/ Primary Education	94,000.00
	Languages	230,000.00
	Sciences	258,800.00
	Vocational and Technical Education	214,000.00
iii.	**In-State (Returning Students)**	
	School of Arts and Social Sciences	21,895,600.00
	Early Childhood Education/ Primary Education	3,925,400.00
	Languages	8,770,088.59
	Sciences	12,535,250.00
	Vocational and Technical Education	13,703,750.00
iv.	**Out-of-State (Returning Students)**	
	School of Arts and Social Sciences	1,152,400.00
	Early Childhood Education/ Primary Education	206,600.00
	Languages	461,583.61
	Sciences	659,750.00
	Vocational and Technical Education	721,750.00

B. Total income from fees for 2015/2016 session

a. Total expected income from fees for 2015/2016 Session = ₦122,376,000.00

b. Actual fees collected for 2015/2016 Session = ₦91,919,672.2

c. Debts (Fees owed by students for the 2015/2016 Session = ₦30,456,327.8

3.3 Physical Facilities
a. Classrooms, Laboratories and Libraries

i. **Classrooms**
- 1 Multipurpose 1000-student capacity Hall
- 1 Old Lecture Hall of 1000-student capacity
- 1 New Hall with 1000 student capacity
- Lecture Rooms 6 and 7 with 200-Student capacity each
- School of Arts and Social Sciences Complex with 2 Halls of 300 and 340 students capacity respectively
- 1 old Auditorium
- 3 Biological Science Lecture Halls of 150, 160 and 40 students' carrying capacity
- 1 Old Business Lecture Hall, 1 New Business Lecture Hall
- Chemistry Department Lecture Hall of 160 student carrying capacity
- Mathematics Lecture Hall of 50 student carrying capacity
- Computer Science Lecture Hall of 50 students carrying capacity.
- 2 PHE Lecture Halls of 500 student carrying capacity each
- 2 Physics Department Lecture Halls of 40 students carrying capacity each
- 2 Lecture rooms for Agricultural Science Education Department - Agric Rooms 1&2
- Technical Education Lecture Room 1,2 workshops

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- 5 Studios for Department of Fine and Applied Arts.
- 3 Lecture Rooms for Business Education Department
- 4 Lecture Rooms for Home Economics Department

ii. **Laboratories**
- 1 Micro-teaching laboratory (not fully functional due to inadequate supply of electricity).
- 6 Laboratories for School of Sciences, one each for Biology, Physics, Mathematics, Integrated Science, Computer Science and Chemistry of 150 students carrying capacity each except Computer Science with a capacity of 70 students.
- 1 Language Laboratory and Museum
- 1 Laboratory each for short hand and typing in Business Education.
- CBT Laboratory of 300 students carrying capacity
- 1 Old Science Laboratory

iii. **Libraries**
- 1 Central Library with a carrying capacity of 420 students; volume of 11,241 books and 2,327 journals
- Nearly all departments have mini Libraries hosted in the HODs' Offices

iv. **Offices**
- 5 Offices for Department of Political Science
- 2 Offices for Department of Early Childhood Care Education
- 6 Offices for Department of Educational Psychology
- 14 Offices for Department of Biology
- 11 Offices for Department of Chemistry

- 7 Offices for Department of Computer Science
- 7 Offices for Department of Mathematics
- 14 Offices for Department of PHE (complex)
- 8 Offices for Department of Physics
- 12 Offices for Department of English
- 6 Offices for Department of French
- 5 Offices for Department of Fine and Applied Arts
- 6 Offices for Department of Home Economics
- 6 Offices for Department of Technical Education
- 8 Offices for Department of Business Education
- 8 Offices for Department of Agricultural Education
- 6 Offices for Deans of Schools
- 6 Offices 1 each for provost, 2 Deputy Provost, Bursar, College Librarian and Registrar
- 1 office for Dean Students' Affairs
- 45 Offices for School of Arts and Social Sciences Complex Building
- 28 offices for Heads of Departments

v. **Conference Hall**
- 1 Board Room/Conference Hall

vi. **Student Hostel**
- 1 Female Hostel of 48 Bed-space
- No Male Hostel

vii. **Staff Housing**
- No staff is accommodated by the College

viii. **Recreational Facilities**
- 1 Football Field

- 1 Handball Field
- 1 Basketball Field
- 1 Volleyball Field
- 1 Table Tennis Court (indoor)

ix. **Electricity Supply**
- Jos Electricity Distribution (JED) Company accounts for over 60 percent of electrical power needs of the College
- The College meets her remaining power needs through her internal sources including:
  i.   4 100 KVA generators
  ii.   5 small generator sets.

x. **Water Supply**
- 7 motorized boreholes
- 4 hand pump boreholes

xi. **College Printing Press.**

CHAPTER FOUR
SWOT ANALYSIS OF THE COLLEGE

This chapter examines the strengths, weakness, opportunities and threats (SWOT) of the College, which influence its performance.

