

THE UNIVERSITY OF NIGERIA, 1960-1985

POSTGRADUATE STUDIES

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The Beginning (1960-1967)

In some higher institutions of the world, teaching and research go together and tend to reinforce each other. Emphasis is normally placed on the inculcation of basic intellectual skills and the acquisition of new knowledge, new conceptual tools and new processes of codifying, categorizing and analyzing intellectual data. There is in every such Institution the purpose to assemble and share knowledge among a body of teachers and a body of students, coupled with an imperative to systematically extend the existing boundaries of knowledge through planned programmes of research.

In some other institutions, a programme of teaching and learning at the first degree level precedes secondary and tertiary degree programmes, for the practical reason that the foundations are laid at the primary level and thereafter the structures of learning are advanced at the subsequent levels. In the latter situation, research activities tend to trail behind primary undergraduate studies because the demands on the intellect are more stringent; the quality of academic staff involved is higher; the resources in materials are of higher quality; the financial demands are greater because the equipments needed are superior to those required, for undergraduate work; much sharper precision of result is demanded, the probing of problems much deeper, as are the levels of analysis and conceptualization. The problem-solving expectations are, for all these reasons, much higher at the research level.

The unique foundations of the University of Nigeria made it from the very beginning highly sensitive to the demands of research. Both those who dreamt its dreams and forged its visions and those who implemented the dreams and visions and gave them form, were fully conscious of the place of research in an institution, which in addition to aspiring to answer the demands of conventional liberal scholarship, by promoting academic and cultural excellence, also attempted to satisfy the demands of scientific, vocational and technological excellences. The evolution of curriculum adequate to the demands of the philosophical and utilitarian underpinnings of the institution also required that constant and sustained efforts would have to be devoted to research at every stage of the University's life and development.

If the University of Nigeria was to become international in scope and cosmopolitan in outlook, as intended by its founders, advisers and planning experts, if it was to become an instrument for nation building by evolving a programme suited to the needs of the people of Nigeria and if it was to contribute to the transforming of the so-called "Dark Continent" into "A Continent of Light", as idealistically envisaged by its inspirer, then it must constantly update its intellectual stock through carefully organized programmes of research from, the very beginning.

The University's founding charters and enabling documents placed research in the centre of its commitments and endeavours. The University of Nigeria Law of 1955, for example, listed the promotion of research and the advancement of science and learning as one of the three objectives of the University.² In an even more extended statement, the white paper establishing the university heavily underlined the necessity of research as a means of giving full scope to the realization of the University's most intimate aspirations. The relevance of research was felt at the level of planning, defining and determining of the University's philosophy and development and expressed in the following words:

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The planning of the university... must be accompanied by planning for the application of knowledge and science to the solution of problems in the country. As research areas and curricula are defined, programmes and activities which apply knowledge to the community, family, farm and business enterprises must be planned as a part of the overall university operation.³

The report goes on to recommend the establishment of "a group of educational experts to make an intensive analysis of the social and economic problems of Eastern Nigeria", with a view to determining the specific functions of the University.⁴

Evolving a university that would be principally devoted to problem solving and related to the social and economic needs of Nigeria demanded that the creation of curriculum adequate to the intentions of the founders and their advisers would itself require research. The experts of the Michigan State, University and the United States Agency for International Development who took in hand the fostering of the University of Nigeria for the period 1960 to 1970, were generally not well informed on life in Eastern Nigeria in particular and Nigeria in general. They were strangers to Nigeria's socio-economic and cultural realities. Therefore, to advise on curricula realistically required that they must organize immediate programmes of research to accumulate adequate body' of local knowledge upon which to base their advice and build the academic plans. Emphasizing the importance of research in the early stages of the University, Lewis and Margaret Zerby write as follows:

Research was a word which assumed larger and larger significance as the University grew, because only through research could the University fill those needs. But research was translated into usefulness, first through teaching, which helped the individual student to learn how to do research and how to interpret research that others had done. And to take the findings of research to the people, indeed, to begin the research by discovering from the people what the needs were, required an extension service devoted not just to preformed judgement of what the people should learn, but to a real interaction with the general population.⁵

So important was research to the total scheme of the University's function that one of the experts from the MSU/USAID personnel was assigned the sole responsibility of organizing it in the University of Nigeria, he was Dr. LeRoy Ferguson who was appointed Overall Analyst and Adviser in Research. He arrived at the University on 2 December, 1960 and set to work towards a blueprint of planned and phased programme of research. By 1962, the blueprint had defined a clear line of development for the research activities of the University, extending to 1965 after which the University was expected to appoint its own Director of Research and Development and to take its research fortunes in its own hands. The Activity Target was laid down as follows:

To plan, inaugurate, and develop a viable research programme and effort at the University of Nigeria; to increase the research competence of its faculty; and to give major research efforts to the priority areas of development in Nigeria and the "Nigerianizing" of course content where this is appropriate.⁶

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A number of concrete proposals flowed out of the research blueprint. The most impractical of the proposals was the suggestion that there should be a "Faculty of Research".⁷ Nothing came of the proposal since the idea was totally nebulous at the time. Twenty years later, it materialized as the School of Postgraduate Studies. Other proposals were fruitful and were successfully implemented. A University Research Committee was established with the following membership: Dr. M. Achufusi, Professor A.V. Brancker, Professor N.A. Cox-George, Professor B.N. Floyd (Secretary) and Professor M.W. Kirkland.⁸ This Committee was entrusted with the task of developing research policy for the University, of stimulating the academic units to identify and promote viable research projects, and of finding research funds from the foundations and sharing existing funds among research groups. In the 1963/64 academic year alone, the Committee approved forty-eight research projects financed on "seed" basis with AID funds of \$75,000 and direct University of Nigeria grant of £10,000.

Two areas of research concentration were developed and gave great impetus to the research programme of the institution. They were the Institute of African Studies and the Economic Development Institute. A detailed discussion of the contribution of these to the development of research would be found elsewhere in this book, but one aspect of their contribution can be emphasized here. The theoretical assumption that the University of Nigeria was a university with international and cosmopolitan outlook was given concreteness by the diversity of background of the academics who flocked into it and participated in its vigorous research life. The institutes mentioned above hummed with intellectual life due to the contributions made by those international scholars to research. The impression strongly promoted in certain quarters that the building of the intellectual life of the institution was accomplished by the Michigan State University staff solely was largely erroneous. Evidence from the list of seminars held by the Economic Development Institute for the period 1 July to 31 December, 1964 confirmed that the research community was greatly varied⁹ and included Professor John M. Letiche from the University of California, Professor Peter Gutkind of McGill University, Professor Dan Nyhart of M.I.T., Mr. David Abernathy of Harvard University, Professor D.J. Robertson of "the University of Glasgow, Peter Kilby of Oxford University and Professor R.J. Harrison Church from the University of London. Some of these academics subsequently, produced books based on local eastern Nigerian and Nigerian experiences arising from these seminars and researches.¹⁰

The situation was well captured by the Zerbys when they wrote that "There was a real impetus to pursue research, to justify previously unexamined positions and to concentrate on the needs of Nigeria".¹¹ The era of telescopic scholarship in African higher education when the attention of researchers was directed; overseas both for establishing their relevance and obtaining validation was being actively challenged by the Nsukka experiment. It is also necessary to observe that research effort was directed towards undergraduate work. The first generation of students were exposed to research methods and techniques through the Introduction of "term" papers which demanded from students considerable 'originality in the discussion of select topics. In consequence, those of that generation who went out to do postgraduate research in academically built-up areas completed their doctoral work in very good time. For example, the first postgraduate student who went from the University of Nigeria to the University of Cambridge to study history completed his programme in precisely three academic years, a considerable achievement in the area of the humanities in the University of Cambridge. The introduction of undergraduates: to research and the composition of mini-theses was one of the main contributions which University, of Nigeria .made to higher education in Nigeria. In after-time, other Nigerian universities were to fall into line to the overall development of national relevance, quality and tone in higher education.

