

THE UNIVERSITY OF ILORIN, ILORIN, P.M.B. 1515, ILORIN,
NIGERIA
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**COURSE: ASE 305- HISTORY OF EDUCATION IN NIGERIA (2 CREDITS
COMPULSORY)**

Lecturers:

1. JEKAYINFA, A.A. B.A.Ed.(History), M.Ed. Curriculum Studies (Social Studies), Ph.D. (History Education)(Ilorin).
2. YUSUF, A. B.Ed. M.Ed. Ph.D. (Social Studies) Ilorin
3. AJIDAGBA, U.A. B.A.Ed., M.Ed., Ph.D. (Islamic Education) Ilorin.
4. AMALI, I.O.O. B.A.Ed. M.Ed. Jos, Ph.D. Sociology of Education. Maiduguri.
5. OYELADE, A. F. B. Ed, M. Ed. Ph. D. Iffe
5. YUSUF, H.T. B.Ed. Iffe; M.Ed. Ph. D (Social Studies) Ilorin



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Consultation Hours: Mondays 1-3p.m

COURSE DETAILS:

Course Content:

History and Policy of Education in Nigeria

Educational development in Nigeria with special emphasis on the evolution of current policies and practices. Traditional and modern systems of education in Nigeria. Role of commissions in educational policy making. Emergence of private Universities and National Open University of Nigeria. National Policy on Education. Public Examination bodies in Nigeria, Reforms in the Nigeria Education System. Current problems of educational development.

Course Description:



The course focuses on the history of Education in Nigeria and deals with significant issues in the history of Education in the country. Background issues including the role of the Jews, Greeks, Romans in the development of Nigeria's Education; the role of commissions in the development of Higher Education in the country; the history of different levels of formal education beginning from the establishment of the first primary schools in 1842.

Aspects of Education that have special relevance in the country such as Islamic, Nomadic and Special Education are also focused. Current problems and issues in education, formulation of the Nigerian philosophy of Education, the Universal Basic Education (UBE), Private Universities, National Open University of Nigeria are also covered in the course. Also, the history of Public Examinations relating to Secondary, Post-Secondary and Tertiary Education and , Agencies for the Management and Standardization of Tertiary Education in Nigeria are covered.

Course Justification

The teaching and learning of History of Education in Nigeria is Justified for many reasons, some of which include:

- (i) It enables us to know what our educational policies are and what they are not.
- (ii) It enables us to know the philosophical ideas guiding the Nigerian education.
- (iii) It enables us to know the contributions of the ancient nations and scholars to the development of the country's education.
- (iv) It enables us to know the various issues and problems facing the development of education in the country and how to find solutions to them.
- (v) It enables us to know the mistakes of the past in the development of the country's education and how to remedy them.
- (vi) It enables us to know the major trends in the development of our education in Nigeria.
- (vii) It enables us to contribute our own quota to the development of education in the country whenever we are in the position to do so.

Course Objectives

At the end of the course, it is expected that the students should be able to explain /discuss the following:

- Conceptual Background to the History of Education in Nigeria
- Foundations of Western Education: The role of the Jews, the Greeks & the Romans
- Indigenous African Education
- Development of Primary &Secondary Education in Nigeria
- Special and Nomadic Education in Nigeria Arabic and Islamic Education in Nigeria
- The role of Commissions in the Development of Higher Education in Nigeria.
- Teachers Education in Nigeria and issues of professionalization in teaching
- Some current Problems of and Issues in Education in Nigeria
- Universal Basic Education in Nigeria
- Emergence of Private Universities and the National Open University in Nigeria

- Public Examinations Institutions for the Standardization of Secondary Education in Nigeria: WAEC & NECO.

Course Requirements

Active participation of the students is essential in the classroom. Class attendance is mandatory and it will be taken at each lecture. Each student is expected to submit one assignment and do one classroom test for the continuous assessment. Students will be subjected to the end of course examination where they will answer questions using computer- assisted technique.

Methods of Grading

1.	C. A.	30
2.	End of Session Examination	70
	Total	100

Course Delivery Strategies

Lecture, questioning and discussion techniques would be employed. Students would be referred to some books where students will read topics ahead of the time of lessons. Students can be randomly called to explain what they have read about a topic. Students would be admonished to read the topics before coming to the class. They should be encouraged to search the internet and find additional information on each topic.



