AN HISTORICAL REVIEW OF HIGHER EDUCATION IN NIGERIA
FROM 1960-1985 WITH EMPHASIS ON CURRICULUM DEVELOPMENT

DISSERTATION

Presented to the Graduate Council of the University of North Texas in Partial Fulfillment of the Requirements

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By

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The purpose of this study was to review higher education in Nigeria from 1960-1985 with emphasis on curriculum development, to identify the changes that took place during that period, and to utilize those changes to evaluate the current state of Nigerian higher education. In order to fulfill the purpose of this study, answers were sought for six research questions.

Chapter 1 includes a statement of the problem, purpose of this study, research questions, background, and significance of the study. Chapter 2 presents information on the methods of gathering and analyzing data. Chapter 3 is a review of the background literature. Chapter 4 presents information on higher education and curriculum development 1960-1985, and Chapter 5 covers the Nigeria National Curriculum Conference of 1969. The findings, conclusions, and recommendations of the study are presented in Chapter 6.

The study revealed that:

1. Education in Nigeria during the period was influenced by
(a) the British philosophy of education practices, and
(b) the American professional and vocational program.

2. The Eric Ashby Commission Report of 1959 was the major impetus to higher education development in Nigeria from 1960-1985.

3. The federal and state governments play supervisory roles and provide subsidies in their budgets for higher education institutions through the National Universities Commission, the National Board for Technical Education, and the National Commission for Colleges of Education.

4. The Nigeria National Curriculum Conference of 1969, conducted by the Nigerian Educational Research Council, shaped the new Nigerian philosophy and policy on education and the innovation of the present 6-3-3-4 education system.

5. Nigeria made the highest investment in education during this period due to the oil economy; 24 universities were established with 47 colleges of education and 27 tertiary polytechnical schools affiliated with these universities. Their curricula emphasize more science, technical, and vocational education than arts.
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CHAPTER 1

INTRODUCTION

Education, according to Durkheim (1947), is systematic socialization and training of the younger generation by which the latter learns religious and moral beliefs, feelings of nationality, and collective opinions of all kinds. This means that education helps integrate the individual into the wider society in which he is born. Education, as pointed out by Dewey (quoted in Axette and Burnette, 1970), brings a change in the amount of knowledge gained and in the abilities to think, acquire habits, skills, interests, and attitudes which characterize a person who is socially accepted, personally adjusted, and respected. It involves a process of formal learning as an instrument for survival. While education did take place in Nigeria during the pre-colonial period, post-independence Nigeria has experienced remarkable changes and expansions in educational developments, a trend unprecedented in Nigeria's history. The introduction of higher education in Nigeria was initiated in the 1930 Legislative Council and has since gone through many structural changes (Fafunwa and Aisiku, 1965). Higher education, as referred to in this study, covers the post-secondary section of the Nigerian
educational system that is offered by universities, polytechnics and colleges of technology and includes courses given by the colleges of education, the advanced teacher training colleges, correspondence colleges, and allied institutions (Education Today, A Quarterly Journal of the Federal Ministry of Education, March 1988, vol. 1, no. 2).

The revolution in Nigerian higher education and its curricula since 1960 has been as important for Nigeria’s future as the political revolution that brought independence. The number of students has increased, as have schools and institutions of higher education, and local teachers are increasingly trained and employed to staff them. The political leaders regard higher education as the basic component in nation building and the foundation from which they hope the economic revolution will be launched and achieved (Lewis, 1965). Their faith in higher education is matched by that of parents and students, whose demands for increased higher education facilities have often outstripped the government’s ability to provide them. Although higher education has long been considered a ladder for social and economic advancement, this has never been demonstrated so dramatically as in the period of post-independence Nigeria. The desire for higher education in Nigeria today compares to that of American immigrants in the nineteenth century. In a developing society where personal achievements tend to replace hereditary status and kinship bonds, only higher
education can open the way to economic and social advancement, and potential political power (Cowan, O’Connell & Scanlon, 1965).

Higher education in Nigeria has become a huge government venture that has witnessed a progressive evolution of government’s complete, dynamic intervention and active participation (Ojiaka, 1984). The 1960-1985 period has experienced the removal of most of the ambiguities and contradictions that had created lack of uniformity and imbalance in all educational practices in Nigeria and helped ensure even and orderly development. Educational goals needed to provide content and quality relevant to the needs and aspirations of the people as well as to the kind of society desired and the realities of the time. Higher education in Nigeria was faced with the stresses and strains of accountability, planning, financing, staffing, and curriculum development like other issues of national concern such as health and unemployment. As higher education became more complex, its goals and mission became more ambitious but ambiguous; educators became confused about how to strike a reasonable and workable balance even when there was a consensus of opinion on the few mechanisms available for resolving conflicting issues (Andrews, 1974).

This study has reviewed two time frames: higher education and its curriculum before and after government control. The analyses of these periods fall in the following specific
time frames: the pre-independence period (before 1960), and post-independence period (after 1960), and cover (1) the First National Development Plan (1962-1968), (2) the Second National Development Plan (1970-1974), (3) the Third National Development Plan (1975-1980), and (4) the Fourth National Development Plan (1981-1985).

The objectives of Nigerian education are often vaguely defined in the context of specific educational policies. Formulation of such vague policies results in many problems. In formulating higher education policy and implementation, the Nigerian educational planners and administrators do not seem to realize the limitations placed on them by lack of adequate statistical information. Inevitably, the end result often becomes muddled and unattainable. Higher education development is a policy-directed activity toward future orientation. As new questions and challenges to Nigerian educators and the general public arise, a demand for Nigeria's comprehensive higher education policies to serve Nigerian conditions also arises; thus, this study is restricted to a 25-year period from 1960-1985. The study has reviewed higher education development, planning, and implementation policies with emphasis on curriculum development to determine how objectives have been achieved during this period.
Statement of the Problem

The problem of this study concerns an historical review of higher education in Nigeria from 1960-1985 with emphasis on curriculum development.

Purpose of the Problem

The specific purposes of this study are:

1. To describe the major historical events affecting higher education in Nigeria during 1960-1985 with emphasis on curriculum development.

2. To examine these events in relation to the development of higher education in Nigeria during this period.

3. To identify how this development of higher education affected social, economic, and political conditions in Nigeria during the period under review.

4. To identify the problems higher education faced in Nigeria from 1960-1985 and describe how they were resolved.

5. To determine educators' perceptions of the development of higher education in Nigeria from 1960-1985.


Research Questions

This study has specifically explored the historical aspects of the following questions:
1. What was the overall goal of curriculum development in higher education in Nigeria from 1960-1985?

2. Was the role of higher education in Nigeria from 1960-1985 realistic in the context of Nigerian economic, social, and political situations?

3. How was the role of higher education in Nigeria from 1960-1985 being implemented and accomplished?

4. What were the problems encountered in developing, planning, financing, and implementing higher education in Nigeria from 1960-1985?

5. How were the problems resolved and what were the recommendations?

6. What do educators foresee as the future role of higher education in Nigeria in light of these recommendations?

Background and Significance of the Study

Neither the research nor the literature on Nigerian higher education deals with the subject addressed in this study -- a systematic and historical review of trends in the development of higher education with emphasis on curriculum development over a specified period of time, 1960-1985. With this frame of reference in mind, the purpose of this study is to conduct an intensive interpretative review of events and policies that have influenced and shaped Nigerian higher education and curriculum development during this
period. This is an effort to determine how higher educational objectives were being achieved, given Nigeria's economic, social, and political conditions in order to establish a clear understanding of the developmental history of the system and to provide a basis for evaluating higher education curricula and projects in Nigeria from 1960-1985.

The study involved an historical analysis of higher education in Nigeria with emphasis on curriculum development in the context of post-independence Nigeria in order to:

1. Find out how Nigerian higher education changed during this period while taking into account organization, policy, and financing.

2. Trace how changing economic, political, and social conditions during this period affected the development of higher education.

3. Survey the effects of post-independent policy actions such as the Eric Ashby Commission Report and the National Development Plans.


5. Examine the role higher education policies have played in the relationship between the educational enterprise and the society at large.

6. Analyze the impact of 25 years of higher education policy development with emphasis on curriculum development in Nigeria from 1960-1985, and make suggestions and
recommendations based on the interpretations of these developments and findings.

The study derives its importance from the belief that the findings and suggestions will provide more understanding of higher education development in Nigeria during the period under review. The study will also encourage Nigerian educators to reflect on the development of higher education in Nigeria and ascertain its shortcomings in an effort to focus better on the national commitments to higher education and its curriculum. The study will potentially serve as a guide to Nigerian policy makers and curriculum developers in articulating national goals -- educational, economic, social, and political.
CHAPTER 2

METHODS OF GATHERING AND ANALYZING DATA

The data for the study were collected from various sources - public documents and government publications, and from personal interviews. Document study formed the primary source and was the major part of the data. The documents were obtained from the National Universities Commission (NUC), Lagos, Nigeria; the University of Lagos, Nigeria. They described the state of higher education and the educational system in Nigeria from 1960 to 1985. Other documents investigated were obtained from the University of North Texas, Denton, Texas. The Inter-Library Loan Department of the University of North Texas, Denton, was used to secure materials from other colleges and universities whenever necessary. Dissertation abstracts were also checked on the topic through the use of a computer search of Educational Research Information Center (ERIC). In addition, a search was also conducted through Social Science Search Database of the Institute of Scientific Information (ISI). The searches were aimed at avoiding duplication of work, and there was no evidence of any study completed specifically on the topic.

Primary data are important in historical research because they establish the authenticity and credibility of the findings. All available data were carefully examined to
this effect. Secondary sources were also selected based on their pertinence and appropriateness to this study. The classification of a source as primary or secondary depends in part on the problem and purpose. In one instance it may be primary or in another it may be secondary. All the data were documented through search of historical sources, which involved reviewing the literature to determine what investigations and theoretical works had already been done on a particular problem. All relevant documents which could be located and the interpretation of their significance characterize this historical research. The following methods of collecting data were applied:

(1) examination of probable sources of information,
(2) examination of the sources for genuineness, and
(3) the analysis of those sources of information for their credible particulars.

This refers to both external and internal criticisms. Articles, books, reports, memoranda, and other materials that dealt with Nigerian education in general, and in particular with higher education and curriculum development during the period were sought and carefully reviewed.

A trip was made to Lagos, Nigeria, during the months of October and November, 1989, to the offices of the National Universities Commission and the Federal Ministry of Education, Lagos, Nigeria. By appointment, the Honourable Minister, Federal Ministry of Education, Professor Jibril
Aminu, and two of his senior executive assistants, Messrs. David Ogbodo and Maduka Ugwu, were interviewed. About 45 minutes were spent with each of these officials. A prepared interview schedule (see Appendix E) was utilized. Their responses were recorded in writing. Also, by appointment, interviews were conducted with the Honourable Commissioner, Imo State Minister of Education, Owerri, Nigeria, Dr. Dan Onwukwe; the Provost, Alvan Okoku College of Education, Owerri, Nigeria, Professor Nicholas Nwagwu; the Dean, School of Education, Alvan Ikoku College of Education, Owerri, Nigeria, Professor (Mrs.) V. C. B. Iwuji, as well as some past and present members of faculty and students. The available findings and literature revealed sufficient information to complete an effective historical research study of the topic.

The questions of the interview schedule were devised to provide pertinent information on Nigeria’s experiences with higher education from 1960 to 1985 with an emphasis on curriculum development, and to shed light on the study’s research questions. Specifically, the interviews were designed to answer questions and provide insight into:

1. the development of higher education in Nigeria, from 1960-1985, with emphasis on curriculum development;

2. the problems associated with the development of higher education in Nigeria and its curriculum, and how these problems were resolved;
3. how curricula are developed and implemented at higher education institutions in Nigeria;

4. the roles higher education has played in Nigeria's economic, social, and political development;

5. the problems facing educators in Nigeria and how these problems can be resolved;

6. suggestions and recommendations for changes in any undesirable features of higher education development in Nigeria, with emphasis on curriculum development.

The transcripts of the personal interviews were reviewed and analyzed in an attempt to add to the overall picture in the review. The results of this analysis were used in addition to other findings to develop the summary, conclusions, and recommendations of this study.

The study reconstructed as much of the history of higher education and curriculum development in post-independence Nigeria, 1960-1985, as recorded data and available artifacts for the period permitted. Information was provided by eye witnesses through personal interviews. The historical significance of the data was evaluated for the purpose of discovering generalizations that are helpful in understanding and predicting the future of higher education in Nigeria.

Nigeria has made remarkable progress in higher education and curriculum development during the period reviewed. Education has become an instrument of national policy; a new
policy sufficiently comprehensive to build entirely new Nigerian national aspirations was promulgated. Many higher education institutions emerged with emphasis on science and technological studies to meet the local needs and conditions. The older institutions of higher education were expanded to accommodate the growing number of students. The Eric Ashby Commission Report of 1960 on the Post-Secondary School Certificate and Higher Education was a major impetus in developing post-independence higher education in Nigeria. The Commission was set up by the federal government to conduct an investigation into Nigeria's educational needs for a 20-year period from 1960-1980. The provisions of the National Development Plans for higher education were offshoots of the Eric Ashby Commission Report. Prior to these national policies that took over the entire educational system in Nigeria, education had been under the control of private organizations. The policy objectives for higher education were thus stated in the Second National Development Plan, 1970-1974; repeated in the Third National Development Plan, 1975-1980; and reiterated in the Fourth National Development Plan, 1981-1985.
CHAPTER 3

REVIEW OF THE BACKGROUND LITERATURE

A study of dissertation abstracts in the University of North Texas library and computer searches of both the Educational Research Information Center (ERIC), and the Dialog Information Retrieval Services from the Social Science Search Database for the Xerox University Microfilms International, Ann Arbor, Michigan, reveals that some doctoral dissertations dealing with education in Nigeria have been completed. None of these dissertations, however, has dealt with the proposed topic of this study, an historical review of higher education in Nigeria from 1960-1985 with emphasis on curriculum development. The following materials appear to have some bearing on the topic: In 1946, N. J. Okongwo wrote "History of Education in Nigeria, 1842-1942" at New York University. In 1955, A. B. Fafunwa completed "An Historical Analysis of the Development of Higher Education in Nigeria" at New York University. In 1974, A. B. Fafunwa also wrote History of Education in Nigeria, which was useful background material for the discussion of the historical antecedents of this study. Nduka Okafor wrote The Development of Universities in Nigeria in 1971. This book was a study of the influence of
political and other factors on early university development in Nigeria from 1960-1967, and offered another background text for this study. In 1982, Robert Ilechukwu completed a study at the State University of New York entitled "Education policy as An Instrument for National Development". In 1978, Anthony Anwuka wrote a thesis at the University of Washington entitled, "A History of the Development of Nigerian Education 1960-1976". This study was concerned with an historical analysis of education policy making in Nigeria and was another background source for this study. In 1984, Samuel Ojiaka wrote a dissertation at North Texas State University, Denton, Texas, entitled "A Historical Review of the Influences of the Federal Government of Nigeria in National Higher Education 1954-1982". This study was a description of the influence of the Nigerian federal government on higher education during the period reviewed. In 1968, Geoffrey Ibiam completed his study at the University of California, Los Angeles, entitled "Federal Government and the Development of Education in Nigeria 1951-1961". Finally, in 1972 Adeniji Adaralegbe edited A Philosophy for Nigerian Education which was a compilation of reports and proceedings of Nigerian National Curriculum Conference held in September, 1969, sponsored by the Nigerian Educational Research Council. The main focus of this report was on the Nigerian national curriculum reform. The importance of this document in relation to the
topic of this dissertation is that its recommendations greatly influenced the new Nigerian Policy on Education. Given the time frame of these studies, there is no indication that any study had been done referring directly to the topic identified in this study; however, information on educational development in Nigeria has been abstracted from some of these studies. They constitute secondary source materials used in tracing the historical development of education in Nigeria.

1980, and 1981-1985, which served as the basis for educational development.

Nigerian Educational Evolution

Traditional Education

Prior to the colonial period, traditional and other informal education systems existed in Nigeria. There was a functional, indigenous education of an informal kind. The systems were largely the same but curricula varied in content from community to community in response to the values and norms inherent in those communities. Children and adolescents learned by recitation, folk tales, crafts, and apprenticeships which had no fixed time duration. The objectives of traditional education in Nigeria were to build physical skills, develop character, inculcate respect for elders, develop intellectual ability, and build a sense of community, that is, to understand and preserve the values and norms of the community (Fafunwa and Aisiku, 1982). The stages of training were separated by age. A practical test was set for the children, and those successful were initiated into adulthood. A select few were introduced into institutions of higher learning where advanced native philosophy, language, and values were mastered. Among the objectives of traditional education, developing character and understanding and preserving the norms and values of the community overshadowed other goals in importance. They
contained the fundamental purpose of traditional education, which was group survival. Nigerian education was not child-centered but community oriented. According to Busia, (1968),

It was the goal of traditional education to inculcate this sense of belonging, which was the highest value of the cultural system. The young were educated in and for the community's way of life. Traditional education sought to produce men and women who were not self-centered; who put the interest of the group above personal interests.

The main objective of traditional education in Nigeria is continuity of the community. It is for this purpose that the accumulated knowledge of the community is transmitted to the young by the older members. The acquisition of physical and intellectual skills, character training, respect for elders, and vocational training become the means of ensuring community survival. For the Nigerian child, education is an integrated experience. It combines physical training with character building, and manual activity with intellectual ability. In discussing the purpose, content, and method of traditional education in Nigeria, Banjo (1972) maintained that:

Before the advent of Christianity in this country, there were no schools, but this does not mean that there was no education of the young. The home was
the school, and the parents and older members of
family were the school staff. The method of
teaching was informal, gradual, and practical.
The child was given the education that enabled him
to take his place in the society as he grew older.