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During the first few years, apart from the introduction of students to research methodology and procedures through "term" papers and the general exposure of the entire academic community to research through seminars, lectures and symposia, the University concentrated its efforts upon building a solid foundation for undergraduate studies and infrastructural facilities. Development of postgraduate research was left for the last stage and even then was undertaken on a very modest scale. The years 1964 to 1967 saw a slow but systematic broadening of research interest to encompass postgraduate programmes. 1964 which saw the establishment of the Economic Development Institute also saw the commencement of a postgraduate certificate programme leading to postgraduate certificate courses in economic planning. Postgraduate Diploma programmes in the Religion of West Africa and Journalism followed soon after.

Postgraduate Research (1964-1967)

After 1965, the Michigan State University-sponsored research plan envisaged that the University, of Nigeria should take over its research plans, define its goals, work out its modes of implementation and appoint its own Director of Research and Development. The institutionalization of research was to be given greater impetus. It was also assumed that the University would be in a position to invest greater resources on research, far and above the "seed" money allotted to research in the earlier period. In addition to the postgraduate certificate and diploma courses mentioned earlier, the Institute of African Studies embarked on an ambitious Masters degree programme. By 1965/66, its activities had been expanded to embrace "the production of annotated bibliographies of Africana and anthologies of readings in Africana, and the acquisition of oral and written pictorial and cartographic source material for the study of the history, government, law, religion et cetera of Nigeria in particular and West Africa in general",¹² in preparation for the introduction of postgraduate Masters programme. Envisaged also was the possibility of offering this programme in cooperation with other departments in the areas of geography, political science, music, fine art and African literature. No doubt, the concentration in the areas of the humanities and the social sciences must have been dictated partly by the need to root institutionalized research in the soil of Nigeria and West Africa and partly by the necessity to limit research to the areas of minimal financial demands. To plunge into heavy scientific research with the attendant heavy costs on equipment at a time when the financial fortunes of the institution were low would be unwise. Prudence dictated that attention should be focused on those areas, in which the demands of field work could be easily supplemented with library research.

This level of postgraduate planning was possible with the establishment in the 1965/66 session of the first ever Senate Committee on Postgraduate Studies under the chairmanship of Dr. B.N. Okigbo, the then Dean of the Faculty of Agriculture. Among its members were Professor P.C. Chaudhuri (Professor and Head of Mathematics), Late Professor J.B.C. Okala (Associate Professor of Education), Professor D.G. Valentine (Professor and Dean of Law), Dr. S.U. Ugoh (Deputy Director of the Economic Development Institute), Dr. B.C. Barrett (Senior Lecturer and Head, Department of Languages), Dr. C.C. Ezeilo (Senior Lecturer, Department of Mechanical Engineering), Dr. G.A. Odenigwe (Senior Lecturer and Acting Head, Department of Political Science), Dr. W.O. Uzoaga (Lecturer and Acting Head, Department of Finance), with Mr. Sofiri Green as Secretary.¹³ The Committee worked out such details as the duration of the Masters programme, the language of study, modes of research, admission requirements and modes of examination, etc.¹⁴

