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## **Transmission of Learning in Modern Ilorin: A History of Islamic Education 1897-2012**

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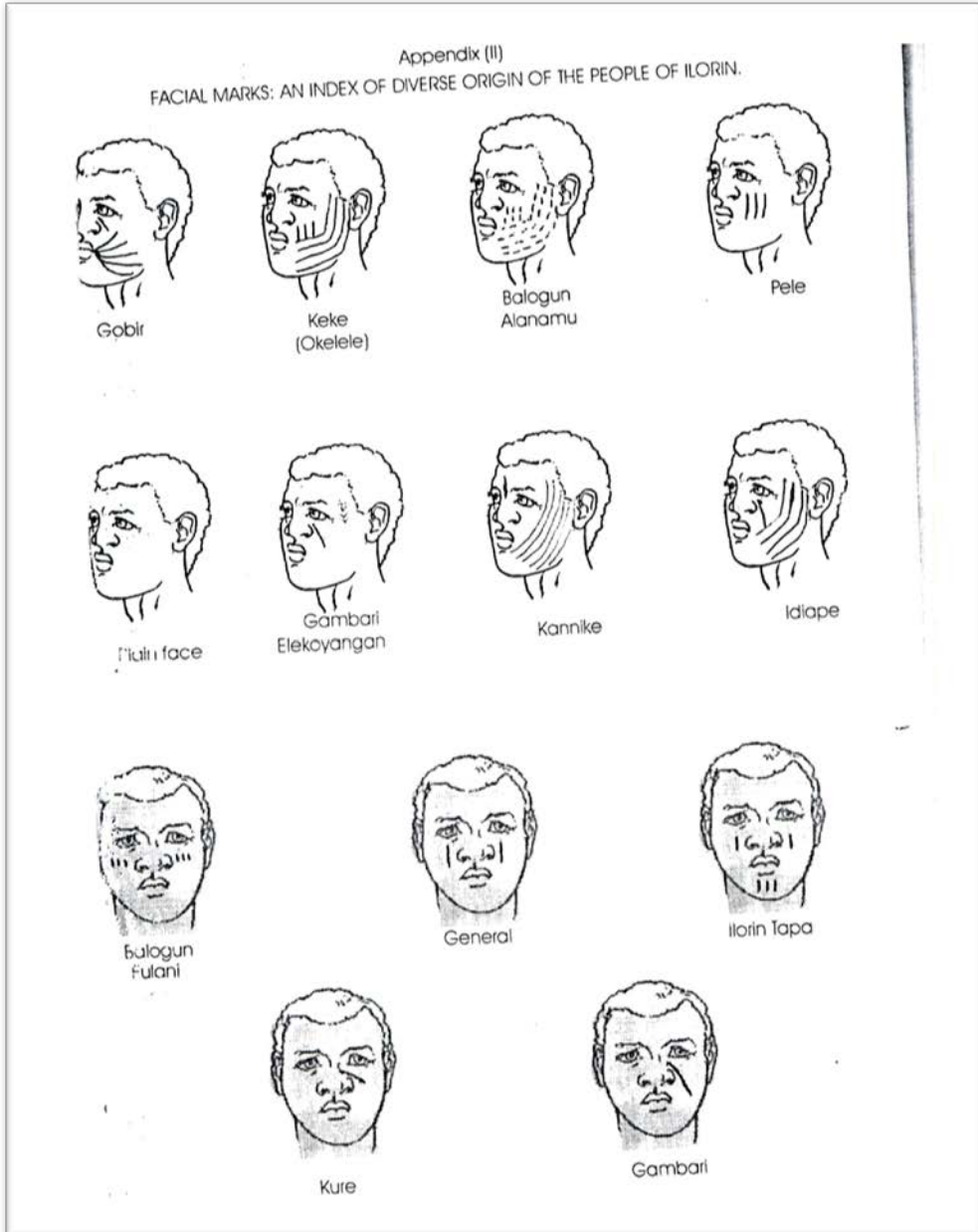
**Title:** Transmission of learning in modern Ilorin : a history of islamic education 1897-2012

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## **Curriculum vitae**

Aliyu Sakariyau Alabi was born 6 November, 1974 in Ilorin Nigeria. He studied history for his Bachelor's degree at Usmanu Dan Fodiyo University, Sokoto in 1998. He completed his Master degree in history from the University of Ilorin in in 2006. For his Master thesis he wrote on "The Fulani Factor in Ilorin History 1800-1960." Thesis was supported by the Program on Ethnic and Federal Studies (PEFS) University of Ibadan, Nigeria. He worked briefly as a Non-Governmental Individual advocating for Better Living Conditions for Almajirai in Sokoto metropolis 2002/2003, funded by PATH/Ford Foundation. He worked briefly as a civil servant before joining the Department of History, Bayero University, Kano as a lecturer in January 2008. His research interest is on Islamic Education (particularly Nigerian context) and Nigerian Intellectual History.

