COURSE: DDE 621- HISTORY OF EDUCATION IN NIGERIA (2 Credits) Optional

Course Duration: Two hours per week for 15 weeks (30 hrs)

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Science Education Building, Room 4, Faculty of Education, University of
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Consultation Hours: Tuesdays and Thursdays 4-5pm

Course Content
Rationale for studying the history of education in Nigeria; foundations of Western
education; the role of some stake-holders like the Jews, the Greeks, the Romans,
Christian missionaries, the Arab traders, the British colonial government and the various
Nigerian governments in the establishment, growth and development of education.
History of basic education in Nigeria; achieving the goals of Education For All (EFA):
development of special and nomadic education in Nigeria. Higher education and the role
played by different commissions in their development. Teachers’ technical and
vocational education programmes in Nigeria; the National curriculum conference and the
National Policy on Education; issues and problems of education development; emergence
of the National Open University, private universities and educational reforms in Nigeria.

Course Description
The course focuses on significant issues in the history of education in the country.
Specifically, it treats the rationale for studying the history of education in Nigeria; role of
stake-holders like the Christian missionaries, the Jews, Greeks, Romans, Arab traders,
the British colonial masters and the various Nigerian governments in the development of
education in Nigeria. Specific issues like the development of basic education, teachers
education, technical and vocational education, Education for All and the development of
special and nomadic education, the role of commissions in the development of higher
education in Nigeria are discussed. Emergence of private universities and the National
Open University of Nigeria (NOUNS). Some current issues/problems facing the
development of education and the various educational reforms in the country are also part of the focus of the course.

Course Justification
Knowledge of history is very important to human beings for it enables them to foretell the future through the past and present happenings. The teaching and learning of History of Education in Nigeria is therefore justified for many reasons, some of these include the fact that it would enable learners to have adequate knowledge of: what our educational policies are and what they are not; the philosophical ideas guiding the Nigerian education; the contributions of the ancient nations and scholars to the development of the country’s education and the major trends in the development of our education in Nigeria which may encourage them to be willing to contribute their own quota to the development of education in the country whenever they are in the position to do so.

Course Objectives
The main objective of the course is to make the learners familiarize themselves with the historical development of education in Nigeria. Specifically, by the end of the course, it is expected that learners should be able to explain and discuss the following:
1. Rationale for studying the History of Education in Nigeria;
2. The role of some stake-holders like the Jews, Greeks, Romans, Christian missionaries, the Arab traders, the British Colonial government and the various Nigerian governments in the development of education in Nigeria;
3. Basic education programmes in Nigeria;
4. Education for All and the development of special and nomadic education in Nigeria;
5. The role of commissions in the development of higher education in Nigeria;
6. Teachers education programmes in Nigeria and issues of professionalization in teaching;
7. Some current problems and issues in education in Nigeria;
8. Emergence of Private Universities and the National Open University in Nigeria and the various educational reforms in Nigeria.

Course Requirements
Active participation of the learners in the on-line discussions is mandatory as this will be graded as continuous assessment as well as attendance. Learners would be requested to do individualized and group discussions on-line. Each student is expected to submit one assignment and do one test for the continuous assessment all of which must be submitted on-line. Students would be subjected to the end of course examination where they will answer three questions only. (The end of course examination may be done on-line)

Methods of Grading

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<td>End of Course Examination</td>
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Course Delivery Strategies
Learners would be referred to some books, academic journals and on-line readings where they will be acquainted with the topics of the course. Learners would be given assignment to be done, submitted and assessed on-line to explain what they have read about a topic. To assist learners to get prepared at all times, tutorial questions would be sent to them every other week on topics that have been covered. Learners would be encouraged to search the internet and find additional information on each topic. Active participation of learners in the online discussion through questioning and exchange of ideas would be encouraged. Power point presentation would be used mostly in lessons’ delivery that may take place in the class. On-line discussions would be encouraged and given priority.

