THE PLACE OF LITERATURE IN NIGERIAN POLYTECHNICS: A CRITICAL EVALUATION OF THE FEDERAL POLYTECHNIC, KAURA NAMODA

BY
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A Thesis presented to the Post Graduate School, Ahmadu Bello University, Zaria, in partial fulfilment of the requirements for the award of the Degree of Master of Arts (Literature)

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DECLARATION

I hereby declare that this thesis has been written by me, and that it is a record of my own research work. It has not been submitted in any previous application for a higher degree. All quotations are indicated and the sources of information are suitably acknowledged by means of references.

CERTIFICATION

This thesis, titled "The Place of Literature in Nigerian Polytechnics: A Critical Evaluation. The Case Study of Federal Polytechnic Kaura Namoda" by Galadima Moses Pyefa, meets the regulations governing the award of the degree of Master of Arts in Literature of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

CHAIRMAN, SUPERVISORY COMMITTEE	DATE
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HEAD OF DEPARTMENT	DATE
DEAN, POST GRADUATE SCHOOL	DATE

DEDICATION

This work is dedicated to the warm memory of my late sister Sinkat Galadima, and my entire family.

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ABSTRACT

This research work examined the study of literature in Nigerian Polytechnics, with the view to ascertaining its status and functions. The thesis looked at why literature is studied in the Polytechnic system. It also considered the ideological framework for the teaching of literature in the Polytechnic system. For this reason, the thesis studied the orientation of the literature teachers and their students, and the teaching method. Also under study was the literature syllabus for the Courses in the Polytechnic system; preparatory National Diploma, National Diploma and Higher National Diploma.

This research becomes relevant in respect of the fact that the Polytechnic system in Nigerians falls under the aspect of education called technical education. This is because technical education deals with the development and acquisition of scientific knowledge, while literature is a purely Arts subject. Thus, its inclusion in the Polytechnic curriculum has been greeted with misgivings. This thesis tried to situate the place of literature in technical education.

The Federal Polytechnic Kaura Namoda, Zamfara State is the case study for this research.

The thesis evaluated the polytechnic literature syllabus and showed that it is not adequate for the rationale of technical education in Nigeria. It was also revealed that the mode of integrating literature into the polytechnic system has limited the study of literature to mere introduction. Therefore, this research work emphasised that literature is not only relevant to technical education, but that literature can be made contributory to the attainment of a viable technological growth in Nigeria.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Polytechnic Education and Literature

Polytechnic education in Nigeria is part of a wider academic activity called Technical Education. The National Policy on Education (1979) defines Technical Education as: That aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge. (P.7).

A Polytechnic is therefore, an institution that teaches technical skills in the sciences, Business Management and various disciplines for the general development of society.

In the context of these definitions, and given the fact that certificates acquired from Nigerian Polytechnics read Higher National Diploma (H.N.D.) in Micro-Biology, Quantity Surveying etc. and their National Diploma Counterparts, not Higher National Diploma in Literature, it becomes pertinent to examine the reasons why literature is taught in Nigerian Polytechnics. This is because the study of literature is not in the form of a laboratory experiment, neither is it a practical work in the metal, wood work or mechanical workshops.

The ambiguity in the study of literature in Nigerian Polytechnics has been portrayed by Obasi (1985) in the following way:

> Many students of technological institutions in this Country often wonder why they should be 'bothered' with courses other than those professional ones they are admitted to read. Even among the academic staff of the institutions, there are some intellectuals who also question the raison d'etre of humanist studies in the

> institutions which, in their opinion, should devote every bit of their time and attention to professional or technological courses only. The skepticism of such intellectuals can be explained either in terms of acquired parochial intellectual orientation or in terms of sheer intellectual apathy. (P.13).

Unfortunately, twelve years after this statement, this opinion on the study of the humanities in technological institutions in Nigeria has not changed, more so that literature is studied at all levels of the polytechnic system. Kwasau (1996) sees the situation in this light:

> The teaching of literature in tertiary vocational institutions is bedeviled by a number of factors. One of such is the poor attitude of students coupled with a very low motivation in the subject. This is brought about by the rigid compartmentalization of secondary school subjects into science, Arts and Commercial. This trend has led to the erroneous assumption that once one is 'good' in the sciences, one will automatically not perform well in the arts and vice-versa.

The deduction from these quotations is that there is a wrong assumption that literature has no relationship with technology, therefore, it is not relevant to technical education.

Part of the bane in the study of literature in the Polytechnic can be explained in this following way: To most students, literature has no place in their perception of

what a Polytechnics is. For instance, sixty three (63) of the ninety (90) questionnaires filled by preparatory National Diploma students at the Federal Polytechnic Kaura Namoda during the 1995/96 session revealed that the students did not anticipate the study of literature in the Polytechnic. Fifty Seven (57) did not consider the study of literature relevant to Polytechnic education. (See appendix 1). The students view the Polytechnic as an institution that trains professionals, therefore, they should be plunged into the dynamics of their chosen professions from the beginning to the end of their study. This has culminated in their refusal to buy the literary texts recommended for the class. Only forty eight (48) out of the one hundred and thirty five (135) students in the class bought the literary texts used during the session.

The assumption that there is no relationship between disciplines grouped under Arts, Science and Commerce further aggravates the situation in our technological institutions because it fosters the belief that these categories of academic endeavour should remain parallel.

The National Policy on Education (1977) has the following aims:

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 around; and
4. The acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live in and contribute to the development of the society. (P.8).

Take Biochemistry as an example, how effectively will it lead to the full realization of the aims stated above? How can Biochemistry be used in the inculcation of national

consciousness and unity, which are ideals to be taught by means quite different from laboratory experimentation? It is near impossible for these aims to be achieved in Nigerian Polytechnics by the study of Biochemistry only. But consider the concept of nationalism as studied in History, Political Science and its manifestation in literature. It is obvious that national consciousness can be taught more easily through the humanities than through courses such as Biochemistry.

There is therefore, the need for the introduction of the General Studies subjects (which incorporate humanities and Social Sciences) into the Polytechnic system. Yabani (1990) in his introduction to General Studies in Nigerian Polytechnics said it was meant to "reduce ignorance among Nigerian groups about each other and about themselves, all programmes should have courses in social organisations, customs, culture and history of our people". (P.1). The General Studies programme has the following goals:

1. To provide a broad-based education designed to sharpen students' communication skills, their realization of the need for the cross fertilization of ideas and the inter-relatedness of the various disciplines as well as bridging the gap between what would have been otherwise two separate cultures i.e the literary and the scientific.
2. To inculcate the idea of national loyalty and understanding based on an awareness of the nation's roots and cultural antecedents, thus enabling students to come to grips with our societal morals, national aspirations, values and problems.
3. To produce a citizenry conscious of its role in a wider world, proud of its antecedents and prepared for effective leadership role in

diversified fields in the society, thereby ensuring a positive contribution to national integration and greatness. (P.2).

The central point in the idea of General Studies is the inter-relatedness of rather parallel disciplines, and the attempt to link the scientific and literary cultures. The actualization of these objectives means that the Polytechnic trains a Biochemist to be aware of his identity as a Nigerian (in all ramifications), so that he would use his technical skills to uphold Nigeria's antecedents, culture and national aspiration. Thus, diplomats are to know the techniques of their career and be conscious of their nationhood through the study of General Studies subjects.

1.1 Technical Education in Nigeria

The history of technical education in Nigeria illustrates its relevance to the country. Initially, technical education was neglected by the colonial government. This led to a shortage of technical manpower during and after the colonial era.

"As in most former British colonial territories, education in Nigeria was conceived largely as purely literary education". (Fafunwa 1982, Pg.15). Therefore, much emphasis was laid on the study of the classics - "Latin, Greek, Milton, Shakespeare" etc. He went further to say that:

> The first western schooling brought to Nigeria was a literary education, and once civil rule was established the expertriate administrators were graduates, most of them in arts... by contrast, technology, agriculture and other practical subjects, particularly at the sub-professional level, have won no esteem. It is small wonder, then, that training for qualification for degrees,

especially in technology is not popular. (P.175-6).

Because of the imbalance in the educational system in favour of the Arts, there was no tangible local personnel trained with modern skills. The reasons for this imbalance were:

1. The agencies which started education in Nigeria did not lay emphasis on technical education because in contrast to literary education, it was much expensive, particularly in the aspect of staff and equipment.
2. The Christian missionaries were more interested in a native's ability to read the Bible than in his ability to turn screws and prime water-pumps.
3. The situation was further complicated by the fact that most of the British colonial policy-makers were literary men and women who had studied classics at the universities of Oxford, Cambridge and London. (P.175).

An evaluation of the causes of the de-emphasis on technical education in Nigeria shows that it is the attitude of the Colonial machinery not to fully develop technical education in Nigeria. For example, the missionaries' emphasis on Bible literacy does not teach the African convert the technical aspects of Bible production for his heathen Brother. In other words, he depended on the missionaries for the provision of Bibles and Christian literature. In terms of finance the construction of houses, offices, roads and railway lines for the movement of resources was undertaken by the colonial government. Why was there no money for the early establishment of technical institutions? What was the place of technical education in Europe? The kind of literary education that was emphasized - the study of the classics

- does not have much bearing on the African milieu, and it further removes the African from his immediate environment. It may have been the attitude of Colonial agencies to forestall the growth of modern technology because it has the potentials for emancipation in all spheres of life.

However, it is unfair to assume that the colonial agencies did not offer technical training at all. There was the establishment of departmental schools such as the survey school which was run by the department of Land and Survey from 1901. There were also the Nigerian Railway course established in 1901, the Post and Telecommunication course in 1931, the veterinary school in 1935 etc. These were aimed at training Nigerians in the various departments that conducted the schools.

The major contribution of the Colonial government to technical education was the establishment of Yaba College of Technology, which began to undertake courses in Engineering in 1932 to meet the needs of the various departments for Africans with the best local training available to undertake the routine duties and less responsible work of the fully qualified European Officer. However, the quality of the training offered by the College was low because it was meant to do the "less responsible" work of a European professional. It meant that right from inception, technical training was sub-professional. For a country to attain meaningful technological growth, it needs more than sub-professional training.

It is against this background that after independence, polytechnics were established to meet the man power needs of the country.

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CHAPTER TWO

THE CURRICULUM

2.0 INTRODUCTION

This Chapter examines curriculum formation, the curriculum for technical education in Nigeria, the polytechnic syllabus, literature in Nigerian institutions and the teaching of literature in Nigerian Polytechnics viz: the literature teachers, teaching pattern, the students background and the factors that affect the teaching of literature in Nigerian Polytechnics. Before doing this, it will review related literature.

2.1 Literature Review

It is regrettable that there is a dearth of materials on the subject of this research work. However, some work has been done by scholars on the teaching of literature in Nigerian tertiary institutions.

In a conference paper titled "Teaching Literature to Science and Technology Students for Better Citizenry", Kwasau (1996) expressed the view that technology is the result of the activities of scientists and artists. She states that the relevance of literature in technological institutions lies in the fact that literature is "the cultural expression of a people". Therefore, it can afford the technological student the opportunity to evaluate his culture in relation to other cultures in order to arrive at a better understanding of the self and society. More so, such an understanding will "enhance his technological productivity". How this can be achieved was not stated. However, since technology is a cultural expression, the knowledge of culture, through the study of literature, can enhance a technological student's productivity if he is taught to have the acumen to apply scientific principles to traditional processes of production, thereby, standardizing these modes for the production of goods and

services relevant to society. Ngugi (1981) viewed literature as "a reflection on the aesthetic place, of a community's wrestling with its total environment to produce the basic means of life, food, clothing, shelter" (P.5-6).

Technology, after all, in its positive sense, is directed towards meeting life's basic needs - food, clothes and shelter. Since literature shows men reacting to crucial moments in life, responding to the material and spiritual forces of their time, the understanding of culture, through the study of literature, is quite relevant to the technological student.