But, by far the most significant development was soon to follow. The deepening of the Nigerian crisis led to the influx of a number of very senior academics from the other Nigerian universities into the University of Nigeria in 1966. The Senate Postgraduate Committee of 1966/67 contained a number of these "returnee" indigenous academics. Indeed, one of them, Professor J.O.C. Ezeilo, became chairman of the Committee, while Professor J.C. Anene, an eminent and heavily published historian and Professor A.N.U. Njoku-Obi, an eminent microbiologist, were members, in addition to nine original members of the University of Nigeria; Indeed, to appreciate the postgraduate research quality of the newly arrived staff, it should be remembered that of the five academics who initiated postgraduate research programme in the University of Ibadan, three of them, namely Professor J.O.C. Ezeilo, Professor C.A. Onwumehili and Dr. C.C. Ifemesia,¹⁵ were among the academics who joined the University of Nigeria as a result of the crisis; But the gain which the University would have made as a result of the new Influx was blighted by the further escalation of the crisis and the evacuation of the University. By July 1967 when the University was evacuated, a total of 20 postgraduate certificate candidates had been produced from all the postgraduate research efforts of the University, distributed as follows; 1965, Economic Development Institute, six postgraduate certificate candidates; 1966, Economic Development Institute, eight postgraduate certificate graduates; 1967, Education, four postgraduate diploma graduates; 1967, Journalism, one postgraduate diploma graduate. Meanwhile, even though Masters Degree programmes had been approved for the departments of Plant/Soil Science (now broken up into the departments of Crop Science and Soil Science), Education, Mathematics and Statistics (now departments of Mathematics and Statistics) and the Institute of African Studies, no Masters graduates were actually produced before the outbreak of the civil war.¹⁶

Starting Postgraduate Studies Anew (1970-1978)

As part of the effort at the reconstruction of the University after the war, a sub-committee on postgraduate studies and research was established in May 1970 by the Advisory Committee on Planning which was set up by the Planning and Management Committee (PMC) of the University. The membership of the Committee which had Dr. B.N. Okigbo as chairman, included Professor J.O.C. Ezeilo, Dr. S.N. Nwabara, Dr. S.U. Ugoh, Dr. N. Uka, Dr. D.I. Nwoga, Dr. A.O. Anya and Mr. Ray Ofoegbu (representing the Alumni Association). It is easy to see that the membership of the sub-committee which included two former chairmen of the immediate pre-war years was meant to take up the development, of postgraduate studies where it was left off during the crisis. The enthusiasm had not abated. If anything, it had grown stronger by the undoubted research contributions made by the staff and students of the University to the war effort. But there was no doubt also that certain shift in the ideological orientations of the institution had taken place and were reflected in the broad definition of objectives which attended the renewed effort. For example, the Advisory Committee redefined the objectives of the University as follows:

to advance learning; to teach modern skills relevant to national needs and the needs of the time; to provide education for good citizenship, with emphasis on ethics, self-reliance, creativity, constructive productivity, civic responsibility and the development of a sound body and mind; to develop and promote indigenous culture.

The declaration embodies many of the pre-war objectives and even sharpens some others, but what is conspicuously absent is the egalitarian and populist phraseology so clearly marked in the chartering and founding documents and the major statements of the principal functionaries. The point would become obvious if one were to compare the above statement of objectives with the statement of objectives in Vice-Chancellor Taggart's 1965 Congregation address. The former statement makes no reference to the principle of developing students who would feel a special responsibility to serve the people rather than developing students who saw their university education as assuring them special prestige and status and a right to being served by the people. Nor was there any mention of the University being "dedicated to the concept of mass education at the higher level".¹⁷

The exclusion of populist and egalitarian rhetoric probably had something to do with the considerable strength of the presence of the erstwhile Ibadan academics whose orientation was strongly conditioned by the broad liberal educational philosophy of their British mentors. In fact, some of the founders of the University of Nigeria were among the nationalist politicians who regarded Ibadan as a nest of elitist privilege and a spawning ground for a new aristocratically-conscious elite. The presence of some members of the Alumni Association of the University of Nigeria in reconstruction committees was not strong enough to dispel the new liberal educational ideology brought in by the "returnees". The shifts were inevitable, however, given the relatively high academic status of many of the new arrivals. For example, of the 14 indigenous full professors recorded in the 1970-73 Senate membership, 11 were those who returned from Ibadan and other Nigerian universities during the crisis, while only three were original staff of the University of Nigeria.¹⁸

It is necessary to draw attention to this fact because the war constituted a hiatus in a real sense in the development of postgraduate studies. The loss of the populist direction in the philosophy of the University was a real loss and very much to be regretted, but it was also true that 'a great vigour was brought to bear on postgraduate studies by the presence of a large body of indigenous staff who had earlier had substantial experience in the organization and execution of postgraduate programmes.