He received no formal lectures, but by
handling and experimenting, he learnt a lot about
nature. By the process of imitation and of trial
and error, he came to distinguish through domestic
discipline between desirable and undesirable
habits of conduct and health. Through play and
manual work, he performed physical exercises, and
walked longer and longer distances which increased
his strength and promoted his health. By helping
his parents in pursuit of their occupation, he
learnt a trade.

Banjo showed clearly that the purpose, content, and
method of traditional education are intricately intertwined.
He disagrees that traditional education is a preparation for
future life or adulthood, but maintains that the child is
taught how to live in his society and how to adapt to his
environment at the different developmental stages.
Reinforcement and punishment are two important means by
which the traditional society molds children and makes them
conscious of the expectations of the group or community.
The children are made to meet these expectations. The
adjustment to these expectations forms the basic curriculum for further growth in politics, religion, economics, and social relationships which are invariably interwoven in traditional society. This was the nature of traditional education in Nigeria until the advent of Islam, and the subsequent missionary education. Islam and its Koranic education were first accepted in Nigeria, particularly in the North, and spread rapidly in that region. Both traditional education and the Koranic system of education predate Western education in Nigeria.

The Introduction of Western Education

The introduction of Western education into Nigeria dates back to 1472 and the visit to Lagos and Benin by some Portuguese explorers whose main interest was commerce. They quickly realized that, for the Africans to be good customers, they must be educated and indoctrinated in Christianity. The Portuguese organized schools in which animismists and Muslims could be converted. In 1515, Christian missionaries who visited Benin organized the sons of Oba, his chiefs and king makers, in order to teach them the rudiments of Christian faith. Attempts to introduce western education into Nigeria at that time were limited to a few scattered trading posts in the east coast region. Then came the trans-Atlantic slave trade, which led to the
decline of the legitimate trading centers and almost wiped out education and evangelization for nearly three centuries.

The end of slave trade marked a resurgence of Christian and other humanitarian concerns for the brotherhood of man and dignity of the individual, which led to the second stage of western education and evangelization in Nigeria. Out of concern for the spiritual well-being of Africans grew the new missionary movement in Europe. This efflorescence of missionary endeavor coincided with European interest in the commercial and political drive to penetrate the interior (Lewis, 1965). While the missionary efforts were concerned with the material well-being of the people, the Bible and plough were seen to be complementary, and thus missionaries, traders, explorers, and later, government agents collaborated in opening the continent.

The arrival in 1842 of the first English-speaking missionary, the Rev. Thomas Birch Freeman, with Mr. and Mrs. William De Graft of Wesleyan Methodist Mission, marked the actual beginning of the introduction of western education and evangelization in Nigeria (Lewis, 1965). The next group of missionaries that arrived some months later included Mr. Henry Townsend, the Rev. C. A. Colmer, and Samuel Adjayi Crowther, a "Yoruba" youth who had been rescued by a British naval vessel from a slave-trading ship. (Yoruba is the name of one of the major tribes in Nigeria.) All three were members of the Church Missionary Society (CMS). By 1859 the
Mission opened a Secondary Grammar School at Lagos beginning with only six students who paid school fees. By 1860, the four big missionary societies, namely the Wesleyan Methodist, the Church Missionary Society (CMS), the Baptist Mission, and the Roman Catholic Mission (RCM) had established schools and stations in a variety of locations. The curriculum was peculiar to each mission and emphasized the rote-learning method and the four R's: Religion, Reading, (W)riting, and (A)rithmetic.

The initial missionary effort in western Nigeria was soon followed by enterprises in the Niger delta and the eastern area. In 1847, the United Free Church of Scotland started work at Calabar. In 1853, the American Southern Baptist Convention began work at Oyo, founded the Baptist Academy, Lagos, and developed vocational trade schools at Akeokuta. With the cooperation of the River Niger explorer, McGregor Laird, the CMS Niger Mission was established at Bonny in 1863.

The missionaries, without exception, concentrated mostly on the children because they felt that it was more difficult to convert adults who were wedded to the ideas of their fathers. Their primary objective was to convert the "heathen" or the benighted African to Christianity via education (Lewis, 1965). According to Lewis (1965), the philosophical assumption underlying the missionary education was summed up thusly:
The approach to education pursued by the missionaries was based upon the certainty of the Christian message, and the assumption of the superiority of western civilization and the evil character of paganism. African customs, beliefs, and practices, family life and even the institution of chiefdom were, with few exceptions, regarded as repugnant. Christianity was confused with western civilization. The African was to be remade in the image that the missionaries brought with them.

The first problem the missionaries encountered was how to gain the approval of both the traditional chiefs and other influential members of the community. It was not easy to convince the local people of the benefits of education. Parents were suspicious of the activities of the missionaries. The traditional leaders saw education as a threat to their status quo, and deplored its destructive effect on their people. According to Ajayi (1969), what they expected from the Europeans was not a substitute, but a supplement, a system of apprenticeship by which the children acquired additional arts and skills, the art of reading and writing, or manufacturing gunpowder, or building boats.
Many children did not like going to school, and this was especially true of the boys. Since the missionaries were aware of the importance of education in relation to their work, they devised different techniques of enticing children and their parents. There was no school fee or tuition; everything was free, and any child was welcome to attend school.

In 1876, an Irish priest opened a secondary school in Lagos, now known as Saint Gregory's Secondary School, and instruction in English was introduced. The missionaries effectively established boarding schools and gradually built up a pattern of primary education at every mission. There was no system in the pattern that emerged, no common syllabus, no general inspectorate. The major textbook was the Bible. Geography and grammar were later added. At first, the language of instruction was either Portuguese or Spanish. Since most of the missionaries came from English-speaking countries and the Nigerian parents wanted their children to learn English, the language of the white man (which was also regarded as the language of commerce, civilization and Christianity), English, became the universal language of instruction in all the missionary schools, and has since been the official language of Nigeria. For nearly half a century, the entire educational provision was dependent upon the efforts of the Christian mission supported by their home churches, gifts from
friends, and later local church contributions. The gifts from home missions usually consisted of textbooks, copybooks, slates, pencils, clothes and school uniforms, classroom equipments, and money. According to Lewis (1965), the introduction of school fees and government grants-in-aid in 1872 were developments to ease the burden of school financing on the missions.

In 1877, the Lagos administration of the British Colonial Office made grants of £200 to each of the three missionary societies carrying out educational work in Nigeria: the Church Mission Society, the United Free Church of Scotland, and the Baptist Mission Lewis (1965). Apart from this financial contribution, the colonial administration had nothing to do with education in Nigeria. The grants were, however, made annually until 1882 when the West Africa Educational Ordinance was promulgated and applied to the Colony of Lagos.

The promulgation of the West African Education Ordinance of 1882 marked the first major governmental intervention in educational planning in Nigeria, although it was strictly limited in scope, as guided by the colonial status of Nigeria at that time. Apart from promulgating the Education Ordinance of 1882, which was primarily designed to govern education in all the British West African territories, the British government had no clearly defined educational policy in any of its colonial territories.
West African Education Ordinance, 1882

Under the provisions of the West African Education Ordinance, 1882, a Board of Education was established in Nigeria consisting of the governor, two members of the Executive Council, and four nominated members. According to Lewis (1965), the Board of Education was given the power to set up local boards to advise the General Board on conditions under which grants were made to schools and to determine whether the conditions were being fulfilled. The Board was also expected to offer suggestions on the opening of new government schools. Most importantly, the ordinance led to the establishment of a system of grants-in-aid awarded to schools to promote good organization and discipline. There were also special grants based on the number of pupils enrolled and on the results of joint examinations administered by the Colonial Education Office. These grants covered two-thirds of the total cost of operating the schools. In addition, the ordinance required that the settlement of Lagos should contribute one-third of the salary of Her Majesty’s Inspector of Schools for the West African Colonies.

In 1886, the Territory of Lagos was made an independent colony and a protectorate for administrative purposes. The appointment of Henry Carr as the first Inspector of Schools in the colony of Lagos and the creation of the Department of Education for that colony marked a new beginning of western
education. This led to the first purely Nigerian Education Ordinance. The ordinance provided for members of the Legislative Council to replace members of the Executive Council on the Board of Education, and defined more specifically the conditions under which grants were to be made to schools. There were also provisions for annual incentive scholarships of £10 for children from poor homes to attend school. Despite these provisions by the Colonial Office, education continued to be virtually the monopoly of the Christian missions.

Following the creation of the Colony and Protectorate of Southern Nigeria in 1906, an Educational Ordinance for the new Southern Territory was enacted in 1908. In accordance with the provisions of this ordinance, three provincial Boards of Education were set up, one in each of the three provinces into which the new territory was divided, namely Western, Eastern, and Central. In 1909, the first government secondary school, Kings College, Lagos, was established.

While the Christian missions confined their evangelistic educational activities to the coastal and southern parts of Nigeria, Islam with its Arabic influence was already firmly established in the northern parts of the country. Koranic education remained for many decades the only kind of formal education in the north, and the establishment of missionary schools was stifled and considerably
delayed because the "Mallams" or learned men of the north, feared that the missionaries would use such schools as a potent proselytizing instrument (Education Today, a Quarterly Journal of the Federal Ministry of Education, Lagos, 1987). According to Lewis (1965), there was also an agreement made between the British government and the emirs following the pacification of the north, that Christian missionaries would not be admitted to the emirates without the consent of the emirs. In addition, antagonism existed in the north toward western education due to the existence of a loose system of Koranic schools. While these identifications inhibited the development of education in northern Nigeria, in the rest of the country they contributed to the growth of a new social group which provided the leadership for the new nationalism of the twentieth century Nigeria.

Funding and Expanding Education

In 1912 an Imperial Conference was held in London to review the provision for education in the Colonial Empire (Imperial Education Conference Papers III, Education System of the Chief Colonies Not Possessing Responsible Government, Southern Nigeria [HMSO], London, 1913). According to Lewis (1965), the primary educational facilities then available in southern Nigeria and the Colony of Lagos consisted of 55 government and native administration schools with a total
enrollment of 3,984 pupils and 91 mission schools in receipt of government grants with an enrollment of 11,732 pupils; in addition there were approximately 20,000 pupils in mission primary schools who received no assistance from government funds. At the secondary school level, there were four mission schools receiving government assistance; five mission schools and one government school were unassisted. Out of the three mission teacher training colleges, only one received government grants because the government had no provisions for teacher training.

As late as 1914, the year northern and southern Nigeria were amalgamated, there were no secondary schools in northern Nigeria. The outbreak of the First World War in 1914 put an end to any prospect of expanding provisions for education. To encourage the transfer of unassisted schools to the assisted list, Lord Lugard (then Governor General of the Colony and Protectorate of Nigeria) had suggested in 1912 that the "payment by results" system of awarding grants made as a result of an annual examination of the pupils in selected subjects should be replaced by a system of frequent inspections and examinations throughout the school year by His Majesty’s Inspector of Education. Attempts were made to control these schools and to close those whose performances were rated unsatisfactory by means of compulsory inspection and application of power held by the governor. According to Lewis (1965), Fufunwa and Aisiku (1982), these attempts were
later revoked by Lord Lugard's successor, Sir Hugh Clifford, who saw this development as inimical to both educational and social progress. In an attempt to deal more effectively with the schools, he vested his powers of closure in the Board of Education, and advocated that the management of all elementary education in the southern provinces should be placed in the hands of the missions, thus limiting government participation with the cooperation of local communities. This phase of educational development came to an end in Nigeria, and in the rest of British African colonies, by the year 1925.

The Phelps-Stokes Commission Report, 1926

The year 1926 was a landmark in the history of colonial education in Nigeria in that it gave order and direction to its development and laid the foundation for an educational system. This was brought about by the publication by the colonial office of the memorandum, "Educational Policy in British Tropical Africa" (Advisory Committee on Native Education in British Tropical African Dependencies, Cmd. 2347, [HMSO], London, 1926).

The commission was purely advisory and had no executive functions. It was composed of American, British, and African educators who visited the educational institutions of West Africa and East Africa on fact-finding missions. It was sponsored by the The Phelps-Stokes Fund of the United
States of America. The fund had been provided for in the will of Miss Caroline Phelps-Stokes and was incorporated under the laws of New York State on May 10, 1911, (Scanlon, 1964). The fund was used in aiding negro schools and colleges and to promote interracial cooperation throughout the United States, while promoting education in Africa and Europe. The chairman of the commission was Dr. Jesse Jones, an American educator and sociologist at the famous negro college, Hampton Institute. According to Scanlon (1964) the Secretary of State for the Colonies defined its duties as:

... to advise the Secretary of State on any matters of native education in the British colonies and protectorates in tropical Africa, which he may from time to time refer to, and assist him in advancing the progress of education in those colonies and protectorates.

The report of the commission confirmed earlier criticism by missionaries and government officers regarding the curricula, organization, and administration of African schools by the British government. The criticisms and the recommendations of the report were to ensure a proper coordination and orderly establishment, expansion, and regulation of the schools. The Inspectors of Education for the colonies were required to grade schools overall as very good, good, average, or poor, using the criteria of efficiency, discipline, and academic performance in awarding grants.
The following are excerpts from the summaries of the recommendations and principles set out in the The Phelps-Stokes Commission Report:

1. The structure of education was to be based on the continued activities of voluntary agencies, but with general direction of policy in the hands of the respective colonial governments.

2. The schools were to be adapted to native life.

3. Grants-in-aid were to be made on the basis of efficiency and a thorough system of supervision.

4. The use of local vernaculars in education, particularly in the lower forms, was to be stressed.

5. There was a growing need for more active supervision of schools by the colonial governments.

6. Great stress was laid on the need for technical, vocational, and agricultural training but not at the expense of more "traditional" subjects within the curricula, and development leading to higher institutions was re-stressed.

7. There was an increasing awareness of the need to expand educational facilities for women and girls. The emphasis of the reports was on the role of rural education. The wholesale transfer of the educational conventions of Europe to Africa was strongly criticized as "educational slavery". The commission advised instead, "the adaptation of education to the needs of the people ... that of ... African conditions". Scanlon (1964).
The recommendations of the The Phelps-Stokes Commission led to greater governmental involvement in educational planning in Nigeria. These principles were further elaborated upon in the 1935 policy statement entitled "Memorandum on the Education of African Communities". According to Nduka (1975), the Advisory Committee of the Commission was subsequently reorganized and its basis broadened, and in 1929 it became the Advisory Committee on Education in the Colonies.

**Nigerian Union of Teachers (NUT)**

A development of a different character, but one of considerable importance for the future, was the foundation of the Nigerian Union of Teachers (NUT) in 1930. The union aimed at bringing about professional unity among the Nigerian teachers and securing a voice in the administration and planning of education in Nigeria. By 1936, it had a membership of 667 teachers in 18 affiliated branches throughout the country with a representative on the Board of Education. The union rapidly gained the confidence of the Education Department, a fact that was borne out by the frequent references in annual reports to its cooperation and helpfulness. The significance of the union lies not only in its effectiveness in promoting its own interests, but also in the fact that it demonstrated the capacity of the teachers to organize themselves successfully to undertake
tasks different from those which they had traditionally 
exercised, that of community leaders. The union also became 
a powerful political force that, the Nigerian independence 
is at times credited to as, a movement by the teachers. The 
growth, strength, and success of the union owed much to the 
leadership of its first able secretary, Mr. E. E. Esua.

The Amalgamation of the Northern and Southern 
Education Departments in 1929

For many decades, the British government left education 
completely in the hands of the missionaries with no direct 
overall policy, even though there was an appointed local 
Inspector of Schools. At times there was also a dichotomy 
between the policies enunciated by the British home 
government for its colonies and those actually carried out. 
According to Okafor (1971), the first clearly defined 
British government policy on education on the then African 
colonies was the Privy Council Memorandum of 1847 which was 
distributed to all its colonial empire. Its committee 
recommended four types of educational institutions in the 
colonies: (1) Elementary Schools, (2) Day Schools of 
Industry, (3) Model Farm Schools, and (4) Normal Schools. 
Little action was taken in Nigeria on this memorandum. It 
was clear that Britain had no intention of training 
Nigerians for their future responsibilities. British
interest in education in her African colonies was forced upon her by the report of the influential Phelps-Stokes Commission in the United States which was set up in 1922.

According to Lewis (1965), Fafunwa and Aisiku (1982), the genius of Nigerian higher education was Mr. E. R. J. Hussey who became the first Director of Education in 1930, following the amalgamation in 1929 of the Departments of Education of the Colony and the Protectorates of Southern and Northern Nigeria. Hussey’s proposals for education in the country were embodied in the Memorandum on Education Policy in Nigeria. He standardized the early school system into three grades of educational institutions: elementary schools, middle schools, and higher education. According to the proposal, the elementary course would comprise standard infant classes of a two-year period, six years of primary standard, and a two-year period of secondary education in middle school. Specific proposals were made establishing training colleges and higher education institutions at Yaba in the south and Zaria or Kaduna in the north. The proposals maintained that the higher college in the south would be more advanced than that in the north due to cultural differences, but only temporarily.

If at some future date it became desirable to amalgamate the two systems at the top of which would stand the Central Nigerian University, there would be no technical difficulty in effecting the

It was, therefore, envisaged as inevitable that the students of each area should advance at their own pace, in their own surroundings, and pass from their own higher college into public service of the country. Although these were intended to reflect the cultural values and environmental factors in Nigeria, curricula were defined in terms of the traditional concept reflecting the British system of education even though various attempts were increasingly made to relate education to the social and economic development of the country.

The motives behind the founding of the higher colleges were manpower needs coupled with reasons of economy. For according to Hussey,

I have dwelt upon the vital necessity of providing an institution in Nigeria which can train men in the country to play an honourable role in its development ... training of the type contemplated at Yaba and Zaria had been in operation for many years and will considerably reduce European personnel and saving of large sums of money on European salaries. Sound educational expansion among the masses of the people is an important factor in the realization of the latent possibilities, and a natural corollary of economic
These proposals were considered by a subcommittee appointed by the Advisory Committee on Education in the Colonies. There were no departures in considerations by the government and missionary societies except in the integration of the top classes of the primary schools, and in the establishment of two higher colleges at Yaba and Zaria or Kaduna. Later, when it was found that it was not practical to develop two institutions to the full extent of a higher college, arrangements were made for qualified northern students to take advantage of the courses to be offered at Yaba.