LECTURE CONTENT

Week 1: Rationale for studying history of education in Nigeria

Objective:
The main objective of the lecture is on the rationale for studying the history of education in Nigeria. Specifically, by the end of the lecture, learners should be able to discuss the various reasons for studying the history of education in Nigeria.

Description:
The lecture would focus discussion on the reasons why we study history of education in Nigeria so that learners can have adequate knowledge of what our educational policies are and what they are not, the philosophical ideas guiding the Nigerian education, the contributions of the ancient philosophers and scholars to the development of the country’s education, the various issues and problems facing the development of education in the country and how to find solutions to them.

Study Questions:

2. “History is to a people, what knowledge is to an individual. A people without the knowledge of their past would suffer from collective amnesia…” (Fafunwa, 1974). Discuss this statement in relation to study of the history of education in Nigeria.
3. What can you gain from studying history of education in Nigeria?
4. Do you agree that studying history of education can assist the government to take the issue of educational funding seriously? Give reasons for your submission
5. Enumerate and discuss the reasons for studying history of education in Nigeria.

Reading List:

Week 2: The role of stake-holders in the development of Education in Nigeria I.

Objective:
The main objective of this lecture is to discuss the role of some stake-holders in the development of education in Nigeria. By the end of the lecture, learners should be able to explain the contributions of the Christian missionaries, the Berber traders, the Jews, Greeks and Romans to the development of education in Nigeria.

Description:
The lecture is on discussion and appreciation of the contributions of the Christian missionaries, the Berbers, the Jews, the Greeks, the Romans and the British colonial government to the development of education in Nigeria.

Study Questions:

1. The Missionaries came to evangelise, the Berbers came to trade, while the British came to rule but each of them contributed immensely to the development of education in Nigeria. Discuss.
2. The contributions of the Jews, Greeks and Romans to the development of Education in Nigeria cannot be over-emphasized. Discuss
3. The Christian missionaries were responsible for the lopsidedness in the system of education in Nigeria. Do you agree? Give reasons for your submission.
4. The system of education bestowed on Nigeria by the British was derived from the Greeks. Explain.
5. Explain the Educational ordinance of 1926 with regards to its influence on the British contributions to the development of education in Nigeria.

Reading List:

Week 3: The role of stake-holders in the development of Western Education in Nigeria II.

Objective:
This topic is to enable the learners appreciate and present a critique on the contributions of the military and the civilian governments to the development of Western Education in Nigeria.

Description:
Discussion of the contributions of the various governments in the development of Education in Nigeria would be the main objective of the topic. Specifically, discussions would focus on the efforts of both the military and civilian governments to develop education in Nigeria.

Study Questions:

1. The Military governments bastardized the educational system in Nigeria. Do you agree? Give reasons for your answer.
2. Present a thesis on the contributions of the civilian governments to the development of Education in Nigeria.
3. Discuss the role of the military governments in the development of education in Nigeria.
4. Explain the contributions of the Obasanjo regimes to the development of education in Nigeria.
5. The Military has done more harm than good to the growth of education in Nigeria than the Civilians. Discuss.
6. What were the objectives of the government for introducing UPE in Nigeria?

Reading List:

Week 4: Development of Basic Education in Nigeria, UPE & UBE

Objectives:
This topic is meant to enable the learners appreciate the efforts made in 1976 to introduce the Universal Primary Education (UPE)) and the current efforts of the government in introducing the Universal Basic Education (UBE). By the end of the lecture, learners should be able to discuss the differences and similarities in the two programmes.

Description:
As antecedents to the UPE and UBE, brief discussion of the activities of the politicians and nationalists in introducing the free education schemes in the British Colonial Government created regions would be done. Objectives, curricula and benefits of UPE and UBE introduced in 1976 and 2000 respectively would be focused.