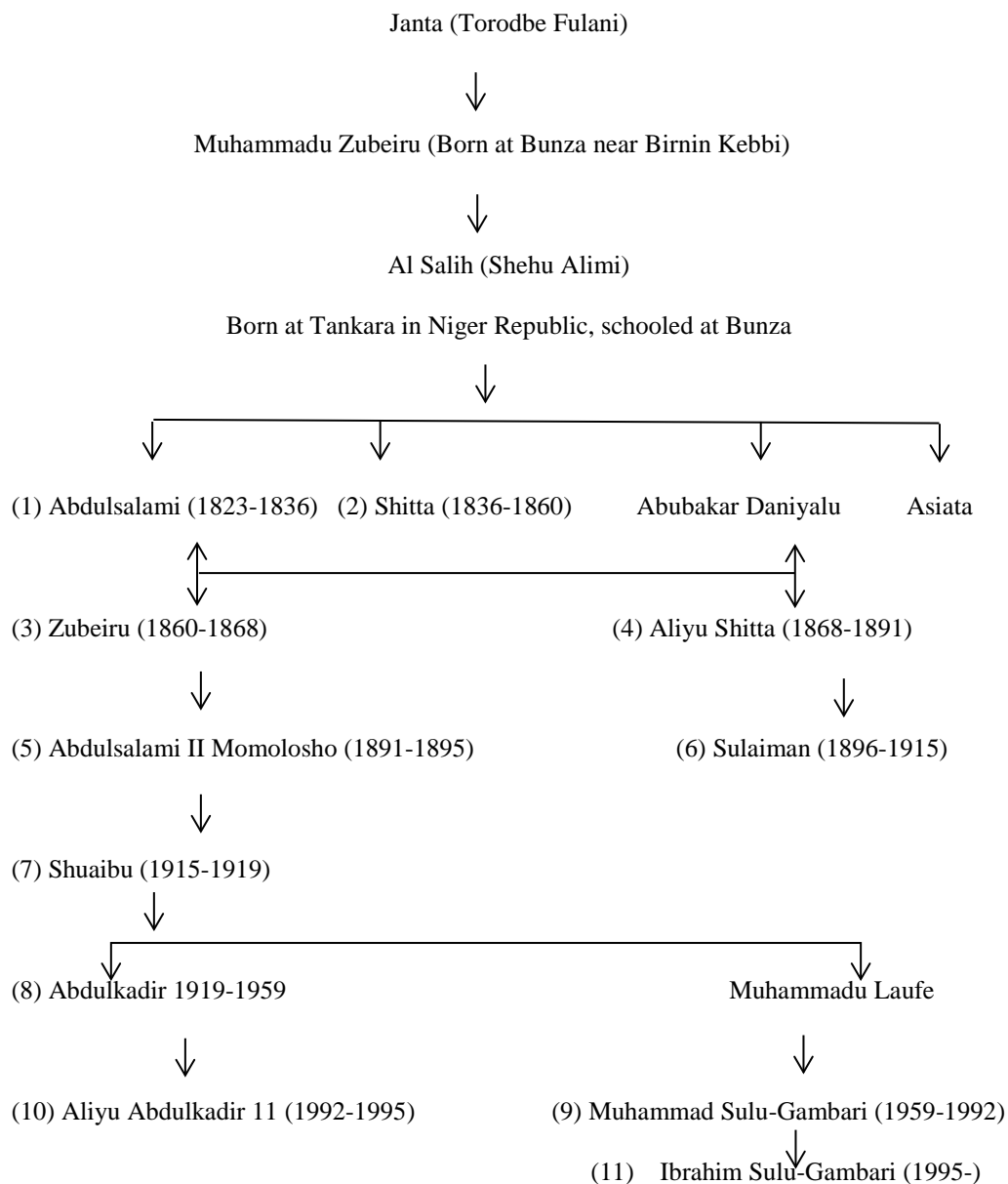
## Appendix I.



Some major facial marks of Ilorin indicating the diverse ethnic origin of the people. Adapted from Appendix II in- Aliyu S. Alabi, 'The Fulani Factor in Ilorin History 1800-1960' (MA Dissertation, Department of History, University of Ilorin, 2006)

## Appendix II

### Genealogy of the Emirs of Ilorin



Source: NAK 'Genealogical Tree of the Emirs of Ilorin' AC 12/1918 and Sheikh Ahmad Adisa-Onikoko, *A History of Ilorin Emirate*, (Ilorin; Sat Adis Enterprises, 1992)

### Appendix III

Songs sung at the close of slate Qur'anic Schools (*Ile kewu wala*)

Arabic	Translation
<i>Allahuma nasialuka</i>	O Allah I seek from you
<i>risika risika wasiha,</i>	provisions abundant
<i>ilima iliman nafian,</i>	knowledge propitious
<i>walada walada saliha,</i>	righteous children
<i>wafasina fi musibati fi kuli yaomi wa lailati</i>	save us from atrocities all days and nights.
The Yoruba translation of the Arabic follows:	
<i>Oluwa wa a'n be o, owo to po ni ko fun wa,</i>	
<i>Ima to wulo laye l'orun,</i>	
<i>Omo rere ti yio sinlohun,</i>	
<i>Fi iso re so sowa ni ile aye</i>	
<i>Nibi inira owo aye at inira t'odore,</i>	
<i>Lojumama at l'oru</i>	
<i>Nasiru Karimu</i>	(the) Victorious (the) Glorious
<i>Oba tin basiri mumina</i>	(the) king that (subtly) provides the needs of all Muslims
<i>Ko basiri alfa wa l'aye</i>	provide the needs of our teacher in this world
<i>Ile njo, ole nja,</i>	fire outbreak, (thieves) stealing
<i>Olohun ma je 'ari 'kan be,</i>	O God, spare us any of these
<i>Akoba, adaba, atimo, oro oloro</i>	implications, intrigues, allegations, affairs (not our concern)
<i>T'amo owo t'a mo ese, olohun ma je 'ari 'kan be</i>	that we are innocent of, O God, spare us any of these
<i>Nitori wipe</i>	because
<i>B'osen kowani kewu to o be lon jawa loreto</i>	with his (much) teaching goes (much) caning
<i>B'osen jawa loreto, be lon kowa logbon to,</i>	with much caning so increases our sense

*Alijanna ni ile re, b'olorun fe ko ni wona, ya  
Allah!*

Paradise is his abode, if God wills he will not  
enter hellfire, O Allah!

A second song goes like this:

*Ile kewu alfa wa ko ma ni baje o*

The school of our teacher will not come to  
desolation

*Awa ti an benibe kiku ma pawa*

(and) may we the pupils (therein) be spared  
the clutch of death

*Kiku mapawa, karun masewa.*

be spared the clutch of death, (may) sickness  
inflict us not

*Awa ti an benibe kiku ma pawa*

(and) may we the pupils (therein) be spared  
the clutch of death

## Appendix IV

Ilorin Provincial School Time Table 30-12-1916

Day	Class	1 <sup>st</sup> hour	2 <sup>nd</sup> hour	3 <sup>rd</sup> hour	4 <sup>th</sup> hour
Monday	1	Arithmetic	Geography	Arabic	Reading
	2	Reading	Writing	Arabic	Arithmetic
	3	Gen. Knowledge	Arabic	Reading	Arithmetic
	4	Arabic	Arithmetic	Writing	Reading
	5	Arabic	Gen. Knowledge	Reading	Arithmetic
	6	Arabic	Gen. Knowledge	Arith. & reading	Writing & hygiene
	7	Arithmetic	Arabic	reading	Writing
Tuesday	1	Gen. Knowledge	Writing	Arabic	Arithmetic
	2	Gen. Knowledge	Writing	Arabic	Drawing
	3	Hygiene	Arabic	Arithmetic	Gen. Knowledge
	4	Arithmetic	Arabic	Writing	Reading
	5	Arabic	Gen. Knowledge	Arithmetic	Writing
	6	Arabic	Reading	Writing	Hygiene
	7	Arabic	Gen. Knowledge	Arithmetic & objective	Drawing & reading
Wednesday	1	Writing	Arithmetic	Arabic	Hygiene
	2	Writing	Reading (Yoruba)	Arabic	Arithmetic
	3	Drawing	Arabic	Reading	Writing
	4	Gen. Knowledge	Arabic	Writing	Arithmetic
	5	Arabic	Arithmetic	Reading	Writing
	6	Arabic	Gen. Knowledge	Arithmetic	Writing
	7	Arabic	Gen. Knowledge	Arithmetic & games	Writing & drawing
Thursday	1	Writing	Reading	Arabic	Arithmetic
	2	Reading	Arithmetic	Arabic	Hygiene
	3	Writing	Arabic	Arithmetic	Geography
	4	Writing	Arabic	Drawing	Hygiene
	5	Arabic	Gen. Knowledge	Writing	Drawing
	6	Arabic	Arithmetic	Writing	Drawing
	7	Arabic	Gl. Knowledge	Arithmetic & writing	Reading & Hygiene
Saturday	1	Writing	Arithmetic	Arabic	Drawing
	2	Geography	Reading	Arabic	Writing
	3	Arithmetic	Arabic	Writing	Reading
	4	Writing	Arabic	Arithmetic	Reading
	5	Arabic	Arithmetic	Hygiene	Reading
	6	Arabic	Reading	Hygiene	Writing
	7	Arabic	Gen. Knowledge	Arithmetic & writing	Drawing & reading
Sun	1,2,3,4,5,6,7. Two hours Koran and Arabic instruction at the school compound.				

Source: NAK 'Provincial School Annual Report' Iloprof 163/1917.



## Appendix V

### 1. INSTRUCTIONS AS TO PROCEDURE TO BE CARRIED OUT BY MISSIONARY SOCIETIES, AND OTHER, DESIROUS OF OPENING SCHOOLS IN THE NORTHERN PROVINCES.

1. Application should be made by the Head of the Mission or other Proprietor to the Provincial Education Officer.
2. The application should state that the conditions (see below) under which Government permits Mission schools to be opened in the Northern Provinces will be strictly adhered to.
3. Application should be made in the following form:—

FRONT.

Committee.

- (1) Name of Mission or Proprietor *Al Adabiyyah Moslem School. Ilorin Moslem*
- (2) Place and Tribe..... *Ilorin Town. Yoruba.*
- (3) District, Division and Province..... *Ilorin.*
- (4) Title:—
  - (a) Certificate of Occupancy granted or applied for *Granted.*
  - (b) Site allotted by Chief to the local adherents of *Committee of Al Adabiyyah*
- (5) Is it proposed to teach English or through the medium of English? *Vernacular at first, then English.*
- (6) Teachers:—
  - (a) Number..... *two*
  - (b) Qualifications if it is proposed that they should teach English or through the medium of English..... *First School leaving certificates.*
- (7) Name of Manager and Postal Address. *Alhaji. Kamalud deen Ilorin*  
*40 P.O. Box No 8. Ilorin.*

- I.—I undertake on behalf of the Mission to adhere to the conditions, as printed below under which Government permits Mission schools to be open.
- II.—I agree that the Mission has no right or title in the land or buildings unless held under a Certificate of Occupancy (i (a) above).

Date..... *11. 7. 46.*

R

#### CONDITIONS UNDER WHICH MISSION SCHOOLS IN THE NORTHERN PROVINCES

1. Before Muhammadan children are permitted to attend a school shall satisfy himself that the parents of the child are not adherents of the school.
2. The Manager of the school will be held responsible for the conditions of the school. It must be understood clearly that the conditions of the school are not observed.

Government Notice No. 91 in Gazette N

Notes.—(1) 4 (b), i.e. in cases where no Certificate of Occupancy is held.

- (2) If a Power of Attorney is held, this should be stated under the signature of the applicant at the foot of the front page, and the date and registration particulars should be given.

[PTO

Application for the establishment of Adabiyya Moslem School. Source: NAK 'Al Adabiyya Moslem School' Iloprof file No. 4659.

## Appendix VI a

Arabic	Hausa <sup>21</sup>	Hausa/Ilorin	Yoruba	Fulani <sup>22</sup>	Fulani/Ilorin <sup>23</sup>
Alif ا	Alefu	Alifi	Alefi	Alifu	Alef
Ba ب	Ba	Ba	Ba	Ba/Bajoore	Bajore
Ta ت	Ta	Ta/takuri	Ta	Tau/ Takabe	Ta/ Takabe
Thau ث	Cha	Sa	Sa	saa'u	Sa
Jim ج	Jim	Jimu	Jimu	Jimu	Jimu
Hau ح	Ha karami	Hankarimu	ankarimu	Hasingo hacingol	Hasingo
Khau خ	Ha mairuwa	Hameiruwa	Ameruwa	Khaatobbungol	hamango
Dal د	Dali	Dali	Dali	deli	deli
Dhal د	Zali	Sali	Sali	zaali	seli
Ra ر	Ra	Ra	Ra	Raa'u	ra
Zain ز	Zaira	Sinra	Sinra	zaayu	zaira
Sin س	Sin	Sin	Sin	Sinni/ siinara	sinni
Shin ش	Shin	Shin	Shin/sin	Siinun to buude	Sinni to bude
Sad ص	Sadi	Sodi	Sodi	sadira	Sadi
Dad ض	Radi	Lodi	Lodi	doodira/toluadi	Lodi/toluadi
To ط	Da mai hannu	Tamisonu	Tamisonu	Dadi	Dadi
Zo ظ	Za mai hannu	Samisonu	Samisonu	zodi	Sodi
Ain ع	An baki wofi	Ainbakiofin	Ainbakiofin	Ainu/ Ainakebel	Ainakebia
Ghain غ	Ga baki wofi	Agankakinofin	Agankakinofin	Ghainu/ghainukeebil	Aganakebia sujo
Faf ف	Fagunje	Fakunje	Fakunje	Faa'u/ fayarodi	Fa/fayarodi

<sup>21</sup> This is excerpted from Nasiru, Islamic, 56.

<sup>22</sup> For this Fulani rendition in the Sokoto area, I am grateful to Mallam Usman Muhammad Modibbo of Shehu Shagari College of Education Sokoto. Personal communication, 25-4-2013.

<sup>23</sup> For this Alhaji Toyin Aminullah Imam Jagun (Discussions 4-7-2012 ), Baba Imam Kuntu (Discussions 15-7-2012) are among the few remaining who had learned using the Fulani phonetic pronunciation in studying the Qur'an at Ile Oniguguru, Adifa area of Ilorin. They are not necessarily Fulanis but had studied in a Fulani school.

