



BOLGATANGA TECHNICAL UNIVERSITY (BTU)

10-YEAR STRATEGIC PLAN

2023-2032

Table of Contents

GLOSSARY OF KEY TERMS	v
FOREWORD	vi
EXECUTIVE SUMMARY.....	viii
Preamble	1
Planning Cycle	1
Section One: Vision, Mission, and Core Values	2
1.1 Vision.....	2
1.2 Mission.....	2
1.3 Niche Area	2
1.4 Core Values	2
Section Two: Current State of the University	4
2.1 Infrastructure	4
2.2 Academic Structure	4
2.3 Staff Strength	6
2.4 Student Enrolment	6
Section Three: The Planning Process	8
3.1 Introduction	8
3.2 Process Development	9
3.3 Stakeholder Consultations	9
3.4 Planning Tools	9
3.5 Internal and External Environmental scan	9

Section Four: Situation Assessment: Strengths, Weaknesses, Opportunities and Threats	10
4.1 Strengths.....	11
4.2 Weaknesses	12
4.3 Opportunities.....	13
4.4 Threats.....	14
Section Five: Goal, Objectives and Strategic Priority Areas.....	16
5.1 Goal	16
5.2 Strategic Priority Areas & Strategic Objectives	16
5.3 Summary of Strategies to achieve the strategic priority areas.....	16
Section Six: Operational Planning and Responsibilities	23
7.0 Implementation plan	24
Specific Objective and Budget	38
Appendix 1: Landed Assets	39
Appendix 2: Programmes Offered by Schools and Departments	40

List of Tables

Table 1: Teaching and non-teaching staff	6
Table 2: Qualification of teaching staff	6
Table 3: Non-teaching staff	6
Table 4: Student enrolment for the last seven years	7
Table 5:Members of the Strategic Planning Committee	8
Table 6:Strategic priority areas & Strategic Objectives.....	16
Table 7: Implementation Plan	24

List of Figures

Figure 1: Strategic Planning Process	8
--	----------

GLOSSARY OF KEY TERMS

The following definitions apply throughout this Strategic Plan, unless the context requires otherwise. The use of singular words imports the plural, and masculine words import both feminine and masculine.

Word/Abbreviation	Definition
Alumni	Old Students of Bolgatanga Technical University (BTU)
BTU	Bolgatanga Technical University
Stakeholder	Groups/persons/organisations that are affected by the activities of the Universities, or have an interest in the University
Community	Internal and external stakeholders
BTU Council	Bolgatanga Technical University (BTU) Council
GHS	Ghana Cedi
ICT	Information and Communication Technology
Industries	Companies or organisations engaged in the processing of goods or rendering professional services
Management	Key Officers of the University
MoU	Memorandum of Understanding
PESTLE	Political, Economic, Socio-Cultural, Technological, Legal, and Environment
7-S model	McKinsey – Staff, Structure, Systems, Strategy, Style, Skills and Shared Values
Staff	All persons in the employment by the BTU
Student	Any person (junior member) registered for a programme of study or research in the BTU
SRC	Students' Representative Council
Strategic thrust	Strategic priority area/objective
SWOT	Strengths, Weakness, Opportunities and Threats
TEWU	Technical Education Workers Union
TUTAG	Technical University Teachers Association of Ghana
TUSAAG	Technical University Senior Administrators Association of Ghana
TUAAG	Technical University Administrators Association of Ghana
TUWAG	Technical University Workers Association of Ghana
TVET	Technical and Vocational Education and Training

FOREWORD

We are delighted to present to you Bolgatanga Technical University's Strategic Plan 2023 to 2032 which specifies the strategic direction and goals which have been pinned down to help the university attain its full potential and to realise its vision.

The process of formulating the strategic plan gave us the opportunity to conduct a SWOT analysis to determine the challenges ahead and also outline strategies, not only to respond to the changing needs of the institution, but also to ensure we drive the industrialisation agenda through TVET.

Our strategies seek to increase access, enhance quality, improve financing, ensuring effective governance and management. These strategic priority areas support the University's commitment to achieve excellence in its core functions of teaching/learning, knowledge dissemination and exchange in addition to stakeholder engagement. As a TVET Institution, it is the University's belief of not only equipping students with technological skills for their future careers, but also inculcating in them critical minds, concern and respect for humankind and nature as well as an in-depth understanding of the world.

The Strategic Plan is an output of extensive consultations with various stakeholders of the University whose input has been incorporated into this document. The University's Governing Council would like to thank all stakeholders profoundly who have contributed immensely at various stages towards making this Plan a reality. The University will be very grateful for your continued support in diverse ways.

With the collaboration of our stakeholders, the goals that we seek to accomplish will gradually transform to memorable milestones of which we can be proud. By investing in the future of BTU, we offer to build a better future for the TVET sector. We remain grateful for your interest in the future of BTU.

PROF. **Francis Abantanga**
Governing Council, Chairman
Bolgatanga Technical University



PROF. **Samuel. E. Alnaa**
Vice-Chancellor
Bolgatanga Technical University

LIBRARY COMPLEX



EXECUTIVE SUMMARY

The institution was initially established as a Polytechnic in 1992 under PNDC Law 321 (1992), and thereafter converted to the status of a Technical University in April, 2020, in line with the Technical Universities Act, 2016 (Act 922), as amended. The Act, 922, mandates the University to provide higher education in Engineering, Science and Technology-based disciplines, Technical and Vocational Education and Training (TVET), Applied Arts and related disciplines, and award degrees including honorary degrees, diplomas, certificates and other qualifications agreed upon by the Governing Council. Currently, the University offers a number of Bachelor of Technology degree programmes, Higher National Diploma (HND) and non-tertiary programmes in TVET, business and science-related disciplines. Preparations are underway to introduce postgraduate programmes.

In order to achieve the University's mandate as stipulated in the Act, 2016, (Act 922), as amended, the University's Governing Council decided to develop a 10-year Strategic Plan (2023 – 2032) to guide the University's medium-to-long-term growth. The purpose of the plan is to provide direction in the medium to long term for the University, by creating a conducive institutional environment for academic and entrepreneurial training. The plan provides guidelines and specific actions, timelines for relevant activities, roles and responsibilities, resources and the monitoring and evaluation required for success. The Strategic Plan is in two phases: 2023-2027 and 2028-2032.

The methodology adopted was broad-based, open and participatory consultation with internal and external stakeholders such as: students, staff, employers, employees, alumni and specialists from various areas, including community sector players. The Committee also reviewed strategic plans of other universities. The purpose was to obtain their inputs and buy-in for developing a stakeholder-owned document for ease of implementation, accountability and good governance.

The Strategic Plan puts forth a key aspiration for the University to become a leading Technical University in Ghana and beyond, producing skilled, knowledgeable and employable graduates in various disciplines for industry. To realize this aspiration, the University will promote effective and quality teaching/learning, research, community service and resource mobilisation.

