LITERATURE CURRICULUM IN NON-DEGREE PROGRAMMES: A CASE STUDY OFTHE LITERATURE PROGRAMME IN FEDERAL COLLEGE OF CHEMICAL AND LEATHER TECHNOLOGY (CHELTECH) ZARIA AND FEDERAL COLLEGE OF EDUCATION (F.C.E.) ZARIA

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DECLARATION

I hereby declare that the work in this dissertation titled "Literature Curriculum in Non-Degree Programmes: A Case Study of the Literature Programmes in Federal College of Chemical and Leather Technology (CHELTECH) Zaria and Federal College of Education (F.C.E.) Zaria was performed by me in the department of English and Literary Studies, under the supervision of Professor Tanimu Abubakar, Professor Sani Abba Aliyu and Dr. Omokore Shade. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma at any institution.

CERTIFICATION

This dissertation titled "Literature in Non-Degree Programmes: The Case Study of Federal College of Chemical and Leather Technology (CHELTECH) Zaria and Federal College of Education (F.C.E.) Zaria" meets the regulations governing the award of the degree of Doctor of Philosophy of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to the sweet memory of my late mother,Mrs. Jossy Galadima who showed great concern for the successful completion of this research before she died.

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ABSTRACT

This study focuses on literary pedagogy and it examines the nature, validity and scope of the teaching of literature in non-degree programmes in Nigeria. It reappraises the teaching of literature in the technical and teacher education sectors of the Nigerian school system with Federal College of Chemical and Leather Technology (CHELTECH) Zaria and Federal College of Education (F.C.E.) Zaria as case studies. The dissertation is premised on the argument that as a prominent subject in the Nigerian school system, literary studies is undertaken in line with policy stipulations enshrined in the National Policy on Education (N.P.E.) and the ensuing curricular developed by relevant supervisory bodies. However, the study discovers that the teaching of literature in some of the sectors of education and institutions is bedeviled by discrepancies that a reconsideration of the literary studies content is required. Using functional theory, the study examines literary pedagogy in relation to the educational philosophy enshrined in the National Policy on Education. This research reveals the fact that there are contradictions between educational objectives and syllabus design. The teaching of the literature programmes studied, for example, does not link literature to the technical orientation of the students and fails to illustrate literature's profundity in inculcating the affinity between the humane values, which it embodies, and technological culture. This research therefore, proposes the redesign of the literature syllabus in line with the concept of "literature for Specific Purposes" in order for the literature programme to meet the needs of trainees.

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CHAPTER ONE; INTRODUCTION

1.0. The Aesthetic and Pedagogical Dimensions of Literature

This study falls within the domain of literary pedagogy and it is inspired by the fact that the large sphere given to literature in Nigeria's educational system necessitates the evaluation of its study in non-degree programmes and the determination of whether or not such a study of literature attains the goals, objectives and ideals of the National Policy on Education (N.P.E.). The study thus proceeds by a comparative identification of the form that the study of literature in the selected institutions takes in order to ascertain its place in the institutions. This is why special focus is given to the syllabus, the nature (role and category) of the institutions and their mode of integrating literature into their curriculum. For reasons of clarity and depth of treatment, two institutions of varied backgrounds (Federal College of Chemical and Leather Technology (CHELTECH), Zaria and Federal College of Education (F.C.E.), Zaria) which represent the broad approaches to the treatment of literature in the Nigerian educational system are chosen as case studies. The crucial argument in this delineation of area of study is that literature is crucial to the educational system because of its encompassing pedagogical and aesthetic dimensions.

Literary pedagogy deals with how and why institutions and departments responsible for the teaching of literature uphold literary merit and still teach

literature in relation to their nature. In this regard, Lye (2001:1) states that departments of English are to:

> *Chart the history of literature, to preserve and clarify works of the past, to continually reinterpret the literature of the past in terms of the knowledge, anxieties and understanding of the present, and to school young people in the wonders of the intricate and powerful uses of language and form which canonical works embody.*

Barthes (1997) also proposes that in any study of literature, literature is what is taught, because literature constitutes its own curriculum. Similarly, Sampson (1997: 97) states "we first have the truth that the study of literature means the study of literature not biography, nor of literary history … not of grammar, not of etymology, not of anything except the works themselves, viewed as their creators wrote them, viewed as art, as transcripts of humanity, not as logic, not as psychology, not as ethics." The emphasis of these two scholars is that in literary pedagogy, literature is the main subject and nothing else; that there is a core in the study which cannot be anything other than the works of literature. This core captures all reasonable definitions of literature, literary theory and practice. In addition, it has to do with man in relation to his environment, man not as fixed and determinate, but as living, initiating, responding and open to unfathomable possibilities. This view of literature as a "pure" subject raises questions about the place of psychoanalysis, literary history, literary theory and popular culture which are integral parts of the present day literature syllabus and the current trend, particularly in Western countries, in which literature is fast being integrated into cultural studies. After all, these fields have improved the understanding of literature in contemporary scholarship. This

implies that the teaching of literature today is not as "pure" or "innocent" as Barthes or Sampson viewed it when they wrote.

The teaching of literature is a unique phenomenon because it actuates a simultaneous double-teaching. In the first instance, literature itself teaches because of its didactic nature, and then there is the teaching of literature as a subject. There is always the teaching of life in any rendition of literature because literature is an instruction on the art of living. As a subject of study, there are pedagogical theories within and those that apply to literature which are explicated, sometimes requiring interdisciplinary approaches. When literature teaches, it must not necessarily do so with the intent of teaching; it is its nature that teaches. The connection between literature and teaching is made when pedagogical theories (methods and theories of literature) are appropriately applied in order to pro-actively bring out the lessons in literature. Without this connection, the teaching of literature becomes the mere routine of explicating texts and genres.

Most disciplines deal with subjects that relate to man, but literature studies man not as determinate or accurately determinable, but in his basic condition. As Leavis (1952:184) puts it, "the study (of literature) is or should be an intimate study of the complexities, potentialities and the essential conditions of human nature." This is why literature falls within the realm of cultural studies as it depicts men facing crucial moments of existence within specific geographical locations and under the influence of their cultural norms which inform their actions. The study of literature is therefore an excursion into an objective understanding of life as a dynamic phenomenon. Literary

works, then, are “the cultural objects which incite analysis, appreciation, discussion and judgment on the part of the general public. They train the mind to see social relations, teach our feelings to be sensitive to new developments and shape the lenses through which we see and feel our world” (Chinweizu, 1979:106). This view implies that the teaching of literature re-orients because it articulates and integrates social phenomenon and gives understanding of the past, the present and a projection into future possibilities. Literature has power to further understanding and shape the way men see and feel the world around them. It is apparent therefore that the literature teacher has a great task which Sampson(1997:77) sums up as placing “the student face to face with the work itself, and acting as his spectacle when his eyes sight was blurred”. This harnesses the great potentials of literature and imparts same to the students in order to engender the changes required for man’s much needed development. Literature is thus “a medium whereby a nation initiates its population into its mores and world outlook (because) through shared literary activity, the members of a nation elaborate their cultural heritage and continually reaffirm their cultural and social identity (Chinweizu 1979:107). This is attained because of the involving nature of the creative process which transforms the text from being a private property of the writer into a social product.

Another critical dimension of the teaching of literatures is the theoretical formations upon which literature is based. The teaching of literature leads to the understanding of trends in literary theory which deal with the evolution of literature and the notions held on literature. Leavis (1952:183) asserts that “criticism and literary history had for generations dealt in influence, environments and the extra-literary

conditions of literary production." These influences and conditions are products of ideological shifts, which engender the emergence, transformation or even the rejection of older ideologies.

The development of human societies, especially in the modern era enhances the accommodation of new ideologies which may require new literary expression, thus propelling literary theory and history. In this context, the classical and neoclassical, the realist, romantic, modernist, the Marxist, feminist etc, trends in literature reflect the changing forms of societal psyche in all its ramifications and the effects they engender in terms of new thought, relationships and physical changes. The teaching of Literature therefore provides an exposition about the history of the development of man and civilization, it aids the understanding of the complexities and passions of the time and how they come about. In the same vein, some of the exponents of new trends in literature as evident in, for example, Wordsworth's preface, give new light to literary theory. This means that literary theory is not static; it redefines literature, the author, the style of rendition, etc.

Also, as literary theory advances the style of writing and the critical tools at the disposal of scholars also expand. The classical/neoclassical era gave emphasis to the sublime and its components which Aristotle, Horace and Longinus dealt with adequately, the modernist era gave prominence to the stream of consciousness technique, the exploration of interiority while psychoanalysis explores the mind to depict human experience. Within the framework of literary theory, there exists an opening for the understanding of the passage of time and the changes in the outlook of man then and

now. Classical literature, for instance, paid much premium to decorum. Today violence, destruction and sex are prominent components of post modern culture and contemporary literature; this has led to the codification of violence, nudity, and promiscuity. This is what Kierkegaard calls the morbid solace of the postmodern man. Similarly, the disappearance of bombastic language, the presentation of the speeches of "noble" characters in "common language" in contemporary drama are salient indications of the collapse of aristocracy and the ascension of the notion that humanity as the common heritage of man dissolves racial, gender, national and class barrier. The teaching of literature delineates these changes and experiences.

The teaching of literature embodies the discourse on ideology because literature itself – the writing of the text, its reading and interpretation/reception – is informed by ideological considerations that work in both the writer and the reader. This is why Eagleton (1976:167) regards the text as "a production of ideology working now athwart, now in complicity with it, so reading, as an ideological reproduction of the production of ideology, works now 'with', now 'athwart' the lines of the text." Ideology is thus important in both the writing and reading of literature; the text is ideal for reading because it has been "deciphered" of certain conventions that are ideologically governed. These conventions are generally embedded in the apparatuses for the regulation of culture and education. In essence, this means that ideological considerations stringently censor literature, from its production to its consumption in social institutions in order to attain or maintain certain order. This is why this study also focuses on policies that determine literature and its place in the school system, using the Nigerian situation for illustration.

1.1. STATEMENT OF PROBLEM

Previous studies on the subject highlighted the narrow scope given to literature in the National Board for Technical Education (N.B.T.E.) General Studies curriculum and the National Commission for Colleges of Education (N.C.C.E.) literature scheme as a major short coming of literary pedagogy in non-degree awarding institutions. In view of the nature and functions of literature, this thesis contends that the basic problem with the teaching of literature in non-degree programmes is the approach to the subject, which is further compounded by the fact that for most Nigerians, teaching literature in technical institutions is an unruly misnomer. This can be viewed from such perspectives as what literature is meant to affect in the non-degree programmes, what aspects of literature should be emphasized in each sector of the Nigerian educational system and what is the most appropriate approach to literary pedagogy in non-degree programmes. It also involves the methods by which literature in non-degree programmes can be reviewed and repositioned to meet new challenges and what specific conceptual issues should be incorporated into the literature curriculum.

These issues are relevant because the literature programme studied is circumscribed in the conventional approach, which focuses on literary criticism, literary theory, literary composition, etc. The problem to note from the foregoing is that the Nigerian educational system is not a level grounded entity in which every educational concept applies comfortably. It consists of diverse sectors with institutions having different, clearly spelt out objectives. Yet the conventional teaching approach cuts across the entire system as

evident in sample question papers from different institutions. This is because syllabus design assumes that all institutions need the same kind of literature and teaching method regardless of their different backgrounds. For instance, all diploma awarding institutions in Nigeria (which include maritime institutions, polytechnics, colleges of agriculture, specialized institutions, etc) use the same literature syllabus designed by N.B.T.E. Equally, all courses in Nigerian polytechnics offer the same literature courses and modules regardless of the vocation into which their students are being trained. This kind of situation led Pearson (2003:47) to observe that "perhaps the most serious problem of all is that the students in my classes do not share the same disciplinary fields, projects or methods." This problem that was observed above questions how appropriate it is for the same syllabus to be applied across board if effective results for the teaching of literature are to be acquired. In teaching literature in non-degree programmes, a consideration of the aspects of literature to be taught is paramount.

This study is also premised on the assumption that over the years, the study of English for Special Purposes has received much academic consideration. This approach has given insight into the nature of English and enhances the target students' competence in English. The failure to apply such special consideration to literature can prevent the attainment of the objectives of the National Policy on Education (N.P.E.) which lays emphasis on the following values:

1. Respect for the worth and dignity of the individual;
2. Faith in man's ability to make rational decisions;
3. Moral and spiritual values in interpersonal and human relations;
4. Shared responsibility for the common good of society;
5. Respect for the dignity of labour; and

6. Promotion of emotional, physical and psychological health of children.

Furthermore, the philosophy of the N.P.E. seeks to build an educated citizenry and lay foundation for basic national ethos which includes:

1. Inculcation of national consciousness and national unity;
2. Inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
3. Training of the mind in the understanding of the world around; and
4. Acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of his society. (N.P.E.:7)

A major setback of the literature programme under study is the failure of curriculum design to reflect the objectives of the N.P.E. in the syllabus. For instance, the N.B.T.E. literature scheme does not reflect the quest for technological growth, although that is the basic function that the N.P.E. assigns to technical education. This is proven by the fact that none of the objectives of the literature syllabus for Nigerian Polytechnics relates literature to technology. The literature scheme is therefore not an appropriate pedagogical model for technical education since it is geared towards literary appreciation only. Although literature does not teach technicality, its cognitive and affective elements can inculcate appropriate technological attitudes. The bane of technology in Nigeria revolves around vices (corruption, lack of commitment and patriotism, etc) which literature deals with adequately. The failure to tailor-make the literature scheme to meet Nigeria's specific needs for technology renders it ineffective.

The study also assumes that some of the inadequacies in the N.C.C.E. literature scheme include the fact that it is not broad enough because it does not capture the key aspects of literature taught in the tertiary institution that awards certificates in literature. For instance, the literature aspect of English as a Single Major (which F.C.E. Zaria offers) consists of only eight literature courses whereas there are twenty six courses in the curriculum. This implies that N.C.E. graduates offering English as a Single Major cannot be said to have been trained in all aspects of literature. Thus the following N.P.E.'s objectives (a) and (d) for teacher education can not be attained through the use of the literature scheme designed by the N.C.C.E:

a. to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education system; and
d. to produce teachers with the intellectual and professional background adequate for their assignment.

Also, because literature is not studied as a course on its own in Nigerian colleges of education, the claim to training professional literature teachers is a fallacy since the greater emphasis is on English language, to which the syllabus gives a relatively comprehensive treatment.

Similarly, there is no national policy that articulates the functions of literature in the school system and assigns specific sections of these functions to the different sectors of the school system in accordance to their needs. The need for an all-encompassing policy was raised by Kaplan (2001) when he posits that language teaching requires a policy that decides what language should be taught, to whom, to what extent and at what cost. The absence of a policy for literature means that the literature programme lacks

wholistic vision. This, therefore, leaves unanswered the question of the world view which the teaching of literature in Nigerian institutions is meant to affect. What is obtained is a sectorised scheme which suggests that the vision for literature in Nigeria is in pockets, while the N.P.E. has objectives that make (literature and other) General Studies subjects cardinal. This observation is relevant because Nigeria has a national policy on science and technology which concerns itself with the school system and stipulates a 60-40 percent ratio for admission in favour of science.

1.2 Objectives of Study

The inclusion of literature in the curriculum of institutions in which literature certificates are not awarded requires an examination of its existence in such institutions. Primarily therefore, the aim of this research is to:

1) Ascertain the sphere and functions of literature in non-degree programmes through an evaluation of the literature programme in the curricula for technical and teacher education.
2) Propose an alternative/modified literature scheme for technical institutions with an inclination towards science and technology in the context of the limitations that were identified in the statement of research problem and in order to effectively situate literature in the school system.
3) Identify some basic pedagogic concepts that can enhance the contribution of literature to the training of technicians and teachers.

4) Delineate the relationship between literature, science and technology with the view to infusing this relationship in the design of the literature scheme for technical education.

5) Depict the fundamental role of literature to the development of the education in order to measure the effectiveness of the literature programme in the institutions chosen as case studies.

To achieve this, the study illustrates that:

1) There are contradictions between the N.P.E. and the actual curriculum and the teaching of literature in non-degree institutions and these contradictions negate the value of literature as a viable means of inculcating the culture of technology.

2) The literature content for teacher education is too narrow hence it does not explicate literature comprehensively.

3) The conventional approach is inappropriate, particularly, for institutions that do not award certificates in literature although the students study aspects of literature.

4) Syllabus design did not appropriate concepts that engender the reappraisal traditional technology despite its preponderance in literature texts that deal with traditional life.

1.3 Significance of Study

The study is relevant to curriculum and literature syllabus design. It is also useful for text selection, interpretation and teaching. In addition, the study develops a model literature scheme for technical education that incorporates solutions to the issues raised in the statement of problem. Some of the major points of significance in this study include

the delineation of the concept of literature in the non-degree programmes in the school system in Nigeria, and the application of literature as an academic discipline to the training of technologists and teachers. A major significance of this research is the comparative analysis of the literature programmes in the Teacher Education and Technical Education sectors of the Nigerian school system in order to emphasize the need for tailor-made literature programmes that cater for the needs of will- be professionals undergoing training in non-degree programmes.

1.4 Scope and Delimitation

This study is limited to the relevant issues concerning the study of literature in Federal College of Chemical and Leather Technology Zaria and Federal College of Education Zaria, the case studies of this research, viz: the integration and the teaching of literature in the institutions. It also considers basic policy stipulations of the Nigerian educational system as contained in the National Policy on Education (N.P.E.) in order to identify its interpretation in the literature syllabi designed by the National Board for Technical Education (N.B.T.E.) and the National Commission for Colleges of Education (N.C.C.E.). This study also analyses past questions of the Federal College of Education Zaria and the Federal College of Chemical and Leather Technology from 2000-2005 sessions and the questionnaires administered for the purpose of this research.

1.5 LITERATURE AND TRAINING

In literary pedagogy, training is negotiated through the cognitive and affective components of literature. The cognitive aspect of literature enhances the recognition of the nature of literature and the *real world* from which it is produced and consumed. After

all, cognition means coming to consciousness of the existence of a thing, therefore, it excites thought, reasoning and memory. It also implies reducing a phenomenon to empirical and factual knowledge. Thus, literature qualifies as a subject because it incorporates a unique mode of thought. Literature enhances cognition because the entire human condition is its subject; it does not deal with segmented facets of the human condition. For instance, most, if not all disciplines deal with facets of the human condition, or the understanding of elements of nature and reducing them to the advantage of man. But the human condition is not in segments, it is a whole and literature deals with its manifestations through the lives and circumstances of characters. For instance, Achebe's treatment of the preparation for the New Yam Feast in *Things Fall Apart* shows the all-encompassing approach of literature to the human condition. The following excerpt illustrates this claim:

The feast of the New Yam was approaching and Umuafia was in a festival mood. It was an occasion for giving thanks to Ani the earth goddess and the source of all fertility. Ani played a greater part in the life of the people than any other deity. She was the ultimate judge of morality and conduct. And what was more, she was in close communion with the departed fathers of the clan whose bodies had been committed to earth.

The feast of the New Yam was held every year before the harvest began, to honour the earth goddess and the ancestral spirits of the clan. New yams could not be eaten until some had first been offered to these powers. Men and women, young and old, looked forward to the new yam festival because it began the season of plenty- the new year. On the last night before the festival, yams of the old year were all disposed of by those who still had them. The new year must begin with tasty, fresh yams and not the shriveled and fibrous crop of the previous year. All cooking- pots, calabashes and wooden bowls were thoroughly washed, especially the wooden mortar in which yam was pounded. Yam foo-foo and vegetable soup was the chief food in the celebration. So much of it was cooked that, no matter how heavily the family ate or how many friends and relations they invited from neighboring villages, there was always a huge quantity of food left over at the end the day; the story was always told of a wealthy man who set before his guests a mound of foo-foo so high that those who sat on one side could not see what was happening on the other, and it was not until late in the evening that one of them saw for the first time his in-

law who had arrived during the course of the meal and had fallen to on the opposite side. It was only then that they exchanged greetings and shook hands over what was left of the food…The festival was only three days away. Okonkwo's wives had scrubbed the walls and the huts with red earth until they reflected light. They had then drawn patterns on them in white, yellow and dark green. They then set about painting themselves with cam wood and drawing beautiful black patterns on their stomachs and backs (p.26-27).

This excerpt points at issues beyond the literary, it touches on economics, sociology, theology, and agriculture and food preservation. For instance, it shows that the limitations of the economic life of the people is tied to the fact that their religion forbids the accumulation of surplus since the yams of the previous year must be eaten before the new yam feast began. Also, it explains why the people did not pay much attention to yam preservation since all yams must be consumed within a specified period of time. The failure to preserve yams proved fatal in another of Achebe's novels *Arrow of God*, and indeed, the problem of yam preservation still persists today and most of the breakthroughs that have been attained do not bear antecedence to our forefathers. This shows how literature enhances cognition and the interrelatedness of ideas and concepts. The traditional methods of building renovation, cosmetics and the utensils made of local materials in this excerpt are profound research and development challenges for technical students in view of the huge foreign exchange expended on the importation of such goods. Thus, the philosophical framework of this research the concept of thought which literature excites because of its heuristic nature. Literature is a product of thought, which goes beyond surface reflection to the exploration of the interconnecting motives and drives that infuse the superego.

The holistic view of life given by literature aids the attainment of the N.P.E.'s objective of using education to "train the mind in the understanding of the world around" because literature does not promote a parochial view of life. It also enhances interdisciplinary discourse. In the 2004/05 sessional examination in F.C.E. Zaria, a question on Merchant of Venice reads: "Discuss the theme of vengeance in William Shakespeare's Merchant of Venice". If one does not have a good understanding of Europe's view concerning the Jew then, Shylock's insistence on a pound of Antonio's flesh will be misconstrued as mere villainy. But history bears out the fact that the Jew was treated as a second class citizen; he was denied the right to own property and do business in some instances, except usury. Shylock's quest was therefore beyond an individual vendetta, it was a reaction to the injustice meted on his race. By this, literature employs history as a tool for literary analysis since history explains the rationale of the issues raised in the text.