Kwasau went further to say that literature helps to promote the mental development of students in the area of creative ability; which is a crucial component of technology. Indeed, there can not be technological advancement without creativity. The relationship between literature and technology lies in their use of the creativity. An implement or a method deviced for an endeavour is the output of creative exercise, so are literature texts the manifestations of creativity. The study of how a text consists can reveal that all things are made of parts, each having a specific function. It is when these parts are logically assembled that they form a whole which serves an effective purpose. The study of literature can develop the mind in discrete fusion making.

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Kwasau is also of the view that literature should be used in teaching English Language in our technological institutions:

> Literature for students of science and technology at the tertiary level should be such that will help develop the basic language skills of listening, speaking, reading and writing ... the teacher of language/literature can

gainfully integrate the language and literature to meet the language needs of the students with the emphasis on the teaching of language as communication.

Kure (1993) in his article "Using Literature to Teach English Language in our Polytechnics" observes that "the rationale behind this inclusion (of literature) has often been questioned by teachers teaching English Language in these Polytechnics. It is very apparent that the interest is to expose students to a good knowledge of literary genres as prose and drama" (P.12).

Once more, the study of literature in Nigerian Polytechnics is being questioned. The writer's view is that the study of literature in the Polytechnics is to expose students to the genres of literature, to give them an introduction to literature. But, should that be the sole aim of the study of literature in our Polytechnics? The inclusion of literature in the Polytechnic syllabus should not be limited to a mere introduction to the subject. The introduction of General Studies into the Polytechnic system should be designed to aid our technological quest.

The main thrust of the article is the examination of the possibilities of using literature to teach English language because Literature, in the writer's view, is language in operation. It is possible that literature may facilitate language acquisition, but English Language is taught as a subject in the Polytechnics. Why should literature be used to teach English Language? What subject should be used to teach the phenomenon in Literature if literature is used to teach English Language? Literature should, and must be taught as literature in the Polytechnics because the English language syllabus is broad enough to effectively impart of communication skills. If literature is used otherwise, then our Polytechnic students will be denied an essential

portion of their education because Art is a cardinal component of technology.

Alabi (1996) in her Conference Paper titled "Integrating English Language and Literature: Instructional Implications" asked a number of questions which are relevant to the theoretical framework of this research work:

(i) How relevant are our literature programmes to our national and cultural aspirations?

(ii) How well do our literature programmes enhance our national, cultural aspirations?

(iii) Do the contents of our literature syllabus adequately reflect our national and African perspective?

(iv) How well can our literature course be made relevant enough to answer/meet the needs of our new 6-3-3-4 educational system? (The emphasis of this work is on the "4" part of the educational system, even though it recognizes that the 6-3-3 parts form a good base for literature teaching in polytechnics).

(v) What is the status of literature teaching at the various levels of our educational system?

This paper focuses on teaching English Language through literature. But the provision of answers to the questions raised in this paper is instrumental to the settlement of the issues in this research work. The questions and the focus of this research are linked to the relevance of literature in our educational system. The paper contends with literature as language in use, and that if properly harnessed, it can make language teaching more effective. This research views literature as a variable of social factors which determine life, and literature in its turn can affect these social

factors, thereby reshaping life. It therefore seeks to locate the relevance of literature to our quest for technological growth. Therefore, the status of literature in our educational system should address our national aspiration as stated in the second National Development Plan:

1. a free and democratic society;
2. a just and egalitarian society;
3. a united, strong and self-reliant nation;
4. a great and dynamic economy;
5. a land of bright and full opportunities for all citizens.

The literature syllabus should be imbued with values that will foster the attainment of our national objectives. Only then can our literature programme in the polytechnics be relevant to our national, cultural and African perspectives.

If General Studies had not been introduced into the polytechnic system, polytechnics would have restricted themselves to the teaching of the technicality of courses studied therein. Knowledge is not transmitted by the medium of air. It has to be fashioned into concepts which are to a large extent abstract. Fagbemi (1988) saw General Studies as a medium through which students can develop "the ability to absorb, interpret and transmit information". (35). The transmission of information depends on language. It is perhaps with this in mind that the scholars quoted above see literature as an effective tool for language learning in our polytechnics. In relation to this, Achebe (1989) says, "what kind of science can a child learn in the absence, for example, of basic language competence and an attendant in ability to handle concepts?" (P.36).

This underscores the relevance of teaching effective language usage to students.

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Musa (1989) in his work on "The Role of Language in Technological Development" states that "although there could be inventions without any manifest use of language the transmission and development of ideas that give birth to such might well-nigh be impossible without language ... Technology is borne out of ideas and ideas in turn need language as a medium of expression".

The implication of Musa's assertion can be seen in this light. Suppose a contrivance was presented for use in the absence of its contriver and there is no manual for its use, the contrivance cannot be used because the direction for its usage which can be communicated through language is not available. No matter how intelligently contrived, that piece of invention becomes dormant without language to explain how it operates.

The argument remains valid that no matter the relevance of the study of language, since there is an English language course in the Polytechnic system, literature should be taught as literature. It is only in this way that it can perform its more salient functions. For instance, it can regulate the excesses of technology. Musa again states that "while technology facilitates societal ascent to social and economic heights, the humanities ensure the preservation of our identity, our being, our unity not only during the process of ascent but also when the height is reached." (P.8.).

Arts' assistance in the flight to developmental heights is evident in the fact that art is a component of technology. So also is its role in moderating thought and action in positive light. Technology, like any other phenomenon can go quite wild if not moderated. The scientific outlook which is the base of modern technology has according to I.A. Richards, caused a disequilibrium in human experience. He sees literature as the only hope left in restoring mankind to an equilibrium. Through

poetry, he says, man can reap the benefits of science and still be one with his being. He therefore reverenced poets as men who are in command of life because they command words. Having seen literature as such, its inclusion in our polytechnic syllabus is important, even though Nigeria may not experience its industrialization in the fashion of Europe.

It is in this light that it is crucial that the nature and rationale for the study of literature in our Polytechnics should be undertaken. It is hoped that this thesis will just open this wide area of discourse.

The curriculum does not exist outside education which Ngugi (1983) views as "the process of integrating the youth into the entire system of social production, exchange and distribution of what we eat, wear and shelter under, the whole system of organizing the wealth of a given country." (P.88).

This statement shows the relevance of education to man because his basic concern revolves around how to feed, clothe and shelter. Any other consideration such as, for instance, power and influence, comes as a result of the quest for the basic needs of life or is consequent on having acquired these basic needs. Education seeks and provides knowledge on how to enhance the acquisition of these needs. Literature, like any other discipline offers knowledge of nature, which is the source of man's basic needs. This underscores its centrality to the Nigerian educational system. Literature is studied at the Junior and Senior Secondary School levels, in Colleges of Education, Universities and Research Institutes. This wide spread study of literature arises from the fact that it falls within the framework of curriculum formation in Nigeria.

[illegible]

2.2 Curriculum Formation

Wiles et al. (1978) view the curriculum as "all of the experiences children have under the guidance of a teacher ... all the learning of students which is planned by and directed by the school to attain its educational goals". (P.7). Yabani (1992) perceives 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" (119). The curriculum premise is on the fact that each society sets goals for itself and works towards attaining them. The curriculum is designed to respond to society's objectives. Since the curriculum is the totality of students' experience under training, it shapes the students' outlook, the perception of self and society. It gives students the tools with which to operate effectively. The curriculum is designed on the assumption that students are inexperienced and they need guidance. In other words, students are made to fit into an already worked out plan of activities in order to get them transformed into something other than what they were before going to school. Therefore, the curriculum is a medium for the inculcation of the goals a society aspires to. It is a stratagem for self realization within the framework of the perpetuation of the values of the society.

The curriculum is rooted within a particular framework because it deals with people in specific locations in time, and in an environment that determines their aspirations. Hooper (1971) enunciarted this when he said "the curriculum is socially and culturally determined. Curriculum does not develop in a vacuum but proceeds on the basis of beliefs ... on how people learn, what human beings should be like, what society is. The curriculum is ... interwoven with the social fabric that sustains it." (P.2).

The curriculum therefore consists of the total experience of a people in their relation with the world at large. It is their outlook, and it mirrors their short comings and aspiration for greater heights because it addresses their specific difficulty(ies) and develops strategies for overcoming them. The imposition of a curriculum taken from an entirely different environment into another may have retrogressive effects because the philosophies of these environments may vary as a result of their different experiences.

If the curriculum is designed to meet the needs of a specific people and the experiences of a specific people or country which forms their needs varies from even that of their neighbours, what kind of literature should our curriculum design? Yerima (1988) points that literature is "an agent for social transformation, growing from man's inborn need to understand himself and the world in which he lives. For through this process man understands and moves for social changes around him". (p.58). Nigeria, like any other society will continue to be in need of social change for the better. Technical education in Nigeria is the result of the need for social transformation through modern technology; that is Nigeria's particular experience. Our curriculum therefore, should design the kind of literature programme that will contribute to social transformation.

Invariably, a set of ideas or a philosophy forms the pivot of curriculum.

> At the heart of purposeful activity in curriculum development is an educational philosophy that helps leaders to answer value - laden questions and make decisions from many choices ... (the philosophy) suggests purpose in education, to clarify objectives and activities in schools, to define roles of persons

working in curriculum, and to guide the selection of strategies for curriculum change (Hooper 1971, P.43).

The philosophy in the curriculum is a manifestation of power and politics, because it reflects the ideas of dominant forces in a society. For instance, who determines the nature and scope of the curriculum, is it the school that implements it or the proprietor who established the school? Of course, it is the proprietor who ensures that the institution must implement the curriculum. The curriculum is an extension of the reign of the dominant forces in a particular society. It is therefore a weapon in ideological actuation, created for the protection of certain views. It follows that a large section of a society which may not necessarily have accepted the dominant ideology may find itself imbibing its values by virtue of the curriculum. This is because the curriculum is backed up by authority which ensures that it is enforced no matter what. For example, inspite of their resentment to the policy, Nigerians who constitute the "minority" are forced to study the "major" languages in secondary schools because the school curriculum has the authority of the government which owns the educational system.

Ideology, and by extension the curriculum, is not static, it evolves as the circumstances of a country change. A study of Canon formation in the Department of English, Ahmadu Bello University, Zaria, shows the way changes in philosophy affected the canons used in the Literature unit of the Department. Initially, the department was mostly staffed by Europeans, perhaps for this reason, texts studied in the literature unit were Euro-centred even though there were then African written texts. During the Nigerianisation era of the Murtala regime, Africans and Nigerians in particular were enlisted among the academic staff of the Department. This change

in philosophy affected the choice of texts towards African literature and the mode of interpretation of texts was equally affected.

In a similar but broader sense, Nigeria initially laid emphasis on arts education during the colonial era. But on the realization of the need for technical man power, technical training began to gain prominence. For instance, the National Policy on Science and Technology stipulated the ratio of 60% to 40% admission into Universities in favour of science and technology from 1988, while in polytechnics and Colleges of technology the ratio is 80% to 20% in favour of science and technology. The school system was also changed to the 6-3-3-4 format to facilitate technological advancement. These changes in Canon, school system and admission policy demonstrate that the curriculum is flexible and amenable to the changing circumstances of society. A rigid curriculum may hamper meaningful development in a society.

2.2 Curriculum for Technical Education in Nigeria

In the design of curriculum, the Nigerian government established technical education in order to accomplish the following:

1. to provide trained man power in science, technology and commerce particularly at sub-professional grades.
2. to provide the technical knowledge and vocational knowledge 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 our young men and women to have an intelligent understanding of the increasing complexity of technology.

The aims of the policy on technical education is to develop a skilled man-power base for the country. But the policy has limited technical education in Nigeria to "sub-professional" training. This means that even at the Higher National Diploma (H.N.D.) level, students are to be trained at introductory and sub-professional grades. Where then will the nation get its professional technicians if technical education is meant to train sub-professional technicians? The policy ought to be improved by the government so that technical education would provide professional training.