The first phase of the Strategic plan, 2023-2027, aims at positioning the Institution to become a leading technological university while the second phase, 2028-2032, seeks to consolidate the gains made thereof. In this regard, the University has developed seven (7) strategic priority areas that seek to:

1. Increase student enrolment taking into account diversity, quality and equity
2. Improve infrastructure, facilities and services for teaching, learning and research
3. Strengthen and improve teaching, learning, research and community service.
4. Improve Internationalisation and stakeholder collaboration (i.e., university/industry/alumni)
5. Strengthen ecological agriculture through research, teaching/learning, training and extension services
6. Improve resource mobilisation and utilization
7. Improve corporate governance and management systems

The implementation of these strategic priority areas should propel the University to its desired destination as a preferred tertiary institution. This requires new thinking, commitment, resource mobilisation and funding from both internal and external stakeholders.



ADMINISTRATION BLOCK



INDUSTRIAL ART STUDENT ON PROJECT WORK

Preamble

Bolgatanga Technical University (BTU) started as a Polytechnic in 1999 to provide career-focused, hands-on education, training and research in order to meet the middle level manpower needs of both the public and private sectors. It was later converted to the status of a Technical University in April, 2020, in line with the Technical Universities Act, 2016 (Act 922), as amended.

Located in the Sudan Savannah Agro-ecological Zone of Ghana, the University has ecological agriculture as its niche area to guide programme development, teaching, learning, research and community service.

As a relatively young institution, there is the need for a policy direction to address key challenges while taking up opportunities in order to transform the University into a leading technological institution that produces graduates for self-employment and industry. In this direction, an 11-member Strategic Planning Committee was inaugurated by the Governing Council to develop a 10-year long-term framework within which a 5-year strategic plan is crafted.

BTU as a new technical university is faced with additional challenges such as high expectations from stakeholders that will require creativity and new thinking. The overarching questions are:

- i. How can the University achieve academic excellence in teaching, learning and research to improve its relevance and standing?
- ii. How can the University ensure survival, growth, financial and environmental sustainability in a socially responsible manner?

This 10-year Strategic Plan seeks to address these questions in order to transform the University to a centre of excellence for teaching, learning, research and community service for sustainable socio-economic development. This Plan deploys the Institution's strengths in order to explore new opportunities, minimize weaknesses and to mitigate potential threats.

Planning Cycle

The Strategic Plan covers the period, 2023 to 2032, and is in two phases: 2023-2027 and 2028-2032. Although the vision, mission and goals will continue further than the planned period, it is envisaged that the strategies will constantly be revised to meet the demands of the functioning environment, government policy direction and the growth and development of the University.

Section One: Vision, Mission, and Core Values

1.1 Vision

To become the preferred technical university with innovative academic programmes producing graduates equipped with new technological skills for sustainable development.

1.2 Mission

To provide career-focused education, using state-of-the-art laboratories and workshops for teaching, practical training, applied research, sustainable agricultural and entrepreneurship development in a conducive environment.

1.3 Niche Area

The niche area of the University is ecological agriculture. The niche area feeds into efforts aimed at preserving and improving the ecology of the country and beyond. Therefore, the University will ensure that the niche area guides its academic programmes and activities.

1.4 Core Values

The core values of the University are the shared principles and commitment that rally all staff, students and other stakeholders to achieve the vision of the University. These are:

- ☞ Academic Freedom,
- ☞ Excellence,
- ☞ Integrity,
- ☞ Innovation,
- ☞ Discipline,
- ☞ Sustainability and
- ☞ Equity.

These values are deep-seated philosophies that guide its actions and are considered as the University's cultural foundation stone.

1.4.1. Academic Freedom

The University acknowledges the right to freedom of expression in teaching, learning and research in line with its ethical policies.

1.4.2. Excellence

The University strives to exceed expectations not only in providing quality teaching, research and community service, but also for continuous improvement in services university-wide.

1.4.3. Integrity

The University shall ensure honesty, professionalism and respect for others, while accepting responsibility for the ethical consequences of its ideas and actions.

1.4.4. Innovation

The University strives to challenge existing assumptions, create and anticipate change and encourage both internal and external stakeholders to bring new ideas on-board.

1.4.5. Discipline

The University is committed to cultivating behaviours that are consistent and aligned with the University's goals and vision by vigorously applying the rules and regulations governing the Institution.

1.4.6. Sustainability

The University embraces sustainable development by incorporating relevant aspects of climate change, biodiversity, and ecological practices across the entirety of the University.

1.4.7. Equity

The University is committed to ensuring fair treatment, equality of opportunity, fairness in access to information, resources and opportunities that staff and students need to succeed. The University seeks to eliminate barriers and facilitate the participation of Persons with Disabilities (PWDs), in all programmes.

Section Two: Current State of the University

The University has its main campus located in Sumbrungu, near Bolgatanga, the capital of the Upper East Region and a satellite campus at Bukere, a suburb of Bolgatanga. The University is an equal opportunity institution which runs programmes to challenge students and staff to be creative, innovative and morally responsible citizens. The University has a staff strength of three hundred and eleven (311) and a student population of one thousand, eight hundred and nine (1,809) as at the end of 2021/2022 academic year, made up of full-time and part-time students offering various academic and professional programmes.

2.1 Infrastructure

The academic facilities of the University comprise classrooms, library complex, laboratories, internet connectivity, workshops, staff residential facilities, access roads, staff offices, and a student demonstration centre. The University has two main halls of residence, the Robert Ajene Hall and Sumbrungu Hall for students.

The source of water supply to the University is from the Ghana Water Company Limited (GWCL) and mechanized boreholes; whereas electricity supply is from the Volta River Authority (VRA/NED) and supplemented by the University's standby generators.

The University has an infirmary, which is National Health Insurance Scheme (NHIS) accredited with qualified health personnel, and a BTU FM Station. There are also the transport and the security units to ensure that facilities of the University are maintained and protected.

The University also has a parcel of land at Balungu for the Department of Ecological Agriculture. Details of some of the infrastructures are shown in Appendix 1.

2.2 Academic Structure

The academic activities of the University are currently grouped in six (6) Schools and fifteen (15) academic departments. The six schools are:

- ☞ School of Agriculture,
- ☞ School of Applied Science and Arts,
- ☞ School of Built Environment,
- ☞ School of Business and Management Studies,
- ☞ School of Engineering and
- ☞ School of Graduate Studies.

The programmes offered are:

- ☞ 4-year Bachelor of Technology programmes,
- ☞ 2-year B. Tech Top-Up programme,
- ☞ Higher National Diploma,
- ☞ Diploma,

☞ Certificate and Proficiency programmes.

There are plans to mount postgraduate programmes. The specific programmes offered by each school are shown in Appendix 2.

The departments under the various schools are listed below.

2.2.1 School of Agriculture

- i. Agricultural Engineering
- ii. Ecological Agriculture

2.2.2 School of Applied Science and Arts

- i. Hotel, Catering and Institutional Management
- ii. Industrial Art
- iii. Liberal Studies
- iv. Medical Laboratory Technology
- v. Statistics

2.2.3 School of Built Environment

- i. Building Technology
- ii. Civil Engineering

2.2.4 School of Business and Management Studies

- i. Accounting and Finance
- ii. Marketing
- iii. Procurement and Logistics Management
- iv. Secretaryship and Management Studies

2.2.5 School of Engineering

- i. Electrical and Electronic Engineering
- ii. Mechanical/Automobile Engineering

2.2.6 School of Graduate Studies

The school of graduate studies will serve as a coordinating unit for post graduate programmes yet to be introduced (see Appendix 2).