Literature also negotiates training through its affective component. Affect ordinarily means to exert influence, it is a stimulus strong enough to bring about a reaction or a modification of outlook. In literary terms, affect, as a reader-response phenomenon, refers to sensation, feeling and reorientation aroused at the end of the reading of a literary text. In every encounter with a literary text, affect is not only a possibility; it is an internally automated condition that is innate to reading literary texts. This is because the creative process involves the transformation of a fantasy or a group of fantasies into a story, play or poem. These fantasies which are related to the stages of human growth include the oral, anal, phallic, latency phase, etc. These fantasies form the

base of the literary text, what literature does is to "transform primitive childish fantasies into civilized adult, meaning" (Holland 1975: 32).The creative process equally brings the writer and his audience/society into a form of discourse because the work of the individual artist expresses both his own creative need and that of his society. This is because "The individual artist is born into a specific culture within a given cultural ideology with its store of scientific knowledge" (Menaker: 1978.166). This implies a number of things which include the fact that:

1. The artist only fashions his work from what his society gives him. Even modern literature, with all its 'outrageous" manifestation was "licensed" to take its form and content by the society it represents because it only depicted that society.
2. The society (audience) finds its mind, with its fears and hopes, strengths and weaknesses, joys and sorrows, etc. expressed in creative works, and it identifies with it either by agreeing or disagreeing, by being pulled to it or by refraining from it.

The myriad of possible reactions to a text are best imagined because of their personal nature. However, these responses are adaptive, and through them, literature performs its adaptive function (Carroll 2005). The universe does not present itself to the human mind as a rigid formation that is conquered by stereotype behaviour. The universe contains contingent possibilities to which man needed to adapt. Wilson (1998:225 in Carroll 2005) states that "there was not enough time for human heredity to cope with the vastness of new contingent possibilities revealed by high intelligence…The arts filled the gap". These "contingent possibilities" pose difficulties to the human nature and they agitate the mind. Literature, because its effects are personal, incorporates the emotional aspect of human experience when it ascribes passion and value, through which the audience gets

mentally and emotionally involved with the characters and situations presented in texts. Indeed, literary studies is a passionate discipline.

Affect involves logic and ethics, it concerns itself with aptness and rightness, it subsumes the cognitive and channels it to the general good of man. Literature affects human conduct by its presentation of the right and its benefits, and the wrong and its consequences. This does not imply that once that which is right is known then life will automatically be well. What this implies is that doing wrong does not mean ignorance of what is right, it is the deliberate decision to do wrong because doing right contradicts the interest of the individual involved at that moment. When literary pedagogy brings an individual to this point then affect has been attained. Having delineated the features of literary pedagogy, it is pertinent to understand what constitutes the discipline of literature that it now qualifies to be part of the subjects in the school system.

1.6 The Discipline of Literary Criticism

The concept of literature in the school system hinges on the definition and functions of literature. Definition offers many perspectives of literature, but two perspectives and their basic differences are relevant to this study. They are literature as a subject of study and literature as a phenomenon. Literature consists of the creative works of art that are produced and presented through the medium of language and action, and as a reflection of life. This suggests that literature mediates reality. This definition presents literature as a phenomenon or a thing that exists and was created by man in his struggle for survival in his material and spiritual environment. Literature therefore exists in identifiable text form as a story, poem or play, which is sometimes read or enjoyed in

particular locations like the theatre. In this instance, therefore, a man picks a novel off the shelf and says he is holding literature in his hand because as a phenomenon, literature is a thing which can be read for any reason(s) including aesthetic pleasure and moral instruction. As a branch of study, literature exists as a subject in the school syllabus, having specific texts prescribed for reading with concomitant evaluation of performance of students. In this case, literature is an academic discipline and disciplines normally have basic theories for analysis that are based on a set of rules, procedures and methods (Garry 1997).

In order to understand the business of literature in the school system, it is pertinent to understand the term discipline. In his treatment of distance education as a discipline, Coldeway (1989) defines a discipline as a field of study, or subject that is taught. This suggests that a discipline consists of units of academic (analytical) instructions that are taught in a pedagogical context. He further states that discipline is training that corrects and moulds mental faculty and moral out look. This definition may not apply to all academic disciplines because it is not all disciplines that deal with issues of morality even though they advance knowledge. Literature, however, fits appropriately into this definition because of its moral element since moral training is cardinal to the nature of literature. From the foregoing, discipline refers to specific fields of study with their sets of theories, which affect the advancement of knowledge and the development of mental faculty and moral well being. Literature in the school system is therefore a furtherance of the concept of academic discourse in that it advances knowledge and affects moral conduct.

Having situated the term discipline, it is important to know what constitutes the discipline called literature. While experimentation is the discipline of science and transaction is the discipline of business studies, literary criticism is the discipline in literature as a course of study. Literature is a body of knowledge and the appropriate discipline for its study is literary criticism (Robson 1965). Literature by this assertion, whether it is ethnic, national, regional or continental, constitutes a body of knowledge. But knowledge must be unraveled in order for it to make meaning and the only means of unraveling this body of knowledge is the discipline of literary criticism. Bressler (2003:3) sees literary criticism as an act through which a work of art is analyzed, interpreted, evaluated and enjoyed. Therefore, a literary text is the sole reason for literary criticism because "Literary criticism is not usually considered a discipline in and of itself, for it must be related to something else that is the work of art. Without the work of art, criticism cannot exist". Thus, although the literary text precedes criticism, literary criticism brings out meaning to the literary text. Literary criticism is therefore the only means of unraveling a literary text.

The discipline of literary criticism functions through identifying and connecting "modifications" as they occur from text to text (Hunter 1971). Modification is the effect of a literature text on the reader's consciousness, it is both cognitive and affective. When literary criticism correctly marks modifications, the literary student finds cohesive unity in the body of knowledge that is called literature. The underlying implication here is that the text represents reality or sociological perspectives and aesthetics that can be recognized in any good reading of literature. Interrelating modifications and their

occurrence from book to book helps in identifying the sociological and aesthetic aspects of literature in patterns that delineate genre and the philosophical and ideological leanings of texts. Modification unveils literary theory and the resultant branded criticism, like Classicism, Romanticism, Marxist aesthetics, Feminism, etc. Modification is the germ of course formation in literary studies. Thus, literary criticism is the nucleus of literature as an academic discipline.

Further more, the discipline of literary criticism affords the literary scholar the opportunity to create a discipline which "grows by taking in new materials and modifying both itself and the material through the process of digestion" (Hunter 1971p:15). Digestion is the discipline's ability to bring both the new and the old into discourse and to test and deploy hypothesis. This is exemplified by the present literature syllabus that spans from Orature to New Criticism, thereby making the present day literature syllabus an interaction between the theories of literary production and consumption over time. This implies a number of things; including the fact that:

1. Literature as an academic discipline seeks to establish consistency of approach to its object (the text) and that the discipline is always pursuant because it works on the basis of assumptions by which hypothesis are tested and deployed.

2. The discipline is always being modified by emergent issues and experiences which it deals with. For instance, the colonial experience has produced a body of literature texts that depicted the relationships engendered by colonialism, also texts coming out of South Africa from 1994 are termed post apartheid literature, etc. This kind of modification is the product of literature's engagement with the social and political experiences of society as it changes.

3. The discipline draws both old and new texts and critical traditions into a complementary discourse that ensures its continuity. This is the reason why disciplines do not simply go extinct, current needs and issues only expand their branches.

It is important to keep in view the fact that drawing from old and new texts is within the ambit of literary criticism and it leads to the advancement of knowledge on literature and society in general. Thus, the discipline of literary criticism is both a practice and a process; as a practice, it is a thing that is being done, as a process, it leads to evolution. Evolution occurs through the assimilation of emergent phenomena and the literary expression they engender. As a discipline, literature is in the form of a course or units of instruction. Since what is known today as literature covers what man knows as language based creative art form, literature needs systematic grouping with appropriate nomenclature before it can be meaningfully taught. The next section will deal with course formation in literature.

1.7 Course Formation in Literature

For any subject to be included in the school curriculum, at least, it must meet these three criteria. These three criteria are expressed in the question form as follows:

1. Does the subject incorporate a unique mode of thought and awareness which is worth-while to man's understanding of himself and his situation?

2. Does the subject serve to widen and deepen the learners' cognitive perspective in a unique and valuable way and so contribute to their total development?

3 Can the subject be taught in ways which ensure understanding and actively foster the learners' capacity to think for themselves?

4. Does the subject enhance the acquisition and development of skills?

The answers to these questions, as far as literature is concerned is to the affirmative because it embodies a special mode of thought by which it is distinct from other disciplines with which it shares similarities and uses common texts. This is exemplified by myths, for instance, which

serve history as oral sources, while literature concentrates on their aesthetic value and the mechanism of the imagination with which they were created. Also, literature deepens learners' cognitive perspective and fosters their ability to think for themselves because literature is explorative, it has the heuristic element. This implies that literature qualifies as a subject worthy of academic consideration. Literature appears in the syllabus of the school system in the form of a course. Oxford (2000) defines course as "a series of lessons or lectures on a particular subject... a period of study at a college or university that leads to an examination or a qualification". Literature as a phenomenon is like a body of water made up of the creative works of art that are conceived and transmitted through the medium of language. This includes the written and the oral, the narrated, the sung and the acted. Just as man found it necessary to name the bodies of water as rivers, lakes, oceans etc, and each in turn having particular individual names, so it is necessary for literature to be grouped on the basis of certain parameters and named accordingly.

Because literature is essentially a social phenomenon, one basic factor of course formation in literature is the writer's treatment of the social, political and economic issues faced by man. Achebe (1975:45) for instance, captures this essence when he states that "I would be quite satisfied if my novels… did no more than teach my readers that their past with all its imperfections was not one long night of savagery from which the first Europeans acting on God's behalf delivered them". Like the assertions made by other African writers, Achebe's views show that African writers have been bothered with the objective presentation of African reality and identity. This is because of their negative portrait in colonial discourse and artistic imaging of Africa. Some of those writers therefore wrote texts that celebrated the African past,

the extreme of that position being produced in Negritude texts. A fundamental factor for course formation in literature is the division of literature into genres. Examination has shown that genres of literature have their salient features. Literature texts are categorized as drama or poetry according to the features of the genre that predominate.

At a more complex level, course formation in literature is based on the "marking of modification". When modification is marked, issues which occur and recur from one text to another join those texts together as texts which reflect a literary style, a social or political perspective, an ideology, etc. For example, texts which focus on the plight of women in society fall under Feminist literary forms, while texts which deal with children perspectives are termed as Children's Literature, etc. A close examination of literary theory bears out the fact that literary theories emerge/evolve in pivotal relation to the different foci and persuasions of writers which may be based on previously existing or emergent phenomena. Therefore, both literary theory and the courses based on their nomenclature function in the interest of the articulation of knowledge of phenomena, the mode of literary expression and the techniques by which it is captured.

Other factors in course formation include epochal changes that engender new forms of human relationships. For example, the recent history of South Africa shows a marked change in the concerns of literary production because of the epoch-making collapse of apartheid. Consequently, contemporary literary works coming out of South Africa are termed Post Apartheid Literature. As such literature appears in the syllabus of the school system they constitute a new course.

Similarly, academic considerations also affect course formation in literature. Tailor-made literature programmes are typical examples of literature's contribution to the advancement of academic and professional pursuits. Courses such as Literature Methods; a course designed by N.C.C.E. for Nigerian colleges of education teach how literature can be effectively taught. The formation of such a course is not on the basis of literary genre or theory; it was necessitated by academic and professional needs. This section of the study has tried to show that literature in the school system is not dense and inarticulate. On the contrary, through course formation, literature in the school system understudies the constituent aspects of literature in a systematic manner.

1.8 Literary Studies and the Nigerian School System

Literary studies are prominent components of the curriculum in the Nigerian educational system. In fact, they permeate the entire school system. At the primary school level, for instance, texts on English language contain short narrative passages and nursery rhymes which are used for developing reading skills and for comprehension purposes. Similarly, the secondary school level introduces students to a deeper study of literature, with spelt-out objectives in the syllabus and texts in prose, poetry and drama for the certificate examination.

The post secondary or tertiary level is more encompassing. It comprises Universities and Colleges of Education which award certificates in both English language and literature. There are also specialized institutions such as colleges of agriculture, polytechnics and allied institutions which, although they do not award certificates in literature, have literature in their syllabi nonetheless. In this category, the inclusion of literature varies from one system to another, depending on the objectives and the nature of institutions and the role assigned to literary studies in its curriculum by policy stipulations.

The situation presented above raises the crucial question of identification and rationalization; it requires that the prominence of literary studies in the educational system should be explained; that justification needs to be provided for official policies that mandated the teaching of literary studies in institutions which offer training to teachers, business administrators, technologists, maritime workers, military men, agriculturalists, etc, and in institutions that do not award certificates in literature. The state of affairs outlined above also requires a delineation of the type of literature taught in such institutions. In the Maritime Academy of Nigeria, Oron, for instance, students of Maritime Engineering offer literature as part of the general studies course for which no certificate is provided. In the context of these challenging considerations, understanding the business of literature in such institutions requires a proper grasp of literary studies, and the concept and practice of General Studies in the affected institutions. This is because literary studies are introduced into these institutions through General Studies.

Literary studies are derived from the term 'literary' which signifies that which has to do with literature. This includes literary theory, literary history or criticism. In essence, that which is literary concerns itself with aspects of literature and the use of language, but it is not literature per se. Literary studies "refers to knowledge about the facts of the case as they illuminate the meaningfulness of texts. Facts of authorship, biography, influence, aesthetics, the pressure and modulations of contexts, re-writing and publication, historical interpretation and so forth" (Lye 2001:1). Although on the surface literature deals with texts, integral to the notion of the literary text is genre, authorship, language, perception and the social forces of production. This implies that textuality binds literature and the general notion of the literary or at least sustains a thin,

delicate line of demarcation between them. It is in this thin line of difference between literary studies and literature that the logic by which literary studies conveniently fits into the curriculum of institutions which do not award literature certificates but offer the twin instruction of literature and the use of language lies.

The introduction, via general studies, of literature or aspects of literature into the curriculum of CHELTECH is aimed at improving "students' knowledge of English communication and the social, political and economic environment where the students shall live and make useful contribution as worthy citizens" (Yabani 1990:1). To buttress this point further, Olaofe (1997:1) conceives general studies as "broad based, multi disciplinary and interdisciplinary. It aims at producing a graduate who is not narrow-focused but versatile in orientation". The notions recorded above present general studies as an instrument for widening horizons and for harmonizing the erstwhile demarcated scientific, artistic and business traditions in the school system into a symbiotic relationship in which each tradition enriches the other and is reciprocated in like fashion. General Studies is not an attempt to make an artist of the scientist or to make a scientist of the artist, but to make the scientist benefit from the knowledge of the arts and by that, make him a better scientist who is sensitive to the social context in which the practice of his vocation is located. The advent of general studies in Nigeria can be traced back to 1937 at Yaba College where English and Latin were taught during the session (Fafunwa 1971). It was intended to improve students' proficiency in communication since Yaba college was a technical institution. This trend has not changed over the years, it became more organized and entrenched by policy stipulations and regulatory bodies like the N.P.E. and N.B.T.E. which produced a General Studies course specification for Nigerian polytechnics.

Since then, education continued to be shaped by the recommendations of commissions, reports etc, like the seminar chaired by Chief S.O. Adebo in 1973 which led to the production of the National Policy on Education (N.P.E.), a document which articulates the basis and the projected outcomes of Nigeria's educational endeavour. For example, the N.P.E. states that institutions at all levels are to be oriented towards inculcating the following values:

1. Respect for the worth and dignity of the individual;
2. Faith in man's ability to make rational decisions.
3. Moral and spiritual values in inter-personal and human relations.
4. Shared responsibility for the common good of society;
5. Respect for the dignity of labour; and
6. Promotion of the emotional, physical and psychological health of children (1998:7)

The expected out comes of the N.P.E. covers the humane aspects of life. They also strive to build appropriate national ethos which include:

1. The inculcation of national consciousness and national unity.
2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.
3. The training of the mind in the understanding of the world (1998).

From the above, it is apparent that the N.P.E. has certain objectives that can only be gradually achieved through the liberal arts (which literature is part of) and other General Studies courses such as Introduction to Sociology, Social Studies, etc.

The inclusion of literature in the Nigerian school system raises fundamental questions about what is studied, the extent to which it is studied and the rationale for studying it. Answering these questions requires a search into pedagogy, which Paulo Freire (1972:69) views as the "practice of freedom". He contends that pedagogy unveils and transforms the world of oppression, thereby leading to "permanent liberation" because it expels the myth of the old order (P.31). Although this perception is rather

political, it is still realistic because the process of social change entails a departure from the inhibitions of the old order. Ngugi (1983:88) says education is the "process of integrating the youth into the entire system of social production, exchange of goods and services and the distribution of what we eat, wear and shelter under, the whole system of organizing the wealth of a given country".

This practical dimension of education leads to the issue of application of findings obtained from educational endeavour. In the sciences, discoveries and inventions are applied through technology while in the social sciences and the humanities it is applied through policy (Desmond 1999). In this scheme, the relationship between literature and social life is defined; in the first instance, by what Freire regards as an education in which literature's crucial role is to conscientize for or against the old order, while policy plays a crucial role in permitting certain inventions and discoveries to be undertaken. In this contemporary era, the cloning research, the cyborg project etc, are made possible because of the present mental climate which is man's out look of life, and the concept of humanity generally. In Galileo's time (1633) the mental climate could not admit some of his findings even though they were refreshing and challenging.

Literature, particularly popular culture and the film, have greatly affected the mental climate by empowering the mind to conceive ideas far beyond the present context and social conditions. Once converted into a text, these ideas could project future possibilities, and lead to their actualization as products of technology and so the cycle continues. One of the major sources of such continuity is the influence that literature has on the human mind. Byat (1995) observes that "literature has power in so far as it can

further understanding. And occasionally it has political power because it changes the imaginative climate". This is why it is considered a fact that technology is the product of the combined efforts of scientists and artists. As Kwasau (1996) observes, "what we know today as western science and technology is the work of old generations of scientists and artists. Certainly any meaningful scientific and technological advancement will require a look at the literature of the past of any nation". Because literature is didactic, an exposure of will-be technologists and scientists to literary texts can positively affect their technical or scientific vocation because literature can have a moderating influence on their mind's impulses.

1.9 The School System

Without literary criticism, there will be no academic discipline called literature, and academic disciplines exist in academic institutions. It is therefore necessary to trace the origin of the academic system. The need for education has ever been with man, and the learning system is as old as the history of man right from traditional times to the contemporary era. Fafunwa (1974:15) asserts that traditional education was mainly geared towards the development of certain qualities and personality that marked an individual as being well educated. To the Greeks, an educated man was one who was mentally and physically balanced. The Romans believe that a man who possesses the qualities of an orator and has military training is well educated, while in traditional Africa, "the warrior, the hunter, the noble man, the man of character or any one who combined the latter feature with a specific skill was adjudged to be a well educated and well integrated citizen of his community." This means that education aims at developing

members of the community into the roles and personalities to which the community gave premium. Obviously this did not require any formal school system as children begin to be taught right from home. In this kind of education, children "learnt by doing (they are) engaged in participatory education through ceremonies, rituals, initiations, recitations and demonstration" (p.16). Thus, although informally, a given community constitutes the educational system and teachers are those to whom the community ascribed roles, while outstanding members of the commodity were role models.

Religion played a major role in the educational process of any given group or community. The priests or any one who holds a form of oracle or the other has followers/learners who are assistants or devotees who receive instruction to which obedience is a scared duty and proselytism is a prominent feature of this type of education. However, religious sects and organizations were instrumental to the development of the formal educational system, especially the Roman Catholic monasteries in which hermits, monks and priest compiled hand written books. The philosopher Plato was credited with giving another dimension to the development of the academic system when he used to gather his followers in the gardens outside the walls of Athens to teach them wisdom in his academy. His method was further developed by some of his former pupils, notable among who were Carneadles and Aristotle who refined his teaching methods and introduced new theories. Education in the academy consisted of the liberal arts, especially the trivium which consisted of Grammar, Rhetoric and Logic.

In the contemporary context, the school system is quite different from what it used to be initially. The first point of difference is the fact that the school system is a major apparatus of government and it draws annual budgetary allocation from national funds. It is also stratified and sectorized into pre-primary, primary, secondary, vocational, technical, teacher and university education (NPE 1998). At the early stages of the academy, disciplines were mainly streamlined into the trivium and the quadrivium, but the contemporary school system consists of specialized institutions and others with a wide range of disciplines, most of which do not bear any affinity to the liberal arts. The current school system is a complex formation with varied fields of specialization and multi-disciplinary academic discourse. It is in this complex system that literature as an academic discipline is found. It is important therefore to understand how literature got into the formal school system.

The integration of literature into education whether traditional or modern is a factor of the nature and functions of literature. Because literature is didactic in nature it is by itself a form of instruction. The conclusion of folktales with maxims is the expression of the moral beliefs and logic of the community as the accepted code of etiquette, it is the character by which the community wishes to be known. Thus, the creative, language based arts of traditional society is one of the major means through which it shapes and develops the lives of its members into the ideal personality, since there is a standard of expectation placed on an educated member of the society. It is by this token that Plato criticized the moral implications of the stories written by the artists of his generation because he felt that misbehaving gods and cowardly characters will steer young people

towards frivolous and unpatriotic conduct. Since one of the major purposes of education is character formation, orature, in preliterate societies is the major form of education.