Having realised that education is "an instrument par excellence for effecting national growth" (P.3), the Nigerian government has tried to prepare an all embracing curriculum which covers science, technology and commerce for technical education. However, the scope of the curriculum is limited. This may not be unconnected with the power-play in curriculum formation. For instance, local technology was not mentioned in the curriculum, the emphasis was on modern technology. This is one area in which literature would contribute meaningfully because local technology has to do with traditional culture, which is a crucial theme in African literature. Unless our curriculum is redesigned to incorporate our cultural antecedents, we may develop a technology that will not transcend our local needs. Enahoro (1992) says:

> To develop our technology, Nigeria needs to conduct alot of researches which are oriented towards the

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> solution of our local problems. At present, too much of our research is oriented towards what is called "advancing the frontiers of knowledge". Thus most of the researches we conduct now in Nigeria are helping the developed countries to advance still further. (P.136).

The danger of this orientation, which is the result of our curriculum is that it takes our minds away from our local needs, and we engage in researches on modern methods which in most cases do not transcend the needs of our local communities. This bane in the curriculum has its roots in the colonial curriculum which centres on European values and interpretation of phenomena.

2.3 The Polytechnic Course Guide

The present polytechnic curriculum passed through a series of processes before it was adopted. The Council of Heads of Polytechnics (COHEAD) produced the draft of the course guide according to the guidelines of the National Board for Technical Education (N.B.T.E.). The draft was analysed by a National critique Workshop which consists of the producers and users of polytechnic trained man power: employers associations, the academic community, the Nigerian Chamber of Commerce, Industries, Mining and Agriculture, specialized government agencies such as NITEL, NEPA etc. professional organisations and the Supervised Industrial Work Experience Scheme (SIWES), Yabani (1992). The submission of the workshop is finally implemented in Nigerian Polytechnics. The intention is to produce a curriculum that articulates Nigeria's aspirations since the membership of the workshop is drawn from a wide range of interests and professions. It is perhaps with

this in mind that Yabani (1992) said if the curriculum is "poorly written" it may hinder effective education.

However, the composition of the workshop is purely professional. It does not include religions and cultural organizations which can put into the curriculum the more humane concerns of society, particularly issues of morality and discipline. Also, the inclusion of cultural bodies in the workshop can give enlightened views on aspects of traditional culture such as traditional technology and ways in which modern technology can be integrated into traditional life.

2.4 Literature in Nigerian Institutions

At the primary school level, literature per-se is not studied, even though the English Language text books contain narrative passages and nursery rhymes. But these are studied as comprehension exercises to sharpen pupils understanding.

At the Junior Secondary School Certificate examination, literature is part of the English Language paper. The Senior Secondary School level introduces the study of literature 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 a tool for independent assessment of human issues and the enjoyment and study of literature. It should help in moulding and informing character morally and intellectually. It aims at preparing candidates for further education. (S.S.C.E. Literature Syllabus).

This literature programme can be assessed in the following way:

1. It complements the entire learning process by broadening the academic experience of pupils.
2. Through the exposition of the dynamics of literature, it is hoped that students will learn to understand the human condition since literature is the representation of man's reactions to crucial moments in life. This helps students to understand the complexity of human nature - belief, fear, hope etc. Also, students will have the opportunity and ability to enjoy literary aesthetics.
3. Thirdly, literature is to aid character formation. The emphasis here will be on the inculcation of values that will enhance personality development in the interest of both the students and the nation.
4. The literature programme forms part of the entry requirement for further studies. (Regrettably, this is given much attention because of the concern by students, teachers and parents with the number of credits students obtain as if that determines the level of character and intellectual development of students).

At the tertiary level are Colleges of Education, Polytechnics, Research Institutes that award diplomas and Colleges of Technology. In Colleges of Education, literature is not studied as an independent subject. It is part of the English Language course. The basic orientation is for teaching purposes because graduates of Colleges of Education are trained to teach or do education related work. Because Colleges of Technology, Research Institutes and Polytechnics award diplomas, their literature programme is the same, and is designed by the National Board for Technical Education.

It is discernable from the foregoing that literature permeats all levels of the Nigerian educational system. It may have been seen as a relevant part of the learning process for all professions just as in traditional times, communities were engaged in creating and enjoying narratives and songs regardless of age and profession. The creative works entertain, and preserve the cultural identity of the Community.

2.5 The Teaching of Literature in Nigerian Polytechnics

A good curriculum has two components: vision and structure. Vision refers to the philosophy of education which is the scope and purpose of education. Structure includes institutions, departments, personnel and teaching materials.

At the Federal Polytechnic Kaura Namoda, the School of General Studies Co-ordinates the teaching of literature, English Language, Law, citizenship Education and Physical Education. The School of General Studies consists of the departments of Liberal Studies and Preliminary studies. The Department of Liberal Studies, a service department, co-ordinates the Law Unit, Citizenship Education and the English Language Unit. While the Department of Preliminary Studies handles the affairs of preparatory national Diploma in Science and Technology and Business and Management Studies. The walls between these departments are permeable because there is often the transfer of staff from one department to the other. Staff from each of the departments teach any General Studies subject that suits their qualification. The teaching of literature is done by staff of the English Language Unit.

2.6 Literature Teachers' Background in Federal Polytechnic Kaura Namoda

Basically, the least qualification of the literature teachers in the Polytechnic is the first degree. Out of the twelve (12) teachers in the Polytechnic, two (2) majored in literature two (2) studied English Language and literature, while eight (8)

specialized in English Language. The academic background of the teachers may have affected their perception of the literature subject and the syllabus. There are two broad approaches to the teaching of literature in the Polytechnic. The first approach sees the subject of literature as purely literature, and that it should be taught as such. The main thrust of teaching should be on the explication of the dynamics of literature. The second approach views literature as being contributory to the teaching of English Language. Therefore, the subject should be taught in such a way that language learning is effected through the use of literature.

In terms of staff development, the Seminar Committee of the Polytechnic organises seminars, conferences and workshops. The Research and Publication Committee sponsors researches undertaken by staff and publishes staff articles in the Polytechnic Journal, Namoda Tech-Scope. Through the Staff Development Committee, the Polytechnic sponsors staff to train for further qualification. The school of General Studies organises the activities of the Communication Club which has units for creative writing and drama.

It is obvious from the foregoing that the Polytechnic has avenues for improving its academic standard through staff development.

2.7 Teaching Pattern

The teaching of literature depends on the recommendations of the syllabus. The syllabus has goals and performance objectives meant to be achieved by the teaching of the subject. But there is no apparent orientation for the interpretation of the syllabus. For instance, the goal stated for the N.D.I literature module in the Polytechnic system (GNS 101, Module 5) is "Appreciate literary works in English". Appreciation in literature is a very broad subject, what direction is such appreciation

supposed to take? The syllabus seems not to have considered that this subject is meant for technical students viz: what their needs for literature are, and the ideological leaning the subject should give. The syllabus should appreciate the fact that literature in Nigerian Polytechnics is meant for technological students. It is this realization that should determine the course content. This would help teachers develop the appropriate teaching pattern.

At the Federal Polytechnic Kaura Namoda, the major teaching method is the lecture and tutorial schedule. But modes of teaching vary among literature teachers. Some teachers prefer to read the texts in class or give portions of the texts to be read before hand for explanations and discussion to take place in class. Some teachers give notes and handouts while others just lecture. These approaches are pivoted on the time allocated to the subject, the students' background and the teachers mood.

Assessment is based on course work and examination. Course work for all National Diploma Programmes is 30%, while examination takes 70%. At the preparatory Diploma level, course work is 50% and examination is 50%.

Teaching materials revolve around recommended primary and critical texts. If a recommended text has been produced as a film and the film clip is available, the Polytechnic film projector is used to show the film to students.

2.8 Students Background

There are two means of entry into Nigerian Polytechnics; by direct entry and preparatory National Diploma. For direct entry admission, students are required to have four (4) credits and the pass marks for J.A.M.B. examination. Students who gain admission through this method begin their National Diploma Programme immediately. The other method of admission is meant for students with deficient entry

requirements. Such students undertake the preparatory national Diploma Programme which has the following objectives:

> The preliminary diploma course was instituted in the Polytechnics as the acute shortage of qualified candidates for various programmes persisted. The course aims at remedying the deficiencies of the entry qualifications of candidates in the relevant subjects from ordinary pass grade to credit levels of the G.C.E. "O" Level. (P.2).

It is important to note that Preparatory National Diploma students are more in number than the direct entry students in the Polytechnic. This implies that most of the students have not fully met the entry requirement of four credits. Such students graduate and are not given their certificates until they obtain the full entry requirements.

The students' performance in literature at the S.S.C.E. level gives a clearer picture of their literature background. Although Literature and English Language are closely related, the emphasis on the literature results only is on the premise that all students who go to secular secondary schools in the country study English language while the case with literature is different. Because initially students' qualification is not recorded and stored, it was not possible to get the entry results of students from the establishment of the Polytechnic except from the year 1993 as shown in the table below:

S.S.C.E. Results in Literature

YEAR	CREDIT	PASS	FAIL	TOTAL	TOTAL ADMISSION
1993/94				87	367
1994/95	58	49		107	
1995/96	25	28	19	72	489

The picture presented by this table is not very encouraging. In 1993/94 session, out of the three hundred and sixty seven students that were admitted, two hundred and eighty did not study literature at the S.S.C.E. level. In the 1994/95 session, one hundred and seven students studied literature before joining the Polytechnic system. While seventy two out of the four hundred and eighty nine students in the 1995/96 session studied literature at S.S.C.E. This means that for most of the students, Polytechnic literature is like a beginner subject. This affects the literature programme in various ways.

2.9 Factors Affecting the Teaching of Literature in the Polytechnic

Having had an overview of the teaching of literature, it is pertinent to consider the banes in the undertaking.

The most inimical factor against the teaching of literature in the Polytechnic is the syllabus designed by N.B.T.E. The inability of the syllabus to clarify the orientation with which it should be interpreted makes the syllabus ambiguous, more so that English Language and Literature are lumped together as a single subject. This is the cause of the variance in the approaches to the subject as stated in 2.6. Because

of this, there are bound to be problems with the achievement of the goals of the subject as there is no consensus on what the subject is.

In 2.6, it was shown that there are avenues for staff development, which improve the standard of teaching. However, staff development has some banes, particularly in the area of finance. For instance, the Polytechnic sponsors only staff who are presenting papers to attend external Seminars and Conferences. National and international Conferences draw wider participation during which important information and techniques are circulated. This means that such information may pass over the Polytechnic if no staff presents papers at such academic gatherings. Ideas are dynamic, the inability to keep time with their evolution can affect the quality of teaching. It is pertinent to note that inspite of all these problems of finance, the Polytechnic still awards contracts for other projects that are not necessarily academic.

In 2.8, it was revealed that students do not have a good background of literature, for instance, 23.7% and 14.7% of the students studied literature before joining the Polytechnic during the 193/94 and 195/96 academic sessions. This, coupled with other factors such as teaching method may have led to incomprehension of the subject by students. For instance, students answer questions on prose and refer to it as drama. Students may sometimes lose interest when they do not understand the subject.

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The admission policy of the Polytechnic is another factor that affects the teaching of literature in the Polytechnic. Students are admitted in batches and they report to school as such. This implies that students begin to attend lectures variously. Late comers find out that the class has already progressed, they either draw the class backward by asking questions on topics that have already been treated or remain

confused. Since most students have not studied literature before, and teachers introduce the subject at the beginning of the session, such students may confuse even the genres of literature. Moreso, the prospectus given to students in the Polytechnic is not detailed enough to enlighten students on the subjects they have to study, they are therefore surprised to discover that they have to study literature. Seventy percent (70%) of the students admitted into the 195/96 session did not anticipate the study of literature. This means that students will need time to look for text books and settle down to their work.