Arabic	Hausa <sup>24</sup>	Hausa/Ilorin	Yoruba	Fulani <sup>25</sup>	Fulani/Ilorin <sup>26</sup>
Ka ك	Kau lasan	Kamulasa	Kamulasa	Kafara	Kafara
Lam ل	Lam ara	lamuara	lamuara	Lamu/ laamura	Lamara
Mim م	Mi ara	mimu	Mimu	Mimuu /Mimara	Mimara
Nun ن	Nu ara	Nuara	Nuara	Nuunu/nuunara	Nunara
Waw و	Wau	Wo	Wo	Wawu	Wawu
Ha ه	Ha babba	Habuba	Habuba/hakuri	Hamangol/Hasakeri	Hasakeri
Lam alif لا	Lam alefi	Lam alefi	Lam alefi	Lamalefi	Lam alefi
Hamza ء	Aliansa	Aliansa	Aliansa	Hamuza	Hamusa
Ya ي	Ya ara	Yara	Yara	Yaau	Ya/yara

<sup>24</sup> This is excerpted from Nasiru, Islamic, 56.

<sup>25</sup> For this Fulani rendition in the Sokoto area, I am grateful to Mallam Usman Muhammad Modibbo of Shehu Shagari College of Education Sokoto. Personal communication, 25-4-2013.

<sup>26</sup> For this Alhaji Toyin Aminullah Imam Jagun (Discussions 4-7-2012 ), Baba Imam Kuntu (Discussions 15-7-2012) are among the few remaining who had learned using the Fulani phonetic pronunciation in studying the Qur'an at Ile Oniguguru, Adifa area of Ilorin. They are not necessarily Fulanis but had studied in a Fulani school.

**b**

To pronounce *الْحَمْدُ لِلَّهِ alhamdu lillahi* (Praise be to Allah)<sup>27</sup> in a school such as Gbagba Qur'anic school using Hausa<sup>28</sup> as the language of syllable formation to form words, it would read like this:

Hausa <sup>29</sup>	Number words used	Meaning	Modern Arabic	Number words used
Aliansa da wasali bisa si <sup>30</sup> ne <i>a</i>	7	Aliansa with wasali on top is <i>a</i>	Hamza alif fatiha <i>a</i>	4
Ya damure lamu ya se <sup>31</sup> <i>ali</i> ,	6	It joins with lamu, it says <i>ali</i>	Lam sukun <i>al</i>	3
Ha karami da wasali bisa sin ne <i>ha</i>	8	Small ha with wasali on top is <i>ha</i>	Hau fatiha <i>ha</i>	3
Ya damure mimu ya se <i>hamu</i> ,	6	It joins with mimu, it says <i>hamu</i>	Mim sukun <i>ham</i>	3
Dali da rufua sin ne <i>du</i> ,	6	Dali with rufua is <i>du</i>	dal damma <i>du</i>	3
It is then pronounced a- <i>ali- ha- ha -mu- du, alihamudu.</i>				
Lamu da wasali kasa sin ne <i>li</i> ,	7	Lamu with wasali at the bottom is <i>li</i>	Lam kasra <i>li</i>	3
Lamu da sadda da wasali bisa sin ne <i>lla</i> ,	9	Lamu with sadda and wasali is <i>lla</i>	Lam shadda fatiah <i>lla</i>	4
Hakuri <sup>32</sup> da wasali kasa si ne <i>hi</i>	7	Hakuri with wasali at the bottom is <i>hi</i>	, Hau kasra <i>hi</i>	3
The word is then pronounced, <i>li-lla-hi.</i>				

<sup>27</sup> These are the first two words of the first verse of the first chapter of the Holy Qur'an. The full verse is *Alhamdu lillahi rabbi l aalamina*, meaning 'Praise be to Allah, the Lord of the worlds.' Qur'an 1:1. Discussions with Imam Ajia Muhammad Bello. 9-6-12.

<sup>28</sup> This however does not mean only people of particular ethnic groups attends the schools. Sometimes a teacher uses a language not reflecting his ethnic origin but rather that of the school he had studied.

<sup>29</sup> I am grateful to Imam Ajia Muhammad Bello for the Hausa rendition. 9-6-12.

<sup>30</sup> Among native Hausa speakers, this would be *shi*.

<sup>31</sup> Among native Hausa speakers, this would be *ce*, not available in Yoruba phonology.

<sup>32</sup> 'Ha babba' becomes 'hakuri' when it is joined with other letters to form a word.

In a Fulani Qur'anic school<sup>33</sup> the same words would be spelt like this:

<b>Fulani<sup>34</sup></b>	<b>number words used</b>	<b>meaning</b>	<b>Modern arabic</b>	<b>Average words</b>
Alif masdo bie <i>a</i> ,	4	Alif with a mark on top says <i>a</i>	hamza alif fatiha <i>a</i>	4
To lam oi bie <i>al</i> ,	5	Lam with a circle says <i>al</i>	lam sukun <i>al</i>	3
Hasingo masdo bie <i>ha</i> ,	4	Hasingo with a mark on top says <i>ha</i>	Hau fatiha <i>ha</i>	3
To mim oi bie <i>ham</i> ,	5	Mim with a circle says <i>ham</i>	Mim sukun <i>ham</i>	3
To dal tur bie <i>du-</i> .	5	Dal with a curved mark says <i>du</i>	(dal damma <i>du</i> )	3
The word is then pronounced, <i>alhamudu</i>				
Lam masile bie <i>li</i> ,	4	Lam with a mark below says <i>li</i>	Lam kasra <i>li</i>	3
Lam lam sanda masdo bie <i>lla</i> ,	6	Lam lam with sanda says <i>lla</i>	(lam shadda fatiha <i>lla</i> )	4
Hasakeri masile bie <i>hi</i>	5	Hasakeri with a mark below says <i>hi</i>	Hau kasra <i>hi</i>	3
The word is then pronounced, <i>lillahi</i> .				

Alif maddah, the long 'a' vowel becomes *alif to budo* in Fulani language.

<sup>33</sup> Ile Oniguguru at Adifa area is one such example. Discussions with Alhaji Toyin Aminullah Imam Jagun, one of the few who could still recall the Fulani method. 4-7-2012.

<sup>34</sup> For the Fulani rendition I am grateful to Alhaji Toyin Aminullah Imam Jagun. 4-7-2012.