Study questions:
1. It has been argued in various quarters that like its predecessors, the UBE scheme will fail in Nigeria. What are your views about this argument?
2. Discuss the antecedents to the UPE of 1976 in Nigeria.
3. What are the various efforts in the West, East and Northern regions of Nigeria to introduce free education policy?
4. Discuss the role of the politicians and the nationalists in making primary education free in Nigeria.
5. Compare the objectives of the UPE and the UBE.

Reading List:

Week 5: Development of Technical and Vocational Education in Nigeria

Objective:
The objective of the week’s lecture is for the learners to be able to explain the importance of technical and vocational education, their introduction and government’s efforts in financing these types of education in Nigeria.

**Description:**
Discussion of the meanings, introduction and involvement of the Government in the growth and development of technical and vocational education and the impact of these type of education national development.

**Study questions:**
1. What are technical and vocational education?
2. Discuss what the Nigerian government can do to place more emphasis on the technical aspect of education for sustainable development in Nigeria.
3. Explain the origin, development and importance of vocational education in Nigeria.
4. Explain the contributions of the Christian missions in the development of technical and vocational education in Nigeria.
5. The Nigerian government is not interested in vocational and technical education. Do you agree? Give reasons.
6. Explain the reasons for slow development of technical and vocational education during the colonial periods.

**Reading List:**


**Week 6: Teachers’ Education and the issue of professionalisation of teaching in Nigeria**

**Objective:**
The main objective is for learners to be able to appreciate the importance of teachers in the teaching-learning situation and the efforts made by the Nigerian government to train teachers at all times for schools at all levels.

**Description:**
Realizing that no nation can rise above the level of her teachers, Government has embarked on the training of teachers at all the times. The lecture would focus on the discussion of the objectives of teachers’ education, efforts of the government in the training of teachers at all levels and the contributions of the Phelps Stoke’s commission.
on the development of teachers education. The issues of professionalisation of teaching in the country would also be discussed during the lecture.

Study Questions:

1. Discuss the contributions of the Phelp Stoke’s Commission in the development of teachers’ education in Nigeria.
2. Can teaching be regarded as a profession in Nigeria? Give reasons for your submission.
3. Discuss what can be done to improve the teaching profession in Nigeria.
4. Justify the action of the Nigerian government in making every teacher to receive professional training.
5. Comment on the Teachers’ education programme in Nigeria.

Reading List:


Week 7: Achieving the Goals of EFA: Development of Nomadic and Special Education in Nigeria

Objective:
The learners would by the end of the lesson, be able to explain the development of Education of people with special needs such as the nomads and the challenged people as a way of achieving some of the objectives of Education for All (EFA).

Description:
The objectives of nomadic and special education in Nigeria; the methods and the progress made so far in the development of these types of education in the country would be the focus of the lecture. Learners would also be encouraged to comment on the attitude of Nigerians to these types of education.
Study questions:
1. What are the efforts of the Nigerian government to make education reach the Nomads and the challenged people?
2. Explain the reasons why it is difficult to educate the nomads in Nigeria.
3. Discuss the history of nomads in Nigeria.
4. Where in Nigeria can the Nomads be found?
5. Suggest some modern techniques that can be used to educate to Nigerian nomads.

Reading List:

Week 8: The 1969 National Curriculum Conference and the National Policy on Education

Objective:
The students should be able to explain the reasons for, and the outcome of the Conference of 1969 which led to the publication of the National Policy on Education where the Philosophy of Nigerian education is written.

Description:

Study questions:
1. Explain the contributions of the 1969 Curriculum conference to the educational development of Nigeria.
2. Enumerate and discuss the philosophy of the country as indicated in the National Policy on Education.
3. The bane of the country’s educational system is in its faulty philosophy. Do you agree? Give reasons for your submission.
4. Attempt a critique of the National Policy of Education.
5. Describe the contributions of the National Policy on Education to the development of education in Nigeria.

Reading List:


**Weeks 9 and 10: The Role of Commissions in the development of Higher Education in Nigeria.**

**Objective:**
It is hoped that learners should be able to discuss the contributions of various commissions to the development of education in the country by the end of these lectures.