The class size in the Polytechnic is a variable that militates against the study of literature in the Polytechnic. The National Board for technical Education stipulated thirty five (35) students as constituting a class. But during the 1995/96 session, one hundred and fifty (150) students made up a preparatory National Diploma Class in Business and Management Studies. This affects teaching in various ways, for instance, it strains the teacher, the congestion in lecture halls causes discomfort among students, it also makes assessment difficult. A teacher with a class of a hundred and fifty has to mark 150 scripts on three different occasions for the tests and assignments that constitute course work. Again, he has to make one hundred and fifty scripts which contain answer to four essay questions to assess examination. The same teacher may have other classes of similar magnitude to attend to at the same time.

The deductions made in this chapter revolve around the curriculum. First and foremost, the curriculum is not cognizant of indigenous technology, particularly, bearing in mind that modern technology was once indigenous technology. Thus, the curriculum for technical education is incomplete, and offers the same kind of

education because our cultural antecedents are not included. Consequent to the ambiguity in the syllabus and students background, the teaching of literature is a difficult undertaking. However, the Nigerian government should be credited for its pains at curriculum development for technical education.

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CHAPTER THREE

LITERATURE IN THE POLYTECHNIC SYLLABUS

3.0 INTRODUCTION

This chapter deals with literature in the Polytechnic syllabus in Nigeria, it is broken into two major sections. The first section examines literature in the Polytechnic before N.B.T.E. produced course guide binding on all Nigerian Polytechnics, while the second section analyses the content of the N.B.T.E. course guide. The Chapter studies the scope and mode of integration of literature into the Polytechnic system.

3.1 Literature Syllabus from 1983 to 1989

The analysis of literature within this period in the Polytechnic is restricted by the inavailability of resources. The literature syllabus for the period is not available, and students answer scripts which are usually destroyed after five years could not be examined for the purpose of this research. However, the examination question papers for the period showed the nature and scope of Literature as a subject in the Polytechnic. (The questions are in appendix 3).

It is discernible from the questions that literature was not taught as an independent subject, it was part of English Language. Literature was a section of the English Language examination, and students were expected to answer "one" question only on literature.

The questions indicate that attention was given to character analysis. Question number one, second Semester examination 1983, and question number three second semester examination 1985 deal with character study.

In literature, as in real life, circumstances determine or show what a man truly is. If properly treated, character analysis does not restrict itself to the elucidation of the speeches and emotions displayed by characters. It incorporates the forces around the characters that compel them to speak or act in certain fashions. Character study is by extension the study of the social environment.

Closely related to the above in the teaching of literature during this period is the depiction of the hidden forces that operate within, and shape society. Question number one in the 1985 second semester examination illuminates the superstition of the Ibo people and their relationship with hidden spiritual forces. This relationship specifies the limits of mortal man and the supremacy of spirits. While question one in the 1985 first semester examination expands students horizon to grasp the intricacies of the apartheid system, question number two in the 1988/89 second semester examination on Animal Farm incorporates the major economic and political ideologies of the world. A meaningful treatment of Animal Farm to students of the Polytechnic level should explicate socialism and perhaps juxtapose it with capitalism as a means of showing their differences, thereby highlighting the satirical emphasis of the writer. In Animal Farm for example, we see the animals farming inspite of their apparent physiological and infrastructural limitations. We see also how they had to fashion out and apply skills to their daily work; thereby improving on the speed of the work done in the days of Mr. Jones, and their touching sense of honesty when they refused to steal from the harvest. The limitations of the animals can be likened to Nigeria's technical and infrastructural inadequacies. Yet, the animals managed the situation to their advantage. Another point of similarity lies in their initial state of servitude, to which the animals rebelled and chased Mr. Jones and his men away

from the farm. Nigeria once was under colonial rule before it gained its independence. The sad end of the story should be seen as a warning to us not to allow our leaders to abuse our independence the way the pigs did under the leadership of Comrade Napoleon.

Question number two in the 1985 first and second semester examinations dealt with beauty in art, which is one way of refining students' taste. Mine Boy is one of Africans best novels, it is appropriate for the teaching of artistic beauty. This is because the narrative flow is fluent, and its thematic concern is on monumental issues of international significance.

The questions showed that albeit literature was integrated as part of English, emphasis was laid on the teaching of the elements of the genres of literature. It was also used to complement the sum knowledge of students by introducing them to human character and the dynamics of society-local and global - which their main courses [Accountancy, Laboratory Technology etc.] could not afford them. But there was no indication that Literature was integrated into our quest for technological growth at practical levels. For instance, suppose the question below was asked on Animal Farm:

> Relate the animal's development and application of skills in solving their technical problems to Nigeria's quest for technological growth.

Such a question means that the literature teacher knows Nigeria's technological predicament and has intimated his students about it. Secondly, he knows that literature is not to be restricted to the knowledge of the elements of literature only. It should be used to stimulate thought in the direction of solving our technical problems in

practical terms as the animals did. It would also highlight the danger of selfish leadership, stressing the fact that any technological achievement that does not transcend the strata of society for reasons similar to those in Animal Farm leaves a large part of the population impoverished and wallowing in archaic methods. It is common practice to use modern domestic implements such as blenders, washing machines, vacuum cleaners etc. in the homes of wealthy people in cities, while village women still use the traditional mortar and pestle, the stone by the river side for washing and brooms and rags to scrub floors. This is because in Nigeria most of the products of modern technology are the prerogative of the rich and people in powerful government positions in the cities where there is electricity, just as only the pigs enjoyed the advancement of Animal Farm.

The method of integrating literature - as part of English Language - robs it of its significance. Students viewed literature as an appendage of English Language. It was difficult for students to know that English Literature is, for instance, different from African literature or even English Language as a subject. Interviews with some students in the period under review revealed that some of them were not even aware that literature can be an independent subject from English Language. (Sample of the questionnaire is in appendix 4).

In terms of scope, the teaching of literature was ambitious because it covered a wide range of human experience. The major limitation lies in its being part of English Language. This affects its scope because it robs literature of self identity, it limits its status, thereby shrouding its potentials in contributing to Nigeria's technological growth.

3.2 Literature in the Polytechnic Course Guide

The year 1990 is important in the history of Polytechnic education in Nigeria because the National Board for Technical Education implemented course guides to serve as minimum standard of training in all Nigerian Polytechnics. This means that on a national basis, polytechnics were made to run uniform content of all accredited courses. It shows that attempts have been made to articulate the needs of the Nigerian trained technician as presented in the course guide.

This section of the thesis will examine each literature module in the Polytechnic Course guide.

3.3 PLE 013

Literature PEL 013 is a module of English Language and Communication, it is offered by preparatory National Diploma Students and has the following goal:

> This module is designed to help the trainee read literature materials for enjoyment and appreciation (P.7).

(The general and performance objectives of the module are in appendix 5).

The content of this module shows that inspite of its title, it is not meant to be taught as literature per-se. The module is designed to enhance the study of English Language and Communication. For instance, the first section of the module is titled "Comprehension". It requires that students be taught to read at a fast speed and to learn new words and expressions through literature texts.

General objective 2.0 centres on the study of literary elements in a piece of writing via language, theme etc. While objective 3.0 introduces literature by looking at its genres and their aspects, and figurative expressions. Objective 4.0 studies the

impart of a work of art on people; the emotions it stirs.

Because this module is concerned with teaching literary ability, it is susceptible to misinterpretation. There are two tendencies in the interpretation of this module. The first is the likelihood to treat the module as literature proper because the module mentions the genres of literature. The second tendency is to interpret it as a literary exercise only. This may be the reason why some literature teachers view literature in Nigerian polytechnics as a medium for more effective teaching of English language. The nature of this module may lead to a gulf between the objective of the subject and the interpretation and teaching of the subject.

The time allocated for this subject is incommensurate to its nature and demands. The total period allowed for the entire English Language and Communication subject is fifteen (15) hours for the seven (7) modules of the subject: Oral English and Reading, Grammar, Comprehension, Summary, Correspondence, Report Writing and Literature. It is easy for a literature teacher to teach literature, as it is for an English Language teacher to teach English Language. But to mix the two is a different thing entirely. More so that some of the teachers in the English Language Unit of the Polytechnic specialized in English Language only while others specialized in Literature. As would be seen shortly, the preparatory Diploma students who offer this module have yet another literature subject in their syllabus. This may cause confusion among students as they try to understand why they have to offer two literature subjects at the same time, and in a single course (Preparatory Diploma).

3.4 **PLE 011**

The main literature subject in the preparatory Diploma Course is titled and coded Literature in English, PLE 011. It has the following goal "to give general

competency in literary skills which will enable them (students) have minimum requirement to undergo the National Diploma Course."

(Breakdown of the syllabus is in appendix 6).

The drama texts recommended for use in this subject include The Lion and the Jewel by Wole Soyinka, and Much Ado About Nothing by William Shakespeare. The prose texts are Flora Nwapa's Efuru and Ernest Hemningway's The Old Man and the Sea. The areas of concentration are theme, style and character study. The poetry aspect of the subject deals with the themes and style of African and non-African poems. It is apparent that this subject studies literature in the traditional sense of the term.

Since the subject is meant to meet the entry requirements of candidates for the National Diploma Programme, the emphasis is on candidates attaining pass grades in order for them to progress to the next Class. Otubelu (1987) said of such programmes that "this concern for examination and College entrance creates syllabus based upon materials that are examinable and not necessarily useful for the individual or the society." (P.35).

The syllabus can create the psychology of read-and-forget among students as they may see the examination as the climax of their academic pursuit. They may engage in examination malpractices such as cheating, copying etc. This, however, does not mean that the inculcation of values cannot take place within the format of this subject. For instance, one of the themes of The Lion and the Jewel is the fight for supremacy between traditional life represented by Baroka and modern life championed by Lakunle the teacher. The symbolic object of competition is Sidi, the village beauty. The scheming and conservative Baroka wins by marrying Sidi. Are

we to prefer traditional life as championed by Baroka to the detriment of change and modernity towards which we must irrevocably move in order to survive and live reasonably in this contemporary period? (There would be more on culture in chapter four). His conservatism is inimical to change. There are similarities between him and some traditional rulers who promote retrogressive traditional practices for the sake of power. On the other hand, Lakunle advocates modernity by rejecting the payment of bride-price, and talking about the use of modern domestic implements to a village girl who does not even understand him and his ways. He has misunderstood modernity, and his ideas are of sudden changes which have not been given time to mature. The movement from traditional life to modern life should be gradual. A sudden leap can cause mal-adjustment, it may not even bear the desired result.

The Old Man and the Sea shows the need for strength, courage and determination to endure life inspite of its odds. This is embodied in Santiago, the hero, who withstood the ordeal of making a big catch at sea, fought sharks and brought home the monumental remains of the fish he caught. In him we see the will to live and to succeed. How much as individuals and as a nation we need such qualities to live up to the sophisticated challenges of our day.

An interview with Flora Nwapa published by ALA (1994) tells about all that needs to be said of Efuru: "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 life styles, about their relations with their families, especially with their husbands." (P.26).

Thus, Efuru talks about women, particularly Efuru the protagonist who suffered neglect from her husbands. The text contains issues on responsibility in the

marriage institution, and how marriage can give emotional balance to couples. We need good and reliable families, units from which individuals come to form society. Families with good, workable relationships can make a good nation.

All these are lessons that can be integrated into the study of literature in our polytechnics. Our luck is that as we seek a viable technological break through, we are treading on paths trodden before. We do not have to make the mistakes of our technological predecessors. Literature can help in this direction.

The syllabus is silent on the specific poetry texts to be used, it states that the texts should consist of anthologies of African and non African poems. The syllabus should consider what poems are to be studied and what influence such poems should have on students.