2.3 Staff Strength

The University, as at the end of 2022, has a staff strength of three hundred and eleven (311) teaching and non-teaching staff with varied qualifications in their areas of specialisation. These are categorized in tables 1 and 2.

Table 1: Teaching and non-teaching staff

Category of Staff	Male	Female	Total
Teaching Staff	148	15	163
Non-teaching Staff	91	57	148
Grand Total	239	72	311

Table 2: Qualification of teaching staff

Qualification	Teaching		Total
	Male	Female	
Professorial	8	0	8
Senior Lecturers with PhD	16	1	17
Senior Lecturers Non-PhD	17	4	21
Lecturers with PhD	3	0	3
Lecturers Non-PhD	25	2	27
Assistant Lecturers	62	5	67
Instructors	17	3	20
Grand Total	148	15	163

Table 3: Non-teaching staff

Category of Staff	Male	Female	Total
Senior Members	28	18	46
Senior Staff	24	10	34
Junior Staff	39	29	68
Grand Total	91	57	148

2.4 Student Enrolment

Table 4 presents student enrolment for the last seven years starting from 2015/2016 academic year.

Table 4: Student enrolment for the last seven years

Academic Year	Enrolment				Total	% Change
	Male	% Change	Female	% Change		
2015/2016	269	0	217	0	486	0
2016/2017	200	-25.65	201	-7.34	401	-17.49
2017/2018	231	15.5	226	12.43	457	14
2018/2019	230	-0.43	240	6.19	470	2.84
2019/2020	191	-16.95	210	-12.5	401	-14.68
2020/2021	389	103.66	336	60	725	80.79
2021/2022	415	6.68	268	-20.23	683	-5.79
Total Enrolment	1925	-	1698	-	3623	-

Table 4 indicates a 7-year enrolment by sex. As can be seen from the table, male enrolment decreased from 269 in the 2015/2016 academic year to 200 in the 2017/2018 academic year while female enrolment also dipped from 217 in the 2015/2016 academic year to 201 in the 2016/2017 academic year. There has however been a consistent rise in female enrolment, rising from 226 in the 2017-2018 academic year to 240 in the 2018/2019 academic year. It can be observed from the table that the male and female enrolment has fluctuated in the past 7-years.

Section Three: The Planning Process

3.1 Introduction

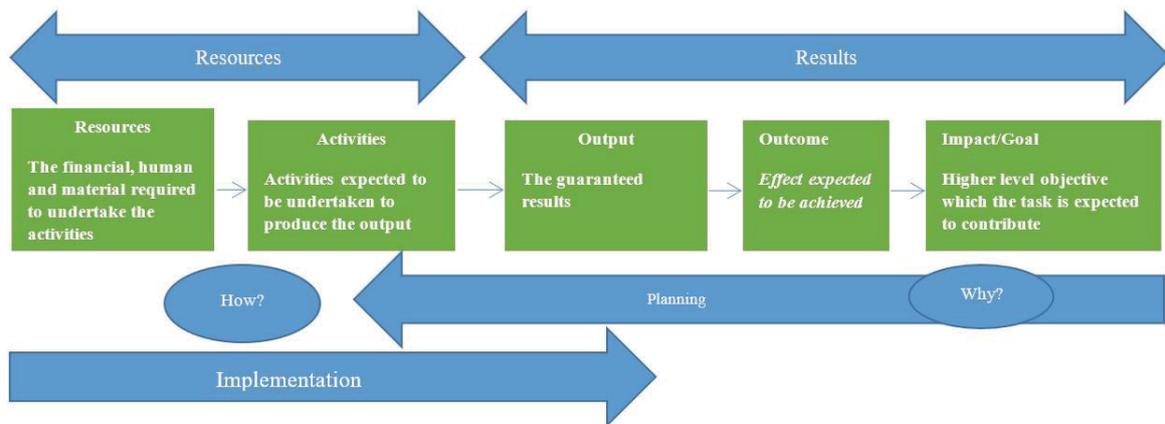
The Vice-Chancellor of the University, Prof. Samuel Erasmus Alnaa, on behalf of the Governing Council inaugurated an eleven-member committee with the mandate to develop a ten-year strategic plan that will guide the activities of the University. Members of the Strategic Planning Committee are as follows:

Table 5: Members of the Strategic Planning Committee

No	Name	Designation	Position
1	Prof. Theophilus Azungah	Dean, School of Business and Management Studies	Chairman
2	Dr. John Bosco Azigwe	Director, Quality Assurance and Academic Planning Directorate	Member
3	Dr. Edward Naabil	Ag. Dean, School of Engineering	Member
4	Prof. Daniel Oppong-Sekyere	Dean, School of Agriculture	Member
5	Dr. Mercy Marilyn Akpalu	Ag. Dean, School of Graduate Studies	Member
6	Ms. Faustina Gyabaah	Senior Lecturer, Civil Engineering	Member
7	Engr. Tom Mboya Asigri	Ag. Director, Works and Physical Development Directorate	Member
8	Mr. Sebastian Ayaaba	Director, Information, Communication and Technology Directorate	Member
9	Mr. Richard Abugre Atia	Deputy Registrar, Academic Affairs Directorate	Member
10	Mr. Stanley Akamiri Abopaam	Budget Officer, Budget Unit	Member
11	Mr. Clement Omneba	Assistant Registrar, Registry	Secretary

Beginning with the end in mind, the Committee crafted its vision based on the desired long-term goal expected as a result of the successful implementation of the University's strategic plan. The Committee proceeded to establish the objectives and outcome of the long-term goals, before developing a detailed Strategic Action Plan based on the outcome and impact, and following the log framework.

Figure 1: Strategic Planning Process



3.2 Process Development

This strategic plan was written to reflect the University's thought process, from the legal framework to the specific action plans outlined in the implementation plan. As a result, each section of the document should be read as a building block towards the creation of a detailed action plan. Section 7.0 of this document outlines the Implementation Plan, which is designed to ensure that the strategic plan is fully implemented.

3.3 Stakeholder Consultations

The Committee collated views through broad stakeholder consultations and engagements with members of the Governing Council, the University community, the Alumni, Labour Unions (Technical University Teachers Association of Ghana, (TUTAG), Technical University Senior Administrators Association of Ghana (TUSAAG), Technical University Administrators Association of Ghana (TUAAG), Technical University Workers Association of Ghana (TUWAG), Technical Education Workers Union (TEWU), and the Students' Representative Council. These consultations also included heads of second cycle institutions and municipal/district directors of education, and some research institutions, industry and business groups.