4.1 Strengths

The strengths of the College of Education Oju include the fact that the College has:

- Qualified academic and non-academic staff to perform their assigned duties. Out of the current 339 academic staff, 149 (44%) are ranked from senior to Chief Lecturer cadre.
- A holistic curriculum addressing the teacher education needs of both the staff, students and community
- Zero tolerance for examination malpractice and cultism.
- Cordial staff-students relationship.
- A conducive learning environment, which is serene for teaching and learning.

4.2 Weaknesses

Weaknesses of the College include:

- Inadequate funds
- Inadequate facilities including expansion of the female hostel to accommodate more female students and building of Male hostel which is non-existent at present.
- Decline in students enrolment

4.3 Opportunities

- Signing of a Memorandum of Understanding (MOU) with the Benue State University to run degree programmes.

- Grants from TEDFUND to train human resources and construct physical facilities
- The Printing Press which is a potential source of internally generated revenue for the College.

4.4   Threats

- Competition from many upcoming private Colleges of Education from nearby locations to the College within the state.
- Insecurity of College properties eg buglary attacks (due to insufficient security personnel)
- Delay in payment of salaries of staff of the College leading declining productivity and high staff mobility.

CHAPTER FIVE
COLLEGE STRATEGIC PLAN FOR 2016-2020

5.1 **Teaching and Learning**

a. **Goals**

i. To input sound knowledge of teacher-education to the students of the College to make them specialist teachers for provision of standard basic education in line with the NCCE's goal of quality assurance.

ii. To train specialist teachers to uphold the NCCE standards for curriculum practice that meet the basic education needs of the society.

b. **Strategic Action**

i. Acquire and expose both staff and students to modern facilities which will enhance smooth teaching and learning.

ii. Review and update the existing curricula to suit new societal educational needs

iii. Recruit, train and retrain high quality academic staff admit highly qualified new entrants as students.

iv. Provide functional ICT facilities to help students and teachers acquire the basic support for effective teaching and learning.

v. Mount new programmes that meet the special education needs of the people with special needs – the blind (visually impaired), deaf, etc.

5.2 **Students Enrolment**

a. **Goal**

To admit the most qualified students through the minimum benchmark established for admission processes.

b. **Strategic Action**

i. Adopt a strategy for aggressive drive for enrolment of students through the media and other outreaches

ii. Advocacy for maintenance of a fairly stable academic calendar.

iii. Maintain a moderately affordable school fees structure that can be accommodated in a predominantly peasant economy.

v. Provide hostel facilities that accommodate more students on campus to avoid the fear of being harassed outside the campus as well as additional accommodation cost.

5.3 Human Resource Development (HRD)

a. **Goal**

To attract, train, reward and retain high quality academic and non-academic staff.

b. **Strategic Plan**

i. Provide conducive working environment for a competitive and effective workforce especially in areas of good and well equipped offices accommodation for each staff of the College.

ii. Provide Staff housing to ease accommodation problems.

iii. Provide good welfare packages for staff as incentives to promote and encourage high level of productivity.

iv. Institute, develop and encourage programmes that facilitate strong capacity building among staff of the College.

v. Put in place a code of work ethics to achieve the highest level of output per worker.

5.4 Community and Public Relations

a. **Goal**

To make meaningful impact on the society

b. **Strategic Plan**

i. Encourage interaction between the College and its host community to avoid crises.

ii. Provide corporate social responsibility to the host community by employment of members of the community and extension of water supply among other relevant services.

iii. Organize cultural activities that promote the participation of the local community to enhance a sense of belonging.

vi. Provide training programmes that meet the needs of a developing society like the host community.