**Description:**
There were various commissions set up by the British colonial government. The lectures would focus discussions on the terms of reference, the membership, the recommendations of the various commissions. The roles of the following commissions on the development of different aspects of higher education in Nigeria would be discussed:

   The Asquith Commission of 1943 on university education.

10th Week: The Elliot’s Commission of 1943 on university education
   The Ashby Commission of 1959 on university education and middle man power needs in Nigeria for 20 years after Independence.

**Study Questions:**
1. The Phelp Stoke’s Commission laid a solid foundation for the introduction of Teacher education in Nigeria. Discuss.
2. Highlight the terms of reference of the Asquith and Elliot’s Commissions.
3. The Elliot’s Commission is controversial in its recommendations. Discuss.
4. How true is it to say that Ashby Commission is purely for Nigeria?
5. What are the recommendations of Ashby commission on the development of higher education and on the production of needed man power needs in Nigeria for 20 years after independence?
6. What were the recommendations of the Asquith and Elliot’s commissions?
7. Discuss the attitude of the British colonial government in the implementation of the recommendations of the Elliot’s commission.

Reading List:

2. COMMIS http://www.nuc.edu.ng/pages/pages.asp?id=27SION 3

Week 10: Some general and specific issues/ problems of educational development in Nigeria

Objective:
The learners by the end of this lecture should be able to explain some general current problems and issues militating against proper development of education in Nigeria and be able to proffer solutions to them.

Description:
This topic is about some current issues and problems militating against the development of education in Nigeria. The lecture will be devoted to the discussion of the general and specific problems of educational development in the country like: politicization of education, corruption in the educational sector, unstable staff, gap between policy formulation and implementation, the poor state of the country’s economy, diversification of education, scarcity and prohibitive cost of textbooks, unstable curricular, procurement and servicing of equipment, cultism, drug abuse, examination mal-practices and religious intolerance in our educational system. The discussion would also include how to proffer solutions to these problems.

Study questions:

1. The problems confronting the proper development of education in Nigeria are diverse and complex. Discuss.
2. Explain the problems of education associated with funding of education.
3. Explain the problem of education associated with finance.
4. Explain how politicization of education is posing problems in Nigeria?
5. What do you understand by multiple systems of education posing problems for the development of education in Nigeria?
6. Attempt a discussion of the issue of examination mal-practices in Nigeria and using your experience in the teaching service, suggest some ways of putting an end to the issue.
7. Do you think that cult activities can be totally eradicated in educational institutions in Nigeria? Give reasons for your submission.
8. One of the biggest problems of eradicating religious intolerance in our institutions is that it has its root from the home. Do you agree? Give reasons for your answer.
9. Explain the problems caused by religious intolerance in our educational institutions in Nigeria.
10. How can the problems of education malpractices be curbed in our institutions?

**Reading list:**


**Week 11: Emergence of Private Universities in Nigeria**

**Objective:**
Learners, at the end of this lesson, should be able to list the private universities in Nigeria and the purposes for the establishment of each of them.

**Description:**
The topic would be devoted to the general overview of private universities established in the country with emphasis on the rationale for their establishments and on the analysis of the private universities by owners and whether the private universities are achieving the purposes of their establishments or not.

**Study questions:**
1. List the Private Universities in Nigeria as at 2009.
2. Discuss the purpose for the establishment of Private Universities in Nigeria.
3. What are the benefits of the establishment of the Private Universities?
4. Explain whether the private universities in Nigeria are fulfilling the purposes of their establishments or not.
5. Do you agree that Nigeria needs more private universities? Give reasons for your submission.

**Reading List:**


**Week 12: National Open University of Nigeria (NOUN).**

**Objective:**
Learners, by the end of the lecture, should be able to discuss the origin, establishment, growth and objectives of the National Open University of Nigeria (NOUN)

**Description:**
The topic would focus on the purpose of establishing the National Open University in Nigeria. The curriculum of NOUN would be discussed and students would be allowed to critique the University’s “Modus Operandi”.

