



Historical Development of College of Education, Ikere Ekiti, Nigeria, 1977-2009

OLADAPO JOHNSON OLAYANJU
Emmanuel Alayande University of Education, Oyo, Nigeria

Abstract. The paper examined the historical development of college of Education, Ikere Ekiti, Nigeria. The paper traced the origin of the college. Historical research design relying on primary and secondary sources of information was adopted. The variables considered in this paper included the origin, objectives, milestones, staffing, students' enrolments, facilities in place and impact of the college on the host communities. Findings obtained confirmed that college has succeeded in producing teachers for the basic education in Nigeria thus fulfilling the national objectives of producing teachers and the required manpower for primary and lower level of secondary education in Nigeria. The staffing, students' enrolments and the infrastructural facilities of the college have improved; and that the college is financed by the Ekiti State Government and Tertiary Education Trust Fund assistance. The alumni of the college had contributed immensely to their alma mater. The college had impacted positively on its host communities. Based on the discussions of this paper, it was recommended that additional infrastructural facilities be provided by the Ekiti State Government and other stakeholders in teacher education. Ekiti State Government should endeavour to increase its budgetary allocation to the college.

Keywords: Historical, Development, College of Education, National Commission for Colleges of Education, Nigeria.

1. Introduction

The National Policy on Education (FGN, 1998 and 2004) stated the goals of Nigeria education is the building of a free and democratic society and a just and egalitarian society among others. Nigerian Colleges of Education emerged from the implementation of Ashby Commission Report of 1960, which recommended the establishment of the Advanced Teachers' Colleges (ATCs), the precursor of Colleges of Education to produce holders of the Nigeria Certificate in Education, a non-degree but highly qualitative Professional Certificate in Education (Ashby, 1960, Banjo 1961, and Adeyinka, 1990).

It is important to note that the two reports emphasised the need to train Nigeria Certificate in Education (NCE) graduates also to be able to teach in Nigerian primary schools. Olayanju (2013) recorded that the views of Ashby (1960) and Banjo Commissions fell in line with, and were shared by the Federal Government of Nigeria Policy on Education (1998) where it was clearly stated that NCE will ultimately become the minimum basic qualification for entry into the teaching profession.

Taiwo (1980), Adeyinka (1996) and Osokoya (2002) recalled that the creation of more states in Nigeria in 1976 and the introduction of Universal Primary Education in the same year (1976) had some positive impact on the growth of Colleges of Education. Therefore, more colleges were established in the country immediately after 1976. By 2009, the number of Colleges of Education in Nigeria had risen to 85 (NCCE, 2009) with 21 Federal, 43 State and 21 Private Colleges of Education as reflected in table 1 below:

Table 1: Trends in the Development of Colleges of Education in Nigeria as at 2009.

S/N	Types of Colleges of Education	Number Established
1.	Federal Colleges of Education	21
2.	States Colleges of Education	43
3.	Privately Owned Colleges	21
	Total	85

Source: Olayanju (2009)

This paper therefore aimed at answering the following questions:

- How did College of Education Ikere-Ekiti, Nigeria originates? Specify some important milestones of the college between 1977 and 2009.
- For what purpose was College of Education, Ikere-Ekiti established and the extent to which these objectives been met between 1977 and 2009?
- What were the trends in the curriculum development, student enrolment and staffing in the college between 1977 and 2009?
- What has been the pattern of infrastructural development and funding in the college between 1977 and 2009?
- In what ways has the impact of College of Education, Ikere-Ekiti been felt by its host communities between 1977 and 2009?
- What were the major challenges facing the college between 1977 and 2009?

1.1 Research Methodology

Historical research method was adopted for this study which depended much on primary and secondary sources for its data especially the documentary analysis through library search, internet, newspapers, relevant textbooks, relevant higher degree thesis and the records from the registry and the establishment unit of College of Education, IKere-Ekiti and the National Commission for Colleges of Education (NCCE) over the years. On the historical development of Colleges of Education Nigeria. The instruments used were questionnaire and oral interview with Gbenro (2010) and Babatunde (2011).