The Yoruba scholar would recite the same words this way:

Yoruba <sup>35</sup>	Average words	meaning	Modern arabic	Average words
Alifi to lomo loke nje <i>a</i> or shortened to alifi taloke nje <i>a</i>	6 or 4	Alifi with a sign on top is <i>a</i>	Hamza alif fatiha <i>a</i>	4
Badamure lam a je <i>ali</i> <sup>36</sup>	5	Badamure lam becomes <i>ali</i>	Lam sukun <i>al</i>	3
Hankuri to lomo loke nje <i>ha</i> or ta loke nje <i>ha</i>	6 or 4	Hankuri with a sign on top is <i>ha</i>	Hau fatiha <i>ha</i>	3
Badamure mimu a je hamu	5	Badamure mimu is <i>hamu</i>	Mim sukun <i>ham</i>	3
Dali to ni rufua loke nje <i>du</i> or to rufua nje <i>du</i> ,	7 or 4	Dali with rufua is <i>du</i>	Dal damma <i>du</i>	3
The word is then pronounced, <i>aliamudu</i>				
Lam to lomo nisale nje <i>li</i> or lam tosale nje <i>li</i>	6 or 4	Lam with a sign below is <i>li</i>	Lam kasra <i>li</i>	3
Lam lam to lomo loke nje <i>lla</i> or ta loke nje <i>lla</i>	6 or 4	Lam lam with a sign above is <i>lla</i>	Lam shadda fatiha <i>lla</i>	4
Hankuri to lomo ni sale nje <i>hi</i> or tosale nje <i>hi</i> ,	7 or 3	Hankuri with a sign below is <i>hi</i>	Hau kasra <i>hi</i>	3
The word is then pronounced, <i>lillah</i>				

<sup>35</sup> I am grateful to Alfa Saidu Oko Erin for this Yoruba rendition.

<sup>36</sup> Here we have a combination of Hausa and Yoruba. Badamure is transmitted from Hausa without Yoruba translation or adaptation while the last part explaining the sound is in Yoruba.

## Appendix VII

### Corresponding levels of formal Islamic and Western Education

Western education levels	Number of years		Islamic education levels	Number of years
Kindergarten/Nursery	2-4	↔	Raodatul atfal	2-4
Primary	6	↔	Ibtidaiyya/Tamhidiyya	3
Junior Secondary	3	↔	I'dadiyya	3-4
Senior Secondary	3	↔	Thanawiyya/Taujihyya	3
Diploma/NCE	2-3	↔	Diploma/NCE(affiliated)	2-3
Degree	4		Degree (affiliated)	4
Postgraduate	2-3			

## Appendix VIII

### Categories of the National Qur'an Recitation Competition

Six categories for male contestants

1. Memorizing the whole Holy Qur'an with *tajwid* and tafsir
2. Memorizing the whole Holy Qur'an with *tajwid* theoretically and practically
3. Memorizing 40 consecutive *hizbs* of the Holy Qur'an with *tajwid* theoretically and practically
4. Memorizing 20 consecutive *hizbs* of the Holy Qur'an with *tajwid* theoretically and practically

5. Memorizing 10 consecutive *hizbs* of the Holy Qur'an with *tajwid* theoretically and practically
6. Memorizing *juz amma* or any two consecutive *hizbs* with *tajwid* practically

The same categories apply to the female contestants except the first category where the tafsir is only *juzu'l thalith* ( a third portion of the Qur'an) unlike the whole Qur'an for the male contestants.

Source : Program of the 21<sup>st</sup> National Qur'anic Recitation Competition, nineteenth-27<sup>th</sup> Shawwal 1427AH (10<sup>th</sup>-18<sup>th</sup> November, 2006)

### **Appendix IX**

#### **i. Hassan al Banna's *Al Wasaya al ashr* ( Ten Injunctions) commonly found on the walls of Markazi *madaris***

Read, think, act

1. Stand up to pray when you hear the call, whatever the condition you may be in.
2. Recite the Qur'an and examine or listen or remember Allah. Do not waste any part of your time without doing something useful with it.
3. Strive to speak clear and classical Arabic because this is also an important part of Islam.
4. Do not argue for long on any issue whatever the condition because there is no benefit there in.
5. Do not laugh too much, because the minds that dwell on God are those that are calm.
6. Do not engage in jest, a struggling nation is not known for jest.
7. Do not raise your voice more than your listeners' need, it will hurt most people.
8. Avoid back biting (slander), if you have to, speak only the good.
9. Introduce and explain yourself even if the other person did not request for it.
10. The good and important things to do will always be much more than the time available. Help yourself with the little time and do well to yourself. If it is important, do something good with the time.

Source: Adam Abdullahi al Iluri, *Addinnu Nasiha* (Agege, 1978). The blurb of the book.



## Appendix X

I'dadiyya Timetable, Zumratul Adabiyya Kamaliyya, (No.1)الاعدادية

1:00- 1:40	12:20-1:00	11:40 - 12:20	Break 11:10 – 11:40	10:30- 11:10	9:50-10:30	9:10-9:50	8:30- 9:10	الايام Days
انساء Composition	انجلسية English	كمبيوتر Computer		تفسير Exegesis	مطلعة (Excerpts reading)	حد يث Traditions	فقه Jurisprud ence	يوم السبت Saturday
توحيد Theology	ادب ethics	يث حد Traditions		نحو Grammar	قر ان Qur'an	نصوص Study of Literary verses	تاريخ History	يوم الاحد Sunday
مطلعة (Excerpts reading)	تجويد Science of Recitation	نحو Grammar		تفسير Exegesis	املاء Dictation	خط Writing	سيرة Propheti c history	يوم الاثنين Monday
جغرافية Geography	قران Qur'an	صرف Morphology		مطلعة (Excerpts reading)	حساب Arithmetic	انساء Compositi on	تاريخ History	يوم الثلاثاء Tuesday
ادب Ethics	نصوص Study of literary verses	نحو Grammar		املاء Dictation	كمبيوتر Computer	توحيد Theology	سيرة Propheti c History	يوم الاربعاء Wednesday

الثنوية Thanawiyya Timetable, Zumratul Adabiyya Kamaliyya (No.1)

1:00- 1:40	12:20-1:00	11:40 - 12:20	Break 11:10 - 11:40	10:30- 11:10	9:50- 10:30	9:10-9:50	8:30- 9:10	الايام Days
قرآن Qur'an	فقه Jurisprudenc e	ديث Traditions		انجليزية English	تفسير Exegesi s	نحو Grammar	مطلعة (Excerpts reading)	يوم السبت Saturday
فقه Jurisprudence	كمبيوتر Computer	حد يث Hadith		صرف Morphol ogy	مطلعة (Excerpt s reading)	ادب Ethics	قرآن Qur'an	يوم الاحد Sunday
كمبيوتر Computer	توحيد Theology	علم القرآن Science of the Qur'an		ادب Ethics	مجتمع ال سلمى Sociolo gy of Islam	نحو Grammar	عروض Prosody	يوم الاثنين Monday
انساء Composition	تاريخ History	توحيد Theology		نحو Grammar	تفسير Exegesi s	بلاغة Rhetoric	اصول الفقه Foundation of Jurisprudenc e	يو الثلاثاء Tuesday
منطق Logic	سيرة Prophetic History	بلاغة Rhetoric		صرف Morphol ogy	عروض Prosody	علوم الحديث Science of tradition	طرق التدريس Teaching Methods	يوم الاربعاء Wednesda y