When the sub-committee on postgraduate studies submitted its report in November 1970, its recommendations were over-ambitious and very sweeping and included the following:

- (i) ...that, the University approve the award in its name of the regular postgraduate degree of M.A. and M.Sc. in the Humanities and the Sciences (including the applied areas and the social sciences) respectively, the Ph.D. in all faculties and the higher doctorates of D.Sc., D.Litt, and D.Ed, in the relevant areas of study; the order indicated above should also reflect the sequence of development of postgraduate studies;
- (ii) Special postgraduate certificates and diplomas could also be awarded but the department concerned must convince the Senate of the need and relevance of the particular diploma vis-à-vis the regular postgraduate degrees;
- (iii) ...that 'a Board of Postgraduate Studies be established immediately in the University....
- (iv) Although the final decisions on all matters pertaining to postgraduate studies are the prerogative of the Senate, it is suggested that all routine matters relevant to the development of a viable postgraduate programme of studies be one of the main functions assigned to a Deputy Vice-Chancellor.¹⁹

The sub-committee also recommended the criteria for determining a department's readiness to mount a postgraduate programme. Many of the proposals were realistic and were soon utilized, while some others were plainly impracticable. Some suggestions, like the establishment of a Board of Postgraduate Studies, took several years to achieve, while some others, such as the award of the higher doctorates through research and examination, have, up till now not yet been implemented. As for the involving of the Deputy Vice-Chancellor in postgraduate degree matters, the Senate proved too jealous of its prerogatives to surrender any of them to such a nebulous functionary. The suggestion never even got to the discussion stage.

The battered postwar situation of the University made the implementation of the recommendations difficult and a more gradualist approach was introduced. Given the loss of the academic infrastructures, including loss of research equipment and library stock, it became a matter of practical necessity that viable undergraduate facilities should first be restored before development of graduate studies could be taken up on a grand scale. Even then, graduate work' continued slowly but surely in view of the available rich human resources. The slowed down tempo allowed the University to set up a very detailed plan of postgraduate work, to restore many of the lost research infrastructures and create new ones and to keep the standards of postgraduate degrees consistently high.

As part of the new approach to postgraduate matters, a Postgraduate Studies Committee of Senate was constituted in the 1970/71 session with Dr. B.N. Okigbo (Agriculture) as chairman. Other members were Dr. C.C. Ifemesia (Arts), Mr. J.A. Umeh (Business Administration), Dr. N. Uka (Education), Dr. M.A. Nwachuku (Engineering), Dr. E.I. Nwogugu (Law), Prof. F. Udekwu (Medicine), Prof. J.O.C. Ezeilo (Science), Dr. C. Okonjo (Social Sciences). The terms of reference of the Committee were:

- (a) To formulate, for the consideration of Senate, regulations for the postgraduate studies of the University;
- (b) To review existing postgraduate regulations and make appropriate re-recommendations;
- (c) To consider proposals for postgraduate studies by faculties and academic divisions of the University and make appropriate recommendations.²⁰

The first effective meeting of the committee was held in February 1972. Before the end of that year, the committee had considered and approved both the regulations for postgraduate studies and the criteria for the determination of departmental readiness. For the next three years, the Senate Postgraduate Studies Committee continued to handle postgraduate matters. It maintained a skeletal secretariat which was part of the central registry and was very effectively run first by Dr. B.I.C. Ijomah and then by the indefatigable Mrs. C.B. Onwumechili. Departments were encouraged to update their infrastructures and strengthen their staff with a view to starting their postgraduate programmes. The number of postgraduate students relative to the undergraduate population remained small, but by the 1975/76 session it had grown considerably and so had the number of postgraduate programmes being offered. The Senate Postgraduate Committee found itself grossly overtaxed by the growing volume of postgraduate business. The regulations were seen to be constrictive and to inhibit rather than help the development of postgraduate studies. The need for a School of Postgraduate Studies which would take over the functions of the Senate Committee and relieve Senate itself of many of the irksome routine-activities bearing on postgraduate studies was acutely felt.