The crucial issue is, how well connected with the attainment of technological growth is the literature syllabus? The scope of the syllabus covers the study of the elements of literature. This satisfies the goals of introducing General Studies into the Polytechnic system: to link the scientific and literary modes. It is also meant to effect the teaching of literature as the study of prose, poetry and drama. But literature has salient features that can aid our technological growth. For instance, it was observed that the power of Italian technology lies not in sophisticated techniques but in its arts. Galbraith (1984).

The mode of integration of this literature subject into the Polytechnic system is to improve the entry qualification of students so that they can progress to the national Diploma level.

3.5 GNS 101 AND GNS 301

English Language GNS 101 for National Diploma I students and GNS 301 for

Higher national Diploma I students will be studied together in this work because of their similarities. Both are diploma subjects and they have similar objectives:

(GNS 101) This course is designed to provide the student with 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. The student is expected to know the various rules of grammar and be able to use them in everyday communication.

The aim of the literature module of the subject is to help students to "appreciate literary works in English". (P.4).

(GNS 301) This course is intended to further improve the student's level of proficiency and competence in language use. It is designed to increase the students' ability to master and manipulate the language skills of a higher level.

The aim of the literature module is for students to "appreciate literature in English". (P.15). (The performance objectives are in appendix 8).

It is obvious from the goal of the subject that the literature modules are subsidiaries of the English Language subject; they are meant to give students an introduction to literature. This robs literature of its status as an independent and separate subject from English Language. Related to the inclusion of literature in the English Language subject is the problem of time. The English Language subject covers a variety of topics which range from Language Development, Grammar, Summary writing and Note Taking, Essay Writing and Literature (GNS 101). GNS

301 covers Grammar, Comprehension, Essay Writing, Registers and Literature. It is obvious that the fifteen hours per Semester given to this subject is not enough for a justifiable teaching of the modules of the subject. It would be better for the literature module to be removed from English Language by N.B.T.E. and be redesigned and given enough time so that the objectives of both subjects may be achieved.

Writers posit that literature has a social function, that they want their work to affect their readers. This aspect of literature is very important, and should be emphasized when teaching literature to Polytechnic students whose specialization is not Literature. This is in order to affect changes in behaviour, which is what a good curriculum is designed for. Out of the two literature modules under review, only GNS 101 has a performance objective to that effect. Objective 5.5 states "Explain the effect of literature on the minds of people". A novel like Matigari was banned in Kenya. This novel presented a rather painful picture of independence; by showing that Kenyan independence did not benefit the ordinary people who fought for it. The novel also critiqued and ridiculed the elite of Kenya. Perhaps because of the fear of an uprising the novel was banned in Kenya. This is the power of literature on the minds of people. Unfortunately, this performance objective was de-emphasized as students progressed. It is not in GNS 301, a subject to which GNS 101 is a pre-requisite. It is expected that as students progress they should be laid open to positive influences that will make them better citizens.

3.6 GNS 402

GNS 402 is titled "Literary Appreciation". It is meant for Higher National Diploma (HND) students. Its goal is:

> This course is designed to impart analytical, valuative and interpretive writing and speaking techniques to students. The aim is to encourage creativity. (P.21).

(The performance objectives of the course are in appendix 9).

Examination of the goal and performance objectives of the course shows that the subject aims at teaching efficiency in speaking and writing. The syllabus lays emphasis on the techniques of delivery. This implies that the literature aspects of this subject are to aid in developing speaking and writing capability in students. For example, to understand a text as a sustained composition will require analytical interpretation. It is in this light that students can be taught how to speak and write effectively. This defines the scope and interpretation of the subject. Because of this, the syllabus contains modules on the literary essay, oral presentation and literature. The syllabus did not focus on literature alone, it incorporated too much for indepth treatment of its modules to be effected. Students need a command of the language in the practice of their profession. English Language GNS 301 and 302 can be used to teach the use of English and Communication, so that GNS 402 can focus properly on literature because at the moment, the study of literature at the H.N.D. level is rather limited.

At the H.N.D. level, students are supposed to be prepared for more responsible professional practice. Let's assume that H.N.D. students in Engineering are asked to relate Sekoni's experience in The Interpreters to the practice of their profession in the present social milieu in Nigeria. Such treatment of the text would help students to understand certain social practices that are inimical to the practice of their profession. They would learn to see the future of their career in new light and

perhaps, begin to prepare for it. The heart of the matter is that, no matter what professionals we train in this country, Nigeria needs changes in its social life before their influence can be felt.

On a general basis, whenever literature appears as part of English Language in the course guide, no specific texts are recommended for the literature modules. Individual Polytechnics form their own canons. Curriculum and canon formation is backed up by politics. There should be consistence between canons and the politics of the curriculum. Nigeria's curriculum is based on the Second National Development Plan. If canon formation is left to the Polytechnics, it is normally the English Language unit that will form its own canon which may not necessarily be in line with the philosophy of the curriculum. For instance, at the Federal Polytechnic Kaura Namoda, inspite of the texts recommended in the course guide, the English Unit made and effected its own recommendation. In 1993 and 1994, Kurunmi, The Beggars Strike and Hamlet were taught. In 1995/96, So Long a letter, our Husband has gone Mad Again, Animal Farm and As you Like it were studied instead of the texts in 3.4. While from the 1992/93 session to the 1994/95 session preparatory Diploma Classes did not study Literature PEL 013 in 3.3. All National Diploma Classes did not study the literature module in GNS 101 as examined in 3.5. This implies that no canons were formed for these clases. The situation at hand in the Polytechnic is far-removed from the philosophy of the curriculum. The literature modules without specified texts are PEL 013, GNS 101, GNS 301 and GNS 402. This is because these modules were conceived as introduction to literature, and are part of English Language.

It is also apparent from the performance objectives of the literature modules that there is repetition of goals in the course guide. For example, PEL 013 states

"Distinguish between different types of literature pieces, read and understand each genre e.g. prose, poetry drama etc. GNS 101: "Explain the meaning of literature ... Differentiate between the literature genres". GNS 301: Explain the term Literature ... List the genres of literature. GNS 402 "List the different literary genres ... outline the salient features of the literary genres". This kind of repetition makes literature in Nigerian Polytechnics to revolve around the same objectives. There is the need for students to be introduced to the literature subject. But this is a syllabus designed for a system of education which does not assimilate the products of other system of education - a student from a College of Education cannot transfer to any Nigerian Polytechnic except he enrolls as a new student. By this token, the explication of the genres of literature should have become rudimentary to the N.D. level, students should be dealing with concepts at more intricate levels.

In chapter two, it was observed that curriculum changes as the trends within and outside a society change. But the present Polytechnic syllabus has been operated without any review for seven years. Nigeria has gone through monumental experiences within the same period. The changing economic, political and social climate and of recent, Nigeria's foreign policy, should be articulated in the curriculum. This shows a stagnation of the Polytechnic system, a situation in which the system does not keep time with the environment. This kind of situation can render education ineffective. It was for instance, observed by Wiles et al. (1978) that at the advent of the industrial revolution, technical education was introduced into the American educational system. In other words, the curriculum assimilated an emergent phenomenon. Nigeria's curriculum should incorporate the philosophy of Vision 2,010.

In conclusion, it is discernible that to a large extent, literature in Nigerian Polytechnics is integrated via English Language as a subject. It is designed to facilitate the acquisition and use of English Language and as an introduction to literature as a subject of study. There is no one to one link between literature and Nigeria's desire for technological growth in the literature syllabus.

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CHAPTER FOUR

THE PLACE OF LITERATURE

4.0 INTRODUCTION

It was observed in the last chapter that the Polytechnic literature syllabus is inadequate in meeting the rationale for technical education in Nigeria, and in enhancing Nigeria's technological growth. This chapter reconsiders the Polytechnic literature programme, stressing areas in which it can be improved to enhance Nigeria's technological growth. The chapter is broken into: Nigeria and technological growth, the place of Literature, The place of Literature in Nigerian Polytechnics, Lessons from Literature on Pre-Colonial times, polytechnic literature and nationalism and polytechnic literature and the present Nigerian situation.

4.1 Nigeria and Technological Growth

To illustrate that technology is power, Ogunbadejo (1992) asked the following question "why do we continue to "catch cold" each time America or Britain sneezes?" (P.129).

This question shows the level of our dependence on Europe and America for their technological products (Capital and consumer goods etc.) which we do not produce. International politics today is very much linked to technology. The more a country manipulates technology, the more power it seems to wield.

Third world countries that took giant technological steps have started causing concern among first world nations:

> In a short time frame of a quarter of a century it (South Korea) has taken a quantum leap forward and has entered the club of industrial countries. So great is the

> impact that South Korea and South Asian Countries like Taiwan and Singapore have made in the world trade that industrial nations are trying to build around themselves, thick and high walls of protectionism against these new comers, (Omolayola 1992, P.112).

These thick, high walls in the form of standard - European Standards, International Organization for standardization etc. and the European confederation - arose because the technological status of the South Asian Countries is a threat to the supremacy of the industrialized nations.

There is the denigratory division of the world into first, second and third world countries. This division has technological might as one of its pillars. France, America, Britain, Germany etc. make the first world, with their viable industrial base. Third world countries include Latin American and African Countries. These countries are characterized by poverty, inefficient and broken down infrastructural facilities and a low technological base.

Nigeria may call itself the giant of Africa. But if industrialized nations refuse to supply the machinery for our oil refineries and steel industries, our facade of greatness will corrode, leaving Nigeria in a pitiable condition. This is because Nigeria is yet to develop the high technology that will keep its refineries functioning without Europe.

KASHIM IBRAHIM LIBRARY

In terms of National Security, Nigeria can be said to have fared well in the training of personnel, but the nation's antillery is imported. The Nigerian Defence Industry Corporation depends on foreign machinery for the production of arms and ammunition. Libya's military experience with America in 1986, and Iraq's gulf war

defeat are testimonies of the centrality of modern technology to military warfare.

The Nigerian educational system, an instrument for national growth, is equally suffering from Nigeria's under-technology. The high cost of books is linked to the non production of printing materials in the country, especially machinery. Facilities for practical work are either non existent, broken down, or inadequate. Even when machines are available in workshops, skilled personnel to operate them is not adequate. And as if out of spite some machines that are imported have their manuals written in languages that are not easily accessible to Nigerians. For example, there are machines whose manuals are in the Czech language at the Federal Polytechnic Kaura Namoda. This implies that there may be problems in operating and maintaining such machines.

Nigeria has been under the threat of Sanctions by the international community. This is because of the rather poor technological base of the country. Some Nigerians are of the view that the imposition of sanctions on Nigeria will foster technological growth in the country. This may be true, but woe to the country that will wait on sanctions to develop itself while others waited on handwork and vision. Important at this stage is Achebe's assertion (1989) that "development or modernization is ... a question of the mind and will" (P.40). Ogunbadejo (1992) concurred with Achebe; "Technology is an attitude of the mind which could only germinate and grow out of inquisitiveness and necessity." (p.128).

If we do not change our mind and will, the greatest sanctions the world has ever known may never make Nigeria an industrial nation.

Observations on the state of Nigeria's technology showed what efforts and errors Nigeria made in its attempts to industrialise. The myriad of hindrances to

Nigeria's technological growth include Omolayola's postulation of errors of "Commission" and "omission". Some of these errors include the failure to provide infrastructural services and the failure to develop a strong agricultural base to provide food for the population and raw materials for industries. (1992).

Mabogunje (1989) saw the tendency of doing "last things first" as the major bane in Nigeria's attempt at industrialization. He illustrated his point with the example of import substituting industrialization. This is a principle which operates on the basis of substituting the importation of finished products with the importation of machinery, capital and semi-finished raw materials which are processed into finished goods within the country. Some of the disadvantages of this method of industrialization are:

1. The importation of machines and equipment de-emphasise the local production of machinery. It also creates the problem of personnel who would man the machines, expertriates have to be contracted.
2. The importation of semi-finished raw materials hinders local sourcing and processing of raw materials.