According to Okafor (1971), Mr. Hussey made three important revelations about the higher college. First, the aim of the higher college was to provide well-trained assistants for various departments of government and private enterprise. Second, there would be a close liaison between prospective employing departments and Education Department with a section for the training of teachers of higher grade, and a commercial course. Third, the standards of the college would gradually rise and "although no limit would be set to the scope of the institution, it may take a long time before it reaches the standard which must be its ultimate aim, that of a British University." According to Lewis (1965), the Governor also gave details of the college's courses in civil engineering, medicine, agriculture, and the
training of teachers for more advanced work. The training would be of "professional character" and so highly vocational that by itself it could not earn United Kingdom university or professional qualifications. The Colonial Governor emphasized this point and made this evident at the opening ceremony of the college in 1934 when he remarked,

As the level of attainment of students who matriculate at Yaba Higher College rises in proportion to the improvements in the schools from where these students come, the standard of the work at the college will rise in a corresponding degree, and we look forward to the time when it will be possible for men and women to obtain at Yaba external degrees of a British University.

(Donald Cameron, Colonial Governor of Nigeria, opening address delivered at the inaugural ceremony of Yaba Higher College, 1934.)

The fact that it had been stated that the standards of Yaba Higher College could not compete with any British university started a spate of public protest and criticism. The heat generated by public discussion was so momentous that it prompted events which profoundly affected not only the educational but also the Nigerian political situation. A leading newspaper put it thus in its editorial:
...Unless the standard of the college is high, it will be impossible to justify the huge expenditure that is being incurred... . As far as Nigeria is concerned, nothing but the best is good enough for Nigeria. If we must have higher education, we wish to declare emphatically that this country will not be satisfied with an inferior brand such as the present scheme seems to threaten.

(Editorial on "The Yaba Higher College", Nigerian Daily Service, January 19, 1934.)

The college was seen by the Nigerian public as inferior and of no value other than to supply government agencies with young recruits instead of providing higher education. Though it was declared that Yaba Higher College would be adapted to the mentality and aptitudes to suit the local environment, the reward of a local diploma that could not be recognized outside Nigeria caused a lot of frustration to the students, who would have preferred certificates of international recognition (Reports on Higher Education in West Africa, 1935). The Nigerians' discontent was an expression of a people who had come to realize in varying degree that their place in the changing world would be determined by their rate of educational advancement, and the application of modern knowledge to their daily affairs. All available jobs that had some level of honor or prestige had to be filled by those who had higher levels of education.
Despite what may be said of Yaba Higher College, there was some agreement that it was a useful institution that contributed to the development of the manpower needs of the time. In 1947, thirteen years after its formal opening it had produced 58 teachers, 20 medical assistants, 15 assistant agricultural officers, 3 forest supervisors, 6 surveyors, 31 administrators in government and 9 in commerce (Report of Higher Education in West Africa, 1945; Ikejiana, 1964.)

Data regarding the courses offered at Yaba Higher College are presented in Table 1. These data represent the period from 1944-1947.

Examination of the data presented in Table 1 will show courses offered at Yaba Higher College and the number of years of general study for each course. The data will also show the number of years of subsequent professional study and the location where the course was offered during the period. The government felt that education should aim at preparing not only the youths but the whole community. The teachers' educational curriculum was given a higher priority since they were considered the agents for the dissemination of information. Their training, therefore, took into account their role not only as teachers but also as community leaders. There was the need to educate all the people in the community because tendency to educate segments
Table 1

Courses Given at Yaba Higher College, 1944

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of Years of General Course</th>
<th>No. of Years of Subsequent Professional Course</th>
<th>Location of Professional Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>2</td>
<td>2</td>
<td>Ibadan</td>
</tr>
<tr>
<td>Forestry</td>
<td>2</td>
<td>2</td>
<td>Ibadan</td>
</tr>
<tr>
<td>Engineering</td>
<td>4</td>
<td>-</td>
<td>--</td>
</tr>
<tr>
<td>Surveying</td>
<td>2</td>
<td>2</td>
<td>Oyo</td>
</tr>
<tr>
<td>Medicine</td>
<td>1²⁄₄</td>
<td>5</td>
<td>Lagos</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>1²⁄₄</td>
<td>5²⁄₄</td>
<td>Vom, near Jos</td>
</tr>
<tr>
<td>Teacher's Training</td>
<td>3</td>
<td>1</td>
<td>--</td>
</tr>
</tbody>
</table>


of the population could only lead to serious dislocation of the system. The British government began issuing policy statements outlining in broad terms the educational policies supplemented by reports, special commissions, and committees dealing with specific areas of education.

Asquith-Elliot Commission

In 1943, two commissions were set up simultaneously: the first was to examine higher education in all the British colonies, and the second, higher education in West Africa.
These two commissions were chaired by Sir Cyril Asquith and the Hon. Walter Elliot of the British House of Commons.

The Asquith Commission was modified to consider the principles which could guide the promotion of higher education, learning, research, and development of universities in the colonies, and to explore means whereby universities and other appropriate bodies in the United Kingdom may be able to cooperate with institutions in the colonies in order to give effect to these principles. ("Report of the Asquith Commission on Higher Education in the Colonies" [Cmd. 664], HMSO, London, 1945)

Though the recommendations of the Asquith Commission were necessarily of a general nature since they dealt with the British colonies in general, both commissions recommended the establishment of one university in West Africa, at Ibadan, and territorial colleges to be feeders to the main institution and providing intermediate courses (Okafor, 1971). It was also recommended that new university-type institutions should be established in the future in areas which did not have them, when recommended by the Inter-University Council. The reports of both commissions stressed the urgency of the matter and that work should start as soon as possible.
The decisive step toward higher educational development in Nigeria was taken in August, 1947, following the acceptance of the Asquith-Elliot Commission’s recommendations that a university be established at Ibadan. The Yaba Higher College (which was in operation from 1932-1947) was transferred to Ibadan to form the nucleus of the new University College. The principal designate of the proposed university college was Dr. Kenneth Mellanby.

The University College, Ibadan

The initial financial support for the new University College as recommended by the Asquith-Elliot Commission came from the Colonial and Welfare Development Funds. According to Okafor (1971), the amount granted was £1,500,000. Lectures started in January, 1948 with four facilities: agriculture, arts, medicine and science. University College operated under the scheme of a special relationship with the University of London. It also had the advantage of the services of the Inter-University Council for Higher Education in the Colonies, as recommended by the commissions. While the college developed its own curricula and examinations, the University of London provided the appropriate boards of studies and examinations committee. Curricula were structured to relate to the immediate needs of the country and the community it served. The University of London moderated the examinations, marked the student
scripts independent of the college examiners, and arrived at agreed pass lists. The scheme was carefully designed to ensure world-wide acceptance of the diplomas and degrees issued by the new Nigerian University College. It also ensured the allocation of financial aid to University College from the Colonial Development and Welfare Funds.

For some time, especially before 1960, the University College, Ibadan, continued to be attacked publicly as another "Yaba Higher College" that never met the educational aspirations of the people. Nigerians saw it as another calculated intrigue of the colonial regime, and this aroused the feelings of the general public. Criticisms of the University College were of its curriculum in which a call for the establishment of faculties of education and law were made by the Nigerian Union of Teachers. This call was supported by the editorials in local newspapers. In reply to this demand, the Registrar, Mr. A. W. Husband, issued the following public statement:

The feasibility of funding a faculty or Department of Education has been actively in the minds of the college authorities. It is not possible properly to plan such a faculty until the permanent structure of the education system of the country is outlined ... [Further] it might appear that the university should concentrate on research
into teaching methods, leaving the actual training of teachers to other institutions. (Okafor, 1971)

On the second demand for the establishment of a faculty of law, an editorial in one of the local newspapers stated:

When this country becomes self-governing, English law would be to Nigeria what Roman law is to Great Britain today. It would therefore be a mistake to think that the English legal system would continue to operate in this country indefinitely, and our future lawyers would continue to devote all their time to specializing in English law. There is thus an urgent need at the moment for some effort to be made towards codifying Nigerian law in order that freedom to Nigeria, when it comes, might not find us without a fully-developed legal system of our own. (The West African Pilot, Oct. 22, 1953.)

There was also the belief among some Nigerians that the college standards were unduly strict in order to frustrate Nigerians. In his reply to the criticisms of the college, the principal explained that it was because of ...

... the erroneous impression that the possession of a matriculation certificate was an automatic guarantee of ability to benefit from university education. While respecting the principle of academic freedom, we expect the university to
relate its curricula to the immediate needs of the country. ... Instead of creating separate faculties for education and economics, these should be included with other subjects in the liberal arts curriculum. (Mellanby, 1958.)

In spite of all its criticisms, University College Ibadan, in little more than a decade, built itself not only a noble range of building but an academic dignity and reputation which gave it a position of respect for excellence in Africa and the outside world. The development of University College Ibadan was an important milestone in the growth of higher education in Nigeria.

The Nigerian College of Arts, Science, and Technology

This institution does not fall properly into the category of higher education in Nigeria, but with its branches at Zaria (north), Ibadan (west) and Enugu (east), forms the nuclei of future universities.

The college originated as the result of a report on a Technical College Organization for Nigeria produced in 1950 by W. H. Thorp, Chief Inspector of Technical Education in Nigeria, and F.J. Harlow, Principal, Chelsea Polytechnic, London. The two men had been appointed by the government to:
1. Make an assessment of the need for establishing a college or colleges of higher technical education with provision for training for social service.

2. Advise on the organization and location of these colleges.

3. Indicate how the new college organization and the institution for technical education provided under the Ten Year Development Plan (1946-1954) could be integrated into a complete technical education structure.

After extensive travel and study around the country, the two men presented the following propositions:

1. Technical education is of primary importance in a country which is thirsting for economic and social development.

2. The aim of technical education must be to provide for the requirements of industry, commerce, and service, and to adjust itself to the changing needs of the territory. The curricula and organization must be adapted to meet national and local demands and must not adhere to fixed and immutable forms.

3. Large numbers of men and women engaged in industry, commerce, professional and auxiliary occupations lack the specialized knowledge and training which would allow them to be efficient in their vocations and fit to accept greater responsibility. For them, courses must be arranged so that they can improve their knowledge and
efficiency while continuing in employment and other services.

4. Special attention must be paid to the training of teachers, particularly for secondary schools, technical institutions, and for institutions engaged in the training of primary school teachers, and also for persons engaged in social activities such as youth and community center work, or in community development generally (Okafor, 1971). The team also suggested that a large proportion of the work of the proposed Nigerian College should be conducted under the "sandwich system" which consists of an alternation of the college courses with spells of "training within industry" or training in department schools.

It soon became apparent from the proposals of the two-man team that an undesirable overlap might occur between the technical college courses and those of University College Ibadan. Therefore, a meeting was convened on December 22, 1948, between Dr. Mellanby, the Principal of University College, and the heads of the Government Technical Department. It was agreed that university college would be responsible for continuing courses of instruction leading to administrative specialist and research posts while the technical college would deal mainly with remedial courses leading to technical or executive officers' cadres. In 1952/53, the Zaria and Ibadan branches of the college opened. Zaria was chosen as the headquarters of the two
colleges because it was suggested that Ibadan was receiving too many favors. The Enugu branch opened for the 1955/56 session.

According to Dike (1962), the International Bank for Reconstruction and Development had sent a committee to review the economic development of Nigeria in 1954. In its report, the committee suggested that the schools of agriculture, owned by the northern and western regional governments and situated at Zaria and Ibadan respectively, should be merged with branches of the Nigerian College in those towns. Enugu is too far from Unuahia where the Eastern regional government owned its school of agriculture; therefore, merger was not feasible. Courses were expanded and given at each center. While the federal government supplied the funds, local interests were reflected in the location of courses as indicated in the commission report.

... We doubt whether, as a federally-operated institution, it is capable of adjusting its activities in each region to the diverse educational activity of each. .... ... a regionalized college is more likely to attract the local interest needed to enable it serve as the local point for education, technical, and cultural growth in that region. (Report of the Economic Development of Nigeria, organized by the
Three types of courses were offered at the intermediate level that included: General Certificate of Education, Advanced Level (GCE, A'L), Professional and In-service Courses. The Nigerian College did not provide vocational courses of technical nature in subjects like printing, photography, journalism, and book-binding as suggested, rather it competed with the University College in literary subjects instead of complementing it. This was due to the fact that during the introduction of western education in Nigeria, literary tradition was highly valued. Although attempts were subsequently made to bring the technical and vocational subjects into the school curriculum, these had experienced little success. Literary tradition and the university degree had become symbols of prestige. Technology, agriculture, and other more practical undertakings, especially at the subprofessional level, had not been very popular and thus had not been attractive to Nigerians. Even when the advantages of science and technology were recognized, there was still limitations on turning out students in those areas because of the cost involved in setting up laboratories and buying necessary scientific equipment. The college was, therefore, limited by these circumstances.
Data regarding the growth of the student population at the Nigerian College of Arts, Science and Technology are presented in Table 2. These data cover the period from 1952-1960.

Table 2

Growth of the Student Body at the College of Arts, Science and Technology

<table>
<thead>
<tr>
<th>Year</th>
<th>ENUGU</th>
<th>IBADAN</th>
<th>ZARIA</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1952-53</td>
<td>--</td>
<td>8</td>
<td>31</td>
<td>39</td>
</tr>
<tr>
<td>1953-54</td>
<td>--</td>
<td>113</td>
<td>29</td>
<td>142</td>
</tr>
<tr>
<td>1954-55</td>
<td>--</td>
<td>162</td>
<td>92</td>
<td>254</td>
</tr>
<tr>
<td>1955-56</td>
<td>32</td>
<td>190</td>
<td>191</td>
<td>413</td>
</tr>
<tr>
<td>1956-57</td>
<td>99</td>
<td>232</td>
<td>220</td>
<td>551</td>
</tr>
<tr>
<td>1957-58</td>
<td>148</td>
<td>291</td>
<td>273</td>
<td>712</td>
</tr>
<tr>
<td>1958-59</td>
<td>204</td>
<td>336</td>
<td>335</td>
<td>875</td>
</tr>
<tr>
<td>1959-60</td>
<td>241</td>
<td>424</td>
<td>423</td>
<td>1,088</td>
</tr>
</tbody>
</table>

SOURCE: The Nigerian College of Arts, Science and Technology Calendar 1960/61 Session

Data in Table 2 includes all three locations, Enugu, Ibadan, and Zaria.

Data regarding planned courses for instruction and enrollment at the Nigerian College of Arts, Science and Technology are presented in Table 3. These data represent the period from 1952-1953.

Examination of the data presented in Table 3 will show the courses of enrollment and the maximum number of students accepted for each course by the Nigerian College of Arts, Science and Technology at its three locations of Zaria, Ibadan, and Enugu.
The Nigerian College of Arts, Science and Technology was dissociated by the Ashby Commission Report recommendations of 1959 that the three branches should form the nuclei of universities owned by the three regional governments of Nigeria.

Table 3

Nigerian College of Arts, Science and Technology, Planned Courses of Enrollment, 1953

<table>
<thead>
<tr>
<th>Maximum Number of Students</th>
</tr>
</thead>
</table>

**ZARIA:**

- Civil Engineering .................. 100
- Sub-professional Engineering .......... 60
- United Kingdom Teachers Training
  - College Certificate .................. 75
- Physical Education Specialists ........ 20
- Art Teachers ........................ 15
- Architectural Assistants ............. 30
- Agricultural and Veterinary Assistants
  - Course ............................ 30
- Higher School Certificate for
  - Northern Students .................. 40
- Secretarial Course for Northern Students . 20
- Local Government Course .............. 30
  **Total** 420

**IBADAN:**

- Matric (Old Inter.) Arts or Higher
  - School Certificate .................. 40
- Matric (Old Inter.) Science or Higher
  - School Certificate .................. 40
- Laboratory Technicians .................. 20
- Science for Agriculture and Forestry ..... 30
- United Kingdom Teacher Training College
  - Certificate .......................... 75
- Local Government ........................ 40
- Bookkeeping and Accountancy .......... 30
  **Total** 275

(Table Continues)
Table 3 -- continued

ENUGU:

<table>
<thead>
<tr>
<th>Course</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matric (Old Inter.) Arts or Higher</td>
<td>40</td>
</tr>
<tr>
<td>School Certificate</td>
<td></td>
</tr>
<tr>
<td>Matric (Old Inter.) Science of Higher</td>
<td>40</td>
</tr>
<tr>
<td>School Certificate</td>
<td></td>
</tr>
<tr>
<td>Science for Agriculture</td>
<td>30</td>
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<td>Local Government</td>
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<td>Secretarial Work</td>
<td>30</td>
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<td>Mining Engineering</td>
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<td>Surveying</td>
<td>30</td>
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<td><strong>Total</strong></td>
<td><strong>240</strong></td>
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The Ten Year Development Plan, 1946-1954

In 1946, shortly after the Second World War, the colonial government introduced a Ten Year Development Plan for education in Nigeria. The plan called for a considerable expansion of secondary education and teachers' training as the underpinning of a sound primary educational system. Thus enrollment at secondary schools and teachers' training colleges increased, and control mechanisms were introduced. The plan aimed at changing some of the educational curricula by providing education more suitable to the needs of the country. Better conditions of service were introduced for the teachers. More adequate financial assistance was provided to the missions and other voluntary agencies to maintain efficient staffs and expand education in their territories within financial limits. Incorporated
in the plan was a clear connection between education, social, and economic policies.