5.5 Finance

a. **Goal**

To improve the financial base of the College to ensure sustainability

b. **Strategic Plan**

i. Stipulate time lines for prompt and regular payment of students fees.

ii. Improve sources of internally generated revenue (IGR) such as the College Printing Press, and CBT. Provide a water factory, and animal/livestock and crop production.

iii. Mobilize resources from the Visitor, Alumni, and secure grants from donor agencies

5.6 Physical Facilities

a. Goal

To develop and maintain high quality physical structures.

b. Strategic Plan

i. Develop measures that guarantee a high maintenance culture to safeguard the College facilities

ii. Improve security that guarantees the safety of the College property from vandalisation and burglary

iii. Improve the quality of existing recreational facilities to meet up with minimum standards.

iv. Provide adequate and conducive hostel accommodation for students.

v. Construct good road network system for intra-College linkages.

vi. Construct an ultra-modern College Library.

vii. Purchase one 500 KVA generator to ensure stability in power supply.

viii. Construct staff quarters.

ix. Construct adequate and well-furnished offices for staff.

x. Construct additional higher capacity lecture halls, laboratories and workshops.

CHAPTER SIX

GAP ANALYSIS AND ACTION PLANS

This chapter highlights the current situation of the College, indicates gaps where they exist and suggests actions necessary to fill the gaps

Table 6.1   Students Enrolment

S/No.	Department	Current Students Enrolment	Target	Gap
1.	Political Science	192	768	576
2.	Economics	227	454	227
3.	Geography	103	515	412
4.	Theatre	36	396	360
5.	Christian Religious Studies	106	636	530
6.	History	19	380	361
7.	Social Studies	286	851	565
8.	Early Childhood Care Education	34	374	340
9.	Primary Education Studies	46	414	368
10.	School of Education	1174	3525	2350
11.	Biology	114	410	296
12.	Chemistry	91	273	182
13.	Computer Science	98	190	92
14.	Integrated Science	34	205	171
15.	Mathematics	41	190	149
16.	Physical and Health Education	13	342	329
17.	Physics	46	184	138
18.	English	172	516	344
19.	French	06	300	294
20.	Nigerian Languages and Culture	02	514	512
21.	Fine and Applied Arts	09	270	261
22.	Home Economics	53	318	265
23.	Technical Education	17	442	425
24.	Business Education	131	375	135
25.	Agricultural Education	48	483	435

Strategic Action

i. Adopt a strategy for aggressive drive for enrolment of students through the mass media and other outreaches.
ii. Maintain a moderately affordable school fees structure that can take care of society that operates an economy that is predominantly peasantry.
iii. Advocacy for a stable academic session
iv. Provide hostel facilities

Staffing

6.2.1 Academic Staff

School of Arts and Social Sciences

Table 6.2.1 Department of Political Science Staff List

Academic Rank	Available	Needed	Gap
Chief Lecturer	2	6	4
Principal Lecturer	1	4	3
Senior Lecturer	2	5	3
Lecturer I	4	4	0
Lecturer II	1	3	2
Lecturer III	9	9	0
Assistant Lecturer	-	-	-
Total	19	31	12

Table 6.2.2 Economics Department

Academic Rank	Available	Needed	Gap
Chief Lecturer	1	3	2
Principal Lecturer	-	3	3
Senior Lecturer	3	3	-
Lecturer I	2	5	3
Lecturer II	5	5	-
Lecturer III	-	2	2
Assistant Lecturer	-	-	-
Total	11	21	10

Table 6.2.3 Geography Department

Academic Rank	Available	Needed	Gap
Chief Lecturer	3	3	-
Principal Lecturer	-	4	4
Senior Lecturer	3	3	0
Lecturer I	4	4	0
Lecturer II	1	2	1
Lecturer III	-	2	2
Assistant Lecturer	-	2	2
Total	11	20	9

Table 6.2.4 Theatre Arts

Academic Rank	Available	Needed	Gap
Chief Lecturer	-	2	2
Principal Lecturer	2	4	2
Senior Lecturer	2	4	2
Lecturer I	1	6	5
Lecturer II	4	6	2
Lecturer III	1	2	1
Assistant Lecturer	-	2	2
Total	10	26	16

Table 6.2.5 CRS

Academic Rank	Available	Needed	Gap
Chief Lecturer	5	8	3
Principal Lecturer	2	3	1
Senior Lecturer	4	5	1
Lecturer I	1	2	1
Lecturer II	2	3	1
Lecturer III	1	2	1
Assistant Lecturer	-	-	-
Total	15	23	8

Table 6.2.6 History

Academic Rank	Available	Needed	Gap
Chief Lecturer	1	3	2
Principal Lecturer	-	2	2
Senior Lecturer	-	4	4
Lecturer I	5	7	2
Lecturer II	2	4	2
Lecturer III	-	2	2
Assistant Lecturer	-	-	-
Total	8	22	14