The failure of this method of industrialization manifested from 1986 when the Naira was devalued and the importation of goods and services became problematic.

Nwokolo (1989) opined that Nigeria's major problem in industrialization is the non-integration of the research mode in crossing the technological hurdle. Citing the example of South Korea's success, he illustrated the relevance of research and development. He stressed the need to integrate research institutes to establishments such as N.E.P.A., defence industries etc. to enhance their proficiency. His contention is that research findings should be implemented in industry, and the implementation

can give room for further research.

Other hindrances to Nigeria's industrialization include corruption, indiscipline and lack of patriotism. These hinderance revolve around the "attitude" of the "mind" and "will".

4.2 The Place of Literature

What then is the place of literature in this set up?

A good starting point is Achebe's pronouncement (1989) that "the mind and the will belong first and foremost to the domain of stories" (P.40) in other words, literature. Since the mind and will are the main spring of industrialization, it is pertinent to observe how stories can influence Nigeria's industrialization. A further step takes us to Plato's The Republic, Book Ten. Plato said that children are exposed to story telling at tender ages, and this informs their thinking and attitude to life. The power of literature on the children is in character formation. Because of this reason, Plato felt that only the kind of stories that uphold valour and good conduct, not Homers stories in which the gods engage in orgies should be narrated to children. Plato had good reasons for that, Alcorn et al. as recently as 1985 said of Homer's works; "the ideals that Homer portrayed in A chilles, Hector and Ullyses played a large role in the formation of the Greek character." (P.350).

From these illustrations, it can be deduced that literature can form good or bad character by what it feeds the mind with. Since technology is a conception of the mind, it can have affinity to stories on inquisitiveness, handwork and inventiveness. Amuta (1989) conceived literature as the "mediation of social experience in a manner that approximates an apparent resolution of the contradictions of daily life, positing this resolution as an alternative world" (p.106).

This definition depicts literature as an analytical synthesizing of contradictory social experiences into a resolution. In other words, literature re-orders staccato social experiences into logical patterns so that society is represented in the make-believe "alternative word" of the writer/narrator, with its being given an equilibrium that embraces and harmonises divergences, thereby creating a route for society in addressing its contradictions and if possible, avoiding them in the future. However, it is not every resolution that is appropriate for society. For instance, the resolution in This Earth, My Brother operates at a level where society's problems are not resolved even in the text, only Amamu is reconciled to his woman of the sea, the woman in whom his being is emancipated. That as it may, there is no doubt that at a symbolic levels, the text bears the need for society to resolve its contradictions.

The premise of this thesis is that social malaise of the type decried by African writers for instance, such malaise that affect technological growth and the need for technological advancement in itself is a social, economic and political problem. Scientists and technologists proffer their solutions to the problem of industrialization through research, experimentation and practical work. The social scientists examine the social structures and institutions including those of the Scientists and technologists, while literature mediates the society, with its contradictions, thereby revealing the intricate nature of the problem.

The contradictory situation to which this work refers is the fact that thirty seven years after independence, and inspite of the fact that Nigeria has made efforts at industrialization, the steel plant for instance, which is one of the basic indices of industrialization is yet to be fully operational in Nigeria.

4.3 The Place of Literature in Nigerian Polytechnics

In situating the place of literature in Nigerian Polytechnics, reference would be made to the preceding chapter which examined the nature and scope of literature in the polytechnics, and modifications to the course guide where necessary will be advanced. It was observed that the rationale for introducing literature into the polytechnic system is to introduce students to literature as a subject of study, and to improve student's qualification for further study within the Polytechnic system. The argument of this thesis is that literature study in our Polytechnics, having introduced students to the subject of literature can extend to the development of an all embracing ideology. The objective for the literature modules in the last chapter revolves around helping students to "appreciate literary works in English". But this objective does not show that the literature syllabus is linked to Nigeria's quest for technological growth. Thus, the ideology in Polytechnic literature should clearly define not only what the literature teacher teaches, it should also articulate the needs of the technological student and treat them accordingly.

This emphasis is based on the observation in chapter three that the mode of integrating literature into the Polytechnic system made English Language to eclipse literature. Moreso, no proper orientation is given on how to interpret the literature syllabus. Because the teacher occupies an important position, he must realise the power of literature and allow it to influence him. Byatt (1995) states that:

> Literature has power in so far as it can further understanding. And occasionally it has political power because it changes the imaginative climate ... What literature can do and should do is change the people

who teach the people who don't read books.

Bamikunle (1996) observed that no matter the power of art, it is political power that changes society. My thesis is that students will come to occupy positions of political authority in the future. The power of art which is exercised on them today may affect them when they assume political authority. This brings to mind Plato's position on the power of art. Moreso, the power of art on the politician is manifested in the banning of books by governments. In traditional times, the power of art was no less felt because folk tales, for example, contain morals. Among the Taroh people of Plateau State, the story of Dadashepər has the maxim; do unto others what you would have them do unto you. In the folktale, a husband distressed his wife by asking her to prepare wine for him in a single day. This is impossible because the woman will have to soak guinea corn, grind it, brew and allow the preparation to ferment. While the woman was agonising, her son Dadshepər gave his father a piece of goat skin and asked him to tan it for him in a single day. The father told him that it is not possible because tanning is not a day's job, where upon Dadashepər told his father that it is also not possible for his mother to prepare wine for him in a single day. The husband relieved his wife of the impossible task and the family lived happily ever after.

The power of literature does not make literature a scepter of authority. The fact that the story of Dadashep r teaches moderation does not mean, even at the level of assumption, that the Taroh people are full of consideration. Even the parables of Jesus, inspite of their divine origin did not change the Jewish leaders who had him crucified. The messages in literature texts suggests that the writer/narrator and perhaps the audience may desire change, or the society is in need of it, even if men

do not show any conscious awareness of it. Written literature has not fared any better in changing society. There is a myriad of literature texts on post independence life in Africa, with sometimes radical approach to social problems. Yet, post independence bungling still persists in Africa. Ogungbesan (1978) summed up the thesis; "the African writer is increasingly coming to accept that his art will not change society in the obviously revolutionary way that political action and physical confrontation could" (p.17).

If the minds of students are affected by the power of literature, this can put the right set of responses to their vocation. When for instance the mind is disciplined to adhere to professional ethics, the practice of the vocation becomes worthwhile. Achebe (1989) addressed the issue in this way; "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." (P.33).

Let's visualize this situation in real life. A technician whose work is to control the heating system at the Kaduna refinery abandons ethics and goes out "for a chat and some groundnuts". He was not around when the system overheated and the metre gave the danger signal. The refinery gets damaged and national economy is jeopardized. This is the result of carelessness, which is an attitude of the mind.

In The Interpreters, Sagoe, a journalist wrote a report on Sekoni's power plant. The report which contained the truth about the power plant aimed at changing the situation of the power plant so that communities would to enjoy electricity. But Nwagbuazor, his editor, who had already sold conscience and professional ethics did not only refuse to publish the report, he advised Sagoe to accept the life of

complacency in the country.

The study of literature in our Polytechnics should be directed towards helping students develop a commitment to their profession. This can be done by a critical analysis of the causes and effects of complacency. For instance, if Sagoe's report had been published and positive action was taken, perhaps the Community in the text would have come to enjoy electricity, which is a determining factor in industrialization.

Through the study of literature that deals with such societal ills, students can be taught to appreciate the fact that they will come to be in the position to correct these ills since the problems are man-made. However, because the polytechnic literature course guide, does not recommend texts, the English unit of the polytechnic should systematically select texts that can be so used.

4.4 Lessons from Literature on Pre-colonial Times

Obafemi in his inaugural lecture titled "Literature and Society on the Border of Discourse" categorised African literature into pre-colonial, colonial and post colonial literature. I will rely on the convenience of this division to further place literature in polytechnic education.

Some African writers writing on pre-colonial life in Africa did so as a response to colonial notions of the African. Plaatje (1930) wrote as a result of his understanding of the Matabele who he realised were poorly painted by the whites. Achebe (1973) wanted to teach his people that contrary to colonial interpretation, their history was not a bad one.

The basic concern of African literature that deals with pre-colonial subjects is to restore self-worth to the African, such literature is therapeutic in restoring balance

to the African psyche. In doing this, such literature assumed cultural and historical dimensions. The relationship between this kind of literature and Nigeria's quest for technological growth is that it can be used to show the African that he has human potentials for technological development. This is because whatever racial inferiority he has is man-made. African literature on pre-colonial times showed that humanity is transcendental. Because of this, "Ibo-made" goods are the manifestation of Nigeria's technological endeavour. Polytechnic students are to see themselves as potential producers of Nigerian made goods because they are trained to participate in the local production of goods and services.

Closely related to the above is the alarming rate at which foreign life styles are being copied on our Campuses - polytechnic and university. This is connected with the feeling of inferiority in students which makes them to look at our local ways with condescension. For instance, it is common to see students play snooker or chess, while "Dara", a local game is nowhere to be found at the Campus social centre. Literature on pre-colonial time can be used to help students to realise that our local ways are good, and that the foreign ones which they so eagerly copy may not be necessarily good for them. Particularly the foul language and dressing pattern copied from western movies and music. Such copy-culture can prevent students from thinking of how to apply technology to the rudiments of our daily life.

Literature in Nigerian Polytechnics is part of General Studies, which is intended to keep students abreast with Nigeria's cultural antecedents. It is for this reason that the literature programme should have been designed to explore avenues of extracting cultural practices that are relevant to our technological growth. But the syllabus does not state or infer such objectives, nor are the texts recommended in the

syllabus suited for it. One of the few texts in the period before the N.B.T.E. Course guide that deals with traditional times is The Concubine. The questions asked on the text did not show that there was the attempt to direct students towards developing and standardizing traditional methods inspite of the treatment of traditional medicine, boutique practice etc. in the text.

In the area of culture, the norms of Africans, their customs, interpersonal and inter community relationships and their interaction with the supernatural is not just presented but it is explained in literature texts. In otherwords, the culture is preserved in a living form. However, certain cultural manifestations should be taken with caution, because they may not be good for industrialization. For instance, the Taroh people have the masquerade called "Orim". These masquerades come out in the night, forcing the entire Community to put out light of whatever nature. These masquerades played a spiritual role of binding Taroh traditional society. But how possible would it have been for the traditional Taroh man to have developed electricity since orim, the most powerful manifestation of Taroh spiritual forces dislikes light? Also, what would be the faith of an experiment that needs light when orim is out? The answers to these questions are negative. Literature should teach us that a blind return to, or rejection of traditional culture, is not the solution to our technological problems. This is because there are elements of traditional culture which do not aid our technological growth. There are also elements of traditional culture that can as well be the main spring for a viable technological growth that transcends our society, urban and rural.

There is the need to examine the relationship between technology and culture. Enahoro (1992) explained that "what is called modern technology abroad was once indigenous technology that has been developed by means of scientific principles."

(P.132).

Every Community - traditional or modern-has technology, which is an integral part of a people's culture. There is a symbiotic relationship between technology and culture. Culture is the total and unique way of life of a people that marks them out as a different people from others. Technology is the application of acquired knowledge to work, in order for work to become easier and more efficient. Further to that, the technological products of a people modify their culture. New products, for instance, have their modes of operation which enrich the culture within which they are used, while culture makes it possible for new implements to be made.

Traditional technology such as smithing, weaving, woodwork etc. are in texts that deal with traditional life. Yet, the misconception of technology as a purely European affair still persists among students. Literature should impress on the minds of such students that technology is not a foreign phenomenon, that the village blacksmith is - for the appropriateness of the term-an engineer within the traditional context. Secondly, through literature students can be challenged into thinking of how to apply scientific principles to not only the aspects of indigenous technology that are in literature texts, but also to other forms of such technology that are going extinct. Through that we would achieve two things at the same time. Traditional technology shall be kept alive, and new grounds will be broken as we learn to apply scientific principles to our traditional methods of production.