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School of Postgraduate Studies (1979-1985)

In the 1975/76 and 1976/77 sessions, the Senate Postgraduate Studies Committee decided to set up two sub-committees to review aspects of postgraduate studies in the University. One of the sub-committees under the chairmanship of Professor J.A. Umeh reviewed the administrative structure of postgraduate studies, while the one chaired by Professor C.A. Onwumechili reviewed the academic structure. The sub-committees between them laid the final foundation for the emergence of a School of Postgraduate Studies.

At the 104th meeting of the University of Nigeria Senate held on 30 May, 1979, the proposal to establish a School of Postgraduate Studies was adopted and the School superseded the existing Senate Postgraduate Studies Committee. The School was given a semi-autonomous secretariat independent of the under-graduate registry. It was to operate under a Director to be elected by the Senate for a two-year term renewable for another term. A Board was to be appointed to take care of the administrative and academic functions of the School and as a link to Senate and other University statutory bodies.

The establishment of the School of Postgraduate Studies marked the final stage in the consolidation of postgraduate studies in the University of Nigeria. Between 1979/80 and 1984/85 sessions marked the period of optimum growth and development of postgraduate studies in the University. Most departments in the thirteen out of the fourteen faculties of the University have introduced postgraduate programmes. The only exception is the Faculty of Health Sciences and Technology which came into existence barely three years ago, with the creation of a College of Medicine. The enrolment figure of students has multiplied many times, from 288 in the 1978/79 session to 1,309 in August 1984.²¹ The University recorded its first successful Masters student in 1971 and its first Ph.D. in 1975. By 1984, the total number of Masters graduates had risen to 449 and of Ph.D. graduates to 60, most of them since the establishment of the School of Postgraduate Studies.²²

The enormous efforts and energy ploughed into the planning of postgraduate studies and research since the end of the war had begun to yield deserved reward at the stage of the School of Postgraduate Studies. The leadership efforts and administrative initiative of the chairmen of the Senate Postgraduate Committees (Professor B.N. Okigbo – 1970/71, Professor J.O.C. Ezeilo – 1971/72, Professor C.A. Onwumechili – 1972/75, Professor A.O. Anya – 1975/79), and the Directors of the School of Postgraduate Studies (Professor A.O. Anya – 1979/80 – 1980/81 and Professor E.N. Obiechina – 1981/82 – 1984/85) were beginning to pay off. The enthusiasm and drive of the academic departments and faculties were beginning to register on the postgraduate achievements of the University. The Vice-Chancellor, Professor F.N. Ndili, who himself produced the first Ph.D. of the Institution, also gave real impetus to postgraduate effort by establishing a number of postgraduate prizes to encourage research excellence.

The research activities of the University were directed in the pre-war and post-war periods towards the solution of human problems and raising of the productivity levels of the nation. New ideas for the improvement of the quality of social and economic life, of the ethical and cultural values of society and of the physical mastery of the environment and proper utilization of the natural and human resources of the nation are constantly being thrown up through organized research and programmed investigation in the areas of pure and applied sciences, in the humanities and the social sciences, in business administration and in the technological disciplines. The University of Nigeria has, in the final analysis, remained faithful to some, at least, of the deeper aspirations of the dreamers and visionaries who gave birth to it, by putting academic research to the service of the people and the nation.