Under the academy, disciplines were grouped into the trivium, which consists of Grammar, Rhetoric and Logic. Apparently, literature is a major component of this trio. Rhetoric deals with the use of language to produce significations and appropriate associations, which express the human mind in all its intricacy. While logic deals with the unearthening of reason, reason does not just exist by itself, it is embedded in specific social codes that are culturally formed and determined. Literature is the esthetic expression of culture, and culture is the character of a people. Thus, the Maxims at the end of folktales and the structurally fitted proverbs in them are the basic logic of a community. Literature tries to make logic out of the contradictory nuances of human experience. It is therefore erroneous to assume that literature was brought into the school system, on the contrary literature is an integral part of the very foundation of education and it is a major instrument in the process of education. Angus (1971:2) captures the issue when he says:

> *The subject has always been ill-defined, spreading into contiguous areas of moral philosophy, history, social Studies, philosophy itself or psychology. This is partly because, though English literature was not always formally 'studied', it was always read, and itself formed to some degree the traditions of other studies.*

Having seen that literature is fundamental to the school system, it is pertinent to examine its existence in Nigerian academic institutions.

1.10 Literature in Nigerian Academic Institutions

The secondary school is the first level at which literature is taught as a subject with the following objectives:

> *This syllabus is designed to enable candidates appreciate literature as an important part of their overall educational process. In particular, the syllabus aims at enabling the students to cultivate critical skills as the tool for the independent assessment of human issues and the enjoyment and study of literature. It should help in molding and forming of character morally and intellectually. It aims at preparing candidates for further education* (S.S.C.E.Literature Syllabus 2004: 306).

It can be deduced from the above that literature in Nigerian Secondary schools aims at:

1. Complementing the entire learning process since it seeks to broaden the academic experience of students.

2. The syllabus seeks to expose students to the dynamics of literature with the intent that they will learn to understand the human condition because literature reflects man reacting to crucial moments of life. Such an understanding will help candidates to appreciate the complexity of human nature; it will afford candidates the opportunity and ability to enjoy literary aesthetics by teaching its formation and nature.
3. The syllabus will also try to achieve positive character formation through the inculcation of values that will enhance personality development in the interest of the candidate and the nation.

4. The literature programme will constitute entry requirement for further study, thereby advancing the academic process for candidates.

Literature in the Nigerian College of Education sector is part of a double or single major, which consists of English Language and literature. The course is meant to:

a. Help students to develop the four language skills.
b. Help students to become confident and competent in the use of spoken and written English.
c. Enable students to develop interest, acquire critical skills to appreciate literary works.

d. Equip students to successfully teach English effectively at the primary and secondary school levels.
e. Prepare students for further studies on the subject. (Minimum Standard for Nigerian Certificate of Education, 1996).

These objectives can be interpreted in the following ways:

1) The literature programme is basically meant to further training for the teaching profession at the primary and secondary school levels.
2) It is meant to further understanding of the concept of literature as a phenomenon and as a subject and thereby generate interest and appreciation.
3) Literature in the College of Education sector draws on the relationship between language and literature, by emphasizing that literature can effectively aid the acquisition of language competence. This is because literature is a component of English whether as a Double Major or Single Major.
4) The literature programme is also meant to constitute part of the qualification for further academic pursuit. This implies that like the secondary school literature scheme, this literature programme has a transitory element and this suggests that students can enroll for study above the present N.C.E. literature scheme after graduation.

CHELTECH Zaria, as a technical institution, is under the supervision of N.B.T.E., it therefore uses the same literature scheme, which is an aspect of General Studies, with Nigerian polytechnics. The Executive Secretary of N.B.T.E., N.A. Yakubu (1999:1) states the board's position on General Studies thus: "The National Policy on Education requires that all students enrolled in higher institutions should, as part of a general programme of all-round development, take courses in the history of ideas, philosophy of knowledge, or some other suitable course(s) as may be determined, in order to reduce the wide spread ignorance among Nigerian groups about each other". The goal of General Studies is: "to provide a broad-based education designed to sharpen students' communication skills, their realisation of the need for the cross-fertilisation of ideas and the inter-relatedness of various disciplines as well as bridging the gap between what

would have been otherwise separate cultures, i.e., the literary and the scientific"(N.B.T.E.1999 P:2).

The literature programme in the Nigerian Polytechnic system can be broadly grouped into the Preparatory National Diploma Literature Scheme and the National and Higher National Diploma literature course contents. The main objectives of the National and Higher National Diploma literature scheme are to help students appreciate literature in English. Thus, literary appreciation is its cornerstone. This is significant because most Polytechnic academic programmes are science and technology biased, and the compartmentalization that exists in the Nigerian educational system locks literature out of the science curriculum because literature is not a part of the admission requirement for science courses. The need to appreciate literature therefore becomes paramount for science and technology students. Also, this literature scheme is not a basic part of the qualification for further studies in the science and technology courses because it is part of the general studies course that is meant to give additional knowledge. The preparatory National Diploma literature course is meant to: "Give general competency in literary skills which will enable them have minimum requirement to undergo the National Diploma course" (NBTE 1990:1).

The objective is to enhance competence in literary appreciation and progression within the Polytechnic system only. The Nigerian University system is regulated by the National Universities Commission. The philosophy of the literature programme of Ahmadu Bello University Zaria will be considered because it is the institution in which this research is being undertaken. Literature in the university is meant to:

> *Focus on the essence of literature, its forms, its intrinsic laws, what one might refer to as its literariness, what makes it distinct a field of knowledge and also the way literature reflects the varying reality of life everywhere around the world, shaping and reshaping this life in literature's image(Reviewed Curriculum for the Department of English and Drama 2002/2003 Session).*

A thorough analysis of this philosophy is not the focus of this research. However, this literature programme centres on the very concept of literature as a phenomenon and a branch of study, it emphasizes its elements and functions, its power and society's need for it. It is not biased towards any professional pursuit as the literature programme for colleges of education is geared towards the teaching profession. This is because this literature programme covers all various needs that literature can meet. This brief survey has established the fact that literary appreciation or criticism is a recurrent feature of literature in Nigerian academic institutions, this underscores the fact that criticism is the discipline of literature.

1.11 Theoretical Framework

Aristotle perceived the creative art (literature) as a representation of reality with universal significance because literature's approach to the analysis of human action is more philosophical than the historical approach. The universal nature of literature and its ability to conceptualize the human condition and needs in ways that unearth the underlying myriad of interconnecting motives and action comprises the theoretical framework of this study.

Basically, the theoretical framework of this research is the functional approach. Functionalism is a sociological paradigm which attempts to explain social institutions as means to fulfilling man's needs. It is about the structure and workings of society because functionalists view society as comprising of "inter-dependent" institutions which work together to ensure the survival of society as a whole. Functionlism, which is also called functional analysis, is a twentieth century theory which operates on the basis of certain key concepts: 1. That society is a system with a collection of interdependent parts-institutions-whose main functions are to ensure equilibrium. 2. That there are certain requirements that must be met if a society is to survive, e.g. the reproduction of the population. 3. That all phenomena exist because they serve a function. Originally, functionalism sought to explain social institutions and how they contribute to the wellbeing of society.

Prominent functionalists include Herbert Spencer, a British sociologist and social philosopher whose theory was a cyclical evolutionary model which begins with differentiation (specialization) to complexification, to the fluctuating state of equilibrium and disequilibrium to disintegration or dissolution. Talcot Parson was another functionalist who proposed a "grand theory" of society that begins from individual action. He believes that repeated action institutionalizes itself into social codes which tend to regulate individual behavior.

Currently, functionalism applies to different fields of study in various ways. Glazer (1996) while applying the functional approach to folklore studies states that there is "the view that every folklore item has to have a function". Hence every proverb, tale,

folk belief, etc satisfies an important cultural, social or psychological function. These functions meet the needs of the bio-psychological human entity in society. Man is the central focus of functionalism. Functionalists are interested in the component structures of society and how they engender social cohesion through shared mental structures of the "conscience collective".

In linguistics, the functional approach is favored because it provides "a very useful descriptive and interpretive framework for viewing language as a strategic, meaning – making resume" Eggin (1994:1). Description and interpretation of language and its usage is the central focus of functional linguistics. This approach is based on the claims that language is: 1. Functional 2. Its function is to make meaning 3. Meanings are influenced by the social and cultural context in which they are exchanged. In linguistics, as in other spheres, the notion of functionalism cannot be divorced from the idea of the "conscious collective" because functionalism is intrinsically a social affair. However, functionalists' preoccupation with identifying and analyzing functions may lead to cheap branding of phenomena whose functions have not been identified as useless.

Although functionalism, as it is known today is a modern concept, an examination of literature shows that it has been a functional tool and has contributed to the stabilization of societal institutions. The myth and folktales are typical examples; they explain the origin and the workings of communal codes and their functions and they regulate conduct. Poetics as presented in the works of Plato and Aristotle have also delineated the aesthetics and functions of literature.

Preliterate men enjoyed the language based arts not just as entertainment (which is the manifest function of art), but also for its latent functions. For instance, a narrator does not need to state the fact of morality in his text before his audience picks it out while enjoying his style of presentation. Literature, whether in its oral or written form performs certain cardinal functions. Lye (1996) while delineating the uses of studying literature listed the following theses as the reasons for studying literature;

1. The wisdom thesis, which assumes that literature reflects and imparts wisdom because it explores the texture of human experience in ways that lead to rich reflection. This is made possible because writers have " heightened sensibilities or powers of perception, thus, they convey a richer and deeper sense of experience".

2. The heuristic thesis is based on the fact that literature "creates 'possible worlds', imagined dramatic embodiments of experience which allow the artist to explore basic 'rules' of human nature and the structure of the world". Thus, literature searches deep into the nature of things and therefore enables learning.

These two functions of literature become imperative to this study because education as viewed by the N.P.E. is meant to create citizens with an intelligent understanding of the world around them and to enable them function efficiently in it. The wisdom and heuristic functions of literature deal with exploration, a contemplative survey below the surface of things that reveals truth about the views held, rationales given, projections made, in short, the whole structure of existence and human nature.

Literature is basically an emotionally driven need which has in it the "impetus of desire and the pleasure and satisfaction that attend upon the fulfillment of desire" (Carroll 2005). But literature gives satisfaction because it articulates and represents human nature. Human nature consists of the set of drives and dispositions which regulate the content of human history. This includes the basic animal and social motives such as "self preservation, sexual desire, jealousy, maternal love … the need to belong to social groups, the desire for social status" (ibid) and issues of morality like resentment of wrong, admiration of right, human limitations, appeal to justice, etc. The human nature is what literature both conceptualizes and represents in aesthetic form. When therefore the N.P.E. intends education to develop the values of respect for the worth and dignity of man, ability at making rationalized decisions, moral and spiritual development and respect for the dignity of labour, it was actually implying the understanding of the human nature.

3. Still in collaboration with literature's function in understanding human nature is the question of the use of language. Literature uses language in "precise and effective ways, and to engage one's self in literature is to engage one's self in a continuing process of refining one's capacities to use language and one's sensibilities to good language use" (Lye 1996). To appreciate this position, some of the salient functions of language need to be captured. Caroll (2005) states that language is the medium of knowledge and social interaction. As a medium of knowledge we use it to "understand the world in forms abstracted from the sensory present, extended overtime and organized into conceptual classes and relationships" (ibid). As a

medium for social interaction, we negotiate relationships with it, share our feelings and thoughts and we "bond, dominate, submit, order, inquire and otherwise manipulate each other with it" (ibid).

In view of the crucial function of language, the N.B.T.E. made the study of English mandatory because this underscores the fact that it is expected of graduates to have a good command of English language. Also, despite the pragmatic nature of the technical profession, technical practice and team work depend heavily on language based communication. The N.C.C.E. stressed the teacher's need of language competence thus: "For the teacher, his credibility is almost entirely anchored on his competence in communicating ideas and stimulating learning through his use of language" (p:7). This demonstrates that there is no meaningful career practice without effective use of language.

The relationship between language and literature lies in the fact that literature incorporates these functions of language and orders them into the general service of art and by extension communication because literature communicates basically. In other words, through the medium of language, literature functions as a source of knowledge and interaction, and along with the arts, it embodies and represents the sum of knowledge. It also captures the forms of relations and interaction man carries out on the basis of language. On this basis, literature transcends aesthetics and deals with the psychological and the ideological dimensions of human nature.

5. The cultural thesis reveals the fact that literature is a form of "cultural discourse" and it performs certain functions within the culture of its existence. It is culturally

integrative because it deals in the values of the culture and the way in which these values receive premium. It also projects communal values as points of communal identity. The relevance of this function of literature is in the fact that it leads to a proper depiction and understanding of race and nationhood. It embodies national ethos, which is one of the major objectives of the N.P.E.

6. Perhaps the greatest service literature offers man is its adaptive function. Every discipline seeks to enhance and consolidate man's adaptation to the ecological environment, but literature does this in an all encompassing fashion that engages and superimposes all of man's adaptive mechanism. Wilson (1998:225) states that "there was no enough time to cope with the vastness of new contingent possibilities revealed by high intelligence… the arts filled the gap". The myriad of contingencies facing man have proven themselves beyond science and technology and the future which man must face is loaded with despair. Literature, however, negotiates befitting adaptations. These adaptations are not instinctive because instinct is "a natural tendency for people and animals to behave in a particular way using the knowledge and abilities that they were born with rather than thought or training" (Oxford 2000). Literature engages man in thought and teaches the mind the act of thought because it is a product of thought (insight).

Literature performs the adaptive function by fashioning "an imaginative universe in which the forces at work both in the environment and inside human beings are brought into subjectively meaningful relations to one another" (Carroll 2005). In normal, practical terms, the forces at work in the environment and those at work in

man are contrariwise; the former posing problems or limitations, the later in the form of needs. Literature, which acts as the point of subjective relations between these forces, works subjectively by providing insights into frontal confrontation or a safe circumnavigation that advances the journey of life, which is man's vocation in this existence. It is subjective because it is the creation of the artist, and society accepts it as a representation of its struggle against contingencies. Studying literature, teaching literature, seeking technological advancement and the pursuit of knowledge through formal education as described in the N.P.E., all fall within the ambit of the functions of literature.

Literature as a phenomenon and as a discipline touches all aspects of life and renders them as if they were its own creation. To this end, literature meets the demands of academic pursuit and it can be studied as an independent subject as well as being grouped along with other courses to comprise the set of disciplines needed to qualify one for practice in a professional field. The philosophical nature of literature means that its constitution as part of the group of courses that qualify one to practice a vocation other than literary criticism can be modified to enhance professional acumen. The theoretical framework shall highlight the academic and moral relevance of literature in the school system, especially in the sectors to which the institutions chosen as case studies belong.

1.12 Research Methodology

A study of this sort requires planning, its methodology includes acquisition of primary data and library research which are adopted by the researcher. Open

questionnaires will be designed and distributed to the research population which consists mainly of the lecturers in the institutions under study, and will be analyzed on the basis of simple percentage. While the comparative and historical research methods will be utilized to sort secondary information.

CHAPTER TWO

LITERATURE REVIEW AND THE CURRICULUM

2.0 Introduction:

This chapter undertakes a review of related literatures as well as examines the concept of the curriculum and how it has been applied to technical and teacher education as stipulated in the National policy on Education (N.P.E.). This is in view of the fact that literature review reveals the background on which this study proceeds and the unexplored areas it should focus on.

2.1 Literature Review

All things that have come to human cognition have often had the problem of definition, so is literature. In view of the adoption of the functional approach as the theoretical framework of this study, this research proceeds with the following views of literature. The word literature refers to pieces of writing that are valued as work of art, especially novels, plays and poems (in contrast to technical books, newspapers, magazines etc). Literature is here contrasted to technical writing and news papers on the ground of its artistic or aesthetic elements. Art refers to the use of the imagination to express ideas or feelings. Ideas and feelings can be expressed through paintings and other means which are imaginative. But since literature intrinsically relates to writing, works of art valued as literature are those which thrive on writing and action, and are contrived by the use of the imagination. Indeed human endeavour requires a certain amount of imagination, which is what brings about innovation and change. But imagination in literature is the means through which the writer abstracts from nature and presents it anew (Sidney 1967).

Obafemi (1999:4) states that "literature reflects, represents and refracts the reality of the world across age and time. It is not first a work of imagination aimed solely to give pleasure… but literature contributes more concretely and more materially to the creation and appreciation of the human condition… what qualifies literature is its functionality and its imaginative derivation". The emphasis here is on the use of the imagination, through which literature explores and represents the human condition. The human condition is what encapsulates the "coporate cultures of man" because culture codifies the way a people express the human condition. This definition goes ahead to talk about the functions of literature, which includes entertainment and the teaching of the human condition. These functions are performed by what Satre (1978) refers to as the provocation of the imagination of the audience. Literature does not just present images like a painting does, it engages the audience by inciting inquiry, dialogue, inference and logical conclusions.

Literature is identifiable by its premium on aesthetics and morals, these distinguish it from moral philosophy, history or journalism. It has attained universal acclamation as the only phenomenon that has the entire human nature as its object and is valued as a true and faithful model of the concept of humanity. This is validated by the acceptance of myths by the cultures and communities that own them, and the prestige given to such myths. The fact that folktales explain why the communities of their creation observe certain etiquette and practices further supports this assertion.

Because literature as an academic discipline is a pedagogical issue, it is ideal to consider some definitions of education. Plato (in Schofield 1980:31) states that:

> *By education I mean that training which is given by suitable habits to the first instinct of virtue in children when pleasure and pain are rightly implanted in non- rational souls… which leads you to hate and love what you ought to hate and love.*

This definition of education emphasizes training in morality and the realization of good as opposed to bad. It also means that the education of children equips them with appropriate principles and values so that they learn to live and do right to their fellows and expect same form them. This implies that education is the engine room of civil society. Milton (1972:31) views education as "the practice that fits a man to perform justly, skillfully and magnanimously, all the offices, both public and private, of peace and war". This view highlights proficiency in performance and temperance in conduct, Education therefore enhances efficiency in work and social decorum as the conducive atmosphere for meaningful development.

Education has a cultural element because in spite of the fact that good and bad is universal, they are yet culturally defined. For example the Taroh people of Pleateau state relay the sad news of death due to illness in terms stating that the deceased has recovered. To say death is recovery is in the universal view an outright lie, but in the eye of the Taroh culture, it is decorum in the use of language to use euphemisms to refer to death, and failure to do so indicates immaturity and the inability to use language properly. Literature in the school system flows in the stream of culture because it enhances cultural and community identity. Lye (1998) exemplified how literature functions as education in communal life thus:

> *It (literature) gives a sense of identity and community ... by establishing and maintaining founding narratives which capture the essence of what typifies the*

culture or community, or by dramatizing those stories and images which give the culture a sense of common meaning and purpose.

At such a level, literature constitutes the traditional educational process even as the liberal arts formed the basis of education at the early stages of the academy as seen in the trivium. There was a transition from literature (and the other outlooks that constituted the present humanities) as the foundation of education. This is because literature, instead of being the fountain of training is now a subject like any other in the school system. This transition was engendered by the development and ascendance of science and the subsequent specialization that followed. Now that the world and the school system is under the influence of the scientific culture, it is assured that if a country can manipulate science and technology, it has higher chances of attaining modern infrastructural development.

The humanities are now adapting to the scientific nature of the school system. The dilemma of the humanities in the contemporary school system is captured by Rockwell (1999) when he describes the pressure on the humanities thus:

We are constantly told that one cannot simply argue for funds to do the same (old) things and that therefore when framing any funding request we need to be (a). Innovative (b).Interdisciplinary(c).International where it is appropriate, and (d). Relevant to the information age economy. This puts the humanities in the unfortunate position where it can only get funds to try new things, sometimes at the expense of excellence already established in traditional areas. We are forced to either dig our heels and fight the trend or to try to pour our well aged wine into digital bottles.

As a result of such pressure, Humanities Computing was born as an academic discipline; it is a hybrid of the traditional humanities and digital technology. This transition from the tradition of the liberal arts to the scientific culture as the basis of

education is now complete and there is the need to start assessing the integration of literature into the school system that is now under the influence of the scientific culture.

The effects of this transition are profound. Rather than literature and the arts forming the basis of education, the school system, through the departments and units in which literature is studied is charged with "preserving … and looking more deeply into the contexts of reading, writing and the definitions and practice of literature" (Lye 2001). In other words, what today is known as literature is to a large extent limited to the syllabi of the school system and the discourse of scholars of literature operating under the school system or in connection to it.

A rich ground for the understanding of literature in the school system is Child Education, which more than any other aspect of education typifies the prominence of literature in the modern school system. Literature in child education is normally in the form of singing, games and action songs which teachers in elementary schools use to maintain a child's link with tradition and to capture a child's interest. Malcolm (1971:VIII) states that "singing and drama applied together to various aspects of school life and study is not new… English literature abounds with songs, ballads and verse and most English teachers have come to realize the educational value of child poetry". The songs referred to here are nursery rhymes which are very effective and entertaining means of educating children, and are also instrumental to cultural indoctrination since they are aspects of folklore. A visit to pre-nursery and nursery classes will reveal children at such activity. This activity is not arbitrary, it capitalizes on, and satisfies a child's desire and need for movement and action by organizing and channeling that need into an

educational activity which "satisfies the child's need to involve himself with character and situations". (Birbeck *et al* 1971:51). This kindergarten phenomenon has developed into academic courses such as Children Literature and Drama in Education, thus enhancing academic discourse and expanding the scope of literature in the school system.