1.2 Origin of College of Education, Ikere-Ekiti (1977-2009)

College of Education, Ikere-Ekiti formally took off on December 3, 1977 at its temporary site, the campus of the defunct St. Benedict's Modern School, along Akure Road, Ikere-Ekiti with 496 students. As a gesture of good will, the neighbouring Ekiti Teachers' College loaned two blocks of hostels to the College for accommodation purposes. The government took the practical steps of constituting a special task force under the headship of a Chief Inspector of Education and subsequently the founding Principal of the College, Late Chief M.O. Josiah, to prepare among other things, the groundwork for the academic programmes, physical facilities, staffing and financing as well as the issue of affiliation. In order to avoid unnecessary bureaucratic processes, the Ministry of

Education was charged with the duty of governing the College as well as supervising it for the government.

A total of four hundred and ninety-six candidates for eighteen subject combinations formed the pioneer student population. They were inducted by the then State Commissioner for Education, the Late Professor Kola Folayan (later, Chairman of the Governing Council) on February 25, 1978.

The lists of past and present principals / provosts of the College were:

- Chief M.O. Josiah – The Founding Principal, 1977 – 1979
- Mr. M.A. Ajayi – Acting Principal, 1979
- Dr. C.B. Oguntomade – The Provost, October, 1980 – 1983
- Dr. S.A. Adewuya – Administrator, April 1984 – Dec. 1986
- Prof. W.O. Olu-Aderounmu – The Provost, 1987
- Prof. (Mrs.) Omotayo Olutoye – Sole Administrator, 1994
- Dr. Akin Adegboye – Acting Provost, August 1997, Provost Feb. 1998
- Prof. A.A. Oshodi – Sole Administrator, July 1999 (Five months tenure)
- Dr. Afolabi Popoola – Provost, February, 2000
- Dr. Adewumi Adelodun – Acting Provost, June 2003
- Dr. (Pastor) Timothy Ikudaisi – The Provost, June 2004 – Feb. 18, 2008
- Dr. Gabriel Olusegun Olowoyo – The Provost, Feb. 18, 2008 – up to the time of this study in 2009.

1.3 Important Landmark of College of Education, Ikere-Ekiti

February 13, 1976 - The school was established on February 13, 1976.

December 3, 1977 - The College formally took off on December 3, 1977 at its temporary site, the campus of the defunct St. Benedict's Modern School, along Akure Road, Ikere-Ekiti.

Pioneering Students - A total of 496 students for eighteen subject combinations formed the pioneer student population.

February 25, 1978 - The governing council of the college was inaugurated and it was headed by Late Professor Kola Folayan.

February 1979 - To give respectability and acceptability to its programmes" the College was affiliated to the then University of Ife (now Obafemi

Awolowo University).

Official Renaming of the College – The official renaming of the institution from Advanced Teachers’ College, to College of Education, Ikere-Ekiti was effected.

October 1979 - In October 1979, another milestone was reached in the institution’s march to maturity. A new set of officers consisting of late Dr. Akin Akinsulire as Principal.

The Death of Dr. Akin Akinsulire - Dr. Akin Akinsulire, the Principal, died in December 1979, causing a temporary halt to the steady speed of progress.

October, 1980 - In October 1980, a new principal, now redesignated Provost, was appointed in the person of Dr. C.B. Oguntonade.

1983 - By 1983, the Governing Council was dissolved and replaced; the College was closed down, and a Visitation Panel instituted.

(NCE) Primary Sandwich Programme – The (NCE) Primary Sandwich Programme was among the enviable projects and schemes undertaken by Prof. Aderonmu led administration.

1992 NCCE Achievements - Until the restructuring of Schools as directed by the National Commission for Colleges of Education in 1992 and the classification of courses, the College was effected to conform to the structure initiated by Dr. Oguntonade. Each School was (and is still) headed by a dean.

The Dissolution of the College Governing Council - The dissolution of the College Governing Council and the appointment of Professor Mrs. Omotayo Olutoye as Sole Administrator.

August 1997 - Dr. Akin Adegboye assumed duty as Acting Provost in August 1997 and he became a substantive Provost in February, 1998. His appointment as the first Chief Executive of the college witnessed tremendous progress in the history of the college.

November 6, 2008 – The Industrial Training Fund (ITF) Area Manager, Mr. S. K. Oluwasanya, led other top officials of the agency to the college to congratulate the acting provost, management and students of the college for emerging as the second best higher institution in Nigeria in the performance of Students Industrial Working Experience Scheme (SIWES).