While the Ten Year Development Plan policies were in progress, another exhaustive inquiry was conducted into the system of grants-in-aid for education in Nigeria. In a memorandum published in 1948 on Education Policy for Nigeria, four suggestions were made on the basis of a scheme for financing primary school education. These principles included:

1. grant-in-aid should be directed to facilitating balanced development of the whole primary system by ensuring a satisfactory balance between the senior and junior primary schools;

2. that there should be a division of cost between the public revenues and the localities served;

3. that there should be adjustment of the local contributions; and

4. that the commitments of approved voluntary agencies should be defined at fixed intervals. (Grant-in-Aid for Education in Nigeria, A Review with Recommendations, Sessional Paper No. 8 of 1948, Government Printers, Lagos, 1948.)

In 1954, the Ten Year Development Plan for Education in Nigeria was brought to a premature end by the introduction of a federal system of government in Nigeria. Regional governments were granted some self-governing powers to make
proposals for educational policy within their respective regions. In January, 1955, the Western Region of Nigeria submitted a proposal that stressed as its most immediate objective, "The introduction of universal primary education" (Western Region, Nigeria, Ministry of Education, Proposals for an Education Policy for the Western Region, Ibadan, 1955.) In December, 1956, universal primary education was officially introduced in the Western Region. A similar step to introduce universal primary education was also launched in the east, but this was not as successful owing to financial constraints. In the northern region, the issue of universal primary education was out of the question because of the antagonisms between the northern rulers and the activities of the western education system.

Education Imbalance

Despite the merging of the Education Departments of Northern and Southern Nigeria in 1929, the various committees, commissions, memoranda, policies, and recommendations did not stop enacting separate legislative education for the two territories until the Education Ordinance of 1948. This resulted in educational imbalance between the north and the south in structure and distribution. According to Lewis (1965), in consequence, by 1948 there were only 3 secondary schools in northern Nigeria and just over 1,100 primary schools as compared with 43 secondary
schools and nearly 5,000 primary schools in the southern provinces. By 1951, the total primary school population in Nigeria had risen to 1,002,557 with primary school institutions numbering 9,108. There were 93 secondary schools with a population of 31,425 students. The number of teachers was 39,573, working in all types of schools, but only 11,032 possessed certificates (Fafunwa and Aisiku, 1965). In that year, too, Nigeria was divided into three regions of the north, west and east. Education became a regional function. According to Cowan, et al (1965), by the year 1958, over 2,500,000 children attended some 17,000 schools in Nigeria, 25,000 were enrolled in teacher training colleges, and more than 1,800 students pursued higher education in Nigerian College of Arts, Science and Technology and the University College Ibadan. Additionally, 10,000 Nigerians were pursuing courses at various colleges and universities overseas. The total recurrent expenditure on education was approximately £20,000,000 which came from the federal and regional governments’ revenues. This educational imbalance between the north and the south, in both structure and distribution, became a national problem. Toward the end of pre-independence Nigeria, specifically in April, 1959, the federal government set up a commission to conduct, from 1960-1980, an investigation into Nigeria’s needs in the fields of post-secondary school certification and higher education. This commission is commonly referred
to in Nigeria as the Eric Ashby Commission. It can be seen that the foundation for the proliferative higher education expansion of post-independence Nigeria (1960-1985) was laid in the 1950’s.

The Merits and Demerits of Colonial Education

According to Deighton (1971), colonial education in Nigeria was influenced by two major factors:

1. The British philosophy and education practices at home, and

2. The British enterprise that was motivated by economic forces that gave rise to imperialism which proposed that colonies existed primarily for the benefit of the mother country, the imperial power.

These considerations had an adverse effect on Nigerians and Nigerian education. The colonial government adopted indirect administration of education through the use of Christian missionaries by imitating the British practices at home. This education policy of indirect control was responsible for the educational imbalance in Nigeria between the north and the south. There were, however, good policies that were not translated into action resulting in continued separate education control mechanisms between the north and the south. This led to Muslim antagonism regarding western education in the north. Since the south embraced the western-Christian education, which the north did not
welcome, the seed of disunity was sown between the two regions. The uneven distribution of educational facilities among the different ethnic groups in Nigeria by the colonial power also resulted in unequal access to better jobs in the government and other economic sectors. This inequity exacerbated tribal tensions and was generally considered to be the foremost contributing factor to Nigerian political and ethnic problems (Deighton, 1971). Imperial power operated on the assumption that the colonies existed primarily for the benefit of the mother country and, therefore, must be exploited. Deighton (1971), maintained that the aim of colonial education was to meet the demands and the needs of the imperial power, resulting in African (Nigeria) miseducation. The curricula and texts of the period showed that everything was directed toward convincing the young African of the congenital inferiority of the black, the barbaric nature of his ancestors, and the goodness and generosity of the colonizing nation, which put an end to the tyranny of the black chief and brought with it peace, education, and health measures. By trying to effect a veritable depersonalization of Africans, using every possible means to imbue students with an inferiority complex and the idea of the congenital incapacity of the black, colonial education sowed a seed pregnant with consequences. It was a corruption of thinking and sensibilities of the
African, and filled him with abnormal complexes (Moumouni, 1968).

It appears that colonial education was designed to rob the Africans of their human dignity, make them reject themselves and their self-identity, and look down upon their culture and fellow Africans. It was designed to regard everything African as primitive and savage. Colonial education did not hope to educate Nigerians but to convert them through the provision of schooling.

According to Goodson and Ball (1984), the school played a dual role in this aim. First, it provided the most effective means of achieving religious instruction; religion pervaded the whole curriculum. Second, it was used to turn the Nigerians into Christians which involved both converting and civilizing via a catechetical functional literacy. Goodson and Ball (1984), maintained that this structural condition often served the interests of the colonial government, the settlers, and the mission, but did not find its needs and interests served among the Nigerian populace.

With reference to curriculum, the examination of colonial policy for education in Nigeria quickly demonstrates the enormous and enduring mismatches which emerged between the wishes of the metropolitan government and colonial administration and the form of education which actually took shape. According to Goodson and Ball (1984), the analysis of this mismatch indicates that there was no
resistance by the indigenous people to control and determine the educational curriculum offered to them. Thus three types of competing curricula emerged, based upon radically different assumptions about the nature and purpose of education. These three versions may be termed the evangelical curriculum, the adapted curriculum, and the academic curriculum; and each is identified with particular phases in colonial history. The early Nigerian education system was not planned as a key strategy for increased needs or values and potential economic growth and political advancement that would dissolve tribal and communal affiliations or loyalties; rather it was grounded on the colonial experiences at home that did not suit the Nigerian conditions.

In spite of all its shortcomings, it would be truly unfair to regard the entire efforts of colonial education in Nigeria as ineffective. Colonial education brought a thirst for knowledge and a zeal for modernization. It brought about political awakening and a consciousness that led to independence. It was a powerful factor in social, economic, and cultural changes, and also developed the growth of individualism in Nigeria. Crowder (1968) expressed the values of colonial education thusly:

In those areas which were touched intimately by Europe—whether through the presence of school, a trading post, or administrative centre, what is surprising is not that traditional society fell
apart, but that it held together so effectively; that traditional moral obligations to one’s family survived with western individualism, the new social system. The educated elite itself, though often opposed to the traditional values, nevertheless had feet in both traditional and western-oriental society.

Individual achievement, which had been a drive in modern times, became an accepted practice in Nigerian society. This became a positive and useful tool for building a harmonious traditional society, and strengthened corporate responsibility.

It is clear to the student of Nigerian affairs and Africa in general that colonial education had been the matrix out of which nationalism and its major advances have arisen. Education has enabled individuals and groups within or outside communities to communicate with one another as well as with the outside world. This eventually laid the basis for common political and social actions that transformed fundamentally tribal societies into what Professor George Balandier (1956) called the new "social categories".

The greatest achievement as well as the most profound problem of the European in Nigeria, therefore, lay in education. Their commitment to provide a western education
in a western language is the key historical event of this whole period.
CHAPTER 4

HIGHER EDUCATION AND CURRICULUM DEVELOPMENT
1960-1985

Shortly before the appointment of the Sir Eric Ashby Commission in 1959, there were discussions and correspondence among then-Premier Dr. Nnamdi Azikiwe of Eastern Nigeria, the Eastern Nigerian Ministry of Education, and the Inter-University Council for Higher Education Overseas, London (IUC), with the International Cooperation Administration of the United States (ICA) requesting a team of experts to advise the Eastern Nigerian government on the establishment of a university there. In answer to this request, Dr. J. W. Cook, the Vice-Chancellor of the University of Exeter, England, Dr. John A. Hanney, President of Michigan State University, and Dr. Glen L. Taggart, Dean of International Programs, Michigan State University, came to Nigeria, Okafor (1971). After discussions with Dr. Azikiwe, educational and religious leaders in Eastern Nigeria, visits were made to the proposed site at Nsukka and a number of the larger towns in the eastern region. The team agreed that establishment of a university in Eastern Nigeria was desirable. According to Okafor (1971), in arriving at its decision, the team found that:
1. The people of the eastern region were desirous of higher education.

2. There were enough qualified prospective students to enter the university.

3. A half million pounds (£500,000) would be set aside annually from the Marketing Board funds. This, with possible revenue from the developing oil industry, would be a source of finance.

4. The university would train Nigerians with bachelors’ or masters’ degrees to take positions on the staff and fill other employment availabilities. The team recommended the establishment of a Provisional Council and set out a number of academic areas in which the new university could advance. Dr. Nnamdi Azikiwe’s philosophy as accepted by the team, is described in the following quotation:

   In order that Nigerians will effectively perform roles of leadership which they are increasingly assuming and will assume several years hence with the coming of independence, there is interest in the country for founding a university, and subsequently a broader educational system, rooted in African life and drawing fully upon the educational philosophies of other cultures . . . not [as] an imitation but rather a full adaptation
to the needs of the indigenous culture.

(University of Nigeria, Eastern Region Official Document No. 4 of 1958, Enugu, Nigeria).

The University of Nigeria, Nsukka

On October 7, 1960, the University of Nigeria, Nsukka admitted its first students. The concept of this university was initiated by Dr. Nnamdi Azikiwe, the first President of the Federal Republic of Nigeria, who wanted a completely vocational and truly Nigerian university. This was summed up in the report by the Eastern Nigerian Government:

In order that the foundation of Nigerian leadership be securely laid, to the end that this country shall cease to imitate the excrescences of a civilization which is not rooted in African life, we recommend that a full-fledged university should be established in this region without further delay. Such a higher institution of learning should not only be cultural according to the classical concept of universities, but it would also be vocational in its objective and Nigerian in content. (Report of the Economic Mission to Europe and North America, Enugu, 1955.)

The commission recommended that the university start with six faculties: Arts, Science, Law, Theology, Engineering, and Medicine. Emphasis in the curricula was to be related to
the day-to-day life of the people. The university was, therefore, organized so as to relate its mission to the social and economic needs of the region. To this end, professional and technical education were given priority in its curricula, and the following institutes were considered necessary: Agriculture, Architecture, Diplomacy, Domestic Science, Dramatics, Education, Finance, Fine Arts, Fishery, Forestry, Journalism, Librarianship, Music, Pharmacy, Physical Education, Public Administration, Public Health, Secretarial Studies, Social Work, Surveying, and Veterinary Science. It was emphasized that the university curricula should inculcate in the students the idea of the dignity of labor and that by hard work, sacrifice and self-determination, a poor student could obtain vocational higher education. It was hoped that the training in self help and the experience in self-reliance would enhance students' confidence and enable them to puncture the myth of the proverbial lack of initiative and drive on the part of the Nigerian worder.

The uniqueness of the University of Nigeria, Nsukka lies in its being the only university in continental black Africa to start as the result of wholly African initiatives, as an autonomous degree-awarding institution with a broadly based curriculum in all its subjects. All its activities have centered on two key issues: nationalism and restoration of the dignity of man.
The Eric Ashby Commission Report

Nigeria became an independent nation on October 1, 1960. In the same year the Commission on the needs of Post-School Certificate and Higher Education in Nigeria over a twenty year period (1960-1980) published its report entitled "Investment in Education". The report of the Ashby Commission has been described as the Educational Bible of Nigeria. One of the recommendations of the commission was the integration of the Nigerian College of Arts, Science and Technology into the university system to permit the concentration of university resources around existing centers of academic activities in the country. The commission recorded its view of the Nigerian college:

It [the Nigerian College] has played a valuable part in an expanding system of education, especially inasmuch as it has provided courses in subject inappropriate to University College, Ibadan, and has compensated for the shortage of sixth forms by providing courses for the GCE Advanced Level. Its purpose needs be redefined. We recommend that arrangements be made as soon as possible to rescind the act incorporating the Nigerian College of Arts, Science and Technology and integrate its three branches into three
different universities. (*Investment in Education*, Government Printers, Lagos, 1960.)

The conversion to universities of the College of Arts, Science and Technology was a significant event in the development of Nigeria's higher education. The curricula were changed and courses of some subjects were designed in recognition of the prestige value of a degree as opposed to non-university qualification. The change of the curricula represented a departure from the established British practice of relegating vocational courses to technical education or to training "on the job", and favored the American system of higher education where degrees are granted for many professional courses.

The commission had the additional task of forecasting Nigeria's needs based upon the understanding then that by 1980 she could be:

... a nation of some 50 million people, with industries, oil, and well-developed agriculture, intimately associated with other free African countries on either side of its borders; a nation which is taking its place in technological civilization, with its own airways, its organs of mass communication, its research institutes (Lewis 1965).
In this projection, the commission was in error. Within three years, the Nigerian census recorded a figure of 55 million, an excess of 5 million over the projection. By 1973, the Nigerian population had reached 80 million, an excess of 30 million over the projection for the year 1980. The accuracy of these figures remains in doubt and serves to underline the inherent difficulty of long-term planning in Nigeria and of making projections without adequate statistical information, economic, and political consideration.

The Ashby Commission proposed that the federal government establish a National University Commission for efficient use of funds from the federal government and other sources for the proposed universities to be established at Zaria, Lagos, and Ife. It recommend that the University Commission examine other proposals for the establishment of institutions of higher learning which required federal support, and advise the federal government where grants should be made. In addition, the National University Commission would, in consultation with the universities, initiate and consider plans for balanced development to ensure that they met national needs; would collect, examine and publish information about university finance; and would give advice to the federal government or to the universities on matters of higher education in the national interest.
Curricula contents were emphasized and remained similar to those of the British institutions of higher learning.

The Ashby Commission Report provided a framework that would ensure that the national interests in education were properly looked after, and also that the autonomy and security of universities are protected. After the deliberation of the report by the federal government and various academic leaders, it was accepted as a comprehensive analysis of the then current Nigerian educational situation. The federal government accepted the recommendations in principle as the basis for the development program during the next ten years and committed the country to a capital expenditure of about £75,000,000 for the period from 1961-1970 for the purpose of developing manpower needs.

**Manpower Needs and Economic Developments**

The motives for the demand for universities in Nigerian have been two-fold. The first was nationalism; and the desire to counter the denigration of the black race and restore the dignity of man. The second was the increasing manpower shortage. The necessity for trained manpower was the impelling motive of the British colonial administration in the attempt to establish institutions of higher learning in West Africa and in Nigeria particularly. This became the primary consideration of post-independence Nigerian government.
According to Professor Harbison (1965), the requirements for manpower were basically three-fold: first, to expand activities in sympathy with economic growth; second, to replace expatriates; and third, to replace normal attrition brought on by retirement, re-allocation, emigration, death, et cetera. Professor Harbison (1965) summed the Nigerian manpower needs thus:

As an emerging independent nation, Nigeria is faced with the task of maintaining, and if possible, accelerating the pace of economic growth . . . . In comparison with many other newly developing nations, Nigeria's rate of growth is fairly high, yet her living standards are still very low . . . and classified as economically underdeveloped. Thus, rapid growth is required to raise the living standards even to a level equivalent to the average of the world's presently underdeveloped nations. . . . It's manpower needs must be developed and harnessed.

Of all the resources required for economic development and growth, top-level manpower requires the longest time to create. Modern dams, power stations, textile factories, or steel mills can be constructed within a few years, but it takes several years to train the managers, administrators, and engineers to operate them. Schools and colleges can be erected in a matter of months, but it takes decades to
produce high-level teachers and professors. It was in this respect that technical and scientific education were given priority in university programs and curricula to enhance manpower for the rate of economic growth envisaged. To raise student numbers for the required projection of manpower demand, more universities were established, and diversity in higher education was encouraged. Nigeria's free migration of staff and students among all regions helped promote intellectual cohesion, economic development, political tolerance, and a common social purpose.

The University of Ife: A Study In Regional Rivalry

The Ashby Commission had recognized the strong regional loyalties in Nigeria and therefore recommended four universities, one in each region and the fourth in Lagos. It was also agreed that a second university should be built in each region during the next 20 years, but it did not recommend giving federal aid, for the time being, to more than one university in each region and Lagos. By this oversight, the Commission had underestimated the strength, the pride, the autonomy, and the interests of each regional government.

While the final draft of the report was in progress, the Western Regional Minister for Education informed the commission of his government's earlier decision to establish a university in that region with its own funds. Since no
further indications were forthcoming about this university, the commission did not discuss the proposal. Subsequently, as a member of the commission, the Minister of Education of the Western Region submitted a reservation recommending seven rather than four universities, three would be sponsored by the three regional governments:

I do not agree that four universities financed by the federal government will adequately meet the needs of Nigeria during the next ten years. I favour the creation of an additional regional university in each region which will bring the total to seven. In my view the University of Nigeria, Nsukka and the proposed Ahmadu Bello University, Zaria should be allowed to develop into full universities owned respectively by the eastern and norther regional governments, but with federal financial support if required. The university which the western regional government proposes to build somewhere in the region should fall into the same category ("Investment in Education", Report of the Commission on Post-School Certificate and Higher Education in Nigeria, Lagos, 1960).