The study of literature in the school system derives from the policy formations on education. The N.P.E.'s fundamental objective of creating a Nigeria based on the most conducive and reliable foundations for the fullest attainment of its citizens, both individually and corporately, is the germ for the inclusion of literature in the Nigerian schools. In an earlier study on literature in Nigerian Polytechnics, Galadima (1998) observes that literature is integrated into the Polytechnic system through the English Language course titled Use of English. On this basis, literature is intended to facilitate language acquisition and usage. The study therefore concluded that the literature programme, despite its attempt to give Polytechnic students an introduction to literature, falls short of inculcating the technological culture for which the polytechnic system was established. It therefore fails to meet the objectives of technical education in Nigeria.

Kure (2005) observes that the N.P.E. is a "vibrant and well-written policy" which suffers from "poor application" when the policy was interpreted in the general studies curriculum for Nigerian polytechnics. For instance, he pointed out the fact that out of the thirty six (36) General studies courses in the polytechnic curriculum, literature is not listed as a subject of its own. He concludes that the General Studies function was inequitably distributed among the disciplines through which it is being taught. This occurred despite the fact that literature can, and actually does bear everything that is

needed to actualize the objectives of the N.P.E. On this basis, he feels that there is the need for a fundamental change in the Polytechnic General Studies Curriculum. He traces this problem to the fact that there was not a single full-trained literature graduate among the participants at the workshop at which the General Studies scheme was drawn. This implies that the anomaly hangs on a lack of adequate understanding of the salient functions of literature which can help in achieving the objectives of the N.P.E. It also underscores the need for a broad base of specialists at curriculum design workshops.

In his study on literature in Nigerian colleges of education, Sharu (2007) points out that literature in Niger State College of Education suffers from "poor implementation". He states that "literature has not been properly positioned and utilized in order to attain the desired results as envisaged in the National Policy on Education and the minimum standard for N.C.E. teachers". He further posits that the literature programme should create a commitment to the teaching profession through a tripod approach which covers: 1.The use of literature to enhance language teaching. 2. Relating literature to the national objectives on which the N. P. E. was formulated, and 3. The use of literature to enhance the production of professional teachers. He therefore laid emphasis on the socio-cultural functions of literature and stressed that the N.C.E. literature scheme should be used to "bring the African back to his cultural essence" and for "raising national consciousness".

The need to use literature to raise national consciousness cannot be overemphasized. This is because literature is one of man's most sensitive instruments for national integration. The holistic nature of development involves certain shared social

elements like the medium of communication, history and world view. These, more than machines, capital, raw materials and infrastructure form the bedrock of development (Chinweizu: 1979). Apparently, therefore, the germ of national development is not only technical training, it is also in literature and other disciplines that enhance integration.

Meaningful development can only take place through the collective efforts of a people. A collection of people without a common language, a shared history and world outlook is hopeless and lacks power of self sustenance and continuity. But in the literature of a people are its language and all other things they have in common. The place of the Sunjata epic in the articulation of the Ancient Mali nationhood, culture and civilization has been and is still the rallying point for the present day descendants of the Mali Empire. After all, literature is the image of a nation, it embodies its ideology and it helps a nation to be aware of itself. It is on this basis that the researchers cited above felt the need for the repositioning of literature in education in Nigeria because it has affinity to national development.

Literature captures the essence of a people, thus the writer is the "sensitive point of his community" (Mphalele, 1974). That is why Awoonor (1969) feels that "An African writer must be a person who has some kind of conception of the society in which he is living and the way he wants the society to go". However it must be noted that although literature has a great deal of influence on the human mind, it is not an agency for legislation, nor is the writer an executive. Aderemi (1999) states that political power is a major force for social change, and it resides with politicians and administrators. However, the power of literature is subtle because it affects mental changes and the

whole structure of human perception. In view of this, Achebe (1975:16) said of his novel Things Fall Apart that "in showing the beauty of this culture, my novel testifies to its greatness. People who had not been aware that Africa had its own culture were able to grasp the significance of our past and our civilization. I believe that this understanding is the most meaningful contribution of African literature". The novel shows that the African is not a semi-human, he is an integrated personality who seeks the development of his community.

In recent times much study has been done on the functions of literature in national development. Ndem (2006:76) summarizes that the essence of literature in national development is "to condition the mind of people to certain values, attitudes, tastes… and patterns of behaviour". Value refers to beliefs about what is right and wrong, what is important in life, etc. Values are important factors in fostering well being, perhaps that is why the N.P.E. lays emphasis on it. The inculcation of values is the result of affective learning (whether in formal or informal settings). The production of proficient teachers and the satisfaction of the quest for technological growth can only be attained under a socio-psychological environment conditioned by relevant values. Mkpa (1987 in Kure 2005) identifies a number of values that are desirable for Nigeria, they include: spiritual values, family life values, economic values, moral values, political values and personal values.

A close consideration of the values listed above shows that they reinforce each other and if sustained, they can form the basis of a Nigeria that can ensure meaningful survival. For instance, spiritual values, apart from instilling the necessary fear of divinity

and all it entails, teach man that he is accountable to God. Family life values enforce the creation of homes with healthy forms of relationships and respect for elders and the protection of the good name of the family. Indeed the spiritual values of parents are also passed unto children inevitably. And, all other values put together form the basis of one's personality.

How then does literature perform this function? Ndem feels that literary works explore life and human experience through theme and subject matter. This implies that since theme is the central message of a text, and it is developed through the abstraction of aspects of the human nature in their interplay, it packages the values which the writer presents to the reader. The contrasting attitudes of characters towards certain values give the reader a range of attitudes to choose from and adopt. Literature texts therefore train readers in making judgment.

Other related areas that have been studied include the concept of using literature to teach language. This has its origin in the fact that it is impossible to consider literature without delving into language. Oke (1999:21) feels that "to separate language from literature is to deny a bridegroom his bride after signing the marriage register, a gross injustice". There are two prominent positions on this issue: there are those scholars who feel that literature is the embodiment of language, and those who think that literature can be used to teach language.

In proposing the view of literature as the embodiment of language, Pyles *et al* (1970 in Oke 1999) state that "literature… is language that pleases, but it pleases in a special way. The pleasure that literature gives comes not only from the message, content

or meaning of the text, it also comes from the way it is expressed; it is not the message that makes literature, but the play of language that gives it form". This position is unique because whenever one reads literature, one reads it in a language, in fact one is reading the language in which it was written. This statement also asserts that the story in a literature text is initially without form, its form is fashioned by the use of a language. In other words, take away language and there is no literature, even though the idea a literature text can explore is still hanging somewhere in the realm of thought. Still in line with this position, Ching *et al* (1983) affirm that "language is much more than the incidental medium of literature; it is also a shaping and finishing instrument, a primary building material, a part of the conceptual foundation". The word incidental in this quotation drives home the point that literature has no other option for its expression than language. The human nature, which is the complex subject of literature, needs language in order for its hues and texture to be captured and expressed. The conception of a literature text is done in a language, language is also used to give it shape; language becomes its primary skeleton. Come to think of it, all human thought is in a language, even if its end-product is a physical thing like a gadget. Carroll (2005) puts it succinctly when he states: "literature is only a special case of artistic activity, but its artistic medium is language and that makes it a case of exceptional interest". This is because literature "assimilates all the functions of language and turns them to the general purpose of art". Language, before literature is utilitarian, its service is what makes literature aesthetic. Literature uses languages imaginatively, that takes language out of its formal context into the realm of aesthetics and that is what makes literature a case of "exceptional interest".

On the other hand, the case for the use of literature for language pedagogy hinges on the rich use of language in literature, which highlights the elements of good writing. Added to this is the fact that reading literature enhances effective reading. Kure (2007) contends that writers of literature teach culture and they provide learners with a rich linguistic store house. This shows that language is the verbal expression of a culture and it reveals language structure and its basic idiom. There is a delicate affinity between cultural practice and the language with which it is stated. For instance, the deference given to Ulu in Arrow of God is expressed more by the terms in which his encounter with the spirits is stated, and by that, he receives the traditional respect given to a deity. The encounter is thus described:

At that time, when lizards were still in ones and twos, the whole people assembled and chose me to carry their new deity. I said to them.
"Who am I to carry this fire on my head? A man who knows that his anus is small does not swallow an Udala seed".
"They said to me:
"Fear not. The man who sends a child to catch a shrew will also give him water to wash his hands:
'I said: "So be it". And we set to work. That day was Eke. We worked into Oye and then into Afo. As day broke on Nkwo and the sun carried its sacrifice I carried my Alusi and, with all the people behind me, set out on that journey. A man sang with the flute on my right and another replied on my left. From behind the heavy tread of the people gave me strength. And then all of a sudden something spread itself across my face. On one side it was raining on the other side it was dry. I looked again and saw it was Eke.
'I said to him: "Is it you Eke?"
'He replied: "It is I Eke, the one that makes a strong man bite the earth with his teeth.
'I took a hen's egg and gave him. He took it and ate and gave way to me. We went on, past streams and forests. Then a smoking thicket crossed my path, and two men were wrestling on their heads. My followers looked once and took to their heels. I looked again and saw that it was Oye.
'I said to him: "is it you Oye across my path?
'He said: "It is I, Oye, the one that began cooking before another and so has more broken pots".

'I took a white cock and gave him. He took it and made way for me. I went on past farmlands and wilds and then I saw that my head was too heavy for me. I looked steadily and saw that it was Afo.
'I said: "Is it you Afo?"
'He said: "It is I, Afo the great river that cannot be salted".
'I replied: "I am Ezeulu, the hunchback more terrible than a leper".
'Afo shrugged and said: "pass, your own is worse than mine". I passed and the sun came down and beat me and the rain came down and drenched me. Then I met Nkwo. I looked on his left and saw an old woman, tired, dancing strange steps on a hill. I looked to the right and saw a horse and a ram. I slew the horse and with the ram I cleaned my matchet, and so removed that evil. P70 – 71 (emphasis mine).

The awesomeness of Ulu is captured by his experience with the spirits mentioned above which rule each of the days of the umuaro week. Eke surpasses all human ability, so he beats a strong man down to the earth and makes him to bite it with his teeth, powerless and humiliated. Oye exemplifies age and experience and because he has been before others, there is none greater than him. Afo was the insaltable river. Nkwo is the old woman dancing "strange steps on a hill". This is not the normal dance in the village ilo, she is a symbol of that which is beyond normal human experience. But Ezeulu, because he bears Ulu, appeased all these spirits and that was how Umuaro came to be. Ulu has shown that he has the power to carry Umuaro through all the days of the week. He is fire, he is everything beyond the imagination of the people of Umuaro, and he has therefore won their respect and loyalty because they were all following Ezeulu his representative. The people were not told to fear him; this myth taught them to revere him.

It must be noted that the current use of literature to teach language is an incidental activity. The language curriculum has enough in it to ensure the proper teaching of language. This is obvious because the literature class is not a language class. Oke

(1999:23) confirms this when he says that "in the course of studying literature, students also learn much about the practical values both about language and the use of language. In the process of studying literary works, students encounter language in its most powerful forms. They can also engage in an appreciation of writer's use of English". The practical way in which studying literary texts affects learning the use of language lies in the use of embellishments by writers. Images and symbols foster description, they infuse and diffuse emotions by presenting situations and allowing characters to verbally react to each other in the contexts of the situations so presented.

In the context of Nigeria, English language is the language of instruction in schools, it is therefore apt that all possible means of teaching it should be explored. Chinweizu (1979) observes that for a nation to develop it must cultivate its medium of communication, it must ensure effective use of its national language. He ascribes certain roles to literature in the bid to cultivate the national language. He says, "two essential functions of literary activity are to keep the national language – that medium of national communication-fresh and efficient, and to teach styles of effective communication" (p.107). This is the major role of literature, and it can perform this function whether within or outside the school system. In view of the above, and in connection to the statement of problem on the truncation of literature in the English language course, the thesis of this research is thus: let both literature and English language be taught in the non-degree programmes as independent subjects and according to the needs of trainees, and the society's expectation on them. The question of language and literature also includes ethnic literature which is more popular among local populations because

literature is basically a school affair which concerns literacy. Since development involves a wide section of the population which may not be literate, language based artistic activities must be integrated at national policy levels in order for the population to make its contribution. It can therefore be deduced that literature is a major player in the quest for national development, and it should be given prime of place during syllabus design. This is because the objectives of the N.P.E. do not only suggest the need for it, they proclaim it. The next section of this work will examine the curriculum.

2.2 The Curriculum Process

The Word curriculum "has its origin in the running/chariot tracks of Greece. It is literally a course" Smith (2000). In Latin, curriculum means a racing chariot from the word *curere* which means to run. Before the word curriculum was brought into education, it was a racing course with a specific number of rounds at the end of which a winner emerges. Inherent to the academic curriculum, as in the racing *curere*, is goal setting and a series of activities that lead to attainment.

One of the most distinguishing features of curriculum is its presence in any instance of formal learning; in fact, the curriculum informs the learning process itself. Alaezi (1989:10) perceives the curriculum as "the content and the process of learning and inculcation of educational values. This includes both what is taught and how it is to be taught". This implies a wide range of things, prominent among which is the fact that whatever is taught in schools, by whatever name and manner, is part of the curriculum, whether it seems relevant to the learner or not. It is apparent that the term curriculum is

vague and needs more scrutiny. In his treatment of curriculum theory and practice, Smith, categorizes the curriculum as follows:

1. "Curriculum as a syllabus to be transmitted". This implies that the curriculum is content or treaties on a subject, it breaks the subject into sub-headings or units of component knowledge which are taught in a series of lectures or periods leading to an examination or some form of assessment. This approach to the theory and practice of curriculum is based on content. However, this perspective raises the question of whether the limit of the syllabus is the totality of the subject. Is what is taught as literature in Nigerian Polytechnics, Colleges of education and Universities for instance, all that there is about literature? The answer is obviously no and this demonstrates that what is relevant to learners, institutions and society, and what is currently known about the subject strongly determine the contents of the syllabus. Also, the availability of knowledgeable teachers affects the inclusion or exclusion of certain aspects of the subjects in the curriculum. The determination of limits is a strong weakness of the curriculum. Also, the content based curriculum assumes that the content of the curriculum represents the knowledge of trainees, but it is not so because of their backgrounds and opportunities.
2. "Curriculum as product" suggests that in learning an attempt is made to achieve certain ends in the students, or to transform them into "something" at the end of their study. In this context, the curriculum is an instrument of molding students into what the society feels they should become; experts design the curriculum while the learners have no say in respect of what they are taught. This kind of

curriculum flourishes more under the contemporary need for specialization and it is mainly technical. Its major failure lies in the fact that it assumes that behaviour can be measured. This is erroneous since human beings are not chemicals that have fixed reactions under specific conditions. Therefore, having passed trainees through the content of the curriculum does not usher out the "product".

3. "Curriculum as praxis" is a pedagogical notion that is both radical and critical because in it, both teachers and students come to face the reality of their existence and develop a commitment to facing it and making it better, this is in the best tradition of Paulo Freire. In this instance, the curriculum develops through a dynamic interaction of action and reflection between the instructors and trainees as a joint team of planners.

Basically, the curriculum consists of goal and content, with the former greatly determining the latter. The goal is the codification of the philosophy of education, it is informed by society's need. For instance, technical education was introduced in Nigeria because of the need for technical man power which was earlier neglected by the British colonial authority (Fafunwa:1974). With the advent of independence, this need became more glaring as Nigerians took over responsibility from the European technicians. The entrenchment and expansion of technical education was already predicated by the low level of technical training inherited from the colonial administration. The goal of technical education in Nigeria is to meet the challenge of nationhood technically.

Curriculum content is the units of instruction and activities through which the goals of the curriculum are actualized, it is in the form of the concepts and principles of the subject of

training, which is designed in line with curriculum goals. Once it is poorly conceived, the goal of training may never be achieved, and the need for training will persist. With regards to the polytechnic literature scheme, its content does not reflect the quest for technology. Secondly, its silence regarding interpretation with bias to the issues surrounding a meaningful quest for technology makes it open ended. If a literature lecturer decides to address the need for technology with the scheme, then it is rather a matter of personal perception than of effective curriculum design. A good curriculum does not give room for doubts concerning its application. Curriculum is developed on the fabrics of culture (Bondi: 1985), a society must therefore design its curriculum to cater for its cultural needs. The common pursuit today is the notion of the universal personality who is ideal for globalization. It must be borne in mind that the universal man is, at heart, the American/European, basically. On this basis, the curriculum for teacher and technical education in Nigeria must not concentrate on the universal personality but prepare the Nigerian personality to interact with it. The Japanese, for instance, assimilated Western technology into their culture and taught it in their language (Achbe: 1989). Nigeria must convert the aspects of its traditional technology into pedagogic models to improve upon by means of modern scientific principles.

The issues that come forth from this analysis are as follows:

1. The curriculum is the sum total of the experience that students are given under the guidance of the teacher in order to affect a change in behaviour or to secure conformity to the ideals of the proprietor of the school system (Whiles et al 1978, Yabani, 1992).
2. The curriculum is rooted in the social and the cultural philosophy of the specific society that develops and uses it since it has spelt out objectives. Hopper (1971:2) emphasizes that “the curriculum is socially and culturally determined. Curriculum

does not develop in a vacuum but proceeds on the basis of beliefs… it is interwoven with the social fabric that sustains it". This therefore implies that every society must develop its own curriculum since the transplanting of a curriculum from one social formation in to another may not be ideal.

3. The curriculum falls into the realm of ideology, it reflects views, and it maintains and perpetuates them and draws the school-attending members of the populace into its ambit and ensures conformity.
4. The curriculum can dictate the path a society will follow, it widens horizons. It can also constitute a great limitation to national growth because it sets limits. In the context of Nigeria's experience, Fafunwa (1974) observes that initially, the colonial government only gave educational training that will further the attainment of its objectives. The technical aspect that actually puts food on the table and clothes on the back was neglected. This is for the obvious fact that Nigeria should remain just a market for European goods. Now, Africans should have known better, but the effect of the initial colonial policy still lingers and Nigeria and many other African countries still lag behind technically.

In view of the fact that the curriculum is the pivot of the entire learning process, the next section of this study will examine the National Policy on Education (N.P.E.).

2.3 THE NATIONAL POLICY ON EDUCATION

The National Policy on Education (N.P.E.) is Nigeria's articulation of its educational philosophy; it is the very basis of Nigeria's curriculum. The N.P.E. was first designed in 1973 and it was based on the Second National Development Plan. The policy states that the government views education as "an instrument per excellence for affecting national development" (p5). However, the N.P.E. also falls within the sphere of national ideology and power-play since through it "any existing contradiction, ambiguities and lack of uniformity in educational practices in the different parts of the Federation should be removed" (p5). This means that the uniformity and ethos enshrined in the N.P.E. take precedence over regional variations in the content, scope and form of education in Nigeria. This centralization also embodies a desire to make certain principles central to

the training, socialization and orientation of Nigerian youths; although this is done within the spirit of cultural diversity. The section on language, for instance, maintains that for the purpose of national unity, each child should be encouraged to learn one of the three major languages other than his own mother-tongue. In this connection, the government considers the three major languages in Nigeria to be Hausa, Ibo and Yoruba. Ironically it did not include the learning of the languages of the localities in which schools are situated in order to develop and preserve the languages and to make the educational experience more relevant to the cultural needs of such localities.

On the whole, the N.P.E is a noble attempt at organizing education in Nigeria into a coherent system, enhancing and maximizing training opportunities for Nigerians as demonstrated below.

2.4 TECHNICAL EDUCATION

Technical Education is defined in the N.P.E. as "that aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge" (p28). At the tertiary level in Nigeria, technical education takes place in colleges of technology, polytechnics and universities of technology. The aims of technical education are:

1. To provide trained manpower in applied science, technology and commerce particularly at sub-professional 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 impart 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 men and women to have an intelligent understanding of the increasing complexity of technology.

Obviously, technical education in Nigeria is meant to positively affect all areas of life and to make the individuals who acquire it more relevant to themselves and the nation. The policy provides that the fullest potentials of the individual are to be both developed and expressed as much as is possible and without discrimination. Furthermore, technical education is not restricted to a definite lapse of time since it will "continue to grapple with the increasing complexity of technology". The intention is to keep abreast with technology and the continuing sophistication of contemporary life which is to a very large extent the result of technological growth attained by man and its concomitant effects on life.

A crucial problem which the N.P.E. did not address properly is the society's perception of technical education and its graduates. The policy only recommended that H.N.D. holders should be enrolled in the National Youth Service Corp (N.Y.S.C.) scheme and be employed at the same level with university graduates. By and large, technical education is viewed with derogation in Nigeria. The implication for this study is that the literature and English language portion of the syllabus are rather too elementary and repetitive for the stratified programmes in Nigerian tertiary technical institutions. The syllabus therefore, does not offer the fullest opportunity for the attainment of curriculum goal.

The N.P.E. is strategic in identifying needful educational sectors. The next section of this study will look at N.P.E.'s stipulations for teacher education.

2.5 TEACHER EDUCATION

The N.P.E. recognizes the relevance of the teacher when it says that "no educational system can rise above the quality of its teachers" (p50). The relevance of this statement lies in the fact that no matter the intelligence quotient of a student he needs the guidance and instruction of the teacher. In cognizance of this, teacher education in Nigeria has the following objectives:

1. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system;
2. To encourage further the spirit of enquiry and creativity in teachers;
3. To help teachers fit into the social life of the community and society at large and to enhance their commitment to national objectives;
4. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world;
5. To enhance teachers' commitment to the teaching profession (p. 38)

The policy intends that teacher education should provide professional teachers whose training covers the basic subjects taught in primary schools, including teaching practice. To this end, N.C.E. is the minimum basic qualification for the teaching profession in Nigeria, this is with the noble intention of providing quality education to Nigerians. Teacher training is also intended to inject national ideals and personal integrity into the school going population through teachers and to make the teachers to serve the immediate community better. This brings to fore the community based curriculum which brings "the school to the community, it aims to, among other things, transform the

villages into economically viable communities; at the heart of such transformation is the willingness of the people to respect the dignity of manual labour" (Alaezi 1990:25). But this raises much doubt about the ability of a single teacher to teach a primary school class because he specializes in a subject or two only, while the primary school class offers about seven different subjects at the same time. More so that at the primary level, pupils can not cope with the idea of different teachers coming into a single class to teach different subjects, not to mention the cost on government. For this reasons, the N.P.E.'s claim to the production of professional teachers is doubtful since the N.C.E. does not equip him with optimum training in all the subjects to be taught to a single primary school class.