Table 6.2.7 Social Studies

Academic Rank	Available	Needed	Gap
Chief Lecturer	2	4	2
Principal Lecturer	1	3	2
Senior Lecturer	-	4	4
Lecturer I	7	9	2
Lecturer II	2	4	2
Lecturer III	5	7	2
Assistant Lecturer	-	-	-
Total	17	31	14

School of Early Childhood and Primary Education
Table 6.2.8 Department of Early Childhood care Education

Academic Rank	Available	Needed	Gap
Chief Lecturer	-	5	5
Principal Lecturer	1	4	3
Senior Lecturer	1	7	6
Lecturer I	1	5	4
Lecturer II	2	5	3
Lecturer III	4	7	3
Assistant Lecturer	-	-	-
Total	9	33	24

Table 6.2.9 Department of Primary Education

Academic Rank	Available	Needed	Gap
Chief Lecturer	3	5	2
Principal Lecturer	4	6	2
Senior Lecturer	2	5	3
Lecturer I	-	4	4
Lecturer II	-	3	3
Lecturer III	-	3	3
Assistant Lecturer	-	-	-
Total	9	26	17

School of Education
Table 6.2.10 Department of Educational Psychology

Academic Rank	Available	Needed	Gap
Chief Lecturer	4	5	1
Principal Lecturer	3	5	2
Senior Lecturer	1	3	2
Lecturer I	6	3	3
Lecturer II	-	3	3
Lecturer III	-	3	3
Assistant Lecturer	-	-	-
Total	14	25	11

Table 6.2.11 Department of Foundations and Management Education

Academic Rank	Available	Needed	Gap
Chief Lecturer	3	5	2
Principal Lecturer	3	5	2
Senior Lecturer	3	5	2
Lecturer I	2	5	3
Lecturer II	2	5	3
Lecturer III	1	5	4
Assistant Lecturer	-	5	5
Total	15	35	20

Table 6.2.12 Department of Curriculum Studies

Academic Rank	Available	Needed	Gap
Chief Lecturer	-	5	5
Principal Lecturer	3	5	2
Senior Lecturer	3	5	2
Lecturer I	3	5	2
Lecturer II	-	5	5
Lecturer III	1	5	4
Assistant Lecturer	-	5	5
Total	10	35	25

Table 6.2.13   Department of General Studies Educations

Academic Rank	Available	Needed	Gap
Chief Lecturer	1	5	4
Principal Lecturer	-	5	5
Senior Lecturer	2	5	3
Lecturer I	6	6	0
Lecturer II	-	6	6
Lecturer III	-	6	6
Assistant Lecturer	-	6	6
Total	09	39	30

School of Sciences
Table 6.2.14   Department of Biology

Academic Rank	Available	Needed	Gap
Chief Lecturer	5	10	5
Principal Lecturer	1	5	4
Senior Lecturer	3	7	4
Lecturer I	4	6	2
Lecturer II	2	5	3
Lecturer III	-	8	8
Assistant Lecturer	-	3	3
Technologist	1	4	3
Technicians	-	2	2
Total	16	50	34

Table 6.2.15 Department of Chemistry

Academic Rank	Available	Needed	Gap
Chief Lecturer	1	5	4
Principal Lecturer	-	5	5
Senior Lecturer	2	7	5
Lecturer I	6	6	-
Lecturer II	1	5	4
Lecturer III	2	8	6
Assistant Lecturer	-	3	3
Technologist(Chief)	1	6	5
Technicians	-	6	5
Total	13	45	32

Table 6.2.16 Department of Computer Science

Academic Rank	Available	Needed	Gap
Chief Lecturer	1	5	4
Principal Lecturer	1	5	4
Senior Lecturers	-	5	5
Lecturer I	1	6	5
Lecturer II	1	6	5
Lecturer III	3	8	5
Assistant Lecturer	-	4	4
Technologist	-	3	3
Technicians	-	3	3
Total	7	42	35

Table 6.2.17 Department of Integrated Science

Academic Rank	Available	Needed	Gap
Chief Lecturer	1	3	2
Principal Lecturer	1	4	3
Senior Lecturer	3	4	1
Lecturer I	3	5	2
Lecturer II	-	6	6
Lecturer III	-	6	6
Assistant Lecturer	-	3	3
Technicians	1	3	2
Total	09	34	25

Table 6.2.18 Department of Mathematics

Academic Rank	Available	Needed	Gap
Chief Lecturer	1	6	5
Principal Lecturer	2	8	6
Senior Lecturers	2	10	8
Lecturer I	-	7	7
Lecturer II	-	8	8
Lecturer III	2	5	3
Assistant Lecturer	-	4	4
Technicians	-	1	1
Total	7	49	42