4.5 Polytechnic Literature and Nationalism

The National Policy on Education and the second National Development Plan are aimed at national emancipation. Polytechnic literature should train students to acquire values such as patriotism not because the country is under direct colonial rule,

but because patriotism is a cardinal component of industrialization. Education, in the first place, is a stratagem for man's emancipation from the hostile forces of nature, it is as well a means of national growth. The literature syllabus is silent on the issue of nationalism, perhaps because Citizenship Education teaches nationalism. However, literature has never been, and may never be silent on the issue of nationalism. Anti colonial literature exposes students to a unique phase of African history, that is the era of nationalism. Amuta (1989) viewed the anti colonial struggle as:

> Not a simple unidirectional process. It is a complex set of struggles in different fronts with a common objective. It is at once a struggle against the tyranny and endless buffoonery of an insensitive ruling class presiding over societies riven with class inequalities, against the hegemony of irrelevant alien ideas, and against the growing sophistication of ideological tentacles of global imperialism. (p.7).

It is this ideal, viewed in varying degrees, with alterations where necessary, that forms the core of the anti colonial struggle. Literature has been involved in the struggle. Gakwandi (1980) affirmed that the nationalist movement afforded the African writer a stand from which to interpret another phase of African experience. Anti colonial literature tries to restore dignity, with self realization, to the African because he sees himself fighting with all his resources for his freedom. It also asserts his belief in himself to determine his destiny.

It is in the light of this that literature should rekindle the nationalist spirit in our students because the anti colonial struggle or nationalism must be contended by

every generation. In this case, the struggle is against the tentacles of technological bondage - from outside and within. Now that no country the world over is under direct colonial rule, the manipulation of modern technology is one means through which neo-colonialism is entrenched. Political freedom is not total freedom if it is not backed up by technology. Libya and Iraq, inspite of the fact that they are independent countries, suffer immensely under United Nations organization's sanctions because they do not have the technology with which to produce the capital and consumer goods which they need. Apartheid South Africa on the other hand - without prejudice to the politics involved - fared better even under sanctions because it could manipulate modern technology more than Iraq and Libya.

The lessons to be derived from anti colonial literature is the sacrifice and commitment exhibited by the characters in such literature. Students should be taught to realise that for them to be relevant to Nigeria's emancipation, they must be committed to the ideal of patriotism, even in career practice. Students should learn that the independence which they are enjoying today was an issue of life and death to the people who struggled for it.

4.6 Polytechnic Literature and the Present Nigerian Situation

Post independence life is the focus of the third phase of African literature. Texts in this category review contemporary experience, as a means of grasping the direction the continent is heading to. It is apparent that writers are not satisfied with the state of affairs because they are satiric of the abuse of power, lack of vision, corruption and indiscipline exhibited by leaders. Some writers even prefer revolutionary resolution of society's predicament. Literature in the Polytechnic has

taken cognisance of this fact, and texts such as No Longer at Ease, The Beggars strike, Our Husband has gone Mad Again etc. are studied, stressing the awareness of the situation at hand. The Polytechnic literature syllabus tried to stress the impact of literature on the minds of people. Thus, it can be said that polytechnic literature has integrated this aspect of the African experience into its scope.

The treatment of the potentials of this type of literature will begin with The Interpreters, a text in which we see a heart rending misuse of professional competence. Sekoni, an engineer who has dedicated himself to serving his country has his efforts squashed by corrupt government officials. He developed a power plant which should have been a prize of great praise in a society that dearly needs electricity. But the corruption of his society ensured that the plant was not even tested. An expert was hired from abroad to brand the plant unsafe for use and Sekoni became mad. The following became obvious:

1. Misuse of professional skills
2. Attitudes iminical to growth; corruption
3. Destruction of the technology conscious individual who wants growth for his country.

The Beggars Strike shows the insensitivity of the government to the plight of the citizens, while in Our Husband has gone Mad Again, we see the cheap and self-centred ambition of politicians and their poor politicking. It is important to note that all of these practices will not help Nigeria to become industrialized. Indeed, technology is the attitude of the mind and will, the mind and will seem to be at par with the quest for industrialization in Nigeria. But the story can touch the heart and will.

The emphasis on African literature is not in disregard for other literatures of the world. Wherever a text has lessons of relevance to our need such a text can be integrated into our syllabus.

This thesis is conscious of the fact that polytechnic students should not, and must not be taught literature like their university counterparts. But since literature is not a workshop or laboratory manual, it should be applied to the disciplining of the mind in professional practice, by imbuing the mind with discretion and judgement.

From the foregoing, it is apparent that the polytechnic literature syllabus is not sufficient in complementing the rationale for technical education in Nigeria. The objectives of the subject and the recommended texts have not embraced some of the crucial functions to which literature can be applied. At the moment, the syllabus needs to be broadened. The place of literature is not to be limited to improving entry qualification and introducing the subject of literature.

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CHAPTER FIVE

CONCLUSION

This work has examined the study of literature in Nigerian polytechnics. It is discernible from this examination that the study of literature in Nigerian Polytechnics is infested with confusion. There is confusion among literature teachers on the interpretation of the goal of literature in Nigerian Polytechnics, which has resulted into two schools of thought. While the first school views literature as a medium for more effective teaching of English Language, the second school conceives literature as a subject meant for the explication of the elements of literature. The apathy towards the study of literature comes mainly from staff and students who do not see the relevance of literature in a technical institution.

This research work revealed that the confusion over the study of literature in our Polytechnics is as a result of the mode of integrating literature into the polytechnic system. A study of the Polytechnic syllabus shows that literature is integrated into the subject English Language. This mode of integration has robbed literature of its status as an independent subject that must not be a module of English Language. This mode of integration is also responsible for the apathy displayed by students towards the subject.

This research work showed that the scope of the literature syllabus is not commensurate to the rationale behind the establishment of the polytechnic system in Nigeria. The performance objectives in the syllabus do not address, in particular terms, the needs of the technological student, and Nigeria's quest for technological growth.

This research work therefore calls for the development of an all embracing ideology for the study of literature in Nigerian Polytechnics. An ideology that articulates the requirements of a polytechnic literature teacher. This ideology defines what the technological student should learn.

The thesis of this research asserts that literature is relevant to the technological student. The work therefore evaluated the relationship between literature and technology. By extension, this research showed that literature has potential power that can contribute to Nigeria's technological growth. This was done by stressing how the power of literature can be harnessed and applied to technological advancement. For instance, the curriculum for technical education in Nigeria did not include the study of African traditional technology. This thesis proved that through the study of literature, the Polytechnic student can be exposed to aspects of traditional technology, a technology which if developed, can up grade the quality of rural life in Nigeria.

I am not unaware of my limitations in the perception and treatment of my subject matter. This is because of my individual limitations, and the fact that little or no work has been done on the subject of this research. It is my hope that the limitations of this thesis will be the springboard for further research so that a clearly articulated basis for the study of literature in Nigerian Polytechnics will be developed.

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Appendix One:

THIS QUESTIONNAIRE IS FOR THE PURPOSE OF A RESEARCH WORK ON THE STUDY OF LITERATURE IN THE POLYTECHNIC

1. What course are you reading in the Polytechnic? . . . . . .

2. Have you ever studied literature before? . . . . . .

3a. Did you ever assume that literature is studied in the Polytechnic? . . . . . .

b. Why? . . . . . .

4a. Do you think that literature is a relevant subject to Polytechnic education? . . . . . .

b. Why? . . . . . .

5. What problems do you have with the study of literature in the Polytechnic? . . . . . .

6. Are your literature teachers good? . . . . . .

7. What do you think should be done about the teachers? . . . . . .

8a. Are you interested in the study of literature? . . . . . .

b. Why? . . . . . .

9a. Have you been able to buy all the recommended literature tests? . . . . . .

b. Why? . . . . . .

10a. Would you recommend that literature should continue to be studied in the Polytechnic? . . . . . .

b. Why? . . . . . .

Appendix Two:

QUESTIONNAIRE ON THE TOPIC "THE PLACE OF LITERATURE IN NIGERIAN POLYTECHNICS"

1. Which Nigerian Polytechnic do you work with?

. . . . . .
. . . . . .
. . . . . .

2. How long have you been with the Polytechnic?

. . . . . .
. . . . . .
. . . . . .

3. What do you teach in the Polytechnic?

. . . . . .
. . . . . .
. . . . . .

4. What do you know about the curriculum for technical education as stated in the National policy on education?

. . . . . .
. . . . . .
. . . . . .

5a. Do you think the policy is adequate for Nigeria's technological quest?

. . . . . .
. . . . . .
. . . . . .

b. Why? . . . . . .
. . . . . .
. . . . . .

c. What improvement does the policy need?

. . . . . .
. . . . . .

6a. Do you think that literature is relevant to technical education?

. . . . . .

b. Why? . . . . . .
. . . . . .

7. Is the scope of the literature syllabus adequate?

. . . . . .
. . . . . .

8. What improvement does the syllabus need?

. . . . . .
. . . . . .

9. What do you think of the status of the literature course and what can be done about it?

. . . . . .

10. Qualify your students' background

. . . . . .

. . . . . .

11. In which does their background affect the literature course

. . . . . .

. . . . . .

12a. Are the literature teachers in your Polytechnic specialist in literature only?

. . . . . .

. . . . . .

b. How does their qualifiction affect the literature course?

. . . . . .

. . . . . .

13a. What are the methods of teaching literature in your Polytechnic?

. . . . . .

. . . . . .

b. Why? . . . . . .

. . . . . .

14a. What is the class size in your Polytechnic?

. . . . . .

. . . . . .

b. How does it affect the teaching of literature?

. . . . . .

. . . . . .

15. Is the time allowed adequate?

. . . . . .

16a. What do you think should the place of literature in Nigerian Polytechnics?

. . . . . .

. . . . . .

b. What should be its aims?

. . . . . .

. . . . . .

17. What is the state of your library in terms of the availability of books for the literature course?

. . . . . .

. . . . . .

18. Assess staff development in your Polytechnic under the following:

a. Sponsorship for further studies: . . . . . .

. . . . . .

b. Sponsorship for attendance and organisation of seminars and conferences:

. . . . . .

c. The effect of the above (A&B) on the literature course

. . . . . .

. . . . . .

19. Which class undertake the Pre-ND literature course PLE 011 and GNS 402 (Literary appreciation).

. . . . . .

. . . . . .

Appendix Three:

QUESTION PAPERS

1983/84 Session

Under English language 2nd Semester 1984 - Class Preliminary Env./Business Studies

Section B: *Literature* Answer *one question.*

Mine boy - Peter Abrahams & African Child - Camara Laye.

Question (1) Write Character Sketches of any Three of the following: Leah, Eliza, Maisy, Xuma Ma Plant.

(2) What are some of the exps. of the blacks in South Africa? Refer to specific incidents.

(3) "Camara Laye's Pre-occupation in 'African Child' is with his childhood exps". Narrate three incidents from the book to support this assertion.

- First Semester 1985

Class - Re-Environmental Studies.

Section C Literature - Mine Boy Answer One Question.

(1) Substantiating your argument with the lives of some characters in Mine Boy would you say that the apartheid policy of South Africa is beneficial to the people.

(2) What is it about Mine Boy that makes the word interesting to you?

(3) Write short notes on the characters of any three of the following: Xuma, Leah, Eliza, Daddy Johanes.

First Semester Resit 1985.

Class - pre-Environmental Studies.

Section C - Answer One question.

(1) How does racial disimmination of the South African apartheid policy affect the lives of the Characters in Mine Boy?

(2) The situation in Mine Boy is that of "the survival of the fittest," Do you agree? Why?

(3) Considering Mine Boy as a whole, what can you say factors that contributed to Elizer's "escape"?