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CHAPTER THREE

RESEARCH METHODOLOGY AND ANALYSIS OF CHELTECH AND F.C.E. SYLLABUS AND PAST QUESTIONS

3.0 INTRODUCTION

The primary focus of this study is the evaluation of the appropriateness of the N.B.T.E. and N.C.C.E. literature syllabi designed for Nigerian Polytechnics and Colleges of Education respectively. A study of this sort demands a planned methodology for inquiry and the analysis of data. In this vein, this chapter discusses the research strategies adopted in the study, the methods chosen and the procedure for data collection and analysis.

3.1 RESEARCH METHODOLOGY

Research method refers to the system and procedure adopted for the examination of a research problem. The choice of research method(s) is an important factor in the success of any research because a research is termed successful if it thoroughly examines the nature of a problem, identities it causes, its effects and proffers feasible recommendations as steps towards solving the perceived problem. In view of this, the researcher has selected the following research methods because they give perspectives to the problem which this research is dealing with.

3.1.1. The Historical Research Method

The historical research method thrives on the contextualization of the subject of research. It examines and explains past events as the key to understanding the present and giving an informed prediction of the future (Adogbo *et al* 2003). The historical

method is an all embracing method, Suela (1993: 137 – 138) summarises that "More emphatically; historical research may be considered as embracing the whole field of human past as broad as life itself although the data must be viewed with historical perspective as part of the process of social development rather than as isolated attitude, event or facts".

What differentiates the historical research method from a mere assemblage and narration of past events is the "historical perspective". At the heart of the historical perspective is interpretation, which is the determination and explanation of the meaning of a thing. It goes beyond stating what a thing is to identifying its sort, how and why it came about, etc.

3.1.2. Comparative Research Method

One of the greatest exponents of comparative approach is Sir Edward Evans Richard (1965 in Adogbo *et al* 2003) a social anthropologist who believes that if any general statements are to be made about social institutions, they are to be made on the basis of comparison between the same types of institutions in a wide range of societies. The emphasis of the comparative approach is more on the points of difference and not on the similarities since they are obvious already. Compartivists have two major points of reference, they are:

1. Identification of elements that are common and cut across all case studies.
2. Comparing and contrasting the areas of agreement and disagreement.

The choice of the comparative research method in this research is informed by the need to validify or disprove the hypothesis that there should be specific literature schemes that

should be taught in equally specific institutions, and that certain literature schemes are peculiar to the needs of specific professions.

3.1.3 Descriptive Research Method

This is an approach that tries to state the subject of research as it is. It presents the subject's features by describing them. This implies that it gives a vivid picture of a situation without any opinion or bias. The greatest merit of this approach is its in-built objectivity because it precedes interpretation. The descriptive approach captures existing practices, beliefs, on going processes, etc. It is relevant to this study because it shows the nature of the existing problem that this research is trying to highlight, examine and address.

3.1.4 THE QUESTIONNAIRE

Because of its obvious advantages, the questionnaire method is preferred in this research. Some of its advantages include the fact that it enables wide coverage at minimum cost and time. Also, because it is impersonal and confidential, it elicits frank responses. It also affords the respondents the opportunity to give reflective responses (Adogbo *et al* 2003). The use of the questionnaire requires a consideration of the population, which includes all the relevant issues connected to a phenomenon. Kure (2005:118) maintains that the population "means the characteristics which members of the group share in common and which will identify each unit as being a member of a particular group". The population of this study consists of the literature lecturers in the institutions chosen as case studies. This is because they implement the syllabi and evaluate the performance of students, therefore, they are in a good position to assess the

suitability and effectiveness of the syllabi to the need of their trainees and the institutions. An eleven (11) point questionnaire was designed for F.C.E Zaria and a fourteen (14) point questionnaire was designed for CHELTECH. The questionnaires are not "structured" so that the respondents can have opportunity of the fullest self expression and to also contribute to knowledge.

In chapter one, the statement of the problem highlights the deficiency in the conception and design of a single literature syllabus for students receiving training in various fields of study and career. The chapter also stated the research assumption that literature is needful to professionals no matter their career. The questionnaires are therefore designed to solicit information on whether literature is needed in the institutions under review, and if syllabus design should be peculiar and related to the career needs of students. The questionnaires were designed and presented to the researcher's supervisors in order to obtain their judgment concerning the validity of the research instrument to the subject of the research. The questionnaires were modified on the basis of the supervisors' amendments and administered by the researcher in CHELTECH and through colleagues in F.C.E. Zaria.

3.1.5 Content Analysis

Content analysis is an attempt to examine the content of data considered relevant to the subject of research. The contents of the National Policy on Education, the literature

schemes designed by N.B.T.E. and N.C.C.E. for technical and teacher education and past question papers and answer scripts from the institutions chosen as case studies will be analyzed.

3.2.1 F.C.E Questionnaire

The items in the questionnaire administered in F.C.E concentrated on two areas namely.

1. Knowledge of the National Policy on Education.
2. The appropriateness of the N.C.C.E. literature syllabus in use in the college viz: the value of literature to teacher education and teaching approach.

The following are the eleven items on the questionnaire administered among F.C.E. Zaria literature lecturers:

1. Name of institution

   This item seeks to confirm the name of the institution since an institution's name is a pointer to its category in the Nigerian school system. This is because the focal point of this research is the business of literature in the sectors of the non-degree programmes in the school system.

2. What subject(s) do you teach?

   Because understanding the business of literature in an institution is better known from the trained literature teacher, and there exists the possibility of English language teachers teaching literature also and vice visa, this item aims at ascertaining who teaches literature in the college.

3. What do you know about the curriculum for teacher education and the National Policy on Education?

The aim of this item is to ascertain the level of realization that whatever is being taught in colleges of education should reflect the philosophy of the N.P.E.

4a. Do you know the National Policy on Education?

b. Do you think the policy is adequate?

c. Why?

5a. Does the policy need improvement?

b. In what ways?

These two items solicit the teachers' perception of the adequacy of the N.P.E and the pin pointing of the areas of short coming in the N.P.E.

6a. What makes the literature syllabus designed by N.C.C.E ideal for the training of literature teachers?

b. Do you think that literature is relevant to teacher education?

c. Why?

The objective of this item is to ascertain the aptness of the N.C.E. literature syllabus for teacher education particularly.

7a. Can the same syllabus be used for other levels of tertiary education in Nigeria such as polytechnics and universities?

b. Why?

This item seeks to validate the research assumption that every sector of the school system needs a peculiar literature syllabus that addresses its objectives and needs since education planners saw the need to sectorize the school system and assign specific roles to each sector.

8a. What do you think should constitute the literature syllabus for teacher training?

Item number eight gives the lecturers the opportunity to express their opinion on what they think the literature programme for teacher education should look like. This is in view of the fact that apart from the Academic Board members, the other lecturers were not part of the syllabus planning committee.

9. What approach do you consider most appropriate for the teaching of literature in colleges of education?

This item seeks understanding of the teaching approaches used by the lecturers. This is in view of the next item.

10. Should there be different approaches to the teaching of literature in colleges of education, polytechnics and universities?

This item underscores the necessity of ascertaining whether the need for a peculiar approach to teaching literature for teacher education exists or not. At this point, it must be emphasized that the recognition of the fundamental differences between the sectors of the Nigerian school system is a necessary guide to this study.

11a. Do you think that literature has the same value for students of colleges of education and polytechnics?

b. Why?

Contrary to Paulo Freire's thesis on the syllabus in which he says "the programme content of the problem posing method is constituted and organized by the students' view of their world, where their own generative themes are found' (P.81), Nigerian education planners do not give room for students' input in curriculum design. This implies that Nigerian education planners set goals and expectation for students and the students fit into the mould and graduate as products of the system. Yabani (1992:19) captures this attitude when he defines the curriculum as" the totality of experience which the student is given under the guidance of the institution in order to affect changes in behaviour". In this vein therefore, this item intends to ascertain whether the value of literature for F.C.E. students is different from the need of the polytechnic student.

3.2.2 CHELTECH QUESTIONNAIRE

The questionnaire administered in CHELTECH had three foci:

1. Knowledge of the NPE
2. The relationship between literature and technology
3. The appropriateness of literature programme to technical education.

The following is the item description:

1. Are you conversant with the National Policy on Education (N.P.E)?
2. Based on your understanding of General Studies, do you think that the literature modules you teach in your college can help in achieving the objectives of the N.P.E.?

These two questions are meant to asses the lecturers' knowledge of the N.P.E. This is in view of the fact lecturers in the college must not have a background of education as is the case of F.C.E. Zaria. This is critical because teachers need an understanding of the N.P.E. whether they teach in a teacher training institute or not, because the N.P.E. is the basis of education in Nigeria.

3. Do you think that literature as an academic discipline is different from Use of English?
4. Do you think that literature should be taught in technical institutions?
5. From your assessment, do you think that your teaching of literature affects critical and evaluative thinking among students?

6. Based on the fact that literature deals with man and society in all ramifications, do you feel that the literature programme in your college should be wider and deeper in scope?

7. Do you teach your students literature like students who will be awarded certificates in literature?

8. Do you think that literature has the same value for technical education and teacher and university education?

9. Do you agree that there is a relationship between literature and technology?

10 a. Do you think that literature can aid technological development?

b. In what ways?

These two questions were intended to ascertain the role of literature in the attainment of technological growth.

11. Do you think that the literature programmes for technical education should be interdisciplinary?

12. What do you know about the concept of literature for specific purposes?

13 Do you think that the literature programmes in technical institutions should be designed for specific purposes?

14a. Is the literature syllabus in use in your college appropriate for the training needs of your students and for their vocation?

b. Why?

Other data to be assessed include the syllabi and past questions of the institutions chosen as case studies.

3.3 BRIEF HISTORY OF FEDERAL COLLEGE OF CHEMICAL AND LEATHER TECHNOLOGY, (CHELTECH) ZARIA

The Federal College of Chemical and Leather Technology (CHELTECH) Zaria was founded in 1964 through the joint efforts of the Food and Agricultural Organisation (F.A.O.), the United Nations Development Programme (U.N.D.P.), the Federal Government of Nigeria and the Northern Nigeria Regional Government. It started as a Hides and Skins Demonstration and Training Project whose objective was to harness the hides and skins resources of Northern Nigeria for industrial use. F.A.O. and U.N.D.P handed over the institute to the Federal Government in 1971 and it became a unit under the Federal Livestock Department and it was named Federal Leather Institute. The Institute offered training to Hides and Skin improvement Staff and Leather Technologists. In 1976, the institute's mandate was expanded to include research into all areas of hides and skin improvement and was named Leather Research Institute of Nigeria (L.E.R.I.N.). The College became the training arm of the institute. The federal government further mandated L.E.R.I.N. to undertake research into chemical technology and the institute was renamed National Research Institute for Chemical Technology (N.A.R.I.C.T). The college remained as the training arm of N.A.R.I.C.T. until when it became autonomous in 1991 and assumed its present name. The college got accreditation from N.B.T.E. and now offers National and Higher National Diploma and College

Diploma in Leather Technology, Science Laboratory Technology, Production Management, Footwear Technology, Polymer Technology, Computer Technology and Certificate courses. Literature features in the syllabi of all the courses offered by the institution and it is based on the N.B.T.E. literature course guide.

The year 1990 is phenomenal to the history of Polytechnic education in Nigeria because N.B.T.E. introduced national course guides to serve as minimum standard for all courses in the Polytechnic system. Before then, diploma awarding institutions in Nigeria used to design the content of their syllabi. This move is significant to the attainment of the philosophy of education in Nigeria because it ensured that the Nigerian Polytechnic system had a uniform curriculum.

3.4. CHELTECH LITERATURE SCHEME

The CHELTECH literature scheme consists of all the literature aspects that feature in the curriculum from the preparatory National Diploma level to the Higher National Diploma level. The analysis of the literature scheme proceeds from the pre-ND modules.

3.4.1 Pre-National Diploma Literature

The pre-National Diploma literature content is located in PEL 013 and PLE 011, details is presented below.

PEL 013: Literature

PEL 013 is one of the seven modules of English Language and Communication (PEL 011-017). Its general objectives are to enable students to:

1. Read literary materials with understanding.
2. Appreciate literary materials.
3. Acquire the necessary ability and appreciation of literary materials.

4. Appreciate any literary piece, associating the text to the real life experiences and situations (P66).

Clearly, the emphasis of this module is on the literary and aspects of literature as will be seen from the breakdown of the content of the module which is divided into four sections namely.

1. Comprehension; its focus is on improving reading speed, identifying new words and the ability to answer questions on texts.
2. Literary appreciation; it deals with aspects of the novel.
3. Literature; It deals with genres of literature and their features, aspects of the novel (again) and literary language and style.
4. Literature (again); it focuses on the aesthetic, mood, relating text to social reality and creative writing. (See Appendices)

The attempt to blend literature with the literary in this module implies that this section of the course is meant to enhance language skill acquisition. Also the literature aspects of the course are integrated through English Language as a subject of study.

Two key issues which stand out include the concept of using literature to improve language skills among students and its integration into the school system. The use of literature to enhance language skill is not new and it is widely accepted because of the nature of text articulation. Lye (1998.1) states that "writing to be considered 'literature' requires a use of language, images and ideas which is refined, precise and self reflective and that as we use language and imagination more fully and consciously, we actually can think about and imagine the world more accurately and deeply". Text articulation is an intercourse between reality and creativity mediated by language and self consciousness. Using literature to enhance language use is appropriate because literature is the manifestation of language in the fullness of its creative powers. Therefore, literature

waxes the educational process. Achebe (1989:36) asks the question "What kind of science can a child learn in the absence, for example, of basic language competence and an attendant ability to handle concepts".

However, the constitution of this module is problematic because sections 3 and 4 deal with issues on literature and should have been merged or else their existence as entities can create confusion over the meaning of literature because both genre and aesthetics which each of these sections deal with are aspects of literature. Most confusing is the fact that each of these sections of the module is titled literature. Also, the syllabus failed to emphasize introduction to literature since the preparatory National Diploma Course is meant for students who failed to qualify for admission for the National Diploma Programme. It should be noted that literature in the school system, apart from complementing the educational process, should also give a sound understanding of the concept of literature.

PLE 011: Literature

Whereas PEL 013 is an aspect of the English Language course, PLE 011 is the only full fledge literature course in the polytechnic course guide that is not integrated through English language. It treats texts covering the three genres of literature drawn from African and European writers. Its objective is as follows.

> *"To give general competency in literary skills, which will enable them (Students) have minimum requirement to undergo the National Diploma course*" (N.B.T.E. 1990:53 see appendices)

This course is meant to improve entry qualification for a higher level of study. A good curriculum develops students cumulatively from a lower level to a higher level.

This literature course serves this purpose effectively because it is one of the five courses which preparatory National Diploma students must pass before they can proceed to the National Diploma Programme. The concept of qualification is meant to lay solid foundation and standard in education so that students will be made proficient. PLE 011 serves as a vital aid in this scheme.

Texts recommended for this course include The Lion and the Jewel, Much Ado About Nothing, Efuru, The Old Man and the Sea and African and European poems. These texts underline the following:

1 Africa caught in the web of cultural conflict and its attendant consequences on the African psyche and development.

2 The concept of literature as an escape from the harsh reality of life through its entertainment quality.

3 Knowledge of major social issues and critical traditions, for instance, Efuru deals with the plight of women the reflection of which in literature falls under feminism.

4 Knowledge of the elements of human nature and the innate qualities of man as he faces crucial moments of life. The Old Man and the Sea depicts courage and resilience against all odds, which is vital to technological development.

The issues above have bearing on the nature and objective of the institution because education aims at bringing man to terms with the challenges of life. Also the treatment of culture in a technological institute is significant in two ways:

1 Technology germinates from inquisitiveness and experimentation and these are factors of world view, and literature is a reflection of world view.

2 Technology and its products are a reflection of culture, Enahoro (1992) posits that contemporary western technology was traditional technology that has been improved by means of scientific principles. There are many aspects of African technology that are going extinct because scientific principles (which were born of the scientific outlook) have not been applied to them. A literature text, deliberately taught can effect a change of attitude towards technology. Also technological advancement modifies the culture of its origin by modifying world view. However, this syllabus has been in use for over twenty years without modification. After having studied these literature modules, the students enroll for the National Diploma Programme. The literature modules for National Diploma will be examined below.

3.4.2 National Diploma Literature Modules

The National and Higher Diploma literature modules are located in Use of English I and II for National Diploma courses, and Use of English III and aspects of GNS 402 for Higher National Diploma respectively.

GNS 101 Use of English I

This is the National Diploma I first semester English Language course, its goal is to:

> *"Provide the student with the necessary language skills which will enable him to cope effectively with the challenges of his course, to use English language effectively in the practice of his chosen profession as well as interact with others in the society* (P4 See Appendices).

Literature is one out of the five modules of this course. It aims at helping students to appreciate literary works in English through:

1. Providing understanding on the meaning of literature.
2. Tracing the development of literature.
3. Differentiating between the literary genres.
4. Explaining the functions of literature.
5. Explaining the aspects of the novel.
6. Answering questions on a given novel.

This literature module tries to give an understanding of the concept of literature because it seeks the definition of literature, its stages of development, the distinguishing features of its genres and the functions of literature. The module treats prose as an example of a genre of literature.

GNS 201 Use of English II

GNS 201 is the National Diploma II first semester English Language course. It is designed to consolidate the students' competence in the use of English. At the end of the course it is hoped that students should have understood the roles and techniques of English grammar and to perform well in the use of English. The major instructional objective of literature, which is one out the five modules of the course, is help students to appreciate literature in English. The module teaches students to:

1 Describe drama.
2 Explain the types of drama.
3 Explain the terminologies of drama e.g. resolution, conflict, denouement, etc.
4 Distinguish between radio drama and television drama.
5 Answer an essay question on a given drama text.
(See Appendices)

The goals of this course indicate that all its modules are at the service of "consolidating" students' competence in the use of English. However, the literature

module treats aspects of drama such as its types, parts and terminology. The module's demand on students to differentiate between radio and television drama may be too technical for students at this level. It involves the sharp knowledge of, for instance, the four building blocks of radio drama – speech, sound effects, music and silence (BBC 2001). Secondly, the means for the demonstration of these effects does not exist in the college.

From this analysis, it is deducible that at the National Diploma level, students would have been taught some of the basic concepts of literature at elementary levels, its development functions and its genres, notably prose and drama

3.4.3 Higher National Diploma Literature Modules

The following are the Higher National Diploma literature modules:

GNS 301 Use of English III

GNS 301 is the HND I first semester English Language course. Its goal is:

> *"This course is intended to further improve the Student's level of proficiency and competence in language use. It is designed to increase the student's ability to master and manipulate the various language skills of a higher level" (NBTE1999:15)*

The objectives of the literature module are:

1 Explain the term literature.
2 List the genres of literature.
3 Explain the terminology of poetry e.g. rhyme, rhythm, enjambment, etc.
4 Analyze a given poem.
5. Answer an essay question on poetry.
(See appendices)

This module emphasizes the meaning of literature and its genres, and the techniques of poetry. However, this module which is meant for higher classes has less depth than the National Diploma modules because it requires that the genres of literature should be merely listed, for instance. This is a weakness in curriculum design because the higher levels of education should be dealing with issues more intricately.

GNS 402 Literary Appreciation and Oral Presentation

GNS 402 is a Higher National Diploma II course with the following goals:

"This course is designed to impart analytical, evaluative and interpretive writing and speaking techniques to the student. The aim is to encourage creativity (P 22 See Appendice 6)

The course is broken into three sections namely:

1. Literary genres, which seeks the definition of literary terms such as point of view, myth, denouement, protagonist, symbolism, style legend, folklore, proverb etc.
2 Literary essay, which covers the explanation of a novel, short story, poem, review of a poem or play and the criticism of a radio or television drama.
3 Oral presentation, which deals with the types of formal oral composition, the development of an oral composition, techniques of delivery, debating and loud reading.

This course deals mainly with literary appreciation and oral composition and presentation, with the intent of developing both speech and writing. However the syllabus' combination of a wide variety of ideas can hinder in depth treatment of its goals. The syllabus is also loose based on the aforementioned and could be approximately split into literary criticism and oral composition as different courses.

Some of the points that stand out from this analysis of the syllabus include.

1 The literature programme services the educational process in the following ways:

i It aids language skill acquisition.

ii. It enhances qualification for higher study in the college; PLE 001 and PEL 013 supplement admission into the National Diploma Programme, GNS 101 is the pre-requisite for GNS 201, GNS 201 is the pre-requisite course for GNS 301, while GNS 301 is the pre-requisite for GNS 401. Advancement within the school system is part of the basic foundation of education and it upholds standards.

iii. It gives an understanding of literature as a subject of study because the syllabus treats literature in academic terms with attendant evaluation.

2 Apart from PLE 011, literature in the college is integrated through English language because literature is a module of Use of English I GNS101, Use of English II GNS201, Use of English III GNS301 and GNS 402. Therefore literature in the polytechnic sector is at the service of English language, and it is made dependent on it in the syllabus. This creates the impression that literature can not necessarily exists as a subject of its own. This may be the basis of the attitude shown by students to the literature aspects. For instance most of them refuse to buy or read the recommended literature textbooks. There is the need, therefore, to carve literature out of Use of English because there are enough English language modules in the syllabus. Literature should have been allowed to exist as an independent course.