Table 6.2.19 Department of Physical and Health Education

Academic Rank	Available	Needed	Gap
Chief Lecturer	1	5	4
Principal Lecturer	-	5	5
Senior Lecturer	7	10	3
Lecturer 1	3	8	5
Lecturer II	3	6	3
Lecturer III	-	6	3
Assistant Lecturer	-	6	6
Instructors	-	5	5
Total	14	49	35

Table 6.2.20 Department of Physics

Academic Rank	Available	Needed	Gap
Chief Lecturer	-	4	4
Principal Lecturer	1	5	4
Senior Lecturer	2	7	5
Lecturer I	3	7	4
Lecturer II	-	6	6
Lecturer III	2	8	6
Assistant Lecturer	-	3	3
Technologist/Technician	-	3	3
Total	08	43	35

School of Languages
Table 6.2.21   Department of English

Academic Rank	Available	Needed	Gap
Chief Lecturer	5	5	0
Principal Lecturer	2	2	0
Senior Lecturer	3	3	0
Lecturer I	-	2	2
Lecturer II	2	2	0
Lecturer III	-	2	2
Assistant Lecturer	-	-	-
Total	12	16	4

Table 6.2.22   French Department

Academic Rank	Available	Needed	Gap
Chief Lecturer	-	2	2
Principal Lecturer	2	2	0
Senior Lecturer	1	2	1
Lecturer I	2	2	0
Lecturer II	-	2	2
Lecturer III	1	2	1
Assistance Lecturer	-	-	-
Total	06	12	6

Table 6.2.23 Nigerian Languages and Culture Department

Academic Rank	Available	Needed	Gap
Chief Lecturer	2	2	0
Principal Lecturer	-	2	2
Senior Lecturer	2	2	0
Lecturer I	-	1	1
Lecturer II	7	7	0
Lecturer III	1	2	1
Assistant Lecturer	-	-	-
Total	12	16	04

School of Vocational and Technical Education
Table 6.2.24 Department of Fine and Applied Arts

Academic Rank	Available	Needed	Gap
Chief Lecturer	1	3	2
Principal Lecturer	1	4	3
Senior Lecturer	1	4	3
Lecturer I	4	4	0
Lecturer II	-	3	3
Lecturer III	1	3	2
Assistant Lecturer	-	3	3
Instructor	2	3	1
Model	1	2	1
Total	11	29	18

Table 6.2. 25 Department of Home Economics

Academic Rank	Available	Needed	Gap
Chief Lecturer	2	8	8
Principal Lecturer	-	6	6
Senior Lecturer	-	6	6
Lecturer I	7	7	0
Lecturer II	1	3	2
Lecturer III	2	4	2
Assistant Lecturer	-	4	4
AEO	1	3	2
Technologist	-	3	3
Total	13	44	33

Table 6.2.26 Department of Technical Education

Academic Rank	Available	Needed	Gap
Chief Lecturer	2	5	3
Principal Lecturer	2	5	3
Senior Lecturer	1	3	2
Lecturer I	6	10	4
Lecturer II	-	5	5
Lecturer III	5	5	-
Assistant Lecturer	-	10	10
Instructor (Chief)	1	5	4
Instructor (Senior)	1	5	4
Total	18	53	35

Table 6.2.27   Department of Business Education

Academic Rank	Available	Needed	Gap
Chief Lecturer	2	5	3
Principal Lecturer	1	4	3
Senior Lecturer	2	4	2
Lecturer I	2	3	1
Lecturer II	1	3	2
Lecturer III	3	3	-
Assistant Lecturer	-	3	3
Chief Instructor	-	3	3
Assistance Chief Instructor	1	3	2
Principal Instructor I	1	4	3
Principal Instructor	1	4	3
Senior Instructor	1	3	2
Total	15	42	27

Table 6.2.28   Department of Agricultural Education

Academic Rank	Available	Needed	Gap
Chief Lecturer	2	5	3
Principal Lecturer	6	6	0
Senior Lecturer	3	4	1
Lecturer I	2	5	3
Lecturer II	2	3	1
Lecturer III	2	3	1
Assistant Lecturer	-	2	1
Instructor Cadre	3	3	0
Technician	3	3	0
Total	22	36	14

Strategic Action

i.   50 percent of the academic staff should have PhDs by 2020 to support the degree awarding status of the College.

ii.   To employ qualified academic staff through competitive interviews to beef up the deficient staffing situation.

iii.   The publications of academic staff should be in highly rated academic journals

iv.   Adopt high staff retention strategy for qualified academic staff through competitive welfare packages and rewards.