Second Semester 1985

Class-Pre-Environmental Studies/Science Lab. Tech.

Section C - The Concubine

Answer One question from this Section.

(1) How do the gods interfere in the affairs of men In The Concubin? Give at least three instances of this.

(2) Give at least three reasons why you like or dislike The Concubine.

(3) Write short notes on the characters of any three of the following: Ihuoma, Ekweme, Madume, Ahrole, Wodu Wakiri or Amjika.

1988/89 2nd Semester. This indicates that for the past years Lit. was not emphasised in Secretarial Studies.

Section V: Lit. - Attempt any One question from this Section.

(1)a. Justify the title of the book 'The Dilema of a Ghost' by close reference to the text.

OR

b. Discuss the attitude of Afo's people to his marriage with Eulalie.

(2)a. Write detailed character sketches of any three of the following characters: Snowball, Napoleon, Squealer, Boxer and Benjamin.

OR

b. "Animal farm is a Political Satire" Give instances of such biting Satire in the novel.

1988/89 Semester Examination.
Class - Pre - ND.

Section Four - Lit.-Answer one question; either from the unseen prose or Solon a letter - Mariama Ba.

-The first question is on unseen prose.
- Send is divided into two context questions on Solong a Letter.

1994 - Inter Semester Exams.

Class -Pre-ND Bam.

Section A Prose

(1) "Aminata Sons Fall's The Beggars Strike is a celeberation of Class structure". Discuss.

(2) Comment critically on the roles of Keba Dabo in The Beggars Strike within the context of a society deeply rooted in moral irrationality.

(3) Assess the character portrature of Raabi in The Beggars Strike as an activist and positive feminist.

Section B Drama Olarotin Kurunnmi

(1) Using examples from the playtext, discuss the characters of Kurunnmi.

(2) In the play, traditionalism and modernism are pitched against each other. Discuss the play in this light.

Second Semester 1993/94

Literature in English (Ple 011)

(1) With close reference to Ernest Heminingway's The Old Man and the Sea, examine critically the relationship between authorical background and artistic creativity.

(2) "Through Santiago, Ernest Hemingway has succeeded in reforming the universal man." Do you agree?

(3) Comment critically on the character portraiture of Santiago in Ernest Hemingway's Te Old Man and the Sea

DRAMA

(1) Deal with context questions from William Shakespare's Hamlet

(2) Discuss the Central conflict in Kurunnmi

(3) Kurunnmi dramatizes the present political state of Nigeria.

POETRY

(1) Discuss the thematic concerns of David Diop's "The vultures".

(2) Kwesi Brew "Least we should be the last" deals with the attempt by Africans to adjust to or embrace a new religion and benefit from its supposed gains". Discuss the poem in the light of this statement.

1985/86 - Second Semester.

Pre-Env. St./Slt.

Section C: The Concubine

(1) "Beauty seems to carry sorrow with it." Regarding The Concubine as a whole do you agree or disagree with this statement?

(2) Ihuoma is obviously the star the star or heroine in The Concubine. What are the qualities in her that make this possible?

(3) Discuss Three of your favourite characters in The Concubine, saying specifically in each case, why you like them.

1986
Class-Pre. SLT. - Second Semester.

Section C - Novel

Answer one question.

(1) Write extensively on the character of Obi, Clara and any other character of your choice in No Longer at Ease. or

(2) As main characters in their respective novels, whom do you prefer: Obi, Okwonkwo or Xuma? Give at least three cogent reasons explaining why you prefer one of them. **OR**

(3) The lacks in South Africa are being deprived of a lot of things. It becomes very difficult for them to live a meaningful life under these conditions. From the novel, Mine Boy, discuss how the individual blacks accept or reject these conditions.

1986 - Second Semester.

Class NDI SS - Text One man One wife .M. Aluko.

(1) Write detailed character sketch of any four of the following Bible Jeremiah, Royamin, Tors, Dele, Jacob.

(2) "Elder Jacob in One Man One Wife was the perfect Christian who strictly upheld the tenets of the Christian faith" Do you agree?

1992 - NDII SS. Lit.

The Last Daty Isidore Okpeko Aku should have lived above that mess. Discuss and explain how the Pol. circumtances of the time aggrevated the problems. of Ali or Oshevire.

Appendix Four:

QUESTIONNAIRE ON LITERATURE IN THE FEDERAL POLYTECHNIC KAURA NAMODA: 1983 - 1990

1. When did you graduate from the Polytechnic? . . . . . .
. . . . . .

2. Did you study Literature while you were a student in the Polytechnic? . . . . . .
. . . . . .

3. Was Literature studied separately or was it part of English Language? . . . . . .
. . . . . .

4a. Did you understand that literature is different from English Language as a subject?
. . . . . .

b. Why? . . . . . .

5a. Did you expect to study Literature in the Polytechnic? . . . . . .

b. Why? . . . . . .

6a. Did you understand Literature as a subject when you were a student in the Polytechnic?
. . . . . .

b. Why? . . . . . .

7a. Do you think that Literature is relevant to Polytechnic education? . . . . . .
. . . . . .

b. Why? . . . . . .

Appendix 5

jectives	Performance Objectives	
	On completion of this module the trainee should be able to:–	
		Comprehension
rrary material anding.	1.1	Read a given litera material at a speed of at least 200 words p minute.
	1.2	Identify and master w words and expressions from any given t.
	1.3	Answer simple qu ons after reading a given text.
		Literary Appreciatio
any literary	2.1	Identify and discuss he qualities of a good text in the context (a) language; (b) theme; (c) characterisati ; (d) plot, etc.
	2.2	Identify and expla figurative expressions in a given text.
	2.3	Discuss characters and incidents in literature books.
	2.4	Discuss the qualities of suitable materials for reading taking into opmisideration the language, print, illustrations, etc.
		Literature:
the necessary ability g, and appreciaterary material.	3.1	Distinguish between different types of literary pieces, read and explain each text, e.g. prose, poetry, drama etc.
	3.2	Discuss incident, characters, plots, themes. etc. found in the next.
	3.3	Explain the meaning and usage of the figures of speech e.g. simile, metaphor, alliteration, personification, climax, etc. as found in the text.
	3.4	Explain the style in a given literary piece.
		Literature
ciate any given literary associating the text to fe experiences and ions..	4.1	Assess the beauty of a text by analysing the atmosphere (i.e. the feeling), produced by the text and the figurative expressions used.
	4.2	Interpret and relate the text to real life situations.
	4.3	Write own simple literary pieces.

LLE 011 Literature in English Appendix 6

Goal: This Course is designed to give general Competence in literary skills which will enable them have minimum requirement to undergo the National Diploma Course.

General Objectives:

1.0 Read widely and enjoy literature through the use of set texts in drama.

2.0 Read to enhance students understanding of literary works.

3.0 Read to help students appreciate Critical works

4.0 Read to expose students to one African prose work.

5.0 Read to expose students to one non-African prose work.

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Appendix 7

GENERAL OBJECTIVES	SPECIFIC (PERFORMANCE) OBJECTIVES
	3.7 List methods of note-taking/making. 3.8 Identify the theme of a given passage. 3.9 Identify the kernel statement in a given paragraph. 3.10 Write notes from a given text.
4.0 Comprehend the essential Qualities of good essays.	Essays: 4.1 Explain the main features of an essay. 4.2 List the types of essay 4.3 Explain the various types of essays. 4.4 Prepare an outline for an essay showing the introduction, the body and the conclusion. 4.5 Explain methods of paragraph development 4.6 Write specific paragraphs to illustrate the methods. 4.7 Explain the importance of suitable style in essay writing. 4.8 Distinguish between styles to be used for different types of essays. 4.9 Explain the basic qualities of a good essay, e.g., (a) thematic unity, (b) economy of words, (c) clarity, (d) simplicity, etc 4.10 Analyse the characteristics of a good essay. 4.11 Apply these characteristics in writing an essay. 4.12 Write an essay of a specific type and length.
.0 Appreciate literary works in English.	Literature in English 5.1 Explain the meaning of literature. List literary genres, e.g., drama, poetry, prose. 5.3 Differentiate between the literary genres. 5.4 Explain the advantage of reading literature. 5.5 Explain the influence of literature on the minds of people 5.6 List the essentials of literature. 5.7 Explain the essentials of literary (prose) work such as theme, plot, characterisation, etc. 5.8 Answer context questions on a given text. 5.9 Answer essay questions on a given novel. 5.10 Write short notes on the characters in a given novel.

Appendix 8

GENERAL OBJECTIVES	SPECIFIC (PERFORMANCE) OBJECTIVES
	On Completion of this course, the student shouldibe able to:
1.0 Know how to construct good sentences.	**Sentences:** 1.1 Write correct sentences. 1.2 List the types of sentences. 1.3 Explain the different types of sentences. 1.4 Identify the parts of a sentence. 1.5 Explain the parts of a sentence. 1.6 Explain the meaning of concord. 1.7 List types of concord. 1.8 Analyse types of concord. 1.9 Explain tenses. 1.10 List the various tenses. 1.11 Construct sentences to depict the use of various tenses.
2.0 Read more difficult materials and know how to trace the logic in an argument	**Logic:** 2.1 Read more difficult materials. 2.2 Trace the logic in the reading materials. 2.3 Answer questions on what is read. 2.4 Differentiate between facts and opinions.
3.0 Know how to write different types of essays.	**Types of Essays:** 3.1 Explain the different types of essays, viz, descriptive, narrative, argumentative, expository. 3.2 Explain the elements/characteristics of each type in 1. above. 3.3 Explain the logical orders of presentation. 3.4 Write paragraphs containing coherent ideas. 3.5 Write the different types of essays in at least 500 words eac
4.0 Appreciate literature in English	**Literature:** 4.1 Explain the term literature. 4.2 List the genres of literature. 4.3 Answer questions on any set text.
5.0 Know the registers to use in the various fields of science and technology.	**Registers:** 5.1 Define register. 5.2 Explain registers for science and technology 5.3 Identify registers in a given passage.

GENERAL OBJECTIVES	SPECIFIC (PERFORMANCE) OBJECTIVES
	On completion of this course the student should be able t
	Literary Genres:
1.0 Appreciate the literary genres as reasoned/sustained composition.	1.1 List the different literary genres. 1.2 Outline the salient features of the literary genres. 1.3 Define literary terminology such as: plot, story line, the characterisation, point of view, tone, conflict, denounce mood, imagery, symbolism, setting, archetype, style, metaphor, protagonist. 1.4 Explain the importance of setting in a work of fiction. 1.5 Locate metaphors in a given poem.
	Literary Development and writing:
2.0 Understand the development of the literary essay.	2.1 Explicate a novel. 2.2 Explicate a poem. 2.3 Explicate a short play. 2.4 Write an essay that shows how characterisation moves t story line toward the climax. 2.5 Write a character analysis of a speaker in a drama. 2.6 Criticise a television play. 2.7 Write a review of a play or novel. 2.8 Write a sketch of a principal character in a play or novel
	Oral Presentations:
3.0 Know how to make an ora presentation.	3.1 State each step in developing a sustained formal oral composition, e.g., (a) topics and purposes; (b) planning and outlining; (c) research and selection; (d) supporting central idea; (e) selecting and developing points. 3.2 Explain delivery techniques. 3.3 List types of oral composition. 3.4 Explain purposes of oral composition. 3.5 State influences of purposes on development of oral composition. 3.6 Prepare a radio broadcast to present to a group. 3.7 Prepare an oral composition of at least 15 minutes duration (video tape and present same to class). 3.8 Organise a one-hour debate. 3.9 Organise business talks for radio and television. 3.10 Present interpretative readings of a prose passage, drama logue, poem, humourous event. 3.11 Present a radio drama. 3.12 Explain the meaning of body language. 3.13 Explicate the role of visuals in oral composition. 3.14 Evaluate the significance of posture and dress in oral presen tions. 3.15 Evaluate the role of meta-communication in oral composition.