Active participation of students in the class through questioning would be encouraged. Power point presentation would be used in lessons’ delivery.

Reading List:

Abiri,J.O.O.& Jekayinfa,A.A. (eds.) *Perspectives on History of Education in Nigeria*.(2008). Ibadan, EMOLA-JAY-COMMUNICATIONS, Inc.
 Ezewu, E.E. (1993). *Philosophy of Education*, Ugheli. Eddy Joe Publishers.
 Fafunwa, A.B. (1974).*History of Education in Nigeria*. London, George Allen and Unwin Ltd.
 Federal Republic of Nigeria (1977), revised (1981), revised (1998), revised (2004). National Policy on Education, Lagos, NERC press.
 Federal Republic of Nigeria/ UNICEF (1993). Situation and Policy analysis on basic education in Nigeria. National Report.

- Patai, R. (1994). *Jews in Encyclopadia Americana*, Danbury, Connecticut, Grolier Incorporated Vol.6
- Taiwo, C.O.(1980). *The Nigerian Education System: Past, Present and Future*, Lagos: Nelson Pitman Ltd.
- Majasan, J.A.(1974). Yoruba Education: Its principles, practices and relevance to current development. *Unpublished Ph.D.Thesis*, University of Ibadan.
- West African Examinations Council (WAEC). (2007). History of WAEC. Retrieved 1/3/2007.
- Nduka, O. (1975). *Western Education and the Nigerian Cultural Background*.Ibadan. Oxford University Press.

Week One: Conceptual Background to the History of Education in Nigeria (2 hrs)

Objectives:

At the end of the end of the two hour lectures, the students should be able to discuss the basic terms such as History, Education, and History of Education, Dimensions of Education and characteristics of each dimension, Justification of learning history of Education.

Description

1. Concepts of education, history and history of education
2. Dimensions of Education i.e. Formal. Informal and Non-formal
3. Merits and demerits of each type of education.
4. Justification for the study of history of education in the Faculties of Education

Revision Questions

1. Justify the inclusion of History of Education in the Faculties of Education Curriculum.
2. Distinguish between the formal and informal types of Education in terms of their characteristics, merits and demerits.
3. What should be the aims of Education in developing countries? Have these aims been achieved in Nigeria?

Reading List

1. Fafunwa, A.B. (1974). *History of Education in Nigeria*, London. George Allen and Unwin Ltd. pp 20-27.
2. Jekayinfa, A.A.& Kolawole,D.O. Conceptual Background to the History of Education in Nigeria (2008). In J.O.O. Abiri & A.A. Jekayinfa. *Perspectives on the History of Education in Nigeria*. Emola-Jay-Co

Week 2: Indigenous African Education

Objective: The objective is for the students to be able to explain that the foundation of education in Nigeria is through the indigenous type.

Description: Thorough discussion of the principles underlining the indigenous education in Africa. The general purpose of the education, its merits and various demerits.

Study questions:

1. Discuss the basic principles underlining the African Indigenous Education.
2. Enumerate and discuss the merits of African Indigenous Education.
3. The disadvantages of the African Indigenous Education outweighed its advantages. Do you agree ? Give reasons for your submission.

Reading List:

1. Fafunwa, A.B. (1974). *History of Education in Nigeria*, London George Allen and Unwin Ltd. pp 20-27.
2. Jekayinfa, A.A.& Kolawole,D.O. Conceptual Background to the History of Education in Nigeria (2008). In J.O.O. Abiri & A.A. Jekayinfa. *Perspectives on the History of Education in Nigeria*. Emola-Jay-Co

Week 3: The role of the Jews, Greeks and Romans, the role of Commissions in the development of Western Education in Nigeria.

Objectives: This topic is to enable the students to appreciate the contributions of the Jews, the Greeks and the Romans to the development of Western Education in Nigeria. It would also enlighten the students about the role of different Commissions to the development of Education in the country.

Topic Description

Discussion of the contributions of the Jews in disseminating moral Education, character training, respect for the Supreme Being and elders. The contributions of the Greeks through their great Philosophers like Socrates, Plato and Aristotle. The contributions of the Romans, the Phelps Stokes, Asquith, Elliot's and Ashby's Commissions in the development of Education in Nigeria.