3 There is the repetition of ideas in the syllabus, for instance, the definition of literature and its genres is in almost all the literature modules. This is significant because the syllabus is designed for a sector of education that does not take students on transfer from another sector of education. Therefore, issues treated at lower levels should not recur because students are expected to be progressing. Contrary to the expected trend, the GNS 101 literature module which is an NDI course has more depth than the literature modules of GNS 201 and GNS 301 which are ND II and HND I courses. In the same vein, some aspects of the syllabus are too rudimentary for the standard of the college. Entry requirement for the National Diploma programmes is fixed at five credits including English Language and Mathematics at the S.S.C.E. level where aspects such as the description of literature and literary terminologies like genre, myth, folk tale, etc, feature in the examination. Its repetition at the Polytechnic level is therefore not ideal.

4. Curriculum design seeks to project a philosophy which syllabus design is meant to achieve through specific instruction and training of technical students into useful members of the society. But the literature modules do not negotiate the necessary link between literature and technology, which is the main rationale for the establishment of the college. In this case, whereas literature in the college of education sector meets the needs of the teaching profession, the polytechnic literature programme does not address the technical profession.

Past examination question papers will be analyzed to buttress this fact in the following section of study.

3.5 ANALYSIS OF CHELTECH PAST QUESTION PAPERS

The preceding section of this study reviewed the CHELTECH literature syllabus with the view to situating it within curriculum development for technical education in Nigeria. As a further step, some past question papers will be analyzed in order to ascertain the focus of the teaching of literature in the institution. This analysis will be restricted to the 2000-2006 sessions in view of the fact that it is the 1999 review of the General Studies Course Guide that is in use in the college. The analysis is broken into the following subheads:

1 The concept of literature
2 Thematic analysis
3 Character analysis
4 Literary appreciation
5 Texts and social reality

3.5.1 The Concept of Literature

This covers definition, genres, functions of literature, etc. The emphasis on these aspects becomes relevant in view of the fact that majority of the science students did not have any meaningful background of literature since the institution awards certificates in basically science courses, and literature was never counted as part of entry qualifications into the college. Therefore, students need basic introduction to literature in order to have a grasp of the subject. Fortunately, this aspect appears in almost all the literature modules in the Polytechnic course guide.

For example, the 2003/04 GNS 402 and GNS 101 questions demanded that students should explain literature and its genre and their basic characteristics. Except for a few exceptions, students' answers revealed that they understood the term literature and its genres. This indicates that the introduction to literature given to students is relatively thorough. As students were made to understand, for instance, the characteristics of poetry, a door has been opened for them to not only read poetry for examination purposes, but also for enjoyment of literature, thereby satisfying part of the reasons why literature was introduced into polytechnic system. This is proven by their answers to questions on poetry under the areas of literature studied in the college. For example, student's responses to question No1 of section D: poetry GNS 402, in the 2005/06 academic session which states:

> *The Poem "Sunjata" talks about the defeat of Sumangura*
> *By Sundjata. Discuss this theme, emphasizing the poet's*
> *Use of symbolism in the poem.*

Students' answers indicated that they understood the poet's use of symbolism as a style of writing. Therefore the centrality of the teaching of the concept of literature is based on the fact that if students do not have a good understanding of the subject, the objectives for the introduction of literature into the college will never be achieved. This explains why the concept of literature kept re-occurring in the Polytechnic literature Syllabus

Also, question 1C of GNS 402 in the 2001/02 session reads:

> *Briefly explain the value of learning literature and show*
> *clearly the centrality of literature in education*
> (see appendices)

On the surface, this question seems more appropriate to education students instead of technical students. But it belies the fact that attempts were made to make students appreciate why, in the first place, they needed to study literature when they are basically science and technical students. This is important because science students' did not expect that literature is part of the subjects they will be made to study. An explanation of why they should study literature is needed because literature played a great role in the development of science and technology and literature broadens the mental horizon. This knowledge can guide their reading of texts and help them to pick relevant information, and to make appropriate associations between texts and reality on issues in the texts that are beneficial to them both as students and in the practice of their vocation. This question also proves that literature teachers in the college realized the relationship between literature and technology and the need for subjects taught in the institution to enhance the attainment of curriculum goals.

3.5.2 Thematic Analysis

Thematic analysis is another recurrent thrust in the CHELTECH questions. This is because of the fact that themes underline the meaning and intent of a text and thematic analysis helps students to be keen in identifying the basic issues in the text. This makes it possible to analyze a text and associate issues raised in it to real life. Since literature captures the heart-beat of life as perceived by writers, the study of themes therefore brings students face to face with certain realities in life. In the 2005/06 session, HND II students who offered GNS 402 Literary Appreciation and Oral Composition were made to discuss the theme of conflict in Arrow of God. Some of the answers highlighted the

conflict between the African tradition and Western tradition and the conflict within the Umuaro community which greatly weakened and undermined its ability to withstand external pressure. They used the conflicts in Umuaro and the feud between Ezebulu and Nwaka/Ezidemili as examples. This realization reveals the fact that it is not only the more advanced technology and methods of the colonizers that gave them success over Africa, the seething wrangling, characteristics of the Umuaro community, was a great factor in the matter. Thus the enemy within is more dangerous than the enemy without. In relating this to hindrances to Nigeria's technological growth, they also concluded that the problems are first from within; it is the result of negative attitudes and practices traceable to Nigerians themselves and not foreigners. This brings to fore the case of the Sekoni in.

The Interpreters

If literature has utilitarian value in enhancing education, then the emphasis on thematic analysis can directly help students in developing the ability to read materials on their other subjects and pick out the major points of the subjects, and the main arguments of both writers and scholars. After all, to be knowledgeable is to be able to extract from the knowledge of others as you come into contact with their works, and to form tangible perceptions, deductions and projections. This is exemplified by questions in GNS 402 Literary Appreciation and Oral composition for 2000/2001 sessions which reads "Oswald Mtshali's poems "Always a Suspect" and "Keep off the Grass" are show pieces of the painful humiliation of the black South African under the Apartheid regime". Discuss. Examination of the answer scripts revealed that the students were able to cite instances of racial segregation which was the heart of the apartheid philosophy.

3.5.3 Character Analysis

In literature, characters relay experiences and issues to the reader; they bring the reality of the story closer to the reader, and actually make him see himself. Birbeck *et al* (1971) state that the introduction of drama in schools is important because the child needs to involve himself with character and situation. Some of the relevance of characters in literature lie in the fact that character analysis is a means of typologising. For example, the Napoleons of this life are men who abuse noble ideals and set self before the general interest, they make tragedies of the story of life, even as seen in Animal Farm. While the Snowballs of life are men of integrity and ingenuity, men who are concerned about the well being of the majority, and who are normally opposed by self seeking people. The Okonkowos and Odewales are hot tempered and rash and the Ezeulus are men who will wish to use their office to punish the whole communities in vengeance. And the Nwakas are men whose sweet words and charisma make people unwitting victims who are misled into catastrophic situations that invariably lead to collapse. If literature reflects the society, character study is the mirror of the individual, which incites him to inquire of himself if he is as positive or negative (as the case may be) as the character under study. It raises issues about the self, issues which if not properly handled can plunge a whole society into malady. Character study shows men at the critical junctions of life.

In the 2005/2006 session, students offering PLE 011 were asked to analyze the character of Snowball, Napoleon, Squealer and Boxer. Some of the answer scripts showed that the students associated Napoleon and Squealer as “dear fellows”, and they arrived at the conclusion that characters who can be typologised as self-seeking are

mostly inimical to the progress of the group because they put their own interests before others.

3.5.4 Literary Analysis

It was observed earlier that most students in the institution did not have any meaningful background of literature. It therefore becomes imperative that literary appreciation be taught in this institution not jus because it is a cardinal aspect of literature, but because it is actually the main means through which the deep underlying meanings in literature texts can be extracted and relevant associations made between texts and reality.

One area of focus in this regard is writers' use of language. Obviously, language is the major medium of literature and life generally. But the language of literature is unique because it is impressionistic, it is pleasurable and it is not necessarily conventional, nor is it judged by only the standards of grammar. The use of language by Mrs. Malaprop in Sheridan's The Rivals is not the mere speeches of a character; it is a strong instrument of the playwright's characterization. Her excessive aphasia was used to build up her major character as a mediocre. Oliver Twist's asking for more stew even though it was the innocent request of a hungry boy, is a direct pointer to the social issues raised by the text, which, continuously recurring in his other texts, made Charles Dickens one of the most notable English writers of his time and indeed a major figure in the history of English Literature.

The above are instances of how language is actually a handle for manipulating life. Achebe (1975) wondered how this life will be if there was no language, he therefore

concluded that language is one of man's greatest assets. When Sidney (1967) said writers are makers, what is implied is that writers, using language in a blend that holds the reins of reality, create a refreshing impression of life

In the 2001/2002 session, students offering GNS 402 were asked to identify and analyze figurative expressions from a set of expressions. Their answers showed that they understood figurative expressions and the shades of meaning which they embody. Also, students' analysis of the poem "Always a Suspect" showed that they understood language as working within social codes that depict relationships, the structure of society and world view. This they exemplified by their analysis of the man producing the "document of his existence", the Police man being referred to as "a man" and the fact that the man's dressing as a gentle man signifies the black man's need for recognition and respect, a need which is never satisfied because of wider ideological considerations that form apartheid South Africa.

3.5.5 Relating Texts to Social Reality

Literature in specialized institutions is not for certificate purposes, it is a necessary aid in the professional tool box of students. The profession will be practiced in definite social contexts, consisting of both enabling and inimical situations. As a preparation for students against such situations, students were asked questions on how to relate experiences in literature texts to the Nigerian social context. For instance, in the 2003/04 session, students of GNS 402 were asked the following question:

> *Draw four major examples for Nigeria's attainment*
> *of its quest for technological growth from how the animals*

coped with running the farm technically in <u>*Animal Farm*</u>
(See Appendices) .

Students' response to the question focused on the need to utilize local raw materials and resources, the use of local man power as much as is possible, the need for training and sacrifice and patriotism as necessary ingredients for technological growth.

Since literature is the depiction of men facing crucial moments of existence, questions such as this prepare students for tough moments when they have to take important decisions and actions with dire consequences on life, just as some characters in the text were forced to do. This can encourage a pragmatic and visionary approach to life.

It is deducible that the teaching of literature in CHELTECH is as much as possible, faithful to the N.B.T.E. course guide. It has therefore satisfied the mandate of General Studies in the technical education sector of the Nigerian school system by attempting to bridge the gap between the scientific and artistic traditions in the school system. It has also brought students to some awareness of the nation's cultural antecedence and the contemporary culture that resulted from the encounter with the western world. It has also tried to give students a certain level comprehension of the human condition. Also, the lecturers had to attempt to link literature and science and technology in order to augment the syllabus's failure to do so. The integration of literature into a science and technology institute requires a philosophical recognition of the complementary nature of the arts to science and technology. The literature programme is therefore deficient in the following ways:

1. It is not tailor made to meet Nigeria's quest for technological growth.

2 The syllabus makes literature multi-disciplinary instead of interdisciplinary. Multi-disciplinary discourse entails that disciplines maintain their boundaries. This implies that the component courses of training into a career were not particularly designed to augment each other, which mostly results in a mere expansion of courses instead of all-round development. In interdisciplinary discourse, subjects are designed to project into the career and they sometimes make accommodation for each other within their boundaries. Literature and interdisciplinary discourse will be examined in the next chapter.

3.6 LITERATURE IN FEDERAL COLLEGE OF EDUCATION ZARIA

The preceding segment of this study examined the syllabus and the teaching of literature in CHELTECH, this section reviews the syllabus and the teaching of literature in Federal College of Education (F.C.E.).

3.6.1 Brief History of Federal College of Education (F.C.E.) Zaria

Federal College of Education, Zaria, formerly known as Advanced Teachers College, was established on the recommendation of the Ashby Commission of 1959. Based on the recommendations of the commission, the Federal Government presented a white paper to parliament in 1960, for the establishment of four Advanced Teachers Colleges in Lagos, Zaria, Owerri and Ondo to serve the then three regions of Nigeria. The establishment of the colleges was done with the assistance of the United Nations Special Fund, and the United Nations Development Programme. The Advanced Teachers College Zaria was formerly opened on 1st November, 1962 with an intake of one hundred and fifty (150) students and was temporarily situated at the present site of the Kaduna State Polytechnic along Gaskiya Road, Zaria. The college moved to its permanent site along old Jos road in 1973. The college assumed its present name in 1991 and came under the supervision of the National Commission for Colleges of Education (N.C.C.E.) which is

the supervisory body responsible for the supervision, accreditation and development of course guides for all colleges of education in Nigeria. The college has the following objectives.

1. To provide professionally qualified non-graduate teachers of Northern origin to man the secondary and teacher training colleges in the region.
2. To provide professionally qualified Assistant Inspectors for primary schools.
3. Through the products of the college, to be able to gradually northernise the entire staff of all the secondary schools and teacher training colleges in the region (F.C.E. Zaria 2006 P: 2)

3.6.2 Philosophy of Arts and Socials Sciences in the N.C.C.E. Course Guide

Before 1990, F.C.E, zaria, like all other N.C.E. awarding institutions in Nigerian designed the content of its literature programme and administered it accordingly. This trend continued until 1990 when N.C.C.E. designed a minimum standard course guide for all colleges of education. The design involved university and colleges of education lecturers and N.C.C.E. staff who made submissions that were reviewed by the Academic Boards of colleges of education. N.C.C.E. organized a workshop at which the views and observations made by the Academic Boards of colleges of education were harmonized into the final draft that became the National Course Guide for the N.C.E. programme in Nigeria.

The philosophy of the arts and social science courses in Nigerian Colleges of education is meant to "draw the teacher and his student into mutual dialogue about their collective realities" (N.C.C.E. 1990:11). This indicates that the courses seek to answer questions concerning the being of man including the metaphysical. The goals of the arts and social science courses are:

i. To produce N.C.E. teachers of Arts and Social Science subjects who are capable of contributing meaningfully to the production of teachers of these subjects for the primary and secondary school classes in Nigeria.
ii. To help the students acquire the basic knowledge and values needed to enhance the quality of their lives and the nation.
iii. To help the students acquire the spirit of self-reliance, positive self image and balanced personality (p.11).

To this end, English as a Single Major, the course under which literature falls is based on the realization that:

> *Modern man can hardly contemplate communal life without the instrument of language. Performance in language, especially spoken language, defines personality. For the teacher his credibility is almost entirely anchored on his competence in communicating ideas and stimulating learning through his use of language" (p.17).*

The literature aspect is anchored on the fact that: "Literature is generally known to be the application of language. It is also known to embody the totality of the world view of a people-social and political formations, culture, fears, anxieties, aspirations, etc. Studying language without its literature is known to be a serious dis-service"(p.17).

The N.P.E., N.C.C.E and F.C.E. share the same philosophy about the production of teachers for Nigerian primary and secondary schools with the institution being the structure for the implementation of the philosophy of education.

3.6.3 F.C.E. Literature Courses

There are eight literature courses spread through the three year duration of English as a Single Major. They are broken into NCE I, NCE II and NCE III.

3.6.3.1 N.C.E. I Courses

Below is an overview of the N.C.E. courses for English as a single major.

LTT 116 Introduction to Literature and Literary Appreciation

This is about the most important course in the literature programme because of the fact that it introduces literature to the students, some of whom may never have studied literature before. This course therefore lays emphasis on giving background knowledge and preparing students for "all other literature courses in the NCE syllabus" (P.29).

ENG 125 Modern African Literature

The aim of this course is to expose students to trends in modern African literature. It will treat texts that "reflect tendencies in the cultural and political developments in Africa e.g. Negritude, protest and civil war literature" (33). This course seeks to capture the tempo of modern Africa.

3.7 NCE II COURSES

LIT 212 Selected European Authors

This course "familiarizes students with important movements in European literature" (28). Texts from the neo-classical, Elizabethan, the romantic, the Victorian and the modernist literary movements will be studied. The course will try to depict the basic nature of the European character during the ascendancy of these literary traditions through literature texts. One credit of this course is its expansion of students understanding of life outside Africa. However, the scope of this course is rather too wide because picking texts from the literary traditions listed above means a study, actually, of the literary traditions themselves. Added to this is the fact that there has not so far been any introductory course on European literature in this syllabus.

ENG 224 Theatre and Drama in Education

This course seeks to introduce 'two important disciplines. Theatre in Education and Drama in Education", it will teach their structure and method through practical workshop. Like LIT 213, this is a mainly education course, which tries to situate theatre and Drama in Education, by drawing out the application of theatre and drama in pedagogical terms. Theatre and drama in education actually enhance effective teaching because they are used by teachers to illustrate what they are teaching their students.

ENG225 Literature Methods

Literature method is a purely education course, it underscores the fact that the study of literature in F.C.E. Zaria is for teaching purposes. The following are the major points of study:

1. Techniques of teaching faster reading to different levels of learners.
2. Strategies for building a class library.
3. Criteria for selecting texts for junior literature classes.
4. Various techniques for presenting poems to learners.
5. Approaches for preparing lesson notes on literature.
6. Activities for promoting children's interest in literature e.g. demonstration, improvisation, miming, role-playing, play let, etc.
7. Use of follow-up in literature study.
8. Activities and techniques for promoting creative writing (p.28).

3.8. NCE III COURSES

ENG 314 Critical Theory/Practical Criticism

Critical theory/practical criticism aims at "introducing students to the great critical debates so that they would see how different schools of thought perceive literary production and their techniques" (29). Some of the theories of literature to be taught include, formalism, structuralism, feminism, Marxist aesthetics, etc. This course seeks to

give a deeper meaning and impression of the concept of literature because critical practice goes a long way in shaping the perception of literature and what is perceived as its functions. Roger Webster (1996:7) opines that criticism "can be seen as a means of constructing the body of writing and knowledge which it appears to make as its object of study, in other words, literature can be seen as a product of and dependent on criticism rather than other way round.

ENG 318 Female Writers in Africa

The course teaches the contribution of African women to creative writing in the three literary genres. It will teach how feminism is steering women to the consciousness of their being, and how they aim at greater heights despite the prevalent male dominance in the society. Flora Nwapa, one of Nigeria's celebrated female writers in an interview published in ALA (1994:26) says "my major theme is women, the life of women in Nigeria, especially in the East Central States, the Ibo-speaking people of Nigeria. I try to think about their problems, their lifestyles, about their relations with their families especially with their husbands".

ENG 326 Children Literature

(LIT 321) is meant to foster the understanding of the "philosophy, techniques and ideological focus of the large body of literature produced for children" (p.30). These three points of focus capture the core of the course because they provide answers to the what, why and how of the course. In view of the fact that N.C.E. holders teach primary school Pupils who are the target audience of Children Literature, this course prepares N.C.E. holders for the teaching profession.

The following points become glaring from this analysis:

1. That the literature programme is designed to give understanding of literature as a concept as well as a field of study; introductory courses such as introduction to literature/literary appreciation and introduction to orature are core courses.
2. The literature scheme of the college is meant for the teaching profession.
3. The scheme is interdisciplinary in nature since it marries the concept of literature to the concept of education.

3.9 F.C.E ZARIA EXAMINATION QUESTIONS

The preceding section examined the 2000 review of the literature syllabus in use in the college, this section attempts to evaluate the application of the syllabus through an analysis of past question papers. The analysis of F.C.E examination questions is broken into education based courses and others. This is because education based courses emphasize the relevance and linkage between the teaching enterprise in the institution to the goals of the aspect of education to which Colleges of Education belong.

3.9.1. EDUCATION BASED COURSES

The education based courses include Theatre and Drama in Education, Children's Literature and Literature Methods. Theatre and Drama in Education questions for instance, tested students understanding of the theory and aims of the course; they also treated the idea of improvisation, the relevance of the course to education and the production of lesson plan. For instance in the 2003/04 second semester examination, students were asked to answer:

-Why is Drama in Education taught in schools?

-Define improvisation and explain four (4) of its values. (See appendices)

Responses to these questions included explanation of the concept of Drama in Education, and improvisation, stating their relevance to the educational process; how it enables the demonstration of the topic being taught in class. Clearly, this course explores means of furthering understanding among pupils by teachers.

Questions on Literature Methods ENG 219, 2001/02 focused on the rationale for the teaching of literature in schools generally. The 2001/02 first semester question pointedly demanded:

1. What is literature and why should it be taught in schools?

Answers to the question gave definitions of literature, stressing its role in the educational process. This is crucial because literature should not just be included in the syllabus simply because it is a subject, specific needs must first be identified before it is included in the school syllabus. For instance, this study noted that at the secondary school level, literature is seen as part of the overall educational process and is meant to help students develop critical skills for the assessment of literature texts, human issues and character formation, and most importantly, for furthering students' educational pursuit. Literature serves as a link between the cultural and human aspects of life and other disciplines, it also enhances qualification for further studies. This course, therefore, offers a good forum for constant re-evaluation of the business of literature in education, despite the apathy that some students have towards the subject in most tertiary institutions.

The questions also covered the appropriate methods and problems related to the teaching of literature and the understanding of certain genres of literature. It also

examined the selection of texts for the primary, junior and senior secondary levels of the school system. Students' answers indicated that the students of the institution were taught to give milk, meat or bone to pupils according to their levels. This is very significant because if properly handled, pupils at the lower levels of education will be well nurtured to develop appropriate skills for mature analysis of literature when they get to the higher levels. The lack of proper preparation of this sort is a bane in the teaching of literature in some tertiary institutions, because after giving a good introduction to the subject some students still have misconceptions of rudimentary aspects of literature such as mixing up the genres of literature by referring to a novel as play, etc. This implies that a lot of the salient functions of literature are lost on some students at the tertiary level because they have a poor background of literature.