The Committee reviewed the following and related documents:

- i. Bolgatanga Polytechnic Strategic Plans 2009-2015 and 2016-2020
- ii. University of Ghana Strategic Plan 2014-2024
- iii. University of Mines and Technology Strategic Plan 2015-2024
- iv. Sunyani Technical University Strategic Plan 2020-2025
- v. Technical Universities Act, 2016, (Act 922), as amended.
- vi. Education Strategic Plan 2018-2030
- vii. Statutes of Bolgatanga Technical University

3.4 Planning Tools

The team relied on the following conventional strategic planning tools and models to gather and analyse information:

- ☞ PESTLE analysis to assess the external operating environment;
- ☞ SWOT analysis to evaluate the current internal status of the University;
- ☞ McKinsey 7-S model to define the desired leadership culture within the University;
- ☞ The Value Chain analysis to understand the internal processes, systems and critical support functions.

3.5 Internal and External Environmental scan

Following the review of documents and consultations with relevant stakeholders, an environmental scan of the University was carried out to identify the strengths, weaknesses; opportunities and threats (SWOT) confronting the University. The next section discusses the SWOT analysis of the University in detail

Section Four: Situation Assessment: Strengths, Weaknesses, Opportunities and Threats

The SWOT analysis as presented below comprehensively analyses the position of the University in relation to its environment and to devise strategies that will enable the University to use its strengths to manage its weaknesses, take advantage of the opportunities to grow the University and deal decisively with any potential threats. The overall picture shows a balance of both positive and negative factors. By cross referencing the strengths with the opportunities and the weaknesses with the threats, the SWOT analysis helps identify the potential goals and strategies:

	Strength	Weakness
Internal to BTU	<ol style="list-style-type: none"> 1. Quality of Faculty Members and Staff 2. Collaboration with Institutions of Higher Learning and Research 3. State-of-the-Art Infrastructure and Serene Environment 4. Legal Authority/Basis/Framework 5. Unique and Relevant Programmes 6. Available Laboratories 7. Available Information Communication and Technology (ICT) Facilities 	<ol style="list-style-type: none"> 1. Low Student Enrolment 2. Inadequate Facilities for Applied Research and Inventions. 3. Inadequate Industrial /Professional/ Entrepreneurship experience for staff 4. Inadequate office accommodation and equipment for staff 5. Weak resource mobilisation 6. Inadequate stakeholder collaborations 7. Low Public Awareness about the University

	Opportunity	Threat
External to BTU	<ol style="list-style-type: none"> 1. Research and inventions 2. Demand-Driven Programmes 3. Revenue Generation 4. Artisan and small-scale industries 5. Collaboration with institutions and industries 6. Opportunities for Public-Private Partnerships 7. Collaboration with Alumni 8. Collaboration with external Stakeholders to upgrade the University Sickbay 9. Goodwill with Community 	<ol style="list-style-type: none"> 1. Inadequate funding 2. Competition with other Universities for students 3. Inadequate Industries 4. Negative public perceptions about TVET programmes 5. Volatile Security situation in the region

4.1 Strengths

The University has the following resources/capabilities, both tangible and intangible, which it will apply to reposition itself favourably.

4.1.1 Quality Of Faculty Members and Staff

The University has a qualified pool of both teaching and non-teaching staff. As at 2022, twenty-eight (28) academic staff hold PhD degrees in their fields of specialization with 8 promoted to professorial rank. Some faculty members serve as reviewers for reputable international journals. Additionally, some faculty members have done ground-breaking research and - published their quality findings in internationally recognized reputable journals.

4.1.2 Collaboration With Institutions of Higher Learning and Research

The University has collaboration with local and international institutions. These are:

National Institutions

1. Dr. Hilla Limann Technical University, Wa
2. Kumasi Technical University, Kumasi
3. Tamale Technical University, Tamale
4. Sunyani Technical University, Sunyani

International Institutions

1. Prof. Joseph Ki-Zerbo University, Burkina Faso,
2. University of Maryland, Eastern Shore, USA,
3. Apidon Academy of Science, Burkina Faso.
4. University of Johannesburg, South Africa

4.1.3 State-of-the-Art Infrastructure and Serene Environment

The University has new state-of-the-art laboratories and buildings interspersed with lawns and pavements. The greenery of the University is enhanced with different species of trees at the Sumbrungu Campus of the University, thus, providing a serene environment for teaching and learning.

4.1.4 Legal Authority/Basis/Framework

The University is a public institution established by an Act of Parliament, Act 2016, (ACT 922) as amended.

4.1.5 Unique and Relevant Programmes

Ecological Agriculture is the niche area of the university. Therefore, some programmes run by the University incorporate aspects of sustainable Ecological Agriculture. The University also runs programmes relevant for sustainable development.

4.1.6 Available Laboratories

The University has multi-purpose relatively well-equipped laboratories and workshops to support competency-based training programmes, such as Agricultural Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering and particularly Ecological Agriculture. These facilities contribute significantly towards the training of students, serve as resource centres for the University community and other technical institutions in the region.

4.1.7 Available Information Communication and Technology (ICT) Facilities

The University has internet services that supports teaching, learning and research. This also facilitates admissions, examinations and financial administration. The University also has computer laboratories and a cyber-laboratory for training in cyber security.

4.2 Weaknesses

Despite the strengths of the University, there are noticeable areas where improvements need to be made to enable the University achieve its vision.

4.2.1 Low Student Enrolment

The University has low student enrolment especially in Science, Technology, Engineering and Mathematics (STEM) programmes as a result of poor perception of technical university education.

4.2.2 Inadequate facilities for applied research and inventions.

The University has inadequate workshops and laboratories for teaching, learning and research. Some of the existing workshops and laboratories have inadequate tools, equipment, field instruments and materials for engaging in applied research and invention.

4.2.3 Inadequate Industrial /Professional/Entrepreneurship Experience for Staff

Some staff do not have the requisite industrial experience to impart the hands-on training to students. About 30% of teaching staff have limited teaching experience and lack industrial and research experience. There

is inadequate number of experienced mentors and academic counsellors.

4.2.4 Inadequate Office Accommodation and Equipment for Staff

The University has insufficient office accommodation and office equipment to facilitate administrative and academic work. Congested offices in some administrative departments and the lack of offices for lecturers do not provide congenial working environment for staff to perform their official duties, undertake research and provide academic counselling to students.

4.2.5 Weak Resource Mobilisation

The University is weak in resource mobilisation especially finances and this hinders it from undertaking strategic investments.

4.2.6 Inadequate stakeholder collaborations

The University currently has inadequate collaborations with external stakeholders, especially industry and alumni.

4.2.7 Inadequate Promotion for Public Awareness About the University and Its Programmes

Currently there is little public awareness about the University, its uniqueness, programmes, and values.

4.3 Opportunities

The opportunities in the wider environment for the University to explore include the following:

4.3.1 Research and Inventions

The environmental issues of biodiversity, ecology and climate change are additional avenues for research, invention of new technologies to counter the negative effects of the environment and also for the University to mount demand-driven programmes.

4.3.2 Demand-driven programmes

The demand for programmes in the fields of mechanical, construction, electrical and electronics engineering has the potential to increase enrolment. Also, persons engaged in the fields of construction, solar, mechanical, electrical and electronic engineering can be enrolled to upgrade their skills.