Study Questions

1. The contributions of the Jews, Greeks and Romans to the development of Education in Nigeria can not be over-emphasized. Discuss.
2. Explain the recommendations of the Phelps's Stokes commission in the development of teacher education in Nigeria.
3. What are the implications of the minority report of the Elliot's commission?
4. The Ashby commission was very important in the preparation of man-power needs of Nigeria. Discuss.

Reading List

1. Owolabi, H.O.(2008). Foundations of Western Education: The role of the Jews, Greeks and the Romans In J.O.O. Abiri & A.A. Jekayinfa. *Perspectives on the History of Education in Nigeria*. Emola-Jay-Co. pp21-36.

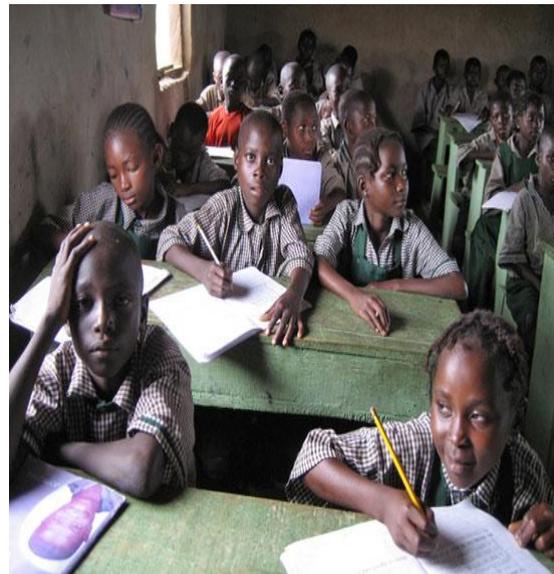
2. Abiri, J.O.O.(2008). The role of Commissions in the development of Education in Nigeria In J.O.O. Abiri & A.A. Jekayinfa. *Perspectives on the History of Education in Nigeria*. Emola-Jay-Co. pp 48-76..

Week 4: Growth and Development of Primary and Secondary Education in Nigeria

(2 hrs.)

Objectives

This is to enable the students appreciate how the Christian missionaries i.e the CMS, Wesleyan Methodist, the Southern America Baptist, the Roman Catholic and the Sudan Interior Mission introduced primary and secondary education in Nigeria and how they established different primary and secondary schools in the country. Also to enable the students appreciate the role played by the British Colonial Government in the later establishment of these types of schools in Nigeria.



Topic Description

Discussion of the activities of the Various Christian Missionaries in the establishment of Primary and Secondary schools in Nigeria. The areas where these schools are established in Nigeria and the impact of the schools in those areas. The impact of the schools where they were they were established.

Objectives: The objectives of this lesson is to enable the students be able to identify the motives why the Christian missionaries came to Nigeria, how they found it necessary to educate the Nigerians so as to be able to achieve thir own motives. The various primary and secondary schools established in Nigeria and the impacts of such schools established.

Description: The various Christian missionary bodies that came to Nigeria. Their main mission in Nigeria. Their encounter and the schools established in the various part of the country where they settled.

Study questions:

1. List the various Christian Missionary bodies that came to Nigeria and where they settled.
2. Explain the purpose of their coming to Nigeria.
3. Discuss their encounter which made them to introduce formal education in Nigeria.

Reading List:

1. Kolawole, D.O. (2008). Nursery and Primary Education in Nigeria in J.O.O.Abiri& A.A.Jekayinfa (eds.) *Perspectives on the History of Education in Nigeria*.Ibadan. Emola-Jay-Co. pp77-107.
2. Abdullahi, O.E.(2008). Secondary Education in Nigeria in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspectives on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp108-131.

Week 5 : Technical and Vocational Education in Nigeria



Objective: The objective of the week lecture is for the students to be able to explain the importance of Technical and Vocational Education, the introduction

and Government's efforts in the establishment of these types of education in Nigeria

Description: Discussion of the meanings of Technical and Vocational Education, introduction, involvement of the Government in Technical and Vocational Education and the impact of these type of education to national development

Study questions:

1. Explain what is meant by Technical and Vocational Education
2. What are the objectives of Technical and Vocational Education?
3. Discuss the role of the Government in the development of Technical and Vocational education in Nigeria.