**Study questions:**
1. Discuss the rationale for the establishment of the National Open University of Nigeria.
2. What benefits will Nigeria derive from the establishment of the National Open University of Nigeria?
3. Explain the administrative system of NOUN.
4. It has been discussed that NOUN has diversified curricula offerings. Discuss some of these offerings and comment on them.
5. Discuss the notion held by many that NOUN was established to serve as another way of siphoning the country’s resources.

**Reading List:**

**Week 13: Educational Reforms in Nigeria**

**Objectives:**
Learners would by the end of this lecture be acquainted with series of reforms in education in Nigeria in the last five years. These would enable them familiarize themselves with new innovations in the education sector.

**Description:**
The topic would focus on the imperatives of reforms in the Nigerian Education System. Some types of reforms in Education like that of the UBE, PPPI, and consolidation of higher institutions. Reasons why reforms fail in Nigeria would also be discussed.
Study questions:

1. What are the motivating factors for educational reforms in Nigeria?
2. In what ways can the UBE be regarded as a reform in Nigeria?
3. Is the cancellation of the PPPI by the Government justifiable? Give reasons for your answer.
4. What is the rationale for the reform on consolidation of higher institutions?
5. Why were educational reforms in Nigeria unsuccessful?
6. Suggest possible solutions that can help successful implementations of educational reforms in Nigeria.

Reading List


Week 14: Revision

Objective:
The main objective of this week’s work is to give the learners the opportunity to seek more explanations on any of the topics of the course. Specifically, the lecturer will be able to meet face-to-face with the learners for interaction before examination.

Description:
Face-to-face interaction with the learners to revise what have been taught and discussed on-line. This is an opportunity for both the learners and the lecturer to have direct contact for the first time in preparation for the end of the course examination.

Revision questions:

1. Discuss the contributions of various stakeholders to the development of education in Nigeria.
2. What are the efforts of the government in making education to reach everybody in Nigeria?
3. Is it true to say that most of the problems of education in the country are caused by the British colonial government?
4. Discuss what can be done to make teaching a true profession in Nigeria.
5. Discuss the reasons for the proliferation of private universities in Nigeria? Is the proliferation worth it?
6. “Growth without Development”- Can the education in Nigeria be described as such? Give reasons for your submission.
7. “History is to a people, what knowledge is to an individual. A people without the knowledge of their past would suffer from collective amnesia…” (Fafunwa, 1974). Discuss this statement in relation to study of the history of education in Nigeria.
8. The Missionaries came to evangelise, the Berbers came to trade, while the British came to rule but each of them contributed immensely to the development of education in Nigeria. Discuss.
9. The contributions of the Jews, Greeks and Romans to the development of Education in Nigeria can not be over-emphasized. Discuss.
10. The Christian missionaries were responsible for the lopsidedness in the system of education in Nigeria. Do you agree? Give reasons for your submission
11. The Military governments bastardized the educational system in Nigeria. Do you agree? Give reasons for your answer.
12. Discuss the contributions of the civilian governments to the development of Education in Nigeria.

Week 15: Examination

Objective:
The main objective is to examine the learners on the course DDE 621.

Description:
The lecturer is to set at least six questions on some of the topics taught in the course out of which students would be instructed to answer only three. None of the questions would be compulsory and learners should be able to answer all the questions with ease since they have been practising with the tutorial questions sent to them on each topic during the course of the lectures.

General Reading List:


Lagos: Nelson Pitman Ltd.

http://nigeria.usembassy.gov/nigeria_education_profile.html
http://www.unescoiicba.org/Resources/TTISSA/NIGERIA.doc
http://www.nuc.edu.ng/pages/universities.asp
http://www.nuc.edu.ng/pages/pages.asp?id=27

LEGENDS

1- Available in the University Library
2- Available in Local Bookshops
3- Available on the Web.
4- Personal Collection
5- Departmental Libraries