6.2.2 Non-Academic Staff

Table 6.3: Distribution of Non Academic Staff

S/No	Office/Unit/Department	Number of staff	Need	Gap
1.	Registry	41	70	29
2.	Information and Communication Technology ICT	01	15	14
3.	Students' Affairs	04	10	06
4.	Bursary	20	28	08
5.	Internal Audit	03	07	04
6.	College Clinic	14	28	14
7.	Maintenance	33	53	20
8.	Security	12	52	40
9.	Library	07	17	10
	Total	135	280	145

Strategic Plan

i. Retraining of existing non-academic staff to enhance productivity.

ii. Recruitment of qualified non-academic staff up to the gap identified for effective management of non-academic programmes of the College

6.3 Physical Facilities

In addition to the available physical facilities identified in section 3.3, this strategic plan recommends that the College should:

- Construct a perimeter fence to safeguard the College landmass.
- Construct 1000 capacity for ICT centre.
- Provide a laboratory each for livestock/animal husbandry, fishery and poultry as well as a **Farm House Complex.**
- Construct a well equipped Medical Centre for the College
- Construct a Staff Club House
- Build 1000 capacity Hostel each for accommodation of both male and females.
- Construct a centre for consultancy department
- Construct centre for preliminary/LVC programmes
- Build a complex for undergraduate programmes.
- Build a complex for the Bursary Department with a central stores.

- Construct a Convocation Square with 2000 capacity.
- Construct a Registry Department Complex.
- Provide a Geography Weather Station.
- Provide 200 well furnished offices for both academic and non-academic staff.
- Rehabilitate the College Demonstration School.
- Construct a Recreational Centre for students with 1000 capacity.
- Construct a Maintenance Unit Complex with workshops
- Construct an appropriate road network system for the College.

Strategic Action

i. The College should encourage private organisations to embark on construction of physical facilities under such terms as Build Operate and Transfer (BOT).

ii. The College should further intensify sourcing strategies from public funding such as TETFUND (normal and special intervention) and the proprietor (Benue State Government).

6.4   Finance

A three-year projection of expected financial base for the College has been considered under two major categories, namely:

i.   The Internally Generated Revenue (IGR) which includes school fees, sale of forms, students' registration fees, screening fees, payment for certificates and others.

ii.   Externally Generated Revenue, especially grants from TEDFUND (Special/Normal).

These projections are made for 2018, 2019 and 2020 based on anticipated rise in students' population and grants from TEDFUND.

Table 6.4 : 3-Year Expected Income Schedule

Year	Income Source	Amount (₦)
2018	IGR	214,636,000.00
	External (TETFUND)	600,000,000.00
	Total	814,636,000.00
2019	IGR	221,443,000.00
	External (TETFUND)	600,000,000.00
	Total	821,443,000.00
2020	IGR	243,774,000.00
	External (TETFUND)	700,000,000.00
	Total	943,774,000.00

Total income expected for 3 years:

2018 =   ₦814,636,000.00

2019 =   ₦821,443,000.00

2020 =   ₦943,774,000.00

        ₦2,579,853,000.00

Strategic Action

i.   For the IGR, the College should strive towards steady increase in students' population, and minimize school fees indebtedness.

ii.   The College should ensure prudent utilisation of TETFUND interventions to the College so as to guarantee sustainability of such interventions.

iii.   The College should establish a linkages department to promote her global image in order to attract foreign donors.

CHAPTER SEVEN
CONCLUSION

This Strategic Plan (2016-2020) has carefully outlined the history of the College of Education, Oju and the need for strategic planning. It also examined the vision, mission and core values of the College .

The Strategic Plan particularly outlined the College's current students enrolment, staff strength, staff-students ratio, finance and physical facilities. An analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT) has also been carefully put in place by this document. This Strategic Plan has outlined several goals and strategic actions to be taken to achieve these goals and strategic actions to be taken to achieve these goals between 2016 and 2020. The major areas of focus include teaching and learning, students enrolment, HRD, community and public relations, finance and physical facilities. The strategic actions for achieving these goals have been carefully outlined in chapter five of this document. It is imperative for the management of the College to ensure strict implementation of the strategic plan (2016-2020) using prudently the available resources at the disposal of the College so that the Mission, Vision and Core Values of the College will be attained and sustained.