Reading List:

1. Owolabi, H.O. (2008). Technical and Vocational Education in Nigeria in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspectives on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 132-143.
2. Brooking, W.J. (1971). Technical Education, in L.C.Deighton, (ed.) *Encyclopaedia of Education*. New York, Crowell-Collier.

Week 6: Teachers' Education in Nigeria

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

Description: Realizing that no nation can rise above the level of her teachers, Government has embarked on the training of teachers all the times, Discussion of the objectives of teachers' education, efforts of the government in the training of teachers at all levels, the contributions of the Phelps Stoke's Commission on the development of teachers education, issues on the professionalisation of teachers and ways forward.

Study Questions:

1. Enumerate the objectives of Teachers' Education in Nigeria.
2. Discuss the contributions of the Phelp Stoke's Commission on the development of teachers' education in Nigeria.
3. Can teaching be regarded as a profession in Nigeria? Give reasons for your submission.
4. What can be done to improve the teaching profession?

Reading List:

1. Jekayinfa, A.A.(2008). Teachers' Education in Nigeria in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspectives on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 144-165.
2. Fafunwa, A.B. (1974). *History of Education in Nigeria*, London George Allen and Unwin Ltd. pp .

Week 7: Arabic and Islamic Education in Nigeria



Objective: The objective of the lecture is to describe the development of this type of education in Nigeria.

Description: The course is to enlighten the students about the source, contents, and methods of teaching of Islamic education and how the education came to, and developed in Nigeria

Study questions:

1. Discuss the origin of Islamic and Arabic education in Nigeria.
2. What are the source, contents and methods of teaching of Islamic and Arabic education in Nigeria.
3. Enumerate the objectives of Islamic and Arabic education in Nigeria.

Reading List:

1. Oladosu, AGAS (2008). Arabic and Islamic Education In Nigeria in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspectives on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 198-216.
2. Fafunwa, A.B. (1974). *History of Education in Nigeria*, London George Allen and Unwin Ltd. pp .

Week 8: Nomadic and Special Education in Nigeria



Objective: The students would at the end of the lesson be able to explain the development of Education of people with special needs such as the nomads and specially challenged people .

Description: The objectives of Nomadic and special education in Nigeria; The methods of these types of education and the progress made so far in the development of these types of education in the country

Study questions:

1. What are the objectives of Nomadic and special Education in Nigeria.
2. Discuss Government's efforts in the development of these types of Education in Nigeria.
3. Enumerate the issues and problems in the development of these types of education in Nigeria.

Reading List:

1. Daramola, C.O.(2008). Nomadic Education in Nigeria in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspectives on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 217-226.
2. Olawuyi, B.O.(2008). Special Education in Nigeria.in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspectives on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 227-246.

Week 9: The 1969 National Curriculum Conference and the National Policy on Education

Objective: The student to be able to explain the reasons for the Curriculum Conference of 1969 and the outcome of the conference which is the publication of the National Policy on Education where the Philosophy of Nigeria is written.

Description: The purpose of the National Curriculum Conference of 1969; the membership; the outcome. The National Policy on Education (NPE) 1977, 1981, 1998, 2004 and the 2007 draft. The contents of the NPE,

Study questions:

1. What necessitated the Summoning of the 1969 Curriculum conference?
2. How the conference organized and what was were its outcome?
3. Explain the contents of the National Policy on Education
4. What is the uniqueness of the 2007 draft edition of the NPE?

Reading list:

- Olatunji, M.O.(2008). The 1969 National Curriculum Conference and the National Policy on Education in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspectives on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 247-256.
- Amaele, S.A.(2008). Historical Evolution of the Nigerian Philosophy of Education in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspective on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 274-301.

Week 10: Some Problems and Issues of Educational Development in Nigeria

Objectives: The students should be able to explain some of the current problems of education in Nigeria and be able to proffer solutions to them.

Description: This topic is about some current issues and problems militating against the development of education in Nigeria. These problems include: politicization of education, corruption in the educational sector, examination mal-practices, gap between policy formulation and implementation, and so on and so forth. The discussion would also include how to proffer solutions to these problems.