## Appendix XI

### Return of Native Muhammedan Schools (Ilorin town) Ilorin Province

Year	No. of schools	No. of boys	No. of girls	Total no. of pupils
1935/36	264	4796	2517	7313
1936/37	265	4710	2643	7353
1937/38	266	4872	3078	7950
1938/39	215	3544	1651	5195
1941/42	126	2586	1349	3935
1942/43	142	2823	1396	4219
1943/44	164	3402	1847	5849
1944/45	163	3005	1912	4947
1945/46	166	3239	1452	4691
1948/49	158	3285	1250	4535
1949/50	158	3285	1250	4535
1950/51	162	2396	862	3258

Source: NAK Iloprof SCH/75

## Appendix XII



**NATIONAL BOARD FOR ARABIC AND ISLAMIC STUDIES**  
**INSTITUTE OF EDUCATION**  
**AHMADU BELLO UNIVERSITY, ZARIA - NIGERIA**

Recent passport  
Photograph  
Here

1st Setting

Referred

**SENIOR ARABIC AND ISLAMIC SCHOOL CERTIFICATE EXAMINATION**  
**Registration Form**

20.....

1. Name: \_\_\_\_\_
2. Date of birth: \_\_\_\_\_ Place of Birth, \_\_\_\_\_
3. State of Origin: \_\_\_\_\_ Local Govt. \_\_\_\_\_
4. Nationality: \_\_\_\_\_ Tribe: \_\_\_\_\_ Sex: \_\_\_\_\_
5. SCHOOLS COLLEGES ATTENDED WITH DATE (S)
- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
6. CERTIFICATES OBTAINED WITH DATES:
- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
7. SUBJECT / PAPERS:-

		PAPERS	
A. CORE SUBJECT	1	Islamic Studies	
	2	Qur'anic Studies	
	3	Arabic Language	
	4	English Language	
	5	One Major Nigerian Language	
	6	Mathematics	
B. VOCATIONAL ELECTIVES	7	Social Studies & Citizenship Education	
	8	Computer Science	
	9	Agriculture	
	10	Islamic History	
	11	Tahfeez / Tajweed	
C. NON VOCATIONAL ELECTIVES	12	Home Management	
	13	French	
	14	Health Education	
	15	Government	

Source: National Board for Arabic and Islamic Studies, Registration Form for Senior Arabic and Islamic School Certificate Examination

### Appendix XIII

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**المعهد الدينى الأزهرى لجماعة أنصار الإسلام الورن فيجيريا**  
**Al Azhar Islamic Institute Ilorin**

**كشف نتائج الامتحان**

No. **8850** \_\_\_\_\_

إسم الطالب \_\_\_\_\_

العام الدراسي \_\_\_\_\_

الفصل \_\_\_\_\_

SUBJECTS	Mark Obtainable	Pass Mark	Mark Obtained	الدرجة المكتسبة	الدرجة الصفري	الدرجة الكبرى	المراد
History							التاريخ
Quranic Reading							القرآن الكريم
Quran Interpretation							التفسير
Islamic Theology							التوحيد
Traditions of the prophet							الحدیث
Islamic Jurisprudence							الفقه
Rhetoric							الرياسة
Biography of the Prophet							السيرة
Logic							المنطق
Prosody							العروض
Social studies							الاجتماع
Arabic Grammar							النحو
Morphology							الصرف
Mathematics							الحساب
Geography							الجغرافيا
Biology							الاحياء
Literature							الأدب
Physics							الفيزياء
Chemistry							الكيمياء
Composition							الإنشاء
English Language							الانجليزية
Writing							الخط
Dictation							الأملاء
Reading							المطالعة
TOTAL							مجموع الدرجات

الملاحظات Notes

Fee \_\_\_\_\_ من رسوم المعهد

Beginning of Holidays \_\_\_\_\_ بداية العطلة

End of Holidays \_\_\_\_\_ نهاية العطلة

Principal's Sign \_\_\_\_\_ توقيع الناظر

Director's Sign \_\_\_\_\_ توقيع المدير

Result \_\_\_\_\_ النتيجة

Position \_\_\_\_\_ الترتيب

Grade \_\_\_\_\_ الدرجة

No. of Students \_\_\_\_\_ مجموع الطلبة

Attendance \_\_\_\_\_ من حضور

Conduct \_\_\_\_\_ المراقبة

ختم المعهد

A copy of the report sheet of Al-Mahad al-dini al-Azhari showing subjects on offer.

## Appendix XIV

### Subjects and texts

Muhyideen College of Arabic and Islamic Studies, *I'dadiyya* and *Thanawiyya* subject and text list

<i>I'dadiyya</i>			<i>Thanawiyya</i>		
No.	Subject	Textbook	No.	Subject	Textbook
1	Mathematics	Same as Government approved textbooks in public school subjects.	1	Mathematics	Same as Government approved textbooks in public school subjects.
2	English Language		2	English language	
3	Integrated Science		3	Economics	
4	Agricultural Science		4	Agricultural science	
5	Business Studies		5	Government	
6	Social Studies		6	Computer science	
7	Qur'an wa tajwid		Al Qur'an	7	
8	Hadith (Prophetic traditions)	Umudatul hakam	8	Qur'an wa tajweed	Al Qur'an
9	Tafsir (Exegesis)	Safwat tafasir	9	Ulum Al Qur'an	Tabsira fi ulum li Qur'an
10	Tajweed (Science of recitation)	Hidayatul mustafida	10	Hadith (Prophetic traditions)	Bulugh maram
11	Tariqh (History)	Juruzul fi tariqh l Islam	11	Mustaliha al Hadith	Hayatul al miniif
12	Inshau (composition)		12	Tafsir (Exegesis)	Ibn kathir/safwat tafasir
13	Nahw (Grammar)	Nahw l wadi	13	Fiqh (Jurisprudence)	Minhaj muslim
14	Sarfu (Morphology)	Matn binai	14	Faraid (Law of Inheritance)	mudhakirah
15	Mutala'a (Excerpts reading)	Mudhakirah	15	Inshau (composition)	
16	Khatt wa imla' (writing and dictation)	Qawaid li imla'	16	Tarjama (translation)	
17	Adab (Ethics)	Al mufazal fil adab	17	Adab (Ethics)	Harka
18	Mahfuzah	Taalim mutaalim	18	Naqid l adab (Criticism of Ethics)	mudhakirah
19	Fiqh (Jurisprudence)	Risala, Izziya	19	Balagah (Rhetoric)	Balaghatul wadia
20	Taohid (Theology)	Madatul qudah	20	Mantiq (Logic)	Almantiq l wadi