In spite of the achievements, however, certain constraints remain which inhibit greater achievements. The level of postgraduate and research funding remains low relative to the needs. At a time when the national energy is turned inward towards the mobilization of local raw materials for industrial purposes, when agriculture has become once again the centerpiece of the national economic effort and the need still remains to evolve ideas of authentic development rooted in the culture and values of the people, it does not augur well that maximum investment is not being made to research and that postgraduate establishments are being starved of much needed resources. The University of Nigeria School of Postgraduate Studies is in need of enhanced funding from government, industry and the foundations in order to update its facilities, increase its space and accommodation, procure necessary research equipment, chemicals and library stock in order to achieve the desirable ratio of one postgraduate student to five undergraduates and to contribute outstandingly to national development and progress.

TABLE 1

POSTGRADUATE STUDENTS ENROLMENT FIGURES 1960/61 – 1983/84

Academic Year	Ph.D.	M.A./M.Sc./M.Phil	Postgraduate Diploma	Total
1964/65	-	-	6	6
1965/66	-	-	9	9
1966/67	-	-	5	5
1970/71	1	-	2	3
1971/72	-	5	1	6
1972/73	-	9	6	15
1973/74	6	8	3	17
1974/75	7	14	1	22
1975/76	7	18	17	42
1976/77	15	59	111	185

Academic Year	Ph.D.	M.A./M.Sc./M.Phil	Postgraduate Diploma	Total
1977/78	18	83	98	199
1978/79	36	117	135	288
1979/80	51	174	38	263
1980/81	86	340	72	498
1981/82	146	555	99	800
1982/83	160	598	96	854
1983/84	206	659	161	1,026
1984/85	261	831	217	1,309

TABLE 2

NUMBER OF SUCCESSFUL POSTGRADUATES PRODUCED BY THE SCHOOL OF POSTGRADUATE STUDIES FROM 1960 TO 1977

Year	Diploma	Masters	Doctorate
1960	-	-	-
1961	-	-	-
1962	-	-	-
1963	-	-	-
1964	-	-	-
1965	6	-	-
1966	9	-	-
1967	5	-	-
*1968	-	-	-
*1969	-	-	-
*1970	-	-	-
1971	-	1	-
1972	-	5	-
1973	-	1	-
1974	3	-	-
1975	1	6	1
1976	17	5	1
1977	92	4	4

**Civil War and reconstruction years*

TABLE 3

NUMBER OF SUCCESSFUL POSTGRADUATES PRODUCED BY THE SCHOOL OF POSTGRADUATE STUDIES FROM 1978 TO DECEMBER, 1984

Year	Diploma	Masters	Doctorate
1978	50	12	1
1979	15	20	2
1980	51	27	9
1981	48	27	4
1982	53	107	14
1983	95	115	14
1984	94	141	16

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Total	406	449	60
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TABLE 4

DIPLOMAS AWARDED

Faculty	Totals	78	79	80	81	82	83	84
Agriculture	42	-	-	-	-	-	21	21
Arts	-	-	-	-	-	-	-	-
Biological Sciences	1	-	-	-	-	-	-	1
Business Administration	-	-	-	-	-	-	-	-
Education	300	50	15	40	41	38	55	61
Engineering	1	-	-	-	1	-	-	-
Environmental Studies	3	-	-	1	-	1	1	-
Law	-	-	-	-	-	-	-	-
Medical Sciences and Dentistry	-	-	-	-	-	-	-	-
Pharmaceutical Sciences	-	-	-	-	-	-	-	-
Physical Sciences	-	-	-	-	-	-	-	-
Social Sciences	67	-	-	10	6	14	18	19
Veterinary Medicine	-	-	-	-	-	-	-	-
Total	414	50	15	51	48	53	95	102