November 13, 2008 – The award mentioned above was bestowed on the college by the Industrial Training Fund (ITF).

January 25, 2010 - Dr. Gabriel Olusegun Olowoyo, the provost of the College was kidnapped by Kidnappers alongside some other prominent Nigerians on January 25, 2010 and later died in their hands.

February 3, 2010 - Dr. (Mrs.) Eunice Titilayo Ogunmola became the Acting Provost of the College

on February 3, 2010.

Monumental Achievements of Dr. (Mrs.) Eunice Titilayo Ogunmola - the construction of ICT compliant Complex of the Directorate of Examination and Records, the complete renovation of the dilapidated metal workshop, introduction of inaugural lecture to the academic system of the College.

1.4 Objectives for Establishing the College

College of Education, IKere Ekiti was established with the primary aim of training teachers for the primary and junior secondary schools in Nigeria.

The objectives of the college like all other Federal and State Colleges of Education in Nigeria are listed below:

- To produce highly motivated, conscientious and efficient classroom Teachers for all levels of our educational system;
- To encourage a spirit of enquiry, creativity in teachers;
- To help teachers fit into the social life of the community and society at large and to enhance their commitments to the national goals;
- To provide teachers with the intellectual and professional background adequate for their assignments; and make them adaptable to every situation.
- To enhance teachers’ commitments to the teaching profession.

This is in line with the National Policy on Education (1981. p.38, 1998 and 2004) where it has been stated: *Teacher Education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers. Teachers will be regularly exposed to innovations in their profession... Government will introduce measures to enable teachers to participate more in the production and assessment of educational materials and teaching aids, planning and development of curriculum ... innovations and new techniques (National Policy on Education, 2004).*

The extent to which the objectives for establishing College of Education, Ikere Ekiti, Nigeria has been met and its contribution to the development of teacher education in the state between 1977 and 2009 were:

One of the objectives of Colleges of Education is the production of teachers to teach in the various programmes of elementary and Basic Education and the mandate to train teachers for this level of education in the country. To this end, there are no institutions

better suited to produce teachers for the current Universal Basic Education (UBE) programme than Colleges of Education (Tahir, 2003).

Furthermore, these colleges strived in ensuring that the teachers produced were of good quality and were able to handle different instruction situations, whether in literacy, special education and vocational centres or the elementary levels of primary education.

Findings from the paper also revealed that College of Education, Ikere - Ekiti is to some extent endowed with competent teachers and adequate facilities in promoting a conducive atmosphere for teaching and learning and that the burden of steady supply of the required teachers for the Universal Basic Education programme in Nigeria was hinged on the colleges of education. Moreover, these colleges were up to the task in their quest of preparation and production of teachers for providing basic literacy, numeracy and initial learning skills in Early Childhood Care Education, and Basic Education as reported in a study by Olayanju (2006).

As part of the ways of producing teachers for every segment of elementary and Upper Basic levels of education, the colleges of education in conjunction with the National Teachers' Institute (NTI) organizes and runs in-service teacher education programme. This is done in bid to augment the shortage of teachers

produced by regular NCE programmes to service both primary and junior segment of secondary schools. By doing this, Colleges of Education are fulfilling one of their basic functions of community service as provided by the various laws establishing them. Colleges of Education had performed creditably well in this respect.

To this end, Colleges of Education were also consistent and proactive in reaching out to the larger society with a variety of in-service short training courses, seminars and workshops for educational managers, inspectors, supervisors, teachers and instructors, who deal with the day-to-day operations of the Universal Basic Education programme at the grassroots level.

To a very large extent, the college has contributed immensely to engender conducive learning environment and eradicate illiteracy in Nigeria through its efforts of introducing Early Childhood Care Education (ECCE) and expanding facilities for primary education studies in the college in line with the new Universal Basic Education (UBE) and Education for All (EFA) initiatives of the Federal Government of Nigeria.

Table 2 below reflects the curricula offerings in College of Education, Ikere Ekiti, Nigeria and other conventional colleges of education in Nigeria.