<i>P'dadiyya</i>			<b>Thanawiyya</b>		
			21	Usul l fiqh (Foundation of Jurisprudence)	Usul l fiqh
			22	Arud (prosody)	Mizan dhahab
			23	Taohid (Theology)	I'tiqad ahl sunnah
			24	Nahw (Syntax)	Nahw l wadi

Darul Uloom *P'dadiyya* class four subject list

<i>P'dadiyya</i>			<b>Taujihiyya</b> class three		
No.	Subject	Textbook	No.	Subject	Textbook
1	Jigrafiyya (Geography)	Tarikh wa Jugrafiyya	1	Daawah (Proselytization)	Tarikh l alawai
2	Tafsir (Exegesis)	Qur'an	2	Mantiq (Logic)	Assulamu liminauraq
3	Hadith (Traditions)	Hadith Nabawi	3	Faraid 'l dai(Obligations of calling)	No Specific Text
4	Taohid (Theology)	Hidayat mustafid	4	Tarbiyah ((Education))	Durul tarbiya
5	Nusus (Study of literary verses)	Burda	5	Falsafah (Philosophy)	Falsafah nubuwwah
6	Sarfu (Morphology)	Tasriful Midani	6	Al Adab (Ethics)	Lubab qismu l adab hiatab
7	Tarikh (History)	Tarikh Islami III	7	Fiqh(Jurisprudence)	Risala
8	Ilm al Hadith (Science of Hadith)		8	Balaghah (Rhetoric)	Balaghatul wadi
9	AL Inshau (Composition)	Nshau l wadi	9	Falak (Astrology)	Falak wa nujum
10	Al Adab (Ethics)	No specific text	10	Naqid (Criticism)	An naqid l adab
11	Rasm (Drawing)		11	Usul al fiqh (Foundation of Jurisprudence)	Al usul l fiqh fi ilmi usul

<i>I'dadiyya</i>			<b>Taujihiyya</b> class three		
12	Nahw (Syntax)	Ajurumiyya	12	Tarikh (History)	Islam fi Najeriyya
13	Hifzu Qur'an (Qur'an memorization)	Qur'an	13	Arud (Logic)	Minzanu li wafi
14	Thaqafa (Cultural studies)	Durusul Akhlaq	14	Hadith (Traditions)	Bulugh al marami
15	Fiqh (Jurisprudence)	Muqadimatu Izziyaa	15	Tafsir (Exegesis)	Tafsir hayatul hakam III
16	Hisab (Arithmetics)	Tagribu Hisab	16	Al Hisab (Arithmetic)	No Specific Text
			17	Al Jugrafiyyah (Geography)	Durusul tasasiya fi jugragiyya
			18	Nusus (Study of literary verses)	Majmuah
			19	Tawhid (Theology)	Jaharatu taohid
			20	Qawaid (Rules of the grammar)	Nahw l wadi
			21	Ilm nafs (Psychology)	Mubadiu ilm nafs
			22	Hifzu l Qur'an (Qur'an memorization)	Qur'an
			23	Taabir (Composition)	Taabir lughawi
			24	'Ulum al-Qur'an (Science of the Qur'an)	Tabiratul fi ulum l Qur'an



## Subjects being offered by level across the Surveyed Schools

Raodat al atfal (nursery)

No.	Subject	Popular Textbook
1	Sirah (The Prophet and hisdra Companions' biographical studies)	Al-Muslim Al-Sagirah
2	Mutala'a (Excerpts reading)	Al-Mutala'a al- hadithah
3	Tasmiu (listening to Qur'an recitation)	Al Qur'an
4	Qira'ah (Qur'an recitation)	Qa'dat al-Baghdadi
5	Khatt wa imla' (Writing and Dictation)	
6	Arabiyya (Arabic language)	Al Jadid (1)
7	Hadith ( Sayings of the prophet)	Varied texts
8	Hisab (Arithmetic)	Compilations
9	Mahfuzah (Poetry)	Al-Mahfuzat Al-Adabiyya
10	Hifzu 'l-Qur'an (Qur'an Memorization)	Al Qur'an
11	Taohid (Theology)	Qaidat al-Baghdadi

Ibtidaiyya or Tamhidiyya subjects

No	Subject
1	Al Qur'an
2	Al-'Arabiyyah (Arabic )
3	Fiqh (Jurisprudence)
4	Hadith (Prophetic sayings)
5	Al-khatt wal- imla' (Writing and Dictation)
6	Al-Mahfuzah (memorization of short literary pieces)
7	Mutala'a (Excerpts reading)
8	Al-Qira'ah (Reading )
9	Sirah (Prophetic history)
10	Tajwid (Science of recitation)
11	Taohid (Theology)
12	Tarikh (History)
13	Tasmi' (Listening Comprehension)

*I'dadiyya* Subjects

No	Subject	No	Subject
1	Al-Adab (Etiquette)	14	Al-Mutala'a (Excerpts reading)
2	Insha' (Composition)	15	Al-Nahw (Syntax)
3	Al-'Arabiyyah (Arabic )	16	Al-Nusus (Study of literary verses)
4	Fiqh (Jurisprudence)	17	Al-Qira'ah (Reading)
5	Hadith (Prophetic sayings)	18	Al-Qur'an (Qur'an)
6	Hifz 'al-Qur'an or Tahfiz (Qur'an memorization)	19	Al-Rasm ( Drawing)
7	Hisab (Arithmetic)	20	Al-Sarfu (Morphology)
8	'Ilm Al-Hadith (Science of Hadith)	21	Al-Sirah (Biography of the Prophet)
9	Injiliziyya (English )	22	Al-Tafsir (Qur'anic Exegesis)
10	Jugrafiya (Geography)	23	Al-Tajwid (Science of Recitation)
11	Al-khatt wal- imla' (Writing and Dictation)	24	Al-Taohid (Theology)
12	Kumbutar (Computer)	25	Al-Tarikh (History)
13	Mahfuzah (Memorization of short literary pieces)	26	Thaqafa (Cultural studies/sciences)