The Free Senior High School Policy of government has led to an increased enrolment at the senior high school level. This presents an opportunity for the University to leverage on to increase enrolment in all programmes.

4.3.3 Revenue generation

Opportunities such as surveying, architectural designs, publishing, ecological agricultural practices exist for the University to setup consultancy teams to increase its competitiveness at the local and international levels to generate income.

4.3.4 Artisan And Small-Scale Industries

There is a large number of artisanal and small-scale industries such as: building, construction, electrical, mechanical and electronic manufacturing enterprises, whose activities are characterized by poor practices and negative effects to the eco-system. The University has the capacity to carry out research and assist these artisans and small-scale businesses to adopt best practices.

Further, the University has the capacity to organize short courses for employees of the hospitality industries, Information Technology (IT) industries, building/construction firms, mechanical, electrical and electronics engineering industries, agriculture and manufacturing industries to generate income.

4.3.5 Collaboration with institutions and industries

There are opportunities for collaborative agreements that allow for shared resources with other institutions and industries. There are also opportunities for resource mobilization, sharing and synergy with both local and international stakeholders.

4.3.6 Opportunities for Public-Private-Partnerships

Opportunities exist for the University to come into agreement with key stakeholders such as the banks and insurance companies to fund some projects on public-private terms or to fund on a build, operate and transfer (BOT) basis. Opportunity exists for the University to acquire more land for expansion.

4.3.7 Collaboration with Alumni

The University has a pool of Alumni that it can collaborate with. These collaborations can promote fruitful partnerships and funding opportunities and industrial training for students.

4.3.8 Collaboration with external stakeholders to upgrade the University Sick Bay

There is an opportunity to upgrade the University Sick Bay to a full-fledged hospital to render health care services to the University community and the general public. This can help enhance University-community relations.

4.3.9 Goodwill with Community

The University has a good relationship with the community and this can offer additional opportunities for development, teaching, learning, and research.

4.4 Threats

The University is confronted with certain challenges that can hinder its developmental potential which include the following:

4.4.1 Inadequate funding

Inadequate funding from the government, donors, and grants constrains the University from effectively executing its mandate. There is a need for the University to vigorously pursue innovative ways of revenue generation.

4.4.2 Competition with other universities for students

There is stiff competition with other technical, private, and public universities across the country for students. For instance, some universities serve as major threats to the University because they offer similar programmes while other traditional universities have established campuses and distance learning centres in the region.

4.4.3 Inadequate industries

Students find it difficult to get placement for internships for hands-on experience. This is particularly so because of the limited number of industries in Ghana.

4.4.4 Negative public perceptions of TVET programmes

There is a negative perception among the public that TVET programmes are inferior and are reserved for academically weak students. The negative perception discourages people who have good grades from enrolling in programmes in Technical Universities.

4.4.5 Volatile security situation in the region

Developments of chieftaincy and land disputes in the region have the possibility of hindering the socio-economic environment of the region and consequently stakeholder participation in the University programmes and activities.

An assessment of the University's strengths, weakness, opportunities and threats gives rise to the following concerns:

How to:

- i. Increase student enrolment taking into account diversity, quality and equity
- ii. Improve infrastructure, facilities and services for teaching, learning and research
- iii. Strengthen and improve teaching, learning, research and community service.
- iv. Improve Internationalisation and stakeholder collaboration (i.e. university/industry/alumni)
- v. Strengthen ecological agriculture through research, teaching/learning, training and extension services
- vi. Improve resource mobilisation and utilization
- vii. Improve corporate governance and management systems

Section Five: Goal, Objectives and Strategic Priority Areas

5.1 Goal

The overall goal of this strategic plan is to improve access and quality of Technical and Vocational Education and Training (TVET) at Bolgatanga Technical University (BTU).

5.2 Strategic Priority Areas & Strategic Objectives

To achieve this goal, the University has identified seven (7) strategic priority areas gleaned from an assessment of its external and internal operating environment. These priority areas are considered essential and critical areas needed to realise the University's vision and achieve the desired results.

Table 6: Strategic priority areas & Strategic Objectives

No	Strategic priority areas	Strategic Objective
1	Increase Access:	To increase student enrolment taking into account diversity, quality and equity
2-5	Improve Quality:	To improve infrastructure, facilities and services for teaching, learning and research.
		To strengthen and improve teaching, learning, research and community service
		To improve Internationalisation and stakeholder collaboration (i.e., university/industry/alumni)
		To strengthen ecological agriculture through research, teaching/ learning, training and extension services
6	Improve Financing:	To improve resource mobilisation and utilization
7	Governance and Management:	To improve corporate governance and management systems

5.3 Summary of Strategies to achieve the strategic priority areas

The table below defines the seven top priority mission-critical areas needed to realise the vision and summarises the strategies needed to achieve the desired results.

Strategic objective	Strategies
<p>To increase student enrolment taking into account diversity, quality and equity</p>	<ul style="list-style-type: none"> * Package and promote programmes of the University in the Senior High Schools and Technical and Vocational Institutes * Package and promote programmes of the University for out of school youth. * Package and promote programmes to attract foreign students. Promote the University’s identity and core values. * Automate the admission process * Promote female enrolment and sustain female students in TVET. * Assess students’ life experience on campus.
<p>To improve infrastructure, facilities and services for teaching, learning and research</p>	<ul style="list-style-type: none"> * Construct, furnish and maintain 1 (one) multi-purpose lecture hall complex. * Construct, resource and maintain 1 (one) Modern Science Laboratory. * Expand and modernize existing facilities at the Bukere campus.* * Procure 2 (two) pool vehicles yearly. * Collaborate with existing external security agencies to improve the existing security. * Expanding water system with 5 boreholes. * Develop, deploy, secure, and manage a University Management Information System (UMIS). * Maintain infrastructure and facilities. * Improve and conserve the University’s environment in a sustainable manner * Improve value creation for customers * Upgrade the University Sick Bay
<p>To strengthen and improve teaching, learning, research, and community service</p>	<ul style="list-style-type: none"> * Review existing traditional programmes to CBT. * Develop and introduce demand-driven academic programmes and activities in line with the SDGs 2, 4, 6, and 12. * Introduce Ph.D. programmes. * Recruit and retain qualified staff * Build capacity (to include entrepreneurship development) of staff and students * Community services and engagements. * Strengthen institutional applied research * Assess the employability of graduates based on programmes