The minister's proposal was not clearly understood, but it was inferred that it was meant to give the western
regional government a control over one university like the other regions. The commission did not encourage the founding of a Western Regional University but concluded in its report that "if the proposed university applies for federal aid, we would expect its application to be dealt with by the National University Commission". Subsequently a White Paper ("White Paper on the Establishment of a University in Western Nigeria", Western Nigeria Legislature Sessional Paper No. 12 of 1960, Ibadan, 1960) was published by the Western Nigeria Government on the establishment of a university in western Nigeria,

... to explain the purpose of such an institution and indicate the steps which are being taken towards its establishment. It emphasized that the proposed university would in no way be exclusive to the western region and would open its doors not only to students from all parts of the Federal Republic of Nigeria, but also from the rest of the world.

The white paper was seen as a political justification for the government's decision to own a university like other regions. Accordingly, two committees were established:

(a) the University Planning Committee, comprised of persons qualified to advise on the intricate planning of a university, and (b) a University arlimentary Committee drawn from both sides of the House of Assembly and the House of Chiefs.
The latter committee was to be advisory to the Minister of Education and Provision of Higher Education in the Region.

The committee enunciated principles upon which the new university should be based, some of which included:

a. Emphasis on the programs and the curricula to improve the general education of its students and the interrelationship of different branches of knowledge.

b. African studies must form an integral part of the education of every student, and research into African problems should be given priority in every department.

c. University buildings, academic robes, and organizations should reflect African cultural traditions.

d. Subject to location, the university should give evening courses and sandwich courses leading to degrees.

e. The content of professional courses should be more closely related to the country’s needs and experiences drawn from the United States in the training of doctors and other professionals.

f. The aim of the university should be to produce graduates who will be able to adjust themselves to life in the communities in which they may be called upon to serve, and for this reason students should be able to clean their own rooms, serve meals, et cetera.
g. Professors and heads of departments should be spared as much as possible from administration.

h. The university should be named after the town of its location.

In October, 1962, the university, named the University of Ife, opened at the site of the Ibadan Branch of the disbanded Nigerian College of Arts, Science and Technology with five faculties: Agriculture, Arts, Economics and Social Studies, Law, and Science (White Paper on the Establishment of a University in Western Nigeria, Western Nigeria Legislature Sessional Paper No. 12 of 1960, Ibadan, 1960). The University now has an Institute of African Studies and an Institute of Administration which was founded in 1963-64.

The Nigerian Universities Commission (NUC)

The Ashby Commission recommended the establishment of a National Universities Commission to advise the government on the distribution of the limited funds available for higher education. It suggested that the Universities Commission should be upgraded by an Act of Parliament and should consist of a chairman and nine members, all part time, giving their services free. It maintained that the chairman should be a distinguished Nigerian citizen chosen for the confidence placed in him by all Nigerians. It recommended that two members of the commission, who should serve for a
limited period, should be distinguished and experienced scholars from abroad. The other seven should be non-partisan Nigerians. Heads of Nigerian universities should neither be eligible for government, nor should there be any government representatives among the members, though the Permanent Secretary of the Federal Ministry of Education could attend as an observer. The body, once established, should, in consultation with the heads of the universities, suggest a list of its own successors, while the final choice should be left to the federal government. However, retirement from the commission should be arranged so as to ensure continuity. A full-time secretary would be required (Investment in Education, Lagos, 1960).

In effect, the idea of a National Universities Commission derived from Britain’s University Grants Committee was exported to Nigeria. The federal government accepted the recommendation and in 1962 appointed a university commission and which was reconstituted in January 1974 by Decree No. 1 of the Federal Military Government as a corporate body with the following terms of reference:

1. To assist in consultation with the universities and other bodies concerned in planning the balanced and coordinated development of the universities in order to ensure that they are fully adequate to the national needs.
2. To inquire into (and advise the government on) the financial needs, both recurrent and capital, of university education in Nigeria.

3. To receive annually a block grant from the federal government and to allocate it to universities with such conditions attached as the commission may think advisable.

4. To act as an agency for channeling all external aid to the universities throughout the federation.

5. To take into account, in advising the federal government, such grants as may be made to the institutions, both at home and abroad.

6. To collect, analyze, and publish information relating to university finance and university education both in Nigeria and abroad.

7. To make, either by itself or through committees, such other investigations relating to higher education as the commission may consider necessary, and, for the purpose of such investigations, to have access to the records of universities seeking or receiving federal grants.

8. To make such other recommendations to the federal government or to universities relating to higher education as the commission may consider to be in the national interest (University Development in Nigeria, Report of the National Universities Commission, Lagos, 1963).
The National Universities Commission set out a comprehensive document which dealt with all aspects of university affairs in the country, ranging from student numbers and their distribution, entrance qualifications, academic staff and university finances, through buildings for teaching, halls of residence, and general finance policies.

The constitutions of the Nigerian universities enable the governments which have established them to wield a large amount of influence over these universities. Although the councils established to manage the universities are corporate bodies, they may be dissolved should the government feel its aim thwarted; and this has occurred on some occasions. In this respect, it is quite meaningless to talk of autonomy in the context of Nigerian Universities. Besides appointing a majority of the members of the councils of universities, the government also has other means of ensuring a constant watch over the universities, ensuring that the universities fulfill the functions for which they were set up.

With the structure of the National Universities Commission and the takeover of university education by the federal government, the commission now performs more than advisory functions. It is, in fact, the main policy formulation body in regard to university education in the country, and undertakes periodic review of conditions in order to make recommendations to the federal government.
The First National Development Plan
1962-1968

In 1962, the Nigerian federal government launched what it described as the First National Development Plan, 1962-1968. The plan was very similar in structure and content to the Ten-Year Plan of 1946-1954 established under colonial rule, but with modifications and different programs and projects in various regions of the north, east, west, and the federal capital territory, Lagos. Due to overlap, the regional programs projects encountered tremendous problems in the effort to coordinate them. The peculiar primary aspect of the First National Development Plan was the recognition and the priority it placed on Nigerian educational needs and objectives (the establishment of sufficient educational facilities at all levels of education). The comprehensive nature of this development plan gave it its national character.

The post-independence educational needs of Nigeria, as outlined in the First National Development Plan, called for a more purposeful governmental intervention in the educational planning in Nigeria so as to achieve six major national objectives in education. These objectives were:

1) A redefinition of the goal of Nigerian education;
2) A departure from the existing practice regarding the ownership, control, and administration of all educational institutions in Nigeria;

3) A democratization of education at all levels and for all Nigerians irrespective of their geographical location, religious persuasion, and age;

4) A re-evaluation of the content of the curriculum so as to make it relevant to a country poised to modernize her economy and sensitive to a preservation of her moral and cultural values;

5) A revision of the division of responsibilities between the federal, state and local governments and a readjustment of financial obligations for education among these layers of the government;


During this period, 1962-1968, the federal government was responsible for education in the capital territory of Lagos. The regional government, on the other hand, had primary responsibility for education at all levels in their respective regions with some assistance from the federal government. For this plan period, a total expenditure of
£45,000,000-£65,000,000 was incurred for the implementation of the federal and regional governments' programs in the educational sector of the economy (First National Development Plan, Federal Ministry of Education, Lagos, 1962). This represented 65.2 percent of the total planned estimate of £69,800,000. The federal government spent £24,700,000 against the £29,200,000 estimated. The regional governments together incurred a total capital expenditure of £21,000,000.

The First National Development Plan emphasized:

(a) An increase in enrollment at all levels of the Nigerian education system;

(b) Division of funds to make such an enrollment increase possible;

(c) The training of teachers;

(d) Provision of physical space; construction of new school buildings and expansion of existing facilities; and finally

(e) Governance of all schools in the country including higher educational institutions.

No specific mention or provision was made regarding the curriculum change in terms of course content at any level to reflect the high-level manpower development which the government considered as the most critical need. The prevailing view among the Nigerian educators was that education should be tailored to reflect the economic and
social conditions of the country. The colonial system of education thus registered its final approval in post-independence Nigeria.

The four premier post-independence Nigerian institutions of higher education: The Ahmadu Bello University, Zaria; the University of Nigeria, Nsukka; the University of Ife; and the University of Lagos became fully operational during this period. Each was unique.

The development of a Nigerian crisis in 1967 led to emergency creation of a 12-state structure from the four regions and the Federal Capital Territory of Lagos by the federal military government. The subsequent breakaway of the eastern region, often referred to as the "Biafran Secession", made it administratively impossible to continue with the provisions of the First National Development Plan or to embark on any similar plan. The crisis gradually evolved into a full-scale brutal civil war. All educational activities were halted; all efforts and resources were channelled toward the war. For 30 months (July 1967-January 1970), Nigeria was engulfed in such self-destruction as had never been witnessed in Black Africa. After the war ended, its destructive consequences lingered. As Nigeria designed a new path to history, its objectives appeared difficult to realize.
The Second National Development Plan
1970-1974

The Nigerian (Nigerian/Biafran) civil war formally ended on January 15, 1970. The federal government embarked on the principles of reconciliation, reconstruction, and reallocation. On this basis, the government embarked on another program, The Second National Development Plan of 1970-1974. The plan, hastily introduced, was primarily designed to reconstruct and restore educational facilities destroyed during the war and to reactivate the country's economy. In a broader sense, the general purpose of the The Second National Development Plan remained the same as the First, but with a redefinition of the Nigerian educational system and purpose:

A re-evaluation of curriculum content to make education more relevant to the needs of the country; a revision of the division of responsibilities between the federal, state, and local governments; a review of the proper roles of teachers, parents, and the community in the educational system; a review of the salary structure of the education personnel; and finally, a review of adult education programs with a view to training functionally literate Nigerian adults (Objectives

In effect, the basic principle underlying the The Second National Development Plan 1970-1974 was a formulation of measures to restore and reactivate educational facilities and services that had been disrupted during the war. The federal government extended specific financial assistance to those states seriously affected by the war. The building of new educational institutions at all levels and efforts to increase enrollment were once again emphasized. The teaching of science and technical subjects was encouraged at all levels. Due to the educational setbacks in the war-affected areas of the country, the federal government viewed the first half of the period as needing progressive acceleration of growth in all educational output to meet the manpower needs of Nigerian society. During this period, a total of £28,4000,000 was spent by state and federal governments at all educational levels (Objectives for Education, The Second National Development Plan, Federal Ministry of Education, Lagos, 1970). Many institutions of higher education sprang up in various states and were financed by either the federal or state government.

At the expiration of this plan period, many of the stated objectives had not been achieved, implemented, or completed. It became necessary, therefore, for the Nigerian government to embark on another major national development
plan. It had become a routine, an unofficial government policy— that at the expiration of every plan period, another would be started, to promote continuous development in the country.

The Third National Development Plan
1975-1980

The political leaders of Nigeria saw education not only as the key to modernization, but also as an effective instrument for imparting a sense of national dignity and promoting political integration. There was the need to overcome "the colonial mentality". Education therefore became a very powerful force for social change in the process of dynamic nation-building. In this pursuit, the education program during the Third National Development Plan, 1975-1980, was aimed at seeking a real transformation of the educational scene in Nigeria by improving and expanding educational facilities substantially in all parts of the country. The cornerstone of the program for educational development during this period was a strong commitment by the federal and the state governments cooperating on matters relating to planning, administration, and financing educational activities. The federal government, therefore, specified its objectives and reaffirmed them in the following terms:
(a) To expand facilities for education and equalize individual access to education throughout Nigeria.

(b) To reform the content and structure of general education and make it more responsive to the socio-economic needs of the country.

(c) To consolidate and develop the nation's system of higher education in response to the economy's manpower needs.

(d) To rationalize the financing of education with a view to making the educational system more adequate and efficient.

(f) To make an impact in the area of technological education so as to meet the growing needs of the economy (Third National Development Plan, Federal Ministry of Education, Lagos, Nigeria, 1975).

These stated objectives had important policy implications at various levels of education in Nigeria. The plan recognized that Universal Primary Educations (UPE) in Nigeria was a prerequisite for equalization of all facets of educational opportunities across the country. Since equalization of educational opportunity was a major government objective, one of the most far-reaching policy decisions in the plan was the introduction of Free Universal and Compulsory Primary Education (UPE) throughout the country (Universal Primary Education: UPE, A Program of Free Primary Education in Nigeria, September, 1976). The
program increased enrollment substantially at all educational levels in Nigeria.

In curricula, greater attention was paid to creating and consolidating a balance between the structure and content of education at all levels. For the first time in Nigeria's educational history, a formal secondary technical system was established, and technical education was also introduced into the higher education curriculum. Higher technical educational institutions of technology and polytechnics were constructed in various parts of the country. Trade schools and other vocational schools were converted into five-year colleges of Arts, Science and Technology, and the curricula were broadened in content and structure to meet the immediate needs of industry. With federal government aid to the states, many institutions of higher education, designed for larger intake of students, were built during this period.

Regarding the provision of Special Education for the Handicapped, the government for the first time issued the following comprehensive statement:

Until now, the education of the handicapped people has been left to private initiatives with the result that facilities have been inadequately provided. To remedy this imbalance, an efficient system of special educational institutions will be established throughout the federation based on a
thorough national census of the handicapped and the identification of their needs. In this regard, the Ministry of Labor will be formally charged with primary responsibility for the handicapped in terms of giving preliminary training to such handicapped people in its own institutions. Education will retain the sole responsibility for training the teachers who will be deployed in all the special education institutions. The education of the handicapped and the gifted children will be made free at all levels (Third National Development Plan, Federal Ministry of Information, Lagos, Nigeria, 1975).

The government's expression of interest in education of the handicapped was remarkable and considered beneficial by the Nigerian educators and planners. Early in 1977, the federal government published its comprehensive policy statement on Nigerian education titled "Federal Republic of Nigeria, National Policy on Education" (Federal Republic of Nigeria, National Policy on Education, Federal Ministry of Information, Printing Division, Lagos, Nigeria, 1977). This policy publication was aimed at continued government commitment to the creation of a national educational system at all levels to ensure that every Nigerian was given equal opportunity and access to develop and excel intellectually without inhibition, and be able to work and contribute for
the benefit of the community where he or she lives. This also reflected on the prevalent belief that the well-being and future of a nation depends heavily upon its educational system. The potential impact of this effort to bring education to as many people as possible was to embrace schools, education, and curricula as positive agents of national socialization by providing opportunities and nationally oriented content in order to bring about national integration (West Africa, March 1974).

During the period under review, Nigerians learned that manpower development was a necessary but insufficient condition for national growth and political stability. The federal government came to the realization that a fundamental concept for economic and education planning is motivated in its economic activity by a common social purpose, and that Nigeria's experiences have demonstrated the necessity for a sustained social will harnessed to a common social goal as the basis for national survival and greatness. For planning purposes, therefore, a set of national objectives had to deal simultaneously with the community's standard and quality of life. This National Development Plan then became the first in a series of plans and programs of action for the overall development of Nigeria designed to establish Nigeria firmly as (1) a united, strong, and self-reliant nation; (2) a great and dynamic economy; (3) a free and democratic society; (4) a just and egalitarian society;
(5) a land of bright and full opportunity for all its citizens (Building the New Nigeria: The Second National Development Plan, 1970-1974). In order to achieve the above objectives, higher education was made the instrument of national policy. A policy in education sufficiently comprehensive to build entire new Nigerian national aspirations was needed (Ali, 1977).

Many institutions of higher education were established and curricula reformed. The older institutions were expanded to accommodate the growing number of students. All other agencies of the government operated in concert with higher education which had become the responsibility of the Nigerian Federal Government for ease of control, development, planning, and financing.


In Nigeria's Fourth National Development Plan 1981-1985, education continued to play a unique role in economic development and social transformation. In recognition of this role, successive governments have accorded it a higher priority in the structure of resource allocation. The practice, which was manifest in the First Plan and sustained through the Second Plan, was particularly intensified during the Third Plan in which education accounted for about 12 percent of a public sector program. The total amount
allocated to the education sector was more than the estimated total public sector program during the preceding plan period.

The most notable feature of developments in the system during this period was the phenomenal establishment of seven universities of technology and one conventional university with emphasis on post-graduate studies at Abuja, the new federal capital territory. This massive expansion of facilities enabled new capacities to be created for student enrollment, which increased about 40 percent. In addition, programs aimed at generating more middle and higher level manpower were introduced. Some students were placed in various technical institutions overseas for a wide range of technical courses. The curricula of the new universities of technology emphasized technological disciplines. The absence of adequate post-graduate facilities to produce, within a reasonable time frame, the large number of academic staff required for the universities was taken into consideration.

The policy objectives of higher education services during this period were to provide quality education by:
(a) ensuring that educational projects be cost effective;
(b) establishing relevant curricula for various disciplines;
(c) providing adequate, inexpensive, and locally produced textbooks; and (d) producing school science apparatus locally. (Building the New Nigeria: The Fourth National
Development Plan, 1981-1985) The curricula of higher educational institutions were re-emphasized to meet local needs and enhance economic development.

Curriculum Development and Relevance

How do we make the study of subjects in higher education institutions more relevant for students and society? How good are the higher educational institutions? Questions such as these are obviously small when contrasted with the large number of varied inquiries being made into the relevancy of higher education programs. As the small sample these questions represent, they begin to illustrate a very basic educational problem: How can Nigerian higher education develop a curriculum that is relevant for the students and the changing times in which its people live?

The incessant concern over the nature of higher education curricula in Nigeria is evident. A number of educators have written about the strategies, perspectives, principles, introductions, handbooks, and guides intended to motivate and direct the development of higher education curricula. According to Skeel and Hagen (1971),

(a) The curriculum must be centered on the students; its emphasis must be upon the students and only indirectly and secondly upon the subjects. (b) Whatever is taught must be understood by the student to be vitally related to
the achievement of his purpose. (c) The higher education curriculum should facilitate a more thorough integration of the life of the institution with that of the community, nation, and the world. (d) The curriculum must emphasize meanings that will function immediately in improving skills and develop understanding. (e) The curriculum should be dynamic and constantly changing to meet the needs of a changing world.