Table 2: Courses currently offered in Nigeria Colleges of Education

S/N	Arts & Social Sciences	Education	Languages	Sciences	Vocational & Technical Education
1.	Geography	Primary Education Studies	Hausa	Physics	Business Education
2.	Political Science	Curriculum & Instruction	French	Computer Sc.	Agricultural Education
3.	Economics	Educational Foundations	English	Mathematics	Home Economics
4.	Social Studies	Education Psychology	Arabic	Integrated Sc	Fine & Applied Arts.
5.	Christian Religion Studies	General Studies	Igbo	Chemistry	Technical Education
6.	Catechetical programme – Theology & Education	Early Childhood Care Education (ECCE)	Yoruba	Biology	
7.	Islamic Studies			Physical & Health Education	
8.	History				
9.	Music				
10.	Cultural and Creative Arts				

Source: Student Handbook (2009): College of Education, Ikere-Ekiti

Olayanju (2006) reported that in line with the Philosophy of Nigerian Education as stipulated in the National Policy on Education (FRN, 2004) Section 1 and the Constitution of the Federal Republic of Nigeria, the colleges of education have performed creditably well by ensuring that the provisions of the National Policy on Education on teacher education were achieved.

1.5 Staffing

There are human resource needs for administration, management, research and teaching as well as for support and technical staff which calls for an urgent need for capacity building in the Federal College of Education, Abeokuta, Nigeria. The “academic and professional competence of the teaching force is one of the chief determinants of education quality” at all levels of education.

As at April 2009, the College has adequate human resources. Table 3 presents a summary of academic staff on ground.

Table 3: Distribution of Academic Staff in College of Education, Ikere- Ekiti between 1977 - 2009

Year/Session	College of Education, Ikere- Ikiti
2000/2001	232
2001/2002	214
2002/2003	214
2003/2004	298
2004/2005	301
2005/2006	291
2006/2007	295
2007/2008	297
2008/2009	300

Source: Fieldwork (Olayanju, 2009)

Table 3 above shows the staffing situations of the college across the years; the number of teaching staff increased based on the needs of the college. There were variations from school to school as staff strength is often determined by the population of students among other factors. As at April 2009, the college has adequate human resources. Currently, the college has a high number of well qualified academic staff members.

1.6 Admission Process

Initially, all the colleges of education admitted their students based on an internally conducted entrance examinations. Later, the process was harmonised and this responsibility was transferred to the Joint Admission Matriculation Board (JAMB) and later Unified Tertiary Matriculation Examination (UTME).

2. College of Education, Ikere-Ekiti, Students Enrolment Trends, 2000 – 2009

College of Education, Ikere-Ekiti, started operating with the initial enrolments of 496 students in 1977. And as at 2008/2009 session the students’ enrolment was 6,181. From the students’ enrolment trends, the college is progressing in terms of growth. This is evident from table 4 and fig. 1 as illustrated graphically below.

Table 4: College of Education, Ikere-Ekiti, Students Enrolment Trends, 2000 – 2009

Year /Session	Students’ Enrolment Trends
2000/2001	1900
2001/2002	5033
2002/2003	5033
2003/2004	14069
2004/2005	13535
2005/2006	11276
2006/2007	5972
2007/2008	7961
2008/2009	6,181

Source: Fieldwork (Olayanju, 2009)