Closely linked to the above are questions which dealt with the differences between Literature and other subjects in the school curriculum. ENG 225 Literature Methods for the 2003/04 session asked students to state five qualities which distinguish literature from other subjects in the school system. This emphasis is unique because it deals with the features of literature as a subject; it also differentiates it from subjects like history and others that have great affinity and similarity to it, especially the use of oral tradition by historians.

The questions dealt with the problem of teaching poetry, which is very apt because poetry is considered by most people as the most difficult genre of Literature. This is understandable because the language of poetry is highly figurative, and the significance of some imageries are context-based (for instance, images using snow are likely to have

more impact in an environment where snow is a normal feature than in the Savannah regions of Africa) and meaning is normally elusive. The questions also asked how literature can be used in teaching the four language skills, thereby linking literature to language learning. This is ideal because literature does not only deal in the currency of language, it is language in operation. This shows the affinity between language and Literature, it also helps the college to attain its objective of using literature to enhance language teaching (this is an emphasis made by the syllabus).

The questions on Children's Literature ENG 326, in the second semester of the 2001/02 session dealt with the theory and practice of Children Literature, including the problems of reading among children. The idea of Children Literature is relatively not known by most people, and is mostly restricted to academic discourse. Answers to the questions emphasize the fact that children literature is literature that presents the world in a way that appeals to children's sensibility. Thus, the treatment of its history and development is appropriate. The questions covered the rationale of the course and the child's need of Children Literature. This implies that students were trained to understand why they have to teach children literature, and why children actually need it. The questions also probed into how to help children develop reading skills, which is a very basic pre-requisite for learning other subjects in schools. Children literature is an effective teaching tool for children because the subject is stimulating since it presents life through the eye of the child, it therefore sustains interest and helps in developing an effective reading culture among children. The questions also looked at the issue of character formation among children. Character formation thrives on the basis of models,

which are normally heroes or popular personalities with some "admirable qualities" which are either positive or negative. The course therefore presents specific characters for analysis. Other aspects of the questions dealt with appropriate techniques of teaching children literature and the concomitant activities that go with it. This does not only ensure that the objectives of the course are attained, but it brings the study of literature in the college back to its roots in education.

Apparently, the education-based literature courses did not only concentrate on aspects of literature alone; they have positive bearing on the development of the teaching career. The design of the literature programme therefore fosters the attainment of the objectives of teacher education as stipulated in the N.P.E.

3.9.2. Other aspects Of F.C.E. Past Questions

Having looked at the education based questions, other aspects of the F.C.E. Zaria questions will now be considered. These include Introduction to Literature and Literary Appreciation, critical theory and practical criticism, Selected European Authors.

The questions on ENG 116 Introduction to Literature and Literary Appreciation reflected the syllabus directly because the questions focused on the theory and nature of literature. For example, the definition of literature and its genres and the distinctive features of these genres, the use of language, literary production and the concept of literary appreciation were examined. A survey of the questions on this course from the 2001/02 to the 2004/05 sessions reveals that the minimum number of questions stressing sundry issues on the nature of literature was thirty five objective or fill in the blank space questions. This indicates that the teaching of the course gave deep introduction to

literature as the course attempted to introduce students to literature and literary appreciation as the means of boring into a literary piece and extracting meaning and pleasure from it. Without this course and the way it was treated as seen from the issues raised in the questions (see Appendices), the teaching of other aspects of literature will be difficult, and students on their own part may not come to a good understanding of the entire literature programme in the College of Education system.

The questions enquired into language use in literature, this raises a fundamental problem in literature. Invariably, all literature is transmitted through language and action, and people understand and speak one language or the other. But the language of literature is definitely not everyday language, indeed, no matter a writer's grand idea, what really makes his writing succeed as literature is his use of language and the style which he fashions out of it. The key into a literary piece is therefore a good grasp of the writer's use of language, this also reveals the subtle nature of language and its power over life, and it also underscores some of the issues raised by the course Literature Methods on the use of literature to teach the four language skills.

Questions on ENG 314, Critical Theory and Practical Criticism centered on the concept of criticism, thereby testing students' understanding of criticism and how it operates. For example, a first semester question of the 2003/04session states:

> *Bearing the role of the writer and the critic*
> *In literary development, who would you say is*
> *More relevant?* (see appendices)

This question was meant to situate the writer and the critic in the reciprocal relationship between them, because both writer and critic shape the perception of the roles of each other and the very concept of literature. The attempt was not to determine which is more important but the symbiosis between them because writing alone does not promote literature, while criticism needs a continuing flow of the production of literary works by writers and the new styles of writing which they introduce. It is important to note that as, for example, Greek dramatists worked, critics like Plato and Aristotle analyzed their works, showing their forms and the expectations of the society of the dramatists. Exceptional enterprise by writers improved and increased the variety of writing style, while it also introduced new and engaging puzzles for critics and widened the scope of criticism. The advent of African writers like Achebe, Soyinka, etc, into the literary world brought in a new twist to the use of English language for literary purposes. It also ushered themes that presented the African outlook. The combined efforts of African writers necessitated recognition for the body of writing called African literature.

The symbiotic relationship between literary artistry and criticism dates far back to the preliterate era and its change overtime is not necessarily a change of manner, it is only a change of degree. This change is necessitated by human advancement, to the extent that now that science and technology is holding sway in human affairs, there is Science Fiction. Because in recent times the place and rights of the child is receiving prominence internationally, there is a growing corpus of Children Literature with attendant criticism. Thus, writing and criticism continue to affect each other and reflect the passions of man.

Students were also required to use critical theories such as Formalism, Marxist aesthetics, Feminism, etc, to evaluate texts. For example, students were asked the following question:

Discuss the Trial of Dedan Kimathi by Ngugi Wa Thiong' O

and Micere Mugu as an example of Marxist literature.

This is significant in a number of ways: it grounds students in these theories of literature and the use of these theories to analyze ideas and styles of writing in literature. For example, Marxist aesthetics, Feminism, etc, were not initially critical issues, they were theories. They became critical issues when writers wrote about them in aesthetic terms and texts were reviewed through them. Each of these theories assumed prominence at a certain time as human life continued to both advance and change. These theories are therefore, a reflection of the crisis of life, studying them is then an attempt at understanding man then, and the present tempo of life.

As stated in chapter three, courses on the literature of other continents are instrumental in revealing the spirit of the mind, and the basic actuation of men in those regions. Selected European Authors is such a course. The 2003/04 first semester questions reads: Discuss the historical and geographical background of the English people as a prerequisite for understanding the course Selected European Authors (see appendices). The relevance of such a demand can not be overstressed; the history and geography of the people tell who they are, what their experiences are, their mode of relating with each other, the outside world and their spiritual forces, their aspirations and their general world view. Therefore, when one of the questions in the 2004/05 session

asked students to "Discuss the theme of vengeance in William Shakespeare's Merchant of Venice", it was only stating the obvious. If one does not have a good understanding of Europe's view concerning the Jew then, Shylock's insistence on a pound of Antonio's flesh will be misconstrued as mere villainy. But history bears out the fact that the Jew was treated as a second class citizen; he was denied the right to own property and do business in some instances, except usury. Shylock's quest was beyond an individual vendetta. His failure, despite his situation, constituted comedy for Shakespeare's audience because of their geo-historical background.

On the whole, the questions and the responses to them indicate that the teaching of literature in F.C.E. Zaria reflected the ideals and goals of the syllabus and the N.P.E. This is exemplified by the questions on the education based courses such as Literature Methods and Theatre and Drama in Education which the course guide describes as core courses. The literature programme also attempted to give understanding of the concept of literature through introductory courses like Introduction to Literature, Introduction to Orature and Literary Appreciation.

Conclusion

This chapter analyzed the research methods chosen for this research, it also analyzed the data acquisition instrument used in the study, it went further to appraise the literature schemes in use in the institutions chosen as case study. The chapter also examined past question papers in order to ascertain the interpretation and the application of the course guides. The next chapter will attempt to analyze the data thus acquired.

This analysis shows that:

1. The F.C.E. syllabus is tailor-made because it relates literature to education, and it is therefore interdisciplinary while on the contrary, the CHELTECH literature scheme is not.
2. The literature syllabus for CHELTECH is not indepth enough in terms of conceptualization and scope to meet the objectives of the N.P.E.
3. That there is a strong need to make definite connections between the literature syllabi and the mandate of the institutions.

CHAPTER FOUR: DATA ANALYSIS

4.0 Introduction

This chapter gives an interpretation of the findings of this study. One of the commonest problems with surveys that use the questionnaire method of data collection is the failure to retrieve 100% of the questionnaires issued. Scholars generally agree that 55 – 60% return is a good representation for data analysis. In view of the researcher's presence in CHELTECH, 75% of the questionnaires were returned, while 60%. of the F.C.E. Zaria questionnaires were returned. Data analysis is based on simple percentage, proceeds on the basis of these returns while some academic concepts that foster the attainment of curriculum objectives in these institutions will be analyzed.

4.1 ANALYSIS OF THE DATA RECEIVED FROM THE RESPONDENTS

Data Received from CHELTECH

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
1	Are you conversant with the National Policy on Education	3	NIL	3
		100%	0%	100%

This item is meant to assess whether the literature lecturers have studied the N.P.E. This is in view of the fact it is not compulsory for the lecturers in the college to undertake courses in education. The answers show that all the lecturers have knowledge of the N.P.E.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
2	Based on your understanding of General Studies, do you think that the literature modules taught in your college can achieve the objectives of the N.P.E?	-	3	3
		%	100%	100%

The responses show that the current General Studies curriculum can not achieve the objectives of the N.P.E. Some of the reasons are attributable to poor curriculum design. The responses to items 5 and6 point to this fact.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
3	Do you think that literature as an academic discipline is different from Use of English?	3	NIL	3
		100%	0%	100%

This item is based on the observation that literature is integrated into the college through Use of English, even though the two subjects can stand on their own. The responses show that although literature and English Language all deal in the currency of language, they are understood to be different disciplines.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
4	Do you think that literature should be taught in technical institutions?	3	NIL	3
		100%	0%	100%

This item deals with the fact that although literature falls under the artistic tradition of education and it is not part of entry requirement for technical courses, it affects the thinking process and perception in general.

The responses were positive, which indicates that literature is relevant in technical institutions.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
5	From your assessment, do you think that your teaching of literature affects critical and evaluate thinking among your students?	3	NIL	3
		100%	0%	100%
Item Number	**Item Description**	**Number of Respondents**		**Total response**
		Yes	No	
6	Based on the fact that literature deals with man and society in all ramifications, do you think that the literature programme in your College should be wider and deeper than what it is?	2	1	3
		67%	33%	100%

The point raised by the question is based on the fact that apart from PLE 011 literature in English, literature in the college's syllabus is just a module of Use of English.

Responses show that there is the need for literature to be given greater sphere in the technical education sector in order for it to enhance critical thinking. The literature programme needs to be based on literary theory because literary theories reflect changes engendered by the chain of human experience. Unfortunately, the current literature syllabus in use in the college was not designed on the basis of any literary theory.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
7	Do you teach your students Literature like students who will obtain certificates in Literature?	NIL	3	3
		0%	100%	100%

The question was meant to buttress teaching approach. The responses show that because the teaching of literature in the institution is complementary, the teaching approach ought to differ, literature is not studied per se in the institution, it is only taught. The literature syllabus lays emphasis on definition, genres, aspects of literature such as character, theme, style, etc. While the study of literature per se deals with theories and concepts of literature on the basis of which criticism is grounded.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
8	Do you think that the literature has the same value for technical education or teacher and university education?	NIL	3	3
		0%	100%	100%

The respondents were unanimous in stating that the value of literature to technical students is not the same with education or university students.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
9	Do you agree that there is a relationship between literature and technology?	3	NIL	3
		100%	0%	100%

100% of the respondents agree that there is a relationship between literature and technology, even if literature is not part of the qualification for a technical career. It is therefore not an aberration for literature to be taught in technical institutions.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
10	a) Do you think that Literature can aid technological development?	3	NIL	3
		100%	0%	100%
	b) In what ways?	Yes	No	

The answers stated that literature is congruent with technological growth because it stirs creativity and imaginative powers and it "reviews technological materials in literature form" (one of the responses).

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
11	Do you think that the literature programme for technical education should be interdisciplinary?	3	NIL	3
		100%	0%	100%

This question raised issues bordering on interdisciplinary discourse. This is because although literature and technology affect each other, they are not in the same domain. Some of the means of engendering effective contact between literature and technology in the technical education sector is through syllabus design and teaching approach that are based on interdisciplinary pedagogy.

Answers to this question were all affirmative on the need for the interdisciplinary approach.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
12	Do you know the concept of literature for special purposes?	2	1	3
		67%	33%	100%

67% of the respondents are familiar with the concept of tailor made literature programmes. This is because teaching literature in institutions that do not award certificates in literature ought to be structured to meet specific needs.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
13	Do you think that literature in technical institutions should be for special purposes?	3	NIL	3
		100%	0%	100%

100% of the respondents agree that literature in the college should be tailor made to reflect the needs of the college. This implies that they do not feel that the current literature programme is adequate enough to address the specific needs of the college.

Item Number	Item Description	Number of Respondents		Total response
		Yes	No	
14	a) Is the literature syllabus in use in your College appropriate for the training needs of your students and for their vocation?	NIL	3	3
		0%	100%	100%
	b) Why?	Yes	No	

This item stressed the need for an appropriately designed literature syllabus. This is in view of the observations in the statement of research problem. The respondents were again unanimous that the current syllabus is not ideal for the institution. This is in view of the fact that "it does relate to the various learning needs of the students"(one of the responses).

Analysis of Questionnaires Administered from F.C.E Zaria

Item number 1, Name of institution: F.C.E., Zaria

Item Number	Item Description	Number of Respondents		Total response
		Yes		No
1	Name of institution			
		100%		

The responses show that all respondents are staff of the college.

Item Number	Item Description	Number of Respondents		Total response
		Yes		No
2	What subject do you teach?			
		100%		

The responses reveal that the College has lecturers who specialized in the three genres of literature. This implies that the College is in good position to implement the syllabus effectively.

Item Number	Item Description	Number of Respondents		Total response
		Yes		No
3	(a) What do you know about the National Policy on Education?			
		87%		

The answer to this item reveals that 87 % have knowledge of the relationship between the N.P.E. and teacher education. They understand that the N.P.E. delineates the

basis of teacher education, and that without it teacher education in Nigeria will become haphazard.

Item Number	Item Description	Number of Respondents		Total response
		Yes		No
4	(b) Do you know the National Policy on Education? (c) Do you think the policy is adequate? (c) Why?	a 93% b 47%	7% 53%	

The break down of the answers to this items shows that 14 of the respondents which represents 93 % know the concept and content of the N.P.E. 7 respondents which is47 % think that the policy is adequate because it is covers all avenues of education and it conforms to Nigeria's values. While 7 other respondents representing 47 % feel that it is not adequate enough because it is narrow in scope, it does not reflect Nigeria's contemporary context and it did not emphasize the role of literature. An examination of the reasons stated above in favour of and against the N.P.E. shows that there is growing concern over the role of education in equipping Nigerians to face the global challenge. Clearly the N.P.E. does not cater for the intricate nature of globalization; "precision and high tech" and the digital divide characteristic of the present age.

Item Number	Item Description	Number of Respondents		Total response
		yes		no
5	(d) Does the policy need improvement? (e) In what ways?	73%	23%	

11 respondents representing73 % feel that the N.P.E needs to be improved because its contents do not satisfy the current agitating trends in Nigeria, and it does not help in the preservation of Nigeria's cultural heritage, especially Nigerian languages. Of recent it has been realized and acknowledged that most Nigerian languages are in danger of going extinct in the near future. It is therefore being proposed that all Nigerian languages should be taught in the schools in the localities where these languages exist. At the present moment however, the N.P.E. recognizes only Igbo, Yoruba and Hausa.

Item Number	**Item Description**	**Number of Respondents**		**Total response**
		yes		no
6	(f) What makes the literature syllabus designed by N.C.C.E. ideal for teacher training (g) Do you think that literature is relevant to teacher education? (h) Why?	a 13% b 96%		

13 % of the respondents agree that the N.C.C.E. syllabus for the N.C.E. is ideal for teacher training because it is tailor made to suit the teaching profession, and it covers all the genres of literature.

(b) 96% were of the view that literature is relevant to the teaching profession because of reasons in response to the C part of the item which include: the fact that 1. Literature gives knowledge about the society. 2. It develops critical and imaginative thinking and 3. It enhances the use of language skills.

Item Number	Item Description	Number of Respondents		Total response
		yes	no	
7	(i) Can the same syllabus be used for other levels of tertiary education in Nigeria such as polytechnics and universities? (j) Why?	53%	40	

53 % were of the view that the N.C.E literature syllabus is also ideal for other aspects of education such as technical and university education, while40 % feel it is not. The reasons proffered in the affirmative (as answers to the B part of the item) emphasized that the functions and benefits of literature are for humanity in general and the N.P.E.'s sectorisation of education does not affect the functions of literature. The responses raise serious concerns because the N.C.E literature syllabus is definitely tailor made for the teaching profession. It must be noted that although the benefits of literature are universal, its functions in education can be very particular. This realization is critical to the concept of literature in the school system.

Item Number	Item Description	Number of Respondents		Total response
8	(k) What do you think should constitute the literature syllabus for teacher training ? (l) Why?			

The answers to this item reveal the basic expectation of what the literature syllabus for teaching purposes should consists of. This include: 1. The three genres of

literature, 2. The theories of literature, 3. Appropriate methods for literary pedagogy, 4. Moral training and character moulding.

Item Number	Item Description	Number of Respondents		Total response
9	(a) What approach do you consider appropriate for the teaching literature?			

The approaches mentioned include the elective method, discussion method, the communication approach, the heuristic method, and the lecturing method. These are preferred because they could lead to the understanding of the concept of literature.

Item Number	Item Description	Number of Respondents		Total response
		yes	no	
10	(b) Should there be different approaches to the teaching of literature in colleges of education, polytechnics and universities? (c) Why?	66%	27%	

66 % responses affirm the need for a uniform approach across the educational system because all these institutions are tertiary institutions, and because the approaches lead to a good understanding of the concept of literature. While 27 % hold a contrary view because the aspects of education stated in the item vary in orientation and objectives. This holds credence because colleges of education, for instance, must teach literary theories as well as methods of delivery of knowledge, while technical institutions must not do that.

Item Number	Item Description	Number of Respondents		Total response
		yes	no	No
11	(d) Do you think that literature has the same value for students of colleges of education and polytechnics? (e) Why?	53%	40%	

53 % feel that all tertiary institutions and universities have the same value and use of literature because the functions of literature are useful to university and college of education students. But 40 % do not agree with that opinion because the nature and objectives of tertiary institutions are not the same. The broad knowledge nature of the university, the teaching orientation of Colleges of education and technical/practical approach of technical institutions necessitate different values for literature. While for instance, the value of literature for the university and teacher education is both cognitive and affective at about equal levels, the affective value is higher in technical education.

The analysis shows that all the respondents are conversant with the N.P.E. The relevance of this knowledge cannot be over emphasized, but it suffices to stress that knowledge of the N.P.E. helps teachers to consciously render effective service that aids the achievement of the nation's educational philosophy. However, the need for the modification of the N.P.E. was stressed because education must cover all aspects of national life and the contingencies of globalization. The need for the modification of the N.P.E. is validated by government's recent attempts at reforming the educational sector, which include the failed attempt at merging polytechnics and colleges of Education to

Universities and the extension of the duration of primary education from six to nine years.

On the fitness of the N.C.E. literature syllabus, most respondents approved of it. This confirms this research's observation of the syllabus as ideal for teacher education because of its inclusion of courses that have teacher orientation. Some of the respondents are of the view that the need and value of literature to teacher education is peculiar. This is significant because it underscores the fact that literature in the school system should not have a single hue, it must reflect the nature and objectives of the institution in which it is being taught. This supports the need for the concept of literature for specific purposes as a means of ensuring that the literature scheme in the school enhances the training of the products of the institution.

In view of the fact that the literature programme in F.C.E. seeks to enhance the teaching profession, while the CHELTECH programme fails to address Nigeria's technological quest, one of the basic short comings of the literature programme in the school system is the jettisoning of the interdisciplinary approach in the conception and design of literature in the non-degree programmes.

4.2 LITERATURE AND INTERDISCIPLINARY DISCOURSE

Interdisciplinary discourse in academic practice arose from the increasing complexity of life which academic pursuit has ever been in the process of grappling with, and the quest for excellence in meeting human needs. Frost *et al*., (2003 p.119) explain that "the industrialization that followed World War II created an unprecedented demand

for knowledge". This suggests that the time came when "old" knowledge was no longer meeting man's needs, and failure to scout for new information and knowledge would reduce man to a level of life which was not current with the trends of history. Also, economic and technical expansion fostered the development of professional expertise in disciplines. This trend has not changed and hardly is there a tertiary institution in which interdisciplinary research or training does not exist. In her exposition on the salient attributes and advantages of interdisciplinary discourse, Vess (2001) observes that interdisciplinary discourse "enhances exceptional qualities of mind and character and an inquisitive, analytical mind, respect for human diversity and individuality". Furthermore, she says it also induces cognitive and academic development and critical thinking.