How are these principles translated into action? What strategies and processes are promising for individuals who influence and direct curriculum change? While no attempt will be made to define "a model curriculum", teachers, administrators, and parents agree that a strong program that will meet the needs of today's students (relevance) and how to identify potential processes and strategies that might move more effectively and rapidly toward higher education programs have been the pressing problems.

In order for the higher education institution curriculum to provide opportunities for students to deal with the "why" and "how" as well as "when" and "what" in the judgment and issues of our time, higher education needs to modify its thinking about curriculum and programs only, in terms of subjects and organizational patterns. It must begin to view the social system and subsystems that the institution represents. According to Bruce (1969), it is the social system
that provides people with values, ways of thinking, and views of themselves. Bruce maintained that, within this social frame-work, one finds the potential to deal with many, if not all, basic human considerations which are in need of continual attention and analysis. This is the aim of higher education institutions, and it has received little attention in Nigerian until recently.

By letting the students express freely on topics of critical interest and importance to them, the concerns that need to be adressed are identified. Learning will not become significant in the lives of students unless they see the value and personal relevance of what they are doing.

For teachers and administrators, this means creating settings for students where they will feel comfortable about expressing their differences with teachers and texts and sharing personal feelings without fear of ridicule, acknowledging their inadequacies, accepting responsibilities for decisions they make, and focusing their efforts on human considerations (Skeel & Hagen, 1971). It is here that significant learning finds its origin; that is, self-directed motivation of the learner who wants something positive and creative for an unexpressed or unfulfilled need in his life. Skeel and Hagen maintain that such personalization is basic and illustrates that higher education should be accompanied by wonder and surprise brought about not only
by discoveries in the objective world, but also by discoveries in the personal subjective world of the student.

In a real sense, the goals of higher education are only partly reached when the student achieves well academically, but fully attained as he continues to discover himself in the process of getting an education (Association for Supervision and Curriculum Development, Individualizing Instruction, National Education Association, Washington, 1964).

The drive for change should dictate the purpose of education. Thus the overriding concern of Nigerian higher education in developing its curriculum should, therefore, be to create institutional settings in which the students have opportunities to search for meaning in their personal "environments" and are encouraged to work with and develop processes that are useful to them in learning about the changing society into which they were born. As the fabric of the society mirrors the thoughts of its people, higher education should be intelligent enough to catch the image and mold its programs to fit the weave of the time. Thus curriculum change and development should result as demands are made by changing social institutions.

The university as a community of scholars is bound by a common purpose of freedom to teach and learn. It is this academic freedom in the pursuit of knowledge that enables
the university community to carry out effectively its functions of teaching, learning, and research. Thus the student has freedom within his field of study to search for the truth. The choice and organization of curriculum and degree courses develop the contact between the members of the university community. The curricula of a new university provide an important area for adaptation in any country, but especially in a country like Nigeria which is new to university traditions but had to introduce the systems of other countries like Britain and the United States without much initial opportunity for adaptation.

Over the years, Nigeria has embarked on innovation in curriculum content and structure to suit its conditions. The era of objective curriculum development efforts began in the country on the eve of independence in order to make the educational curriculum relevant to Nigeria's needs. In some parts of the country, social studies and integrated science were vigorously pursued among many curriculum innovative efforts.

With the fund from the United States Agency for International Development (USAID) and later the Ford Foundation, an experimental center was established in the western region of the country for curriculum development. The center later became the curriculum development laboratory center for the country until the establishment of the Comparative Education Study and Adaptation Center.
(CESAC) at the University of Lagos in the federal capital territory.

The curriculum conference of 1969 and the famous seminar of 1973 which culminated in the promulgation of the National Policy on Education in 1977 were the beginning of curriculum efforts at various educational levels in Nigeria. The National Policy on Education seemed to have placed emphasis on giving education rather than certificates to the beneficiaries of the Nigerian educational system. The implementation committee on curriculum development therefore recommended:

(a) de-emphasizing of examinations
(b) acquisition of skills
(c) provision of options
(d) emphasis on the worth of life
(e) exposure to technical versatility
(f) promotion of nationalism through an understanding of relationship of individuals to one another and the State


This framework thus laid emphasis on training in the use of the brain and the hands, making the recipient a more self-reliant individual, knowledgeable, employable, and, hopefully, employed. The policy was intended to expose students to a wide range of educational options and to make
it possible for them to identify their interests, abilities, and limitations through broad academic and technological fields. This new policy has since assumed a system of continuous assessment and evaluation which has great implications for curriculum development. Cross-subject relationship for the inter-relationship of the various disciplines has also been emphasized.

The curriculum innovations at all levels of education in Nigeria are intended to help the country join the rest of the world in technological advancement and computerization, and also in creative, industrial and other scientific reforms of the modern age. The emphasis is placed on concept rather than on computation—concept to fire students' imaginations, to learn to speak by speaking, to do by doing, in order to realize the nation's most cherished aspirations.

The minimum requirements for admission into the various Nigerian universities are similar. The Ahmadu Bello University, Ibadan University, the Universities of Ife and Lagos require five subjects at the General Certificate of Educations (GCE), two of which must be at the Advanced Level, or four subjects, three of which are at Advanced Level. One of the subjects must be the English language. The English language requirement may be given special consideration where an applicant demonstrates special ability in the science subjects if such applicant intends to study for a degree in agriculture, engineering, medicine or
science. In addition, these universities have concessional entry requirements for students fresh from senior high school or its equivalent if they hold the GCE Ordinary Level in five subjects including English and mathematics. Such applicants sit for an entrance examination and, if successful, undergo a one-year preliminary course before being admitted to the degree courses. The concession extends especially to students in the science subjects. The minimum entry qualifications are thus the same as those necessary for admission to a preliminary course at other universities.

At the University of Nigeria Nsukka, students admitted by entrance examination spent four years obtaining a degree in most subjects, excluding engineering which takes five years. Those admitted through direct entry with two Advanced Level and three Ordinary Level subjects in the GCE spend three years. Thus the system is similar in essence to that adopted in the other universities.

The institution of "concessional entry" at most of the Nigerian universities and the provision for an entrance examination for "O" Level students at the University of Nigeria Nsukka and other universities have been necessitated by the lack of a sufficient number of sixth-form schools, especially in science. It reflects also a commendable awareness of the great shortage of scientists in the country in that some universities are prepared to waive the English
language as a requirement for those would-be science students who exhibit special ability in the appropriate subjects.

The preliminary course in Islamic Studies at Ahmadu Bello University and other universities in the north also fulfills an important need in introducing Islam into the curriculum as a university subject in a country where a large proportion of the inhabitants are essentially Muslims.

These concessions do not in any way indicate a lowering of standards. In general, the minimum entrance qualifications for most Nigerian universities are similar to those required for entrance into United Kingdom universities, whereas others, like the University of Nigeria Nsukka, resemble the admission requirements to universities in the United States. After the Nigerian Crisis in January, 1970, the Vice-Chancellors' Committee and the National University Commission appointed a common entrance board known as the Joint Admissions and Metriculation Board (JAMB) to oversee entrance examinations for admission to all the universities. Since then, the JAMB has effectively and efficiently carried out its functions.

The length of the degree course in most subjects (excluding the professional subjects such as medicine) in Nigerian universities with entrance qualification in three "A" level subjects is three years. The period spent in undergoing a preliminary course does not count toward a
degree. In all the universities, single subject honor degrees in science and arts are the exception rather than the rule. Until recently, the University of Ibadan followed closely the pattern of its senior associate, the University of London, and gave single subject honor degrees, a situation which earned it strong criticism. Unlike in the past, the Nigerian universities are now broadening their curricula, a move which is ensured not only by the general studies program but also by the system of electives. The courses offered by the universities and the degrees given are shown in the tables in Appendix E, Directory to Subjects of Study.

The curricula of Nigerian universities are now laying emphasis on African studies as was stressed in the pre-independence Ashby Commission:

The future of Nigeria is bound with the future of Africa, and Nigeria's past lies in African history. It should be the first duty of Nigerian universities, therefore, to foster the study of Africa. Before African studies can be taught, they must be codified. The textbooks still have to be written. But a start must be made and we recommend that every university should have a department or institute of African Studies, doing at first mainly research, but building up a body of knowledge which will be the material for

African studies have recently become a growing field in many universities all over the world and especially in Nigerian universities. In most universities, the Institute of African Studies is organized into the following divisions: Anthropology and Sociology; Archaeology; Ethnohistory, Art and Folk Culture; Language and Linguistics; the Maghreb and Arabic Influences; and Africa-in-Transition (Okafor, 1971). Each division is an academic entity and offers scope for future development of academic units. The curriculum of the University of Nigeria, Nsukka, has, in addition, a postgraduate research institute concerned with annotated bibliographies, anthologies, readings in Africana, and the acquisition of oral and written pictorial and cartographic source materials for the study of the history of government, law, and religion of Nigeria.

The curriculum of general education in Nigerian universities is designed to teach the students something of the Nigerian and African culture, tradition, and the attributes of the various groups in order to foster mutual respect and harmonious co-existence. This is aimed toward countering the imposition of the colonizing, alien culture which led to the attrition and stunted growth in some areas of indigenous culture. Nigeria, therefore, needs to restore and appreciate some of its lost culture through a well-planned
and organized curriculum in higher education in training its would-be leaders, thus the promotion of the National Curriculum Conference of 1969.
CHAPTER 5

THE NIGERIAN NATIONAL CURRICULUM CONFERENCE, 1969

The Nigeria National Curriculum Conference was con-
ducted at Lagos, Nigeria, by the Nigeria Educational
Research Council during September 8-12, 1969. It was not a
conference of educationists only; included also were people
from various walks of life who were not directly engaged in
teaching or in other educational activities but were
concerned about the structure and content of Nigerian educa-
tion. There was a general agreement that Nigerian education
needed reform. The conference was, therefore, summoned to
review old ideas and identify new national goals for
education in Nigeria at all levels (primary, secondary,
tertiary), and provide guidelines on what the system should
be accomplishing with respect to:

1. Who controls, manages, and finances schools?
2. Who decides what to teach, who should teach, and how?
3. How can the school curriculum be designed to develop
the individual potentialities of all members of the
nation within a framework of unity in diversity?
4. What are the distinctive responsibilities of the
school in contrast to those of the family, the church,
industry, and other various educative agencies (youth
organizations, the radio, and press)?
5. What is the role of the school in dealing with national unity, national development, national reconstruction, social and economic well-being, and personal development of the citizenry?

6. How can the school deal with controversial issues within the context of the concept of personal development and the fundamental freedom of the individual?

7. Should the schools consciously gear their programs toward the present and future occupational opportunities of students, or the national manpower development, both, or neither?

8. What constitutes a balanced curriculum program for the individual in his social, political, and economic context amidst various pressures for specialization?

These were the crucial questions the conference had to deal with, and it strove to provide the guidelines on what education should be accomplishing with respect to:

1. The needs of youth and adult individuals in the society

2. The socio-economic needs, values, aspirations, and development of the society, and

3. The curriculum substance, the subject content of the system which is the means to the goals.

The conference was planned in three interrelated stages. The first phase reviewed and identified a national philosophy for education as well as the national goals and guidelines for curriculum development. The second phase
took issues with selecting appropriate learning experiences implied from the statement of national goals and the development of equally appropriate curriculum content in each subject or learning experience area. The third phase was concerned with developing curriculum materials, texts, audio-visual aids, and other instructional devices for effecting the desired changes in curriculum offerings.

The conference was limited by the time available, the kind of issues raised, the feasibility of the resolutions, and the desire to get the ideal learning situation for the children of the nation. Thus, three major tasks that gave structure to the conference were:

1. Identification and clarification of a national philosophy, goals, purposes, and objectives of education.
2. Statement of issues and problems, and

These three major tasks were discussed and presented at plenary sessions arranged into two categories:

1. Purposes of Education
   a. The purpose of primary education
   b. The purpose of secondary education
   c. The purpose of university education

2. Implications for Implementation
   a. Teachers' education
b. Education for women

c. Education for living, and

d. The role of Science and Technology in National Development.

The Attendants to the Nigeria National Curriculum Conference

Among some distinguished participants at the conference were: Mr. Wenike Briggs, Federal Commissioner for Education, who was the Chairman; Mr. E. K. Clark, Mid-West State Commissioner for Education, Vice-Chairman; the Rev. Akin Adesola, Lagos State Commissioner for Education, Vice-Chairman; Dr. S. J. Cookey, Chief Federal Adviser on Education, Lagos, the keynote speaker; Dr. Adeniji Adaralegbe, Chairman, Department of Education, University of Ife, Rapporteur General; Dr. S. N. Rajan, Chief of UNESCO Mission in Nigeria; Professor Taiwo, Provost, College of Education, University of Lagos; Professor Ishaya Audu, Vice-Chancellor, Ahmadu Bello University, Zaria; Professor Saburi O. Biobaku, Vice Chancellor, University of Lagos; Professor A. Babs Fafunwa, Dean, Faculty of Education, University of Ife; Lady Deborah Jibowu, Local Government Service Board, Western State, Nigeria; Mrs. Abimbola Omololu, Headmistress, Adrao International School, Lagos; Mallan Hassu Iro Kaita, Headmistress, Girls School, Katsina, North-Central State, Nigeria; Mrs. O. O. Obiogun, Under Secretary, Department of
Internal Affairs and Information, Benin, Mid-West State, Nigeria; Professor Iya Abubakar, Head, Department of Mathematics and Dean, Faculty of Science, Ahmadu Bello University, Zaria; Professor S. I. Hicks, Institute of Education, Ahmadu Bello University, Zaria; and Professor D. C. Miller, Institute of Education, University of Ibadan.

The following organizations and agencies sent observers: United States Aid for International Development (USAID); United States Information Service (USIS); the Ford Foundation; Columbia University, New York; Princeton University; University of London; the Africa-American Institute; Canadian Mission in Nigeria; Federal Republic of Germany Mission in Nigeria; UNESCO; the West African Examination Council; and Australia High Commission in Nigeria (Report of the National Curriculum Conference, Lagos, Nigeria, 1969).

The Nigeria National Curriculum Conference of 1969, then provided a forum for Nigerians from all levels of society to express their opinions on the kinds of education the country needed with special reference to the purpose of education at various levels. The existing formal education system was found to be inadequate, regardless of its level; thus, it was concluded that formal education must be followed by appropriate forms of "continuing education"
throughout a person's life. Life-long learning was considered essential in a rapidly progressing and changing society like Nigeria.

The Conference Decisions and Recommendations

In discussing the major educational aspects of the conference theme, the nine specific decision areas identified as crucial to the attainment of the conference objectives were:

1. A National Philosophy of Education
2. The Goals of Primary Education
3. The Objectives of Secondary Education
4. The Purposes of Tertiary Education
5. The Role of Teachers' Education
6. The Functions of Science and Technical Education
7. The Place of Women in Education
8. Education for Living, and
9. The Control of Public Education.

Each of these areas raised a number of significant questions, and recommendations were made. The conference developed Nigeria National Philosophy for Education which read in part that:

Nigerian education must reflect the past, present, and future of the dynamic Nigerian society in terms of the role the individual is expected to play in the present modernization process.

Each stage of education was, therefore, to be defined regarding what it would accomplish at primary, secondary, and tertiary or higher education (university) levels.

In regard to higher education with which the conference was more concerned, it was maintained that the Nigerian university curriculum should provide:

(a) Teaching: impartial knowledge
(b) Research: discovering knowledge
(c) Dissemination: contributing to national and international dialogue and criticism
(d) Service Orientation: through community service and professional training, provide the development of national high-level and intermediate manpower needs.

In this connection, the following recommendations were made for curriculum development in higher education:

1. Nigerian universities must strengthen the primary objectives of education at all levels. In addition, they must be actively involved in the process of nation-building; develop, transmit, and reform national and world heritage; provide intellectual life; develop national consciousness and loyalty to truth and principles; provoke and promote enlightenment and informed public opinion; coordinate national research activities; become instruments of change; develop and...
encourage Nigerian human resource talents; foster international relations through scholarship; and disseminate knowledge.

2. The curriculum must direct and gear the service role of the Nigerian universities toward continuing adult education for the masses through evening, weekend, vacation, and refresher courses. The universities should relate more to other levels of education and education agencies.

3. The Nigerian universities' curricula should be of the multilateral type with opportunities to teach, carry out research, disseminate knowledge, and serve the community. The traditional academic subjects should not be taught exclusively, but in addition, the more pragmatic (professional, vocational, technical) courses should form part of the university curricula.

4. The curriculum of a Nigerian university should expose the undergraduates to both general and specialized education to enable them to function effectively in society (Nigeria National Curriculum Conference, Lagos, Nigeria, 1969).

In order to achieve these objectives, the Nigeria National Curriculum Conference further recommended that the control of Nigerian education be shared among local authorities, state governments, and the federal government to help attain the nation's philosophy and goals for education in the
shortest possible time, with the least cost in human and physical resources, and as effectively and efficiently as possible. Within a state-controlled system of education, the conference determined, it should be possible for private educational institutions to serve community needs, provided they satisfy minimum educational requirements as laid down by the law, and if they are not supported by and from public taxation.

About administration of higher education, the Nigeria National Curriculum Conference stated that:

to be able to enjoy its traditional academic freedom, control and administration of the Nigerian university should be vested in a Governing Council composed of respected and honest citizens, university lecturers, professors, and students who are recipients of the university service (Nigeria National Curriculum Conference, Lagos, Nigeria, 1969).

The conference also recommended that teachers, too, be positively prepared and allowed to participate in curriculum development if they are to fulfill their roles as mentors of the young, as interpreters between the generations, and in some respects, as anticipators of the changing needs in learning facilities. The conference stated that teacher education is intimately related to the ever-recurring problem of the need for trained manpower in Nigeria and,
therefore, affects the social, political, and economic spheres of the nation. It emphasized that teaching, more than any other profession, touches the life of practically every citizen of the country, either as students, parents, guardians, or administrators and planners. The conference warned that "to treat the teaching profession with levity and careless abandon is to damn our own future." (Ibid.). A poorly trained and unsure teacher will likely produce poor doctors, engineers, architects, fellow teachers, and the like.