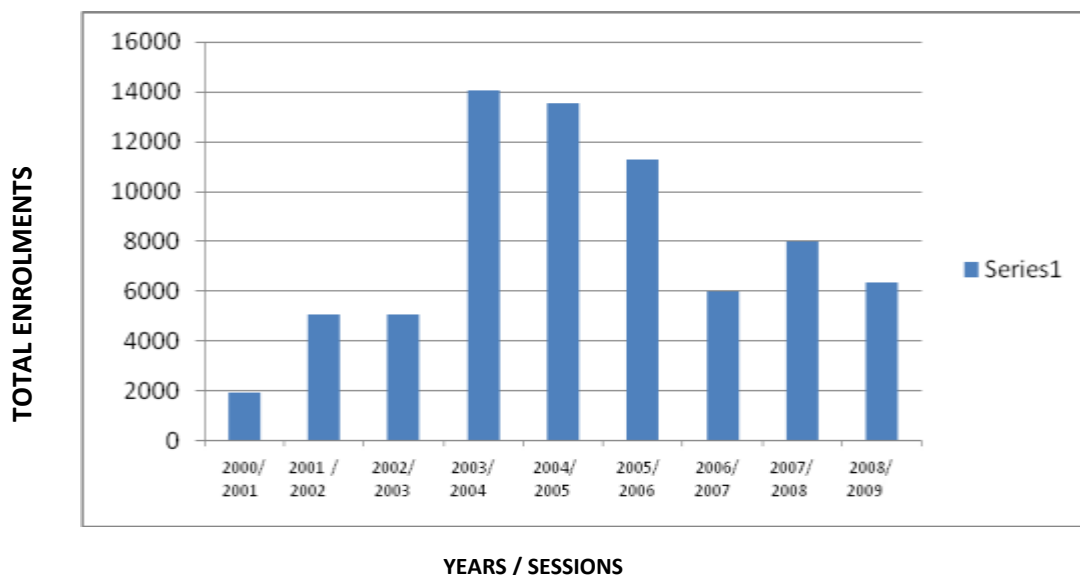


Fig. 1: College of Education, Ikere-Ekiti, Students’ Enrolment Trends 2000-2009

The student enrolments trend in the college revealed that as at 2000/2001 session, the enrolment was 1,900 while it increased to 5,033 between 2001/2002p and 2002/2003. The students’ enrolment however rose to 14,069 in 2003/2004 session but later decline to 13,535, then later to 11,276 and drastically decreased to 5,972 in 2006/2007. Shortly after, it later increased to 7,961 in 2007/2008 session while it dropped again to 6,181 in 2008/2009 session. From the students’ enrolment trends, the college’s progress in terms of admission was fluctuating due to political problems during those sessions occasioned by crises such as strikes by students and staff of the college. This is reflected in table 4 and fig. 1 illustrated graphically above.

3. Physical Development

3.1 Infrastructural Facilities in the College

Ikere-Ekiti College of Education formally took off on December 3, 1977 at its temporary site, the campus of the defunct St. Benedict’s Modern School, along Akure Road, Ikere-Ekiti. As a gesture of good-will, the neighbouring Ekiti Teachers’ College loaned two blocks of hostels to the College for accommodation purposes. These hostels were promptly christened “East London” and “USA” blocks by the students. Around this period, physical development began on the permanent campus. Within three months, three students’ hostels, the central cafeteria and classrooms had been constructed. At that time, it was envisaged that the College would move to the permanent site before the need of the 1979/80 session.

The construction of the Sports Complex, student hostels, a modern Library and workshops and the initiation of a College commercial Company were among the laudable achievement recorded during Prof. Aderonmu’s tenure as the provost while Professor Olutoye recorded the following achievements: improvement of the transportation system and facilities in the laboratories, workshops and students halls of residence. In addition, work was resuscitated on the gigantic Library Complex which had been abandoned for more than three years during his tenure as the provost of the college.

The administrative block was expanded while virtually all other buildings in the college were rehabilitated. A new modern library which can accommodate over one thousand and five hundred (1,500) students at a time was erected. The College has developed and expanded tremendously because the facilities that were not there at inception had been provided. They include:

The school clinic, staff office, the bursary, establishment units and Modern language laboratories were also put in place. All these facilities were provided by the government to foster effective learning with the exception of ETF buildings. A Cybercafé and Information Communication Technology (ICT) centre were also available in the college. All these facilities were provided by the government, the Education Tax Fund (ETF) or NGOs to foster effective teaching and learning in the college.

Some of the physical facilities available in the college are listed below:

- The main administrative block was constructed;
- The Integrated Science Department Building;
- The students' union secretariat complex;
- Some block of offices for the use of academic members of staff;
- Administrative block Annex;
- Building of a new Department of Educational Technology
- The renovation of the College Guest House;
- The establishment of V-SAT based internet services
- A large hall for the Continuing Education Programme.
- Automation of the College Library complex
- The complete renovation of the dilapidated metal workshop,
- The establishment of the college Staff School.

4. Pattern of funding College of Education, Ikere Ekiti between 1977 and 2009

Funding plays a very crucial role in the implementation of any development programme. It is imperative to note that the success of any education project is hinged on adequate funding; no meaningful developmental programme in education can take place without adequate funding (ESA, 2007, p.281).