Interdisciplinary research "involves the crossing of existing boundaries, and the associated fact that it involves some degree of linking or mixing as opposed to separation" (Desmond, 1999, p.23). No matter how wide an academic discipline might be, as a single discipline, it operates within narrow confines. Thus, Little (1996, p.5) is of the view that "fields are somewhat arbitrary, disciplinary divisions do not necessarily provide the best method of packaging knowledge. Interdisciplinary cooperation is essential for useful understanding". In view of this, interdisciplinary research is integrative, it is not exclusive, it is open it is not protective or particularistic. It is apparent that literature fits squarely into this format, and is ideal for interdisciplinary study because it addresses the concerns of other disciplines. Martins (1997:7) postulates that literature promotes "interdisciplinary concerns and interests… it addresses the affective as well as the cognitive dimensions of the life of the mind". The mind has a life

that is not fixed as in physical life, it is the life of the inner self, the very spring of the essence of man, the very place where lies what makes us human and different and superior to other creature. Literature is critical in this because "the mind and the will belong first and foremost to the domain of stories" Achebe (1989:40). The mind is multidimensional, it is not a single lane or tract. Disciplines spring from the demands of the mind to comprehend life and handle it, but because literature deals with the totality of the mind simultaneously, it is all encompassing and embraces everything, in fact, it deals with all disciplines and professions at once. This is why literature is flexible, mobile and ideal for interdisciplinary discourse. This may be the reason why its permeation of the entire Nigerian school system is not an aberration.

In practice, literature in some Nigerian institutions is multidisciplinary in nature because neither literature nor the main courses whose trainees study literature suffer any redefinition or structural changes. However, this does not abrade the fact that in the curriculum of tertiary institutions, literature is studied with objectives that do not address the specific conditions and needs of professional courses as found in the polytechnic course guide. Multi- disciplinarinity maintains autonomy, so, students learn literature along side their main courses, and if literature affects them, it is not on the basis of deliberate syllabus design but by the forcefulness of its didactic elements. This is quite limiting and calls for deliberate modifications and adjustments, such a review is important because it can establish a pedagogical model on traditional technology. After all, technology is not the prerogative of any particular society, communities developed

their technologies according to their need, and such traditional technologies are recorded in folktales and printed texts.

Interdisciplinary discourse can be affected through the identification and use of related themes to break common grounds of understanding and the cross-fertilization of ideas. Literature is a given data bank of ideas and practices and can be drawn into profitable relationship with virtually every subject, and this enhances thematic connections. The creative works of Conrad, for example, can be related to maritime institutes, especially for courses on navigation and ethics, Ngugi's Petals of Blood is a model of psychoanalysis in literature, Things Fall Apart and Arrow of God can foster understanding of business and the Igbo market day system, while the treatment of nationalism can be taught using A Grain of Wheat. These are profound potentials of cross-fertilization and the use of literature to enhance the development and practice of other disciplines and the professions that stem from them. Despite its flexibility and the profundity of its insight, the inclusion of literature in the curriculum of Nigerian technical institutions does not address these issues in a coherent way; literature has not yet come to affect the development of the syllabus of other courses in terms of the fashioning of components of the syllabus of other courses based on the lessons it produces, nor is the literature syllabus designed on the basis of the needs of other courses whose trainees study literature. There is autonomy of subjects in the curriculum, there is parallelism instead of a deliberate meeting ground. This enhances truncation and it limits cognition. This does not oppose the fact that developments in the other areas of life, especially in

science and technology, have greatly affected literature especially in terms of form and content.

An example of this failure is seen in how GNS 402 comprises of different ideas even though it is a single course (see chapter three). If that course was interdisciplinary, the section on oral presentation should have suggested the use of sample speeches in literature texts with forceful models like Anthills of the Savannah, Arrow of God, etc.

In comparative terms, the F.C.E. course guide and past questions indicate that interdisciplinary discourse is much at play in that sector of the school system. The education based courses try to relate literature to education by emphasizing the techniques and activities for the effective teaching of literature. Thus, literature in F.C.E. does not have closed boundaries, it was deliberately designed to meet the objectives for the establishment of the institution. When literature is interdisciplinary in the school system, it does not only promote the discipline of literature, it also affects the attainment of the ideals of the institution. Literature in interdisciplinary discourse can be better achieved in the school system if the concept of literature for specific purposes is understood and utilized.

4.3 LITERATURE FOR SPECIFIC PURPOSES

This research has so far established that in F.C.E. Zaria and CHELTECH, literature is integrated through English language. The philosophy of English as a Double Major in F.C.E. stresses that studying English language without its literature is a disservice. The philosophy explains why literature is treated as an aspect of English language and why English language is considered as a subject for special. Literature does

not enjoy such considerations even when it is part of the body of courses and training leading to the award of certificates for professions that have nothing to do with literary criticism and creative writing.

Literature for special purposes does not imply a new concept of literature as a subject or phenomenon other than what literature has ever been. Basically, literature for special purposes is an issue of syllabus design and teaching approach, even as English for special purpose is. Hutchinson *et al*., (1987: p.53) states that "we have defined ESP as an approach to course design which starts with the question 'why do these learners need to learn English". Literature is always a needful study but is not all institutions that need the same type of literature. Literature for specific purpose is thus suitable for Nigerian institutions which do not award certificates of literature to students although literature is integrated into their syllabi. This is a situation in which students read literature but their certificates do not bear literature as the main course of training although their transcripts bear that they studied literature. Sampson describes literature as "the transcript of humanity" and by reading literature, these transcripts which are the records of life in all ramifications become imprinted on the students. Therefore, literature for special purposes is a reinforcement, a complementary discipline whose material and methodology sharpen the learners' professional proficiency.

In actual practice then, selection of texts and aspects of literature to be taught should reflect the learners' professional need; that is, those necessary inputs that bring awareness of social responsibility, that excite the development of dexterity and the pursuit of excellence. Literature for special purposes tries to show that there is a great

deal between literature and professional ethics. It is ethics, not knowledge alone that makes a profession work. That is why Achebe (1989:p.33) asserts that "the expert can set up the finest machinery for us but he cannot create the technician who will stay at his post and watch the controls instead of going out for a chat and some groundnuts under the mango tree outside". Sydney's (1967) definition of the writer buttresses the fact that writers are in the business of "making". Sidney states that the Greeks called the *writer poiein*, which means "to make". Writers therefore are makers who working on nature, either make things "better than nature bringeth forth, or, quite anew, such as never were in nature" (p.100). For a profession to be efficacious, professionals must be trained not only academically and technically, but also humanely. This is why literature for special purposes requires a deliberate and systematic integration into the curriculum for trainees in various professions in order to help in making the professionals. The present depressing state of affairs in Nigeria, the inappropriate method of practice despite technical know how demonstrate that there is a gap between professional training and social commitment. This gap is partly created by the absence of the humane values that literature for special purposes can impart. Unfortunately however, the current literature syllabus for specialized institutions in Nigeria does not approximate this capacity due to its circumscription in conventional literary studies.

The conventional approach treats literature in terms of its definition, literary theory, criticism, etc. On the contrary, literature for special purpose deviates from the conventional mode through textual interpretation. In this context, the interpretation of Animal Farm, in a technical institution, apart from looking at the political ideology of the

text, would give prominence to how the animals took care of their technical problems in spite of their apparent physiological short – comings. Similarly, the analysis of the ethics of seamanship to students of a Maritime Institution using Joseph Conrad's works, or the depiction of the military in literature in a military academy would relate social experience to professional training. It is obvious that where such occurs, the approach to the teaching of literature is not just an explication of texts, it is also the use of literature to address critical issues in professional training. Literature thus becomes a versatile subject which recaptures, for example, what Homer formulated as the Greek character and Plato's conception of the place of literature in the ideal republic. In this way literature recaptures its manifold functions of enhancing healthy academic pursuit, professional proficiency and national development.

The need for literature for specific purpose arose from the short comings that were observed in this research. The literature programme in CHELTECH is multi disciplinary and it fails to make direct links to technology, thereby limiting the programme's potentials in making meaningful contribution to the nation's technological development. The F.C.E. literature programme is interdisciplinary and it is designed for specific purposes, while the CHELTECH syllabus is not. For the CHELTECH literature syllabus to be made tailor-made, a good understanding of the relationship between literature and technology is needed.

4.4 LITERATURE AND TECHNOLOGY

The relationship between literature and technology is a unique one. Having a good understanding of this relationship is needed in the design of the literature scheme for technical institutions. Appropriate syllabus design must seek to integrate the philosophy of the curriculum into units of instruction in the class. Curriculum philosophy covers the aspect of education and the kind of training institution that is fit for the aspect of education in question. This implies that the literature syllabus for technical education must address issues and attitudes relevant to technological growth.

Technology is the application of skill to work in order for output to become more effective and accurate, it is scientific knowledge used in practical ways in industry. Thus, technology has to do with the mind. Ogunbadejo (1992:128) asserts that "Technology is an attitude of the mind which could only germinate and grow out of inquisitiveness and necessity" This underscores the fact that except the mind is trained there may not be deliberate technological growth. But in what realm does the mind belong? Achebe (1989:40) answers this question by stating that "The mind and the will belong first and foremost to the domain of stories". Since technology begins in the mind, and the mind belongs to the domain of stories, at intricate levels of cognition, there is a subtle relationship between literature and technology. This relationship is in the realm of affect because stories have a firm grip on the human mind. Literature is thought born of the imagination, gadgets are products of technology, but gadgets are first pictured in the mind imaginatively before they are contrived. Thus, technology in practice is an art of the imagination, just as literature is also the product of the imagination.

The School system has tried to separate literature from science by stipulating subject combination for career pursuit. There are also marked differences in the treatment of knowledge by the academic traditions in the school system. Frost et al (2003:122) perceive that "the pure sciences treat knowledge as quantitative and cumulative, the humanities and soft social sciences as reiterative and pluralist (while) the applied or technical disciplines treat knowledge as purposive and pragmatic". The basic orientation of the technical student is to seek knowledge and practice until reproducible results are attained with records of the necessary conditions for the attainment of these results. The scientific and the technical have obvious meeting grounds. The place of literature in this scheme becomes plain because it is "reiterative", it emphasizes and re-emphasizes until the implication of things sinks in.

This is because, literature is ethical, it deals with proportions and aptness, and it is concerned with balancing and creating a conducive atmosphere for the healthy survival of the human spirit. Musa (1981) contends that literature plays a great role in the attainment of technological heights and it moderates the impulses of the mind. Literature achieves this by presenting the consequences of extremes. It keeps things within bounds. Literature therefore has a great role to play in helping men to respect professional ethics. This is because professions work for the good of man on the basis of sound ethics and not just technical know how.

An important component of ethics is logic. Ethics state the rules; logic explains the rationale behind the rules. Literature portrays the way of life of a people in living form, with their world view because the arts are pluralist in viewing knowledge. The point is

that, the very conception of the literature programme for technical education, should seek meeting points between literature and technology through infused syllabus design. The fact that literature is integrated into technical education implies the recognition of the need for interdisciplinary discourse, but the syllabus in use shows that interdisciplinarity is more of a proposal than a practice.

It was earlier emphasized that technology germinates out of inquisitiveness and necessity. Although literature can present a compelling picture of necessity, the ability to sense need is native to human nature. Inquisitiveness however requires efforts. The function of literature in this regard lies in the fact that "literature explores the texture of human experience in a complex, compelling way, and leads to insight and rich reflection" (Lye 1998). Inquisitiveness is a search into the nature, the rationale and the possibilities of a thing. Because it leads to insight, literature enhances inquisitiveness. Lye, further states that literature writers are assumed to have "heightened sensibilities, or powers of perception that he or she feels, experiences and imagines intensively, richly, complexly and so can carry a richer sense of experience" This does not only lead to understanding, it also shapes the way men think and live and how they form their perception of themselves. Alcorn *et al* (1985:350) observe that "the ideals of Homer portrayed in Achilles , Hector and Ulysses played a large role in the formation of the Greek character". The teaching of literature brings students into the light of necessary insight about the human nature. This is relevant to technology and the technical student because whether at the level of invention or production, the knowledge of man and his needs should be the guiding principle.

Therefore, the grasp of the way in which literature and technology relate is needful to the conception and deign of the literature syllabus for technical education and the teaching of literature in technical institutions. The appropriate design of the literature programme is what makes literature relevant in the school system. In view of this, a model literature programme is proposed below:

4.5 MODEL LITERATURE PROGRAMME

Literature 101 Literature and Technology

Objectives:

On completion of this course the student should:

1. Understand the concept of literature and technology.
2. Know the relevance of literature in technical institutions.
3. Understand the relationship between literature and culture and the cultural base of technology.
4. Know appropriate attitudes for technological growth.
5. Identify social vices that are banes to technological growth.

Activities

1.0 Literature and technology

1.1 Explain the concept of literature.

1.2 Explain the concept of technology.

2.0 Literature in Technical Education

2.1 Discus the relevance of literature to the technological enterprise.

2.2 Explain the importance of literature in technical institutions.

3.0 Literature and culture

3.1 Explain the relationship between literature and culture.

3.2 Discuss the cultural base of technology.

3.3 Explain how literature contributes to the development of appropriate attitudes for technological growth e.g.

1. Inquisitiveness (discuss the quest motif in literature)
2. Dexterity
3. Ethics
4. Patriotism

Delineate social vices that are inimical to technological growth e.g. corruption, misplaced priorities, unethical behavior, ignorance, etc.

Texts: I.A. Richard "Science and poetry", Musa J.D.K. "The Role of Language in Technological Development", Old Man and the Sea

Lit. 102 Literature and Technology

Objectives:

On completion of this course the student should:

1. Appreciate a literature text as an articulated composition.
2. Appreciate the place of private and collective effort in development.
3. Identify the basic resources needed for development.
4. Understand the concept of technology viz African traditional technology as recorded in texts.

Activities

1.0 Literary Appreciation.

2.0 Texts: Animal Farm, "Ours to Plough not to plunder"

1.1 Define Literature.

1.2 Understand the distinguishing features of the genres of literature.

1.3 Explain the parts of the novel and how they are articulated into a text, relating this to how the parts of a gadget are brought together to form the gadget.

2.0 The Role of Human effort in Development.

2.1 Discuss development.

2.2 Explain the place of human endeavour in development drawing examples from texts.

3.0 Resources for Technological Development.

3.1 State and explain the resources for technological development.

3.2 Explain human resources by emphasizing how the animals coped with the running of the farm.

3.3 Explain raw materials by emphasizing how the animal used the material resources on the farm.

3.4 Explain how the animals trained themselves and relate it to the need for training in attaining technological development.

3.5 Show the animal's patriotism and its effects on how they managed the farm.

Lit. 201. Technology in Literary Texts.

Objectives:

On completion of this course the student should:

1. Understand that technology is a functional aspect of the fabrics of community life.
2. Identify aspects of technology in texts, e.g. carving, smelting, clothe production, architecture, building, tanning, etc.
3. Identify aspects of traditional technology in his community.
4. Identify the raw materials used in 3 above.
5. Understand processing methods as recorded in texts.
6. Design a proposal for R&D of an aspect of traditional technology in texts.

ACTIVITIES

1.0 Understand technology as a functional aspect of community life.

1.1 Explain how traditional technology satisfies community needs.

1.2 Explain the wide-spread application of traditional technology as opposed to the present situation in which aspects of modern technology exist mostly in urban centres only.

1.3 Demonstrate how the advent of a technology modifies community life and leads to communal progression.

Texts: Things Fall Apart, Arrow of God, African Child.

2.0 Identify aspects of technology in texts.

2.1 Point out aspects of technology in texts e.g. carving, smelting, cloth production, architecture and building, traditional cosmetics, etc.

2.2 Teach the student to identify the manifestations of these technologies in his community.

3.0 Identification of raw materials.

3.1 Identify the raw materials used in 2.1 and 2.2 above.

3.2 Delineate methods of processing raw materials as stated in texts (students should be encouraged to visualize processing of same through their knowledge of laboratory practice).

4.0 R&D proposal.

4.1 Students should design R&D proposals viz:

2. Aspect of traditional technology.
3. Its social functions.
4. Its raw materials and processing methods.

In view of the analysis of data used for this study, literature, if properly conceptualized and taught, will foster the attainment of both educational and professional objectives. For this to be achieved however, the literature scheme for particular sectors of the school system and institutions must be peculiarly designed. Some effective means of achieving this is the application of the concepts of interdisciplinary discourse, literature for special purposes and a consideration of the relationship between literature and the area of life the institution in question is dealing with.

CHAPTER FIVE

5.0 CONCLUSION

This dissertation examines the place of literature in non-degree programmes in Nigeria, using Federal College of Chemical and Leather Technology (CHELTECH) Zaria and Federal College of Education (F.C.E) Zaria as case studies. The research examines the functions assigned to literature in different academic institutions and in non- degree programmes in particular. It observes that literature is used for progression in the school system because it forms part of entry requirements for further study. It is also used to teach English language because of its interaction with language as its basic medium of expression. The literature curriculum for these institutions teaches the meaning and nature of literature and literary criticism. It is also designed to improve and stabilize students' proficiency in the use of English.

The premise of this study is that there are contradictions between the N.P.E. and the actual curriculum. These contradictions include the question of the approach to literary studies which is circumscribed in the conventional approach in which literary theory, literary criticism, literary composition, etc. are the prominent features. This jettisons the weightier matters of the effects and contribution of literary studies to the development of professional acumen and practice. Also, the design of the literature curriculum, especially for technical education, fails to address the salient needs of that sector of education, nor

does it make a definite link between literature and technology. Consequently, the literature curriculum in the institutions chosen as case study:

1. Incorporates literature mainly as an aspect of English language.

2. Does not make specific links between literary pedagogy and the objectives for the establishment of the institutions, especially technical institutions.

3. Is not broad enough for the tertiary level, especially for institutions whose graduates are expected to teach literature.

4. Does not articulate any particular world view or orientation for students to be schooled in. This negates some of the basic conditions for course formation which include the fact that a course must incorporate a unique mode of thought and awareness of worth to man's understanding of himself and his situation.

5. Based on the above, the curriculum may not lead to the effective attainment of the objectives of the N.P.E. which apart from skill acquisition, lays emphasis on the necessary values for enduring nationhood.

The study reveals that the bane of the literature curriculum is the imbalance of emphasis between the cognitive and the affective dimensions of literature. These are the means through which literature affects training. The cognitive dimension, which explores knowledge about literature, was superimposed and the affective aspect suffered near neglect. This becomes problematic because non-degree programmes prepare students for direct career practice where knowledge alone, without the necessary discipline to observe ethics and regard for the general human condition, leads to failure.

5.1 RECOMMENDATION

In view of this, the study recommends that:

1. The design of the literature curriculum should be considered as a crucial instrument for the attainment of the philosophy of education as enshrined in the N.P.E.
2. The redesign of the curriculum in tandem with the objectives of the N.P.E. and those of the institutions in which it is taught. This includes:

- Emphasizing mind-broadening academic concepts like interdisciplinary scholarship.

- Tailor-made literature schemes which articulate the academic, professional and moral/social needs of trainees.

- Instigating trainees to consider the application of scientific principles to traditional technology and any other ingenious products in folktales and printed literary texts, especially in the curriculum for technical education and any other sectors and fields of education in which literature is taught as a general studies course.

- To this effect, a model literature curriculum for technical education that addresses the issues mentioned above was designed.

In arriving at the foregoing, the research was conducted through a combination of research instruments which includes library research, review of government policies, the curriculum of the institutions chosen as case study, the design, administration and scoring of questionnaires. The historical, comparative and descriptive research methods were adopted because of the nature and the objectives of the research.

The functional approach was adopted as the theoretical framework for the study because literature is a functional phenomenon. The research highlights some of the functions of literature. The impartation of wisdom is one of such functions. This is

performed because literature conveys a deep and rich impression of human experience. Therefore, its study leads to reflections that reveal the intricate nature of human motivation and conduct. Literature also encourages a heuristic attitude because it is explorative in nature, and its study encourages a search into the nature of things. The study of literature thus enhances observation and inquisitiveness. These two functions are critical to the school system which is the basic sector of the society for the acquisition of knowledge and reorientation of youths for responsible citizenship.

The study proceeds by an examination of literary pedagogy. Literary pedagogy affects a simultaneous double – teaching because literature is didactic, and it is also taught as a subject, therefore, it is ideal for imparting knowledge and morals at the same time. This is the reason why literature is basically one of man's means of articulating knowledge of his nature and his interaction with the environment in which he lives. This is exemplified by founding narratives which try to explain the origin of life and the every day practices of the communities of their creation.

Consequently, the study proves that literature constitutes the core of traditional education, which consists in the reciting of founding narratives (myths), folktales and other aspects of folklore. This was the fundamental means through which a community moulds its children into its culture and thereby maintains the continuity of the species. The research traces the marginal place of literature in the contemporary educational process to the development of the scientific outlook. It further establishes that apart from

expounding knowledge on the nature of literature, literature in contemporary education still maintains its traditional role of moderating human impulses. It does so by attempting to give a human face to the passive nature of scientific and professional training by emphasizing the need for literature for special purposes.

The study reviewed literary criticism because it is the major means of teaching literature. Literature, whether for expounding knowledge or for moderating behaviour, needs to be first understood. The practice of breaking down a literary text to understandable units as is done in schools is literary criticism. Literary criticism works through marking modification. Modification is the impression a literary work makes on the reader. Paramount issues in literary criticism include:

1 Literature as an academic discipline seeks to establish consistency of approach to its object (the text) and that the discipline is always pursuant because it works on the basis of assumptions by which hypothesis are tested and deployed.

2 The discipline is always being modified by emergent issues and experiences which it deals with. For instance, the colonial experience has produced a body of literature texts that depicted the relationships engendered by colonialism, also texts coming out of South Africa from 1994 are termed post apartheid literature, etc. This kind of modification is the product of literature's engagement with the social and political experiences of society which is in a constant process of change.

3 The discipline draws both old and new texts and critical traditions into a complementary discourse that ensures its continuity. This is the reason why disciplines do not simply go extinct, current needs and issues only expand their branches.

The research also traces the development of the school system from the traditional time to the contemporary era. It proves that literature is a critical subject in the educational process, therefore, its resources should be maximized in the school system.

5.2 CONTRIBUTION TO KNOWLEDGE

i Design of literature scheme for technical education with a bent towards science and technology.

ii Proposing pedagogic model for traditional technology.

iii Applying the concepts of interdisciplinary discourse to literature.

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