Study questions:

1. Enumerate some of the problems/issues militating against the development of education in Nigeria.
2. Discuss five of the problems enumerated in 1. above and proffer solutions to them.

Reading list:

1. Daramola, C.O. (2008). Some Current Problems and Issues of Educational Development in Nigeria in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspectives on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 257.

Week 11: Universal Basic Education in Education (UBE)

Objective: At the end of this lesson, students should be able to explain the objectives and features of the UBE in Nigeria.

Description: Discussions on Education for All (EFA) and the Jomtien's declaration; the objectives and characteristics of the UBE and achievements so far..

Study Questions:

1. Discuss what is meant by Education for All (EFA).
2. What is meant by UBE?
3. Distinguish between the UPE and UBE.

Reading List:

1. Ajere, G.& Yusuf, A. (2008). Universal Basic Education in Nigeria in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspective on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 257.
2. Adesina, S.O.(2005). Growth without Development

Week 12: Emergence of Private Universities and the National Open University of Nigeria (NOUN)

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

Description:

Discussion of the establishment of Private Universities and the National Open University of Nigeria. The purposes for the establishment of each of them. The contributions of these Universities to the development of Education in Nigeria should also be discussed.

Study questions

1. Enumerate the Private Universities in Nigeria as at 2008.
2. Discuss the purpose for the establishment of Private Universities in Nigeria.
3. What are the benefits of the establishment of the Private Universities?
4. Why was the National Open University established?.

Reading List:

1. Amali, I.O.O. (2008). Emergence of private Universities and the National Open University of Nigeria (NOUN) in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspective on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 316-334.

Week 13: Public Examinations in Nigeria

Objective: The objective is to enable the students appreciate the functions of some public examinations bodies in Nigeria.

Description: Discussions of the establishment, objectives and the functions of the WAEC, NECO, JAMB and NABTE.

Study questions:

1. Explain how WAEC was established.
2. What are the functions of WAEC?
3. Enumerate the problems facing WAEC.
4. Discuss what led to the establishment of NECO.
5. Highlight the major functions of JAMB and NABTE.
6. Enumerate the problems facing JAMB and NABTE.

Reading List:

1. Ajidagba, U.A.(2008). Public Examination Institutions for the Certification of Secondary Education in Nigeria: WAEC and NECO in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspective on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 335-344.
2. Jekayinfa, A.A. (2008). Public Examinations for Institutions for the Standardization of Admissions to Post-Secondary Education in Nigeria: JAMB and NABTE in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspective on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 345-344.
3. <http://www.nabtebnigeria.org>

Week 14: The National University Council (NUC) and the National Council for Colleges of Education (NCCE):

Objective: The objective is to for the students to be able to explain the establishment and contributions of the NUC and NCCE to the development of higher education in Nigeria.

Description: The history and development of NUC and NCCE; their functions and achievements in the development of education in the country

Study Questions:

1. What is NUC and NCCE and why were they established?
2. What are their contributions to the development of higher education in Nigeria?
3. What are the problems facing the two councils??

Reading List:

1. Oyewumi, C.F. and Yusuf, H.T. (2008). Agencies for the Management and Standardization of Tertiary Institutions in Nigeria in J.O.O.Abiri & A.A.Jekayinfa (eds.) *Perspective on the History of Education in Nigeria*. Ibadan. Emola-Jay-Co. pp 355-372.

Week 15: Continuous Assessment Test

Objective: The objective is to assess what has been taught by the lecturers and learnt by the students during the semester in the course.

Study Questions:

1. Before you study this course, what is your own conception of education?
2. You have learnt about the aims of education in developing countries, how does each of these aims tally with the purpose of the UBE?
3. Discuss the nature and objectives of the Traditional African Education.
4. What are the merits and the demerits of the Indigenous Education?
5. Can Indigenous Education be modified? Give suggestions for the modifications.
6. What are the contributions of the Sir Elliot's Commission to the development of Education in Nigeria?
7. What are the various challenges facing Teacher Education in Nigeria?
8. Discuss the reasons for the proliferation of private universities in Nigeria? Is the proliferation worth it?
9. Discuss the establishment and contributions of WAEC, JAMB, NECO and NABTE.
10. What are the usefulness of the NUC and NCCE?