TABLE 5

MASTERS DEGREE AWARDED

Faculty	Totals	78	79	80	81	82	83	84
Agriculture	44	-	1	2	10	11	10	10
Arts	37	1	3	1	-	15	6	11
Biological Sciences	63	3	6	4	3	17	13	17
Business Administration	62	-	2	10	-	15	16	19
Education	49	2	3	4	1	14	20	5
Engineering	7	-	-	-	1	-	2	4
Environmental Studies	1	-	-	-	-	-	1	-
Law	3	1	-	1	-	-	-	1
Medical Sciences and Dentistry	3	-	-	-	-	-	3	-
Pharmaceutical Sciences	8	-	-	-	1	1	5	1
Physical Sciences	52	3	1	2	2	15	15	14

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Social Sciences	70	2	4	3	9	19	21	12
Veterinary Medicine	6	-	-	-	-	-	3	3
Total	405	12	20	27	27	107	115	97

TABLE 6

Ph.D.'s AWARDED

Faculty	Totals	78	79	80	81	82	83	84
Agriculture	7	-	-	3	1	2	-	1
Arts	4	-	-	1	-	2	-	1
Biological Sciences	10	-	-	3	1	2	4	-
Business Administration	-	-	-	-	-	-	-	-
Education	15	-	3	-	1	5	7	-
Engineering	-	-	-	-	-	-	-	-
Environmental Studies	-	-	-	-	-	-	-	-
Law	1	-	-	-	-	-	1	-
Medical Sciences and Dentistry	-	-	-	-	-	-	-	-
Pharmaceutical Sciences	-	-	-	-	-	-	-	-
Physical Sciences	5	-	-	1	-	3	1	-
Social Sciences	8	1	-	1	1	-	1	4
Veterinary Medicine	-	-	-	-	-	-	-	-
Total	50	1	2	9	4	14	14	6

NOTES

1. *Progress Report* – January-June, 1966 for Michigan State University – University of Nigeria Programme, in Cooperation with the United States Agency for International Development, p. ii.
2. See *Progress Report* January – June, 1966 for MSU – UNN Programme, p. i.
3. See *Eastern Region Official Documents* No. 4 of 1958 embodying the Cook-Hannah-Taggart Report, p. 3.
4. Op. cit., p. 5.
5. Lewis and Margaret Zerby, *If I should Die Before I Wake: The Nsukka Dream – A History of the University of Nigeria*, p. 56.
6. See *Progress Report* (1962) for MSU – UNN Programme, p. 43.
7. See 1963 – 64 Calendar, p. 221.
8. See 1963 – 64 Calendar, p. 29.
9. See *Report of Progress* MSU – UNN Programme, pp. 95-96.
10. Among the outstanding works were:
Peter Kilby – *Development of Small Industries in Eastern Nigeria: (The Kilby Report – USAID)*, Published by the Ministry of Information for the Ministry of Commerce, Enugu, 1963.
David Abernathy. *The Political Dilemma of Popular Education, An African Case*. Stanford, Cal. 1969. Austin J. Shelton, *The Igbo-Igala Border Land: Religion and Social Control in Indigenous African Colonialism*, State University of New York Press, Albany, 1971.
11. *If I Should Die...* p. 96.
12. See 1966 – 67 Calendar, p. 314.
13. See 1966 – 67 Calendar, p. 35.
14. See 1966 – 67 Calendar, p. 316ff.
15. See *The University of Ibadan 1948 – 73: A History of the first twenty-five years*, edited by J.F. Ade Ajayi and Takena N. Tamuno, p. 154.
16. See *Table 1: Postgraduate Students Enrolment Figures 1960/61-1983/84*.
17. See *Progress Report January-June 1966 for Michigan State University-University of Nigeria of Nigeria Programme*, pp. iii-iv.
18. See *1970-73 Calendar*, p. 55.
19. From the records at the School of Postgraduate Studies.
20. From the records at the School of Postgraduate Studies.
21. Figures from the records of the School of Postgraduate Studies.
22. Figures received from the School of Postgraduate Studies. See also Tables 2 and 3. For Faculty distribution of degrees awarded, see Tables 4, 5 and 6.