Fafunwa (1974) acknowledged that the financing of education has been a joint responsibility of the Federal, State and Local governments. In the realisation of the college objectives, the College of Education, Ikere - Ekiti got its funds especially the monthly allocations/subventions from the Federal Government monthly. In some cases, the Non-Governmental Organisations (NGOs) assisted the college.

Apart from this, the college also derived its funds from the revenue from school fees, levies from continuing education programmes, consultancy, letting of halls and other charges such as business centres as internally generated revenue (IGR). Another source of funding of the College was provided through the Tertiary Education Trust Fund (TETFUND). The fund was made available and expected to be used for construction of physical structures and infrastructural facilities in the college and the training of staff both local and foreign.

5. Impact of College of Education, Ikere-Ekiti on the Development of its host Communities between 1977 and 2009

Findings of this paper revealed that the college had produced a crop of educated elite. These classes of people are now manning prominent post in various fields of human endeavour at the state, national and international levels. This is reflected in the lists of the Alumni (Old Students) of the College of Education, Ikere Ekiti cited below:

Comrade Solomon O' Sullivan – The immediate past President of the College Chapter of the Students' Union, Ikere-Ekiti College of Education; Mr. Sola Adeyanju – The Manager, Spring Bank, College Branch, Ikere-Ekiti; Mr. Tayo Bello – SIWES Coordinator, Ikere-Ekiti College of Education; Adejoro Adesoro – A seasoned educationist, Ogba Area, Lagos; Mr. Ohimah Oharie – A Business tycoon, Benin-City, Edo State; Adamolekun Dimeji, – A seasoned educationist, Omuo, Ekiti School; Falusi Dupe – A business guru, Akure; Adejoro Gladys, Idogun School; Akintan Jumoke – A distinguished school teacher.

Thus, within a period of thirty-eight (38) years i.e. (1977 – 2009) College of Education, Ikere - Ekiti has a lot of positive impacts on the society. The establishment of the college also confers economic benefits to the towns in which they were located. Such towns are connected by network of roads to administrative division or the state capital. Facilities such as bookshops, Post office, market, banks are usually established.

The College had other advantages. Its strategic location served as growth points for the communities concerned. The college is usually ahead of many homes in the maintenance of high standard of personal hygiene and sanitation general cleanliness, inculcation of the spirit of respect for elders, development of a high sense of humility, good attitude to work, and preparation for leadership and self-dependence. The college also served as centre of enlightenment and sold the virtues discussed above to its immediate communities.

Findings of this paper also revealed that there were challenges facing College of Education, Ikere Ekiti, between 1977 and 2009: Inadequate Training in Practical Skills (Internship/Teaching Practice Exercise): The time spent on internship or teaching practice is inadequate. Incidentally, the teaching practice/internship is the only practical aspect of teacher education programme (the practicum). Teaching practices is supposed to take a full one session of the three years course.

In addition to the above, some NCE teachers were not computer literate. Indeed, the success of Information

Communication Technology (ICT) in the school system depends largely on teachers and their levels of skills in integrating ICT into the teaching process. The issue of globalisation is a very crucial challenge to teacher education in Nigeria. The teachers of the future need to be trained and retrained in Information Communication Technology (ICT).

6. Recommendations

Based on the findings of this paper, the following recommendations were made:

- Federal Government should increase its budgetary allocation to College of Education, Ikere-Ekiti so as to meet its target in the provision of social welfare services to the college.
- The Alumni Associations of College of Education, Ikere Ekiti, should rise to the challenges of the upliftment of their alma mater positively.
- The College should explore other avenues to improve its internally generated revenue.
- The Federal government of Nigeria should endeavour to upgrade College of Education, Ikere Ekiti to a full-fledged University without affiliation with other University.
- It was recommended that additional infrastructural facilities be provided by the Federal Government and other stakeholders in teacher education.

7. Conclusion

Findings of this paper revealed that the rationale behind the establishment of College of Education, Ikere-Ekiti between 1977 and 2009 was to prepare and produce teachers for the primary and junior segment of secondary schools in Nigeria were achieved. In addition, the lecturers in this college of education worked under intolerable conditions such as lack of instructional materials, absence of health scheme and several other welfare incentives which their counterparts in the universities enjoyed.

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