<p>To improve Internationalization and stakeholder collaboration (i.e. university/industry/ alumni)</p>	<ul style="list-style-type: none"> * Develop and operationalise institutional policy on collaborations between the University and other foreign institutions of learning. * Strengthen collaborations with stakeholders including the alumni, industry and other universities.
<p>To strengthen ecological agriculture through research, teaching/learning, training and extension services</p>	<ul style="list-style-type: none"> * Undertake participatory generation of knowledge, technology, and innovation in ecological agriculture to address environmental challenges. * Develop and implement demand-driven training curricula for stakeholders in ecological agriculture * Facilitate the dissemination of knowledge, technologies, and innovation for use in ecological agriculture through extension services. * Sensitise farmers, processors, marketers and other stakeholders on ecological agriculture's value/benefits and practices in producing and processing safe and healthy products. * Conduct value chain analysis and establish value-addition options for ecological agriculture. * Package relevant information on ecological agriculture for lobbying and advocacy efforts.
<p>To improve resource mobilization and utilization</p>	<ul style="list-style-type: none"> * Develop and implement a resource mobilisation plan. * Strengthen the capacity of staff for resource mobilisation. * Establish a functional endowment fund. * Establish functional strategic PPPs; * Develop functional strategic business units
<p>To improve corporate governance and management systems</p>	<ul style="list-style-type: none"> * Publish and create awareness of BTU statutes and policies among stakeholders * Operationalize BTU statutes, policies, and control mechanisms * Create and maintaining an open organisational culture taking into consideration the core values of the University * Identify strategic and functional levels of risks and mitigating strategies. * Evaluate the performance of Council and Management and pursue opportunities for improvement

5.3.1 Increase Student Enrolment Taking into Account Diversity, Quality and Equity

The University currently records low enrolment in all its programmes. A large number of applicants who qualify to pursue higher education at the University choose to go outside the region to do so. This strategic plan intends to aggressively address the low enrolment issue by implementing certain strategies to achieve the desired specific objective of increasing enrolment.

Results:

1. Increase in student enrolment and population.
2. Student population diversified

Strategies:

1. Package and promote programmes of the University in the Senior High Schools and Technical and Vocational Institutes.
2. Package and promote programmes of the University for out of school youth.
3. Package and promote programmes to attract foreign students.
4. Promote the University's identity and core values.
5. Automate the admission process
6. Promote female enrolment and sustain female students in TVET.
7. Sustain female students in Science, Technology Engineering, and Mathematics (STEM).
8. Assess students' life experiences on campus.
9. Assess the employability of graduates based on programmes

5.3.2 Improve Infrastructure, Facilities and Services for Teaching, Learning and Research

The University is committed to innovation and ensuring that its infrastructure, facilities and services are efficient for teaching learning and research.

Results

1. Facilities, space and equipment for teaching, learning and research available at all campuses
2. Vehicles for support services available
3. Robust security system in place in all campuses
4. An efficient, reliable and secured university management information system in place
5. Efficiency of existing infrastructure and facilities enhanced
6. Improve and conserve the University's environment
7. Customer (internal and external) satisfaction

Strategies:

1. Construct, furnish and maintain 1 (one) multi-purpose lecture hall complex.
2. Construct, resource and maintain 1 (one) Modern Science Laboratory.
3. Expand and modernise existing facilities at the Bukere campus.
4. Procure 2 (two) pool vehicles yearly.
5. Collaborate with existing external security agencies to improve existing security.
6. Expanding water system with 5 boreholes.
7. Develop, deploy, secure and manage a University Management Information System (UMIS).
8. Maintain infrastructure and facilities.
9. Improve and conserve the University's environment in a sustainable manner
10. Improve value creation to customers

5.3.3 Strengthen and Improve Teaching, Learning, Research and Community Service

The University will facilitate teaching and learning approaches for knowledge creation for the benefit of society. It will equally strengthen scientific and technological research as well as outreach and extension services for sustainable and inclusive development.

Results

1. All programmes run by the University are CBT
2. Staff output strengthened and quality of delivery improved
3. Enhance staff capacity
4. build trust, increase communication, and create openness with community
5. Community adapt and use research output

Strategies:

1. Review existing traditional programmes to CBT.
2. Develop and introduce demand driven academic programmes and activities in line with the SDGs 2, 4, 6, and 12.
3. Introduce Ph.D. programmes.
4. Recruit and retain qualified staff
5. Capacity building including entrepreneurship development for staff and students.
6. Community services and engagements.
7. Strengthen institutional applied research
8. Upgrade the University Sick Bay

5.3.4 Improve Internationalisation and Stakeholder Collaboration (i.e. University/ Industry/ Alumni)

Internationalisation is to increase staff and student mobility, research networks and development of new programmes. It will also facilitate the acquisition of multicultural skills and abilities for performance in different sociocultural working environment.

The university/industry/alumni collaboration is to promote teaching, learning, research, outreach and resource mobilisation. There is therefore the need to have a strong interface with these stakeholders for knowledge, skills and industry experience. Collaboration with alumni is equally important to seek their support and feedback on the University's programmes and activities.

Results

1. Enhanced image and profile of BTU
2. Improve stakeholder relationships, enhance resource mobilization and sharing.

Strategies

1. Develop and operationalize institutional policy on collaborations between the University and other foreign institutions of learning.
2. Strengthen collaborations with stakeholders including the alumni, industry, and other universities.
3. Conduct a tracer study

5.3.5 Strengthen ecological agriculture through research, teaching/learning, training and extension Services

Participatory, interdisciplinary, multi-cultural research will be conducted to inform stakeholder training. Knowledge and skills will be transferred to communities through extension services. By involving farmers in the research, existing indigenous knowledge will be harnessed and scientifically tested to produce empirical data that can be used for innovation in ecological agriculture. This strategic priority area will take into consideration gender mainstreaming in every innovation venture so that agriculture technologies and practices take into account the active participation of women and youth in farming.

Results:

1. Scientific, indigenous knowledge, technologies and innovations on ecological agriculture are improved and increased.
2. Ecological agricultural principles and practices are immersed in university programmes and activities.
3. Awareness is created about the value and benefits of ecological agriculture among practitioners.
4. Increased interest and focus on issues of climate change, environmental sustainability and conservation of biodiversity

Strategies

1. Undertake participatory generation of knowledge, technology and innovation in ecological agriculture to address environmental challenges.

2. Develop and implement demand-driven training curricula for stakeholders in ecological agriculture
3. Facilitate the dissemination of knowledge, technologies, and innovation for use in ecological agriculture through extension services.
4. Sensitise farmers, processors, marketers, and other stakeholders on the value/benefits and practices of ecological agriculture in producing and processing safe and healthy products.
5. Conduct value chain analysis and establish value-addition options for ecological agriculture.
6. Package relevant information on ecological agriculture for lobbying and advocacy efforts.

5.3.6 Improve Resource Mobilisation and Utilisation

The university requires resources especially financial and material for development. This plan puts in place strategies to mobilise resources from both internal and external sources.

Results

1. Improve material and financial resources Strategies;

Strategies

1. Develop and implement a resource mobilization plan.
2. Strengthen the capacity of staff for resource mobilization.
3. Establish a functional endowment fund.
4. Establish functional strategic PPPs;
5. Develop functional strategic business units

5.3.7 Improve Corporate Governance and Management Systems

The university is a public institution established by the Public universities Act of 2016, Act 922, (as amended) and governed by its statutes and other relevant laws and regulations. To achieve its mission, there is the need for transparency, accountability and good governance.