To maintain a reasonable balance in professional and academic preparation of teachers for effective curricula implementation, the Nigeria National Curriculum Conference recommendations are summarized thus:

1. The objectives of Nigerian teacher education should emphasize the training of highly motivated, conscientious, and successful classroom teachers for all education levels; encourage in potential teachers a spirit of inquiry, creativity, nationalism, belongingness, "esprit de corps", unity, community; and provide him with the intellectual and professional background that is necessary for his assignment. The curriculum should produce teachers who, by their training and discipline, will be adaptable to the changing roles of education in society, and will be knowledgeable, progressive, and effective teachers who can inspire learning.
2. Uniform basic requirements be established for teacher certification throughout the Federation within which each teacher training college will be able to select its own programs as suitable to the backgrounds and conditions of its students.

3. If teaching is to become a respectable profession like other learned professionals, the Nigerian qualified teacher should possess a minimum of a Nigerian Certificate of Education (NCE) to enter the teaching profession at the lowest level. The ultimate goal should be in the direction of well-qualified graduate teachers with specialized training for any level of education. In the interim period, the conference recommended three classifications of teachers to replace the multi-classificatory system; that is, qualified teachers (university graduates and NCE holders), intermediate cadet teachers (university graduates with no teaching qualification and Grades II and I teachers), and unqualified teachers (all others).

4. For effective curricula delivery, all teachers must be well grounded in their academic subjects; they must be prepared adequately to understand students and help them learn through a well-integrated general education, using their professional skills and academic orientation. The period of professional training will vary depending upon certification. A minimum of three years is required after secondary high school for the Nigerian Certificate of
Education (NCE) teacher, and four years for the university graduate teacher. Within the course, a minimum of twelve weeks of practical teaching will be required for introducing the prospective teacher to the schools. In the interim, student teachers with less than a secondary school education should spend at least a five- or six-year period getting the academic and professional training required for a teaching position.

5. The BA/BS Education and the B.Ed. degree structure was recommended as the most effective way for preparing Nigerian graduate teachers. Candidates with a liberal arts degree in arts or science could be encouraged to take diploma courses in education to qualify as graduate teachers with teaching qualification.

6. In-service training and retraining of teachers at all levels should be on a continuous basis in order to improve the teachers' classroom effectiveness and encourage them through further incentives for additional experience. Prospects for further training should be built into the teacher education curriculum, and this should be adequately compensated for or remunerated as an additional incentive.

7. There should be continuous assessment of teacher trainees and teachers on the job of the effectiveness of their work and their ability to challenge students to learn more and better. This calls for more and better supervisory systems.
The Nigeria National Curriculum Conference also gave its recommendations for curricula development in science, technical education, and other areas for Nigerian society. It stated that:

1. Science and technical education require more than the teaching of facts and the imparting of information. In a process of changing people’s attitudes, the science curriculum and teaching in Nigerian schools should be flexible enough to permit students to inculcate a healthy scientific attitude to work in life.

2. Science and technical education curricula should not be limited or restricted to children alone, but be provided on a mass basis for adults who have little or no access to formal education.

3. We must consciously encourage freedom of experimentation and research through flexible curricula at all levels of our educational system.

4. We must ensure a balanced school curriculum between the humanizing disciplines and the sciences to allow for the development of the abiding values and attitudes that sustain society.

5. Education at all levels should be geared to the development of the total personality of the individual in society. It should be used as a positive step in building the Nigerian nation. It is the duty of the state to provide diversified curricula in the schools to meet the needs of
both men and women who will play their roles in our modernization process.

6. School curricula must be less rigid and more flexible. We must stress the spirit of adventure and challenge youths to question time-honored beliefs and customs. The curricula must train youths to use their heads, hearts, and hands well in a coordinated way. We must train them toward self-discipline and independent self-reliance.

7. All schools must be community schools in which both the school and community goals are the same, and both work together for the realization of the personal and collective purposes of life.

8. The curriculum of Nigerian education should be geared toward self-realization, better human relationships, self and national economic efficiency, effective citizenship, national consciousness, national unity, social and political progress, scientific and technological progress.

9. The curriculum of Nigerian education at all levels should recognize and positively emphasize the following values:

   a. respect for the worth and dignity of the individual;

   b. faith in man's ability to make rational decisions;
c. the guarantee of fundamental human freedom in the social, economic, and political spheres;
d. moral and spiritual values in interpersonal and human relations;
e. shared responsibility for the common good of society;
f. the promotion of the emotional, physical, and psychological health of the citizens. (Ibid.)

The National Curriculum Conference called upon Nigerian educators and curriculum developers to vigorously utilize indigenous resource materials to turn the aspirations of Nigerians toward a genuinely Nigerian-based education that is more immediately germane to the local socio-economic experiences of the country. It was stated that curricula must be diversified and must place less emphasis on examination consciousness while emphasizing other more useful indices of good education, such as inculcation of sound moral values, attitudes, and training in skills and trades.

The Curriculum Conference also indicated the great need for curricula that will develop in the Nigerian children the foundations for sound judgment and decision-making so that as individuals and as members of society, they can simultaneously give satisfactory expression to the best in themselves and serve the best interest of society. Thus the curriculum must reflect the important and direct needs so that a Nigerian university student would be able to:
1. communicate fluently in mother tongue and in the English language;
2. possess the basic reading, writing, and computation skills;
3. know the "stuff you learn in school" including local West African and world geography, history, elementary sciences, and health information; and
4. possess the ability to satisfy educational prerequisites for further education or vocational training, as needed by society (Nigeria National Curriculum Conference, Lagos, Nigeria, 1969).

The Nigerian Government and National Curriculum Conference Recommendations: Changes in Education System

After a very careful study of the decisions and recommendations of the Nigeria National Curriculum Conference, the Nigerian federal government accepted most of its recommendations. A new Nigerian philosophy of education emerged. The Nigerian federal government reaffirmed its belief that a fundamental concept for economic planning is motivated in its economic activity by a common social purpose, and that Nigeria's experiences have demonstrated the necessity for a sustained social will harnessed to a common social goal as the basis for national survival and greatness. For planning purposes, therefore, education
became a tool for achieving parts of the national objectives.

The federal government made higher education an instrument of national policy. A new educational system sufficiently comprehensive to build entirely new Nigerian national aspirations was developed. Following the development of a new national education policy and philosophy, all educational institutions operated by voluntary agencies were gradually taken over by the government, and the entire educational system in Nigeria was nationalized. All the voluntary agencies were, however, compensated for the splendid educational work they had done in the country. Higher education institutions mushroomed, and curricula were developed and diversified as recommended by the Nigeria National Curriculum Conference.

The coherence of a society is the core of education, and thus Nigeria adopted very important comprehensive national policies to revolutionize its entire educational system. A six-year primary school course was introduced to be followed by a three-year junior secondary school and a three-year senior secondary course, and lastly, a four-year university education; that is, a 6-3-3-4 education plan. This new educational structure replaced the old system of six years of primary education, five years of secondary education, two years of Higher School Certificate (HSC), and three years of university (first degree), 6-5-2-3. Both
structures add up to 16 years. What had been altered was
the structure, not the total number of years in school. In
terms of content, the emphasis was being shifted to the
curriculum of those subjects that would make the products of
the educational system more easily employed or self-
employed; that is,

Education was devalued for its own sake, and the
utilitarian aspect has come to the fore; and
commercial and technical subjects have now gained
prominence (Education Today. A quarterly Journal
1, Lagos, Nigeria, 1987).

The curriculum implementation of three-year senior secondary
school system means planning ahead and including technical,
commercial, and other vocational courses in order to make
senior secondary school graduates immediately employable.
There are now five types of technical education institutions
outside the universities, which are the prevocational and
vocational schools at the post-primary level, the technical
colleges, the polytechnics, and colleges of technical
teacher education at the post-secondary level. The aims of
these technical educational institutions are:

(1) to provide trained manpower in applied science, tech-
nology, and commerce, particularly at subprofessional
grades;
(2) to provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial, and economic development;

(3) to provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man;

(4) to give an introduction to professional studies in engineering and other technologies;

(5) to give training and imparting the necessary skills leading to the production of craftsmen, technicians, and other skilled personnel who will be enterprising and self-reliant; and

(6) to enable young Nigerian men and women to have an intelligent understanding of the increasing complexity of technology.

The curricula of the polytechnics are designed mainly for the production of middle-level technical manpower, particularly at the subprofessional level, of two categories of three-year courses, namely (a) Ordinary National Diploma (OND), and (b) Higher National Diploma (HND).

The curriculum has also shifted the training strategy from that of teaching only the general subjects such as mechanical engineering, civil engineering, electrical engineering, et cetera, to training for specific occupations so that the products of the Nigerian educational system could be employed or self-employed. HND graduates have been
placed on the same salary structure with university graduates (first degree), but a parity exists on the academic standing. A university graduate (first degree) has a better academic standing than an HND graduate, since it takes four years to complete a first degree university curriculum for the same professions.

The new national policy on teacher education has also emphasized teacher competence in the area of discipline. It stated that five basic courses are "mandatory for all teachers if they are to be well educated for the task that lies ahead of them" (Adaralegbe, 1969). He enumerated these courses to include (a) science, (b) mathematics, (c) social science, (d) English language, and (e) a local language.

The duration of the teacher training course should be sufficiently long to enable students to complete the course at a normal pace. The teacher training curricula emphasize adequate built-in programs that ensure that the amount of pedagogy is respectable and usable for classroom performance at the levels which the trainee might later be called upon to operate. A trained Nigerian teacher must, therefore, be certified academically and be internationally competent to teach a particular subject area.

This chapter has highlighted the essential aspects of the Nigeria National Curriculum Conference of 1969. The conference was attended by many distinguished Nigerians from
various walks of life and by outside observers who were concerned with the state of education in Nigeria. The conference resulted in a new Nigerian education philosophy, education policy, and education plan.

The period from 1960-1985 has witnessed the highest number of students enrolled in higher education institutions and other tertiary institutions in Nigeria. This period was remarkable in higher education development and curriculum change. Prior to this period, dilemma, plight, and relevance were some of the words that captured important aspects of the state of education in Nigeria, and higher education in particular. Programs of structural imbalance were implemented throughout Nigeria, and people were asking at what cost? Such questions became relevant as quality and quantity struggled for a stable relationship.

Today, the Nigerian educational system has a new look, with higher education curricula emphasizing more scientific and technological courses than arts. This is aimed toward meeting the local needs and the national aspirations. During the period under review, 24 higher educational institutions were established, 48 colleges of education became affiliated with them; 11 of these colleges of education are owned and operated by the Nigerian federal government while 36 are owned and operated by the states; there are 27 polytechnics designed to train middle-level technicians.
Each of the higher education institutions has its unique history, distinctive mission, and philosophy. The University of Nigeria, Nsukka, for instance, adopted the land-grants concept peculiar to American universities with vocational and Nigerian benefitting objectives. The University of Ife adopted a cultural concept, while the University of Lagos has an urban tradition. The Ahmadu Bello University, Zaria, adopted an Islamic tradition, and the University of Ibadan has since its inception, reflected the red brick philosophy of the British academic tradition of higher education. Whatever the concept or philosophy, all the universities have one thing in common: the totality of Nigerian life.

The period from 1960-1985 was the highest investment in higher education in Nigeria due to the relative prosperity in the oil economy and the competition among states in Nigeria to "catch up" in educational development. This has minimized the imbalance both in structure, distribution, and content of Nigerian education. It has also helped in the production of manpower needs for both the private and public sectors of the economy, which were in dire need, and it has enhanced social and political developments. During this period, Nigeria actually took control of her education.
CHAPTER 6

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The focus of this study is an historical review of higher education in Nigeria from 1960-1985 with emphasis on curriculum development. This chapter presents a summary of the major findings, the conclusions, implications, and recommendations.

Summary of Method of Collecting and Treating Data

A review of the literature pertaining to the history of higher education in Nigeria was conducted in order to identify the major trends in educational developments. These trends provided a tentative format for collecting the historical data and other antecedents for this study. Policy statements and decision-making assumptions made periodically in the area of higher education and curriculum development formed the trends in data collection.

In addition, personal interviews were conducted with the Honourable Federal Minister of Education, Professor Jibril Aminu, and two of his executive assistants, Messrs. David Ogbodo and Maduka Ugwu on the state of higher education. There were other interviews conducted with the Imo State Commissioner of Education, Dr. Dan Onwukwe; the
Provost, Alvan Ikoku College of Education, Owerri, Professor Nicholas Nwagwu; the Dean, Alvan Ikoku College of Education, Owerri, Professor (Mrs.) V. C. B. Iwuji; and the former Vice-Chancellor, Imo State University, Okigwi, Professor Ike Echeruo. Past and present faculty members and students were also interviewed. There were also interviews with the key officials of the Nigeria National University Commission to obtain additional information that was not available in the documents. Some clarification was secured concerning certain aspects of the National University Commission’s activity on higher education and curriculum development in Nigeria.

Summary of the Findings

This study reveals that:


(2) The Nigerian oil economy principally enhanced the unprecedented proliferation of higher education institutions during the period with an emphasis on curriculum development; 24 universities were
established with 47 colleges of education and 27 tertiary polytechnical schools affiliated with these universities. Their curricula emphasize more science, technical, and vocational education than arts.

(3) The overall goal of higher education in Nigeria during the period was training the acute manpower shortage in all development fields, especially in the middle-management area at both private and public sectors of the economy, but above all, on the critical tasks of repair and maintenance, agricultural research, managerial planning, formulating and developing appropriate policies for economic development.

(4) The role of higher education in Nigeria during the period was realistic in the context of the country's stage of development. The curriculum was innovative with the emergence of new education philosophy and the 6-3-3-4 educational system recommended by the Nigerian National Curriculum Conference. Education laid the foundation for common economic, social and political actions that fundamentally transformed tribal societies in Nigeria into modern social categories.

(5) There were substantial gains in per capita income with improved living conditions, values, aspirations, attitudes, and behavior of the general public. The economic expansion pulled Nigeria out of the ranks of
the poorest developing nations from the World Bank's category.

(6) The federal and state governments play supervisory roles and provide subsidy in their budgets for higher education institutions through the National Universities Commission, the National Board for Technical Education, and the National Commission for the Colleges of Education.

(7) Higher education increasingly penetrated the society, mass media, the market and material consumption diffused rapidly throughout the population. Western symbols of luxury goods like modern cars, houses, clothes, and consumer items became the mark of rising class status. The new Nigerian educated elites sought not only the splendid lifestyles of the British, but also the very government homes and social clubs they occupied and the social distance they maintained. The ambition for high social status of bureaucratic office became a direct legacy of higher education.

(8) Political competition shifted among ethnic groups to a class-oriented style. The period saw a fundamental transformation of political structure in Nigeria. Multiple military coups were brought about by young educated military elites in the officers' corps of the army. Nigeria fought one of the costliest civil wars of the twentieth century. A four-region Nigerian
federation was turned into 19 states structure by a military edict, and a new constitution similar in style to the American constitution was drawn. A new political capital territory of Abuja was carved out while the old federal capital of Lagos was turned into a commercial center. There was an introduction of a one-year compulsory national youths service corp for all Nigerians graduating from higher education institutions before seeking gainful employment either in the private or public sectors of the economy. Political tolerance and national consciousness that lessened polarization of ethnic conflicts and party cleavages projected unity in diversity - an ideological magnet which was lacking among Nigerians.

(9) The Nigerian political system was not strong enough during the period as to enforce discipline and other strong economic measures for stability, hence; economic planning was not successful. The politicians who desired rapid economic progress had neither an understanding of the nature of economic planning, nor were they willing to grasp the relevance of economists' concern with fiscal balance and economic efficiency. Unemployment became the most important economic and social problem.

(10) An important problem encountered in developing, planning, financing and implementing higher education
during the period was the ill-planned and narrow-based influence of the previous curricula which resulted in the overproduction of graduates in the arts subjects, law, and social sciences, and the under-production in science, professional programs and in mathematics.

(11) Higher education was faced with financial constraints due to inadequate allocation and funding. There were thus, insufficient supplies of instructional materials including library books, classrooms and laboratory equipment.

(12) The scientists and the high managerial skills needed for full development of universities of science and technology are in short supply. The government policies do not provide enough incentive to attract or keep the local personnel trained abroad and stop the brain drain among the Nigerian intellectuals.

(13) Educators foresee the future role of higher education in Nigeria as that of an integrating force among the various segments of society, and with the rapidly increasing domestic entrepreneurial skill and capital, the country can be transformed into a modern self-reliant stable economic and political system.

(14) There are absences of well-recorded information and reliable statistical data covering important variables pertaining to the development of higher education and curriculum in Nigeria.
Premises

This historical review of higher education in Nigeria from 1960-1985, with emphasis on curriculum development revealed a set of generally accepted premises that serve as the basis for establishing higher education objectives. These are:

(1) Many benefits accrue to society and individuals from a proficient system of higher education.

(2) The needs of society for self-renewal are enhanced by a well-developed system of higher education.

(3) The manpower needs of government may be met through a good system of higher education.

(4) The needs of individual citizens in terms of opportunities for self-fulfillment and means of livelihood are extended through higher education.

(5) Careful planning and coordination enhance the autonomy of individual institutions in making decisions that affect institutional goals and operations and the whole social system.

(6) The state or national long-range planning for higher education should be carried out by officials who have been formally trained and who have the expertise for the great task of higher education administration, planning, and development.
Conclusions

The period from 1960-1985 was remarkable in proliferation of higher education institutions and other tertiary education institutions. It was a period of heavy investment on higher education in Nigeria owing to the relative prosperity in the oil economy and the competition among various states in the country to catch up in educational development. A new national policy in education emerged during this period, aimed at making the country self-reliant through the quality and content of education while bridging all educational imbalances in the country.

Education in Nigeria 1960-1985 was influenced by three key factors:

(a) the British philosophy of educational practices, (b) the British enterprise that gave rise to imperialism, and (c) the American professional and vocational program. Before this period the British government implemented separate educational mechanisms between the Northern and Southern Nigeria which resulted in educational imbalance in distribution and structure among the ethnic groups. This also exacerbated tribal tension, economic, and political instability.

The wholesale transfer of educational conventions of Britain to Nigeria and the rest of Africa has been criticized, especially by the Phelps-Stokes Commission
Report as "education slavery" and articulated principles that redirected education.

British education produced mentally subservient Nigerians of solely white-collar applicants and workers, especially in arts, with little emphasis on technical and vocational skills or professional education, thus unemployment among many arts graduates.

The period 1960–1985 has produced curricula changes and developments in many fields of study, and each institution emphasized cultural content to reflect community needs and services. This was brought about by the Nigeria National Curriculum Conference of 1969 which inspired the new philosophy for Nigerian education. Each institution has its unique history, distinctive mission, and philosophy, but all have in common the totality of Nigerian life.

Education and Development

The principal institutional mechanism for developing human skills and knowledge is the formal educational system. It is not, however, the rapid quantitative expansion of educational opportunities which holds the basic key to national development. The rapid proliferation of higher educational institutions in Nigeria is a political issue and it has become costly. The nation's economy has not been able to bear the burden of huge government spending on higher education and the quality of education has been
sacrificed. The population is increasing and this has serious economic and social consequences. There is widespread unemployment and underemployment with the educated group increasingly swelling the ranks of those without jobs. According to Nwankwo (1981), many of the early claims made on behalf of the unfettered quantitative expansion of higher educational opportunities (which included the claim that it would accelerate economic growth, raise the standard of living, generate widespread and equal employment opportunities for all, acculturate the Nigerian diverse tribal groups, and encourage "modern" attitudes of national consciousness) have proved to be greatly exaggerated and, in many instances, false. There is a growing realization in Nigeria that the proliferation of higher education institutions is not always to be equated with the spread of learning, and that the possession of a certificate or a diploma does not necessarily assure the adequate ability of a person to undertake productive work. Harbison (1975) maintained that education oriented entirely toward preparation for work in the modern urban sector can greatly distort student aspirations, and that too much investment in the proliferation of higher education institutions can divert scarce resources from more socially productive activities (as in job creation) and become a restriction rather than a stimulus to national development.
Higher education has carried a great psychological burden for Nigeria's aspiration for development.

Faculty

The strains of rapid expansion followed by constricting resources have had their toll on Nigerian higher education. The realities of student learning, curricula development and coherence, the quality of facilities, and faculty morale no longer measure up to the expectations. There are gaps between the ideal and real.

The astonishing number of faculty and other highly educated Nigerians are frequently resigning and seeking employment outside the country for better working conditions. The country is thus losing a great proportion of its most talented and productive citizens.

Faculties are the core of the academic work force, and their status, morale, collegiality, and commitment to their institutions are critical to students' learning. When the country allows for such a critical component of the enterprise to erode to the point at which the profession itself becomes unattractive to its brightest students, the nation is compromising the future of learning in the society. Many of the current faculty members in the Nigerian higher education institutions feel alienated in their careers. They have lost the traditional mobility and vision that motivated many lecturers, readers, and professors to strive
for excellence in teaching and research. It is, therefore, necessary to improve the institutional environment as a workplace in order for faculties to renew their commitment to their institutions through new roles and to restore their support to keep the profession attractive. There must be increased faculty participation in governance, improved teaching skills, and programs for acquiring new knowledge and methods in teaching. If Nigerian higher education settles for less than the best and allows mediocrity, all levels of education will suffer.

Recommendations

On the basis of the findings and conclusions of this study, the following recommendations are made for improvement of higher education and curriculum development in Nigeria:

1. A formal process of needs assessment as a component of a step-by-step problem-solving method must be a starting point for future development of higher education institutions.

2. A national center for educational statistics and research should be established and developed to collect records and publish comprehensive data and keep track of trends of educational purposes.

3. Each higher education institution should prepare, as part of the planning exercise, a role and mission
statement to reflect its purposes and contributions toward the common goals of the society.

4. Programs and incentives to attract potential faculty to the system should be increased. A greater effort should be made to divert a large portion of college graduates into preparation for teaching careers in colleges and universities through counselling and guidance services, increased financial support for teaching internships, scholarships, fellowships, and loans.

5. Goals relating to accessibility should be given appropriate priorities, so that more opportunities become available to Nigerians to pursue courses in higher education appropriate to their interests and abilities.

6. There is the necessity that innovations in education aimed at making students employable be continued and intensified so that education becomes an economic investment.

7. The education for the handicapped and visually impaired must be intensified through the training of professional teachers and staff.

8. There is a great need to develop strong curricula contents and methods to meet local needs and conditions.

9. The Nigerian higher education institutions must not merely attempt to preserve and transmit the best of the
past, but must also demonstrate its functions in the present as well as its future possibilities, and should ultimately seek to provide a total view of society and its purpose.

10. There is a need for constant evaluation of the educational system to determine the success of the curriculum and its effectiveness in bringing about the desired goals.

11. There is a need for educational administrators and planners to work more closely with the community and all other interested groups who share responsibilities for educational development and progress.

12. Accountability and governance of higher education institutions in Nigeria must be entrusted to those with the knowledge and skills necessary for such an assignment.

13. The Nigerian academic leaders must be willing, collectively, to set academic and public accountability standards and to participate in their enforcement in order to protect the ability of higher education to conduct with integrity its essential functions of teaching and research. An effective relationship is required between the campus and the state.

14. The Nigerian federal government should diminish its monopoly of education and educational issues and
restore public confidence in higher education's ability to govern itself.

15. State officials should not involve themselves directly in the review of academic programs. Rather, they should call upon higher education institutions periodically to assess such programs and report their findings.

16. Authority over teaching and research and the review of academic programs must be kept with the academy itself.

17. A voluntary system of accreditation similar to the United States should be established.

Based upon the findings and conclusions of this study, the following recommendations for further studies are proposed:

1. Studies should be conducted to assess higher education performance with regard to curriculum.

2. Studies should be conducted to identify other elements and priority criteria that are necessary for higher education and curriculum development.

3. Studies should be conducted to determine the most promising means of implementing higher education and curriculum development to meet local needs and conditions.
Impact of the Study

This study is available to the public. It has provided a significant investigation into higher education during the 25 year period with emphasis on curriculum development. The study has also highlighted the roles of higher education institutions in economic, social, and political developments in Nigeria. The resulting summary of information gained from both published and unpublished sources will be helpful for future researchers wishing to chronicle the development of higher education in Nigeria.

Nigerian higher education has had a significant educational mission throughout its history. Its positive impact on Nigerian society is commendable and has been confirmed by the government. Higher education curricula have been broadened in content and structure to meet local needs and conditions, and the former education imbalance no longer exists. Despite severe financial problems facing higher education in Nigeria and the adverse economic recession throughout the country, higher education continues to develop and will improve in the years ahead.
APPENDIX A

MAP OF NIGERIA WITH THE LOCATION OF
HIGHER EDUCATIONAL INSTITUTIONS
The places named are seats of the universities. Locations followed by both a number and letter, example, 15a, are those of second campuses except for Anambra State University and the University of Nigeria, Nsukka, where, in each case, both campuses of the university are designated by number and letter.
APPENDIX B

THE NEW NATIONAL POLICY ON EDUCATION

THE 6-3-3-4 EDUCATIONAL SYSTEM
APPENDIX C

LETTER REQUESTING INTERVIEWS
Dear [Name],

Would you kindly take a minute to read this letter.


A part of this study calls for an opinion for a clearer understanding of how Higher Education development objectives and its curricula in the post-independence Nigeria have been achieved given the country's economic, social, and political conditions. The opinion must be given by people who are knowledgeable, and considered authorities in the field of Higher Education in Nigeria. You have been identified as one of such people whose opinion is widely respected in the field.

Enclosed are copies of the questionnaire designed to enable you give this opinion. Your responses will be quoted in this study and made available to the public.

As a follow up, I will be visiting your office for personal interviews during the months of November and December 1989. When this study is completed, we will be glad to send you the result if you so request. Please, let me hear from you.

Your kind cooperation on this study will be highly appreciated, Thank you.

With the best of all regards,

I remain,

Sincerely,

[Signature]

Simon Amanze Eddiye
APPENDIX D

LETTERS CONFIRMING INTERVIEW
Mr. Simon Amanze Odueze,
International Student & Scholar Office,
University of North Texas,
Denton, Texas 76203,
U.S.A.

Dear Mr. Odueze,

I write on behalf of the Honourable Minister of Education, Prof. Jibril Aminu, to acknowledge the receipt of your letter of 10th July 1989 soliciting for his opinion as an assistance towards your Doctoral dissertation.

While assuring you of the Honourable Minister's willingness to grant you personal interview on the subject during your proposed visit to Nigeria in November/December 1989 as requested in your letter, I am to inform you that no questionnaire was enclosed in your letter as stated.

Best wishes.

Yours Sincerely,

[Signature]

David [Name]
for: Honourable Minister of Education.
APPENDIX E

LETTER OF ACKNOWLEDGEMENT

FOR THE INTERVIEW
Mr. David Ogbodo,
Federal Ministry of Education,
Office of The Honourable Minister,
Ahmadu Bello Way, Victoria Island,
LAGOS, NIGERIA

Dear Mr. Ogbodo,

Thank you for your recent letter on behalf of the Honourable Federal Minister of Education referenced HME/FMG/S/XII dated August 9th, 1989.

Unfortunately, you did not receive the questionnaire as indicated in my earlier letter.

A copy is hereby enclosed to acquaint the Honourable Minister of Education the nature of the study. Your kind cooperation on this matter is highly appreciated.

Thank you,

Very Sincerely,

Simon Amanze Odueze

Denton: Sept 12, 1989
APPENDIX F

INTERVIEW QUESTIONS AND
COMPOSITE ANSWERS
The following questions were proposed and asked during the interview. Individual answers have been combined to form the composite responses presented here.

1. Who establishes and executes higher education policies in Nigeria?

The Federal and State Ministries of Education, the National Board for Technical Education (NBTE) for the Polytechnics and Colleges of Education, and the National Universities Commission (NUC) for the universities, establish higher education policies.

2. To what extent has Nigerian higher education contributed to its development and nation-building?

Higher education has contributed greatly to the country's production of both the middle and high level manpower such as accountants, bankers, doctors, educationists, engineers, economists, technicians, pharmacists and other paramedical staff, lawyers, technologists, and scientists who have made immense contributions to nation-building and development. These professionals have made remarkable contributions in private and public sectors of the economy.

3. Are there any future plans to establish more institutions of higher education in Nigeria, and why?

There are future plans to establish more institutions of higher education in Nigeria. The government is committed to achieving the objectives of making education relevant to the needs and aspirations of the nation as well as meeting the
challenges of scientific and technological development and achievement. This will enable the nation to take its place in the rapidly developing industrial world.

4. To what extent does the present mission statement of higher education in Nigeria reflect those of the original goals?

The present mission statement of higher education in Nigeria greatly reflects those of the original goals, particularly in the area of high level manpower development. The diversification of academic programs through effective planning has ensured the realization of this objective. Various universities are also rendering services to the community through extramural and extension services by making the results of their research available to industries. These universities engage in consulting services as well, despite inadequate funds and equipment in their research efforts.

5. How does the admission policy into the institutions of higher education in Nigeria affect the imbalance both in structure and geographic distribution?

The government, through the Joint Admissions and Matriculation Board (JAMB), has firmly established criteria that reduced all forms of imbalance to the barest minimum. The academic program, for instance, has been tackled by the admission ratio scheme of 60:40 in favor of the science and technology based courses in the universities, and 70:30 in favor of the technological courses in the polytechnics.
This means that more students are being admitted in science and technology related courses than in the arts. The geographic distribution criteria have been fashioned in such a way that no area of the country is seriously disadvantaged in educational activities. This has been done through the use of state quota, catchment area, and disadvantaged quota in the admission policy.

6. What are the problems facing higher education in Nigeria? How are these problems resolved?

Higher education in Nigeria has been besieged by various problems. The ill-planned and narrow-based curricula have been of greater concern. This has resulted in:

(a) the overproduction of graduates in the arts, law, and social science while underproduction exists in technology, science, and mathematics.

(b) This shortcoming has been responsible for the chronic problem of unemployment of many graduates who would otherwise have been gainfully employed if they had received training in the disciplines for which the nation is in dire need, such as science and technology.

(c) The lower living standard of an average Nigerian could be attributed to the neglect of science, technology, and vocational subjects which would have made the majority of citizens comfortable and self-reliant.
(d) Higher educational institutions are faced with financial constraints due to inadequate allocation and funding as a result of the current economic recession.

(e) There are, therefore, insufficient supplies of instructional materials, including library books, text books, classroom and laboratory equipments.

(f) There is a manpower shortage in the management of higher institutions of science and technology.

These problems are being resolved by the government embarking on new trends in post-secondary education through the implementation of the National Policy on Education and emphasis on the new 6-3-3-4 Education System.

7. What are the short- and long-range goals of education in Nigeria? What is the role of higher education? The short-range goals of education in Nigeria are geared at the nation’s self-actualization and self-reliance in an attempt to raise the living standards of the citizens, improve societal values as well as eradicate ignorance, poverty, and disease. The long-range goals are aimed for national growth, development, and prosperity. The role of higher education is to teach, research, and promote scholarship.

These goals are to be accomplished through enriched curriculum in the conventional institutions and with
specialized universities (of agriculture and technology) and more colleges of education (technical) being established.

8. What is the relation between the higher education institutions and the government?

The federal and the state governments play supervisory roles and give subsidies in their budgets for higher education institutions through the National Universities Commission (NUC) for the universities, the National Board for Technical Education (NBTE) for the polytechnics, and the National Commission for Colleges of Education (NCCE) for the colleges of education. These bodies monitor actions and implement government policies in higher education institutions.

9. What is the relation between the higher education institutions and business and industry?

The business and industry sectors absorb a greater percentage of the products of higher education institutions. Some well-established firms and industries have professorial chairs in universities as well as scholarship awards to bright and deserving students. Business and industry also provide students with industrial training through attachment on the job to acquire the necessary skills. In addition, they send their own personnel for in-service training into the higher education institutions for acquisition of further knowledge.

10. How is the higher education curriculum in Nigeria developed and implemented? Have the curricula
reflected the needs and the aspirations of post-independence Nigeria?

The development of higher education curriculum is the responsibility of various higher education institutions. They are guided by government policies as dictated by the National Manpower Board though the three supervisory organizations, namely: the National Universities Commission (NUC), the National Board for Technical Education (NBTE), and the National Commission for Colleges of Education (NCCE). These organizations set the guidelines for implementation of the curriculum programs. They ensure compliance through the system of accreditation. With the establishment of the 6-3-3-4 Educational System in 1985, the higher education curricula have reflected the local needs and aspirations of the post-independence Nigerian conditions.

11. What are the roles of Joint Admission and Matriculation Board (JAMB) and the National Universities Commission (NUC)?

The Joint Admissions and Matriculation Board (JAMB), organizes the Joint Matriculation (entrances) Examinations (JME) into the universities, the polytechnics, and the colleges of education in order to ensure standardization, national harmony, and to improve the admission system. The National Universities Commission (NUC) is a board for coordination, development, and financing of the
universities. It is also empowered to effect orderly growth and maintain minimum academic standards in both the federal and the state universities.

12. Why do you think vast numbers of Nigerian educators and graduates immigrate to other countries, and what can be done to encourage them to invest themselves in their country?

The Nigerian educators and graduates who immigrate to other countries profess to have gone in search of greener pastures, especially with the present economic recession in the country. The chronic and acute unemployment problem and inflationary trends exacerbated the situation and are the contributory factors to the brain drain or mass immigration to other countries.

In order to encourage them to invest themselves in the country, there must be:

(a) incentives in the form of better conditions of service and fringe benefits;
(b) the availability of well-equipped libraries for research;
(c) equipments;
(d) job opportunities for the graduates; and
(e) provision of adequate modern teaching materials.

13. What is your overall assessment of higher education development and its curriculum in Nigeria during the period 1960-1985?
Post-independence Nigeria, particularly the period 1960-1985, has witnessed rapid and tremendous changes in its higher education system. The number of colleges of education, polytechnics, and universities has increased remarkably during this period to meet the local needs and the aspirations of the people. The new trends in post-secondary education have witnessed diversification of higher education as proclaimed by the National Policy on Education (1977) and revised (1980) for the training of both the middle and high level manpower to provide economic growth, industrialization, and varied job opportunities. During this period, more girls have enrolled in higher education institutions than at any other period. In general, student numbers have greatly increased.

There were emphasis on curriculum to train teachers with National Certificate of Education (NCE), especially in science and technology based subjects, in order to provide the required middle level manpower for effective implementation of National Policy on Education. It was during this period that the Nigerian federal government established what was described as "Third Generation Universities" to provide placement for more qualified Nigerian students to benefit from the university education. Nigeria has made its greatest advance in education during this period, and a real concept of educational policies emerged. There are still continued efforts for innovative curricula that will
adequately prepare the youths for dealing with those economic, social, personal and political problems with which all men and women in a democratic society are constantly confronted with.
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*Note: Courses listed in parentheses are those offered at postgraduate level.*

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*From Obafemi Awolowo University*
APPENDIX H

LIST OF UNIVERSITIES
List of Universities

1. Ahmadu Bello University, Zaria (founded 1962).
18. Obafemi Awolowo University, Ile-Ife (1961. Formerly the University of Ife, present name since 1987).

Table continues.
Table 1 (continued)


23. Rivers State University of Science & Technology, Port Harcourt (1980).


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