Results:

1. Improve corporate governance and management processes and procedures
2. Improve organisational culture

Strategies

1. Publish and create awareness of BTU statutes and policies among stakeholders
2. Operationalize BTU statutes, policies, and control mechanisms
3. Create and maintain an open organizational culture taking into consideration the core values of the university
4. Identify strategic and functional levels of risks and mitigating strategies.
5. Evaluate the performance of Council and Management and pursue opportunities for improvement

Section Six: Operational Planning and Responsibilities

The following section presents the strategic priority areas, as well as the indicators, persons responsible and time-lines of the Strategic Plan. The priority areas are based on the particular needs of BTU tied to certain activities that need to be carried out in order to achieve the objectives of the Plan. Discipline in the implementation and vigorous mobilisation of financial, physical and material resources are critical to achieving the targets set out in the strategic plan.

The University Council will establish a Technical Evaluation Committee for monitoring and evaluation of the programmes and activities outlined in the strategic plan. The Committee will adopt a participatory approach involving key stakeholders in the monitoring and evaluation process.

The University shall also develop a communication plan to effectively communicate the strategy to its stakeholders.

7.0 Implementation plan

This session presents the implementation plan

Table 7: Implementation Plan

Strategic Objective 1	Output	Indicator
To increase student enrolment taking into account diversity, quality and equity	Increased student enrolment and population	Promotional materials (i.e. 4,000 brochures; 20,000 flyers; 100 banners fliers; branded souvenirs etc.) produced each year beginning 2023.
		60 Senior High Schools and Technical and Vocational Institutes visited each Senior High Schools and Technical and Vocational Institutes year beginning in 2023
		6 months daily electronic advertisement targeting out-of-school youth each year beginning 2023
		Daily broadcasted messages targeting out-of-school youth each year beginning 2023
		Admission processes automated and operationalized by 2023
	Student population diversified	Policy on female enrolment in TVET developed by 2023 and operationalized
		5 role models identified annually to lead in outreach activities in 8 selected regions beginning 2023
		20 female students awarded with scholarships in 2025 and thereafter 25% increment for the remaining years
		Satisfaction surveys conducted on student life experience every two years beginning in 2024
		Tracer studies on graduates conducted in 2027 and 2032
Activities		

Student enrolment and population increased

Package and promote programmes of the University in the Senior High Schools and Technical and Vocational Institutes

Package and promote programmes of the University for out-of-school youth

Package and promote programmes to attract foreign students

Promote the University's identity and core values

Automate the admission process

Enabling environment created for a diversified student population

Promote female enrolment and sustain female students in TVET

Assess students' life experiences on campus

Strategic Objective 2	Output	Indicator
To improve infrastructure, facilities and services for teaching, learning and research	Available facilities, space and equipment for teaching, learning and research available at all campuses	1 (one) multi-purpose lecture hall complex constructed by 2032
		1 (one) Modern Science Laboratory constructed, resourced, serviced, and maintained by 2032
		Existing facilities at the Bukere campus expanded and modernized by 2032
	Available vehicles for support services	2 (two) pool vehicles procured yearly
	Expanded water system (boreholes)	5 boreholes constructed and in use by 2032
	Robust security system in place at all campuses	MoUs signed with existing external security agencies
	An efficient, reliable, and secured university management information system established	University Management Information System (UMIS) deployed and secured
	Enhanced efficiency of existing infrastructure and facilities	All existing infrastructure and facilities maintained
	Improved and conserved University environment	
	Customer (internal and external) satisfaction	Customer value creation improved

Activities

Construct, furnish, and maintain 1 (one) multi-purpose lecture hall complex

Construct, resource, and maintain 1 (one) Modern Science Laboratory

Expand and modernize existing facilities at the Bukere campus

Procure 2 (two) pool vehicles yearly

Collaborate with existing external security agencies to improve existing security

Expanding water system with 5 boreholes

Develop, deploy, secure, and manage a University Management Information System (UMIS)

Maintain infrastructure and facilities

Improve and conserve the University's environment in a sustainable manner

Improve value creation for customers

Upgrade the University Sick Bay

Strategic Objective 3	Output	Indicator
To strengthen and improve teaching, learning, research and community service.	All programmes run by the University converted into CBT	Curricula for all existing programmes converted to CBT by 2032
		3 Ph.D. Programmes introduced beginning in 2028
		New CBT programmes develop and introduced in line with the SDGs 2, 4, 6 and 12
	Staff output strengthened and the quality of delivery improved	550 staff recruited and retained by 2032
	Enhanced staff capacity	861 staff capacity built by 2032
	Built trust, increased communication and openness created within the community	50 community engagements by 2032
	Research output adapted and used by the Community	50 community engagements by 2032
	Policies on stimulation of education, training, and employment improved based on feedback from tracer studies	Tracer studies on graduates conducted in 2027 and 2032

Activities

Review existing traditional programmes to CBT

Develop and introduce demand-driven academic programmes and activities in line with the SDGs 2, 4, 6 and 12

Introduce Ph.D. programmes

Recruit and retain qualified staff

Build capacity (to include entrepreneurship development) of staff and students

Community services and engagements

Strengthen institutional applied research

Assess the employability of graduates based on programmes

Strategic Objective 4	Output	Indicator
To improve Internationalization and stakeholder collaboration (i.e., university/industry/alumni)	Enhanced image and profile of BTU	Institutional policy on collaborations developed and in use by 2032
	Improved stakeholder relationships, enhanced resource mobilization and sharing	No of lasting partnerships and alliances with stakeholders built
		Quantity and quality of resources shared annually

Activities

Develop and operationalize institutional policy on collaborations between the University and other foreign institutions of learning

Strengthen collaborations with stakeholders including the alumni, industry and other universities

Strategic Objective 5	Output	Indicators
To strengthen ecological agriculture through research, teaching/learning, training, and extension services	Demand-driven and participatory research, teaching, training and extension to support a holistic and productive ecological agriculture carried out and promoted	Centre of excellence in ecological agriculture established
		50% increase in ecological agriculture knowledge, practice, and documentation
		Number of ecological agriculture scholars, publications, and internships offered.
		% Increase in farmers uptake and improved attitude toward ecological agriculture practices
		% Increase in food security and nutrition attributed to ecological agriculture
		% Increase in household income levels attributed to ecological agriculture
		% Increase in acreage under ecological agriculture
Activities		
Establish a Centre of Excellence in ecological agriculture		
Conduct research on scientific, indigenous knowledge, technologies, and innovations in ecological agriculture		
Immerse ecological agriculture principles and practices in university programmes and activities.		
Create awareness of the value and benefits of ecological agriculture among practitioners.		
Conduct research on climate change and conservation of biodiversity		

Strategic Objective 6	Output	Indicators
To improve resource mobilization and utilization	Improved material and financial resources annually beginning in 2023	Resource mobilization plan developed and implemented from 2022/2023
		Increased capacity of staff in resource mobilization by 20% from the 2021/2022 academic year
		An endowment fund established by December, 2024. (1% of IGF as seed money)
		1 (one) Strategic PPPs established every two years beginning in 2025
		A minimum of 1 (one) functional strategic business unit established in each school by December 2024

Activities

Develop and implement a resource mobilization plan

Strengthen the capacity of staff for resource mobilization

Establish a functional endowment fund

Establish functional strategic PPPs

Develop functional strategic business units

Strategic Objective 7	Output	Indicators
To improve corporate governance and management systems	Improved institutional governance, management, processes and procedures beginning 2023	Published and gazetted statutes and policies
		Staff and students comply with relevant rules and regulations including B and policies
		Risk policy and register developed and monitored
		Documented performance evaluation report of Management and Council
	Improved organizational culture by 2023	Evidence of improved morale; esprit de corps;

Activities

Publish and create awareness of BTU statutes and policies among stakeholders

Operationalize BTU statutes, policies, and control mechanisms

Create and maintain an open organizational culture taking into consideration the core values of the university

Identify strategic and functional levels of risks and mitigating strategies

Evaluate the performance of Council and Management and pursue opportunities for improvement

Specific Objective and Budget

No	Specific Objective	Budget Total GHS
1	Increase student enrolment taking into account diversity, quality and equity	5,110,000.00
2	Improve infrastructure, facilities, and services for teaching, learning, and research	165,520,000.00
3	Strengthen and improve teaching, learning, research, and community service.	13,865,000.00
4	Improve Internationalisation and stakeholder collaboration (i.e. university/industry/alumni)	2,100,000.00
5	Strengthen ecological agriculture through research, teaching/learning, training, and extension services	1,000,000.00
6	Improve resource mobilisation and utilization	2,450,000.00
7	Improve corporate governance and management systems	1,900,000.00
Grand total		191,945,000.00

Appendix 1: Landed Assets

S/N	Description	Location	Remarks
1	Bukere campus buildings	Bukere	
2	Vice-Chancellor's Bungalow	Bukere	
3	Registrar's Bungalow	Zaare	
4	Staff Flats	Bukere	12 Apartments
5	Students' Demonstration Centre	Bukere	
6	Bungalow No. 1	Sumbrungu	3 Bedroom with Boys' Quarters
7	Bungalow No. 2	Sumbrungu	3 Bedroom with Boys' Quarters
8	Bungalow No. 3	Sumbrungu	3 Bedroom with Boys' Quarters
9	Bungalow No. 4	Sumbrungu	3 Bedroom with Boys' Quarters
10	Bungalow No. 5	Sumbrungu	3 Bedroom with Boys' Quarters
11	Administration Block	Sumbrungu	
12	Building Technology Work Shop	Sumbrungu	
13	Civil Engineering Workshop (Block B)	Sumbrungu	
14	HCIM Block (Block C)	Sumbrungu	Classroom Block
15	Electrical Workshop (Block D)	Sumbrungu	
16	Agric Engineering Workshop (Block F)	Sumbrungu	Workshop with Classrooms
17	2-Storey Class Room block (Block E)	Sumbrungu	Classroom Block
18	Automobile Workshop (Block G)	Sumbrungu	
19	Library Complex	Sumbrungu	Library with Lecture Halls
20	Sumbrungu Hall	Sumbrungu	210 Bed
21	R.A. Ajene Hall	Sumbrungu	212 Bed
22	Multipurpose Work Shop (Avic Project)	Sumbrungu	4 Departments
23	Ceremonial Grounds	Sumbrungu	2,600 Sitting Capacity
24	Security Post	Sumbrungu	

Appendix 2: Programmes Offered by Schools and Departments

SCHOOL	DEPARTMENTS	PROGRAMMES OFFERED
School of Agriculture	Ecological Agriculture	<ol style="list-style-type: none"> 1. HND Ecological Agriculture 2. B.Tech. Ecological Agriculture 3. B. Tech Food Processing Technology 4. Diploma in Ecological Agriculture
	Agricultural Engineering	<ol style="list-style-type: none"> 1. HND Agricultural Engineering 2. B. Tech Agricultural Engineering 3. Diploma in Agricultural Engineering
School of Applied Science and Arts	Medical Laboratory	<ol style="list-style-type: none"> 1. HND/B.Tech Medical Laboratory Technology 2. Certificate in Medical Laboratory Technology
	Hotel, Catering and Institutional Management	<ol style="list-style-type: none"> 1. B. Tech Hospitality Management/ HND HCIM/ Advanced Cookery/Catering 2. B. Tech Tourism Management 3. Diploma in Hospitality Management
	Industrial Art	<ol style="list-style-type: none"> 1. HND/B.Tech Industrial Art (with options in Graphic Design, Fashion and Design, Leather Work, Ceramics, Sculpture, Painting & Decoration) and Advanced Fashion and Design. 2. Diploma in Garment Making 3. Diploma in Graphic Design 4. Proficiency in Garment Making
	Liberal Studies	<ol style="list-style-type: none"> 1. Diploma in Network Technology (DNT) 2. Diploma in Computer Science (DCS) 3. Diploma in Information Technology 4. B.Tech Data Communication and Network Technology (DCNT)
	Statistics	<ol style="list-style-type: none"> 1. HND in Statistics 2. Diploma in Applied Statistics and Computing 3. B.Tech Applied Statistics and Computing
School of Built Environment	Building Technology	<ol style="list-style-type: none"> 1. HND Building Technology 2. B. Tech Building Technology 3. Diploma in Construction Estimation and Measurement
	Civil Engineering	<ol style="list-style-type: none"> 1. HND Civil Engineering 2. B. Tech Civil Engineering 3. B.Tech Geospatial Engineering

School of Business and Management Studies	Accounting and Finance	<ol style="list-style-type: none"> 1. HND Accountancy 2. B.Tech Computerised Accounting 3. BSc Computerised Accounting 4. HND Banking and Finance 5. Professional Diploma in Computerized Accounting 6. Diploma in Business Studies (Accounting Option) 7. Diploma in Banking Technology and Accounting
	Marketing	<ol style="list-style-type: none"> 1. HND Marketing 2. BSc Marketing and Communication Studies
	Secretaryship and Management Studies	<ol style="list-style-type: none"> 1. HND Secretaryship and Management Studies 2. BSc Management Studies 3. Diploma Business Administration, 4. Professional Diploma in Business Studies (Secretarial and Management Option)
	Procurement and Logistics Management	<ol style="list-style-type: none"> 1. HND Procurement and Logistics Management 2. Diploma Procurement and Supply Chain Management 3. B.Tech Procurement, Logistics and Supply Chain Management
School of Engineering	Electrical and Electronic Engineering	<ol style="list-style-type: none"> 1. HND/B.Tech/Diploma/ Proficiency in Electrical/ Electronic Engineering 2. B.Tech Solar Energy Engineering 3. Diploma in Electrical/Electronic Engineering
	Mechanical/ Automobile Engineering	<ol style="list-style-type: none"> 1. HND/B.Technology/Diploma/ Proficiency in Mechanical Engineering/Motor Vehicle Technician (Part I, II & III) 2. HND in Automobile Engineering 3. Diploma of Technology in Mechanical Engineering
School of Graduate Studies		<ol style="list-style-type: none"> 1. M.Tech Crop Sciences 2. M.Tech Animal Sciences 3. M.Tech Post-harvest Engineering 4. M.Tech Irrigation and Drainage Engineering 5. M.Tech Farm Machinery and Power Engineering