*Thanawiyya* or *Tawjihiiyya* subjects

1	Al adab (etiquette)
2	Al hisab (arithmetic)
3	Al jugrafiyyah (geography)
4	Arud (prosody)
5	Balaghah (rhetorics)
6	Daawah *(Calling/ proselytizing)
7	Falak (astrology)
8	Falsafah (philosophy)
9	Al-Faraid (Law of Inheritance)
10	Faraid l dai (Obligations of calling)
11	Fiqh (jurisprudence)
12	Hadith (prophetic tradition)
13	Hifzu l Qur'an (Qur'an memorization)

<b>No.</b>	<b>Subject</b>
14	Ilm nafs* (psychology)
15	Injlishiyya (English)
16	Kumbutar (Computer)
17	Lughah** (Grammar/language)
18	Mahlumati ham* (General knowledge)
19	Mantiq (Logic)
20	Mirath (Inheritance)
21	Mujtama'a l Islami (Sociology of Islam)
22	Mustala'a l hadith
23	Mutala'a (Excerpts reading)
24	Nahw (syntax)
25	Naqid* (criticism)
26	Naqidu l adab* (criticism of etiquette)
27	Nshau (Composition)
28	Nusus (Study of
29	Qawaid *(Rules of the grammar)
30	Sarf (morphology)
31	Taabir *(Composition)
32	Tafsir (Exegesis)
33	Tarbiyah (Training)
34	Tarbiyah (Training)
35	Tarikh (History)
36	Tariq tadrīs (Teaching methodology)
37	Tarjama* (Translation)
38	Tawhid (Theology )
39	Thaqafah (Cultural studies)
40	Ulum al Qur'an (science of the Qur'an)
41	Ulum al hadith (Science of hadith)
42	Usul l fiqh (Foundation of jurisprudence)

\*Peculiar to a school or a few schools. Sometimes it is nomenclatural difference.

## Appendix XV

### Questionnaire for the *Madaris* in Ilorin

Date.....

This is for the purpose of research only. Information will be treated with utmost confidence.

#### Establishment and Administration

Name of school.....;

.....

Location ..... L.G.A.....

Motto:.....logo.....

1. Who founded the school/ year of founding?.....  
Educational bio/silsila of the founder.....
2. What prompted the establishment?.....  
.....
3. In rented or own building.....
4. Administrative structure of the school.....  
.....  
.....
5. Physical structure at the beginning.....  
.....
6. Physical structure presently i.e number of class rooms and halls  
e.t.c.....  
.....
7. Does the school have Day or boarding facility?.....
8. Do you have specific staff room ..... Store.....
9. Any nonacademic staff? ..... how many .....and  
duties.....  
.....
10. Do you have any of the following facilities?
  - a. Audio-visual equipment.....
  - b. Computers.....
  - c. Photocopy machine.....
  - d. Website.....

- e. Post office box.....
11. Any student club in the school?.....Sport.....
12. Do you have a school band?.....School bus.....
13. Does the school have a mosque?..... Daily.....Jummuat.....
14. Pioneer number of staff ..... Students.....
15. Uniform wear and colour.....
16. Present number of staff male.....female.....
17. If yes for female, for how long? .....
- .....
18. Present number of student .....male.....female.....

### **Learning and teaching**

19. Levels of the school,tahdiri/ibtidai, idadi, thanawy/tawjihi etc  
 levels.....duration.....  
 levels.....duration.....  
 levels.....duration.....  
 levels.....duration.....
20. Average age of entrance into levels  
 a) Tahdiri/Ibtidai.....Idadi..... Thanawiy/Tawjihi.....  
 b) Age of youngest.....and oldest..... final year student of Ibtidai/Tahdiri  
 c) Age of youngest .....and oldest.....final year student of Idadiyya  
 d) Age of youngest .....and oldest.....final year student of  
 Thanawiy/Tawjihi
21. School days run from .....to.....
22. The school annual calendar runs from.....to.....  
 .....
23. Study time: morning ..... noon ..... night.....
24. Does the school observes Morning Assembly before commencement of  
 lessons?.....
25. Does your school observe government holidays eg independence or children's  
 day?.....
26. Methods of evaluation, CA and examination.....or examination only.....
27. Do the students sit for externally set examinations?.....
28. Is any of the school certificates recognized by government either for admission  
 or employment into government institution?  
 .....  
 .....
29. Source of syllabus and curriculum.....

30. Any science subjects taught in the school or vocational training?.....  
 .....  
 31. Does the school have its own library ? .....  
 If no why?.....  
 32. Was the school ever approached by government for any  
 purpose?.....If yes , for what?.....  
 .....  
 33. Any relation with NBAIS and NATAIS?.....  
 .....  
 34. Any affinity with Adabiya, Markaziya, Zumratul Mumeen or Akharun?  
 .....

**Financing**

35. Source Funding for starting the school.....  
 .....  
 36. Any school fees/ ranges of  
 .....  
 .....  
 37. Is it adequate? for example, for payment of teachers/maintenance or upgrading  
 of school..... not adequate..... fair .....good.....very good.....  
 .....  
 38. Has the school ever appealed to the government for any assistance?  
 .....  
 39. If yes what was the response  
 .....  
 .....  
 40. Affiliation to any institution? local.....foreign.....  
 41. Does the school enjoy aid from foreign institution/countries?.....  
 country.....personnel.....fund.....  
 country.....personnel.....fund.....  
 country.....personnel.....fund.....  
 42. What is the most important donation cash or kind, ever received by the school  
 from any source?.....  
 43. Has the school ever received any Grant-in-aid from the state  
 government?.....  
 44. Do you have any relationship with the local government of where the school is  
 situated?.....  
 .....  
 45. Any scholarship for students.....

**Staff and School Development**

46. How are the teachers sourced.....  
.....
47. Qualification of teachers, any specific requirement?.....
48. Do you have any of your student serving as teacher to a junior class.....
49. Does your school make use of NYSC members e.g MCAN.....
50. If no, why?.....  
.....
51. Any staff development program?.....  
.....
52. Do you have PTA .....or old boys association.....
53. How have they being of help to the school.....  
.....
54. Are you a member of NAAISP?.....
55. If No why?  
.....
56. Major problems of the schools.....  
.....  
.....
56. Efforts at meeting these challenges.....  
.....  
.....
57. Prospects and future plans.  
.....  
.....
58. Any other remarks.  
.....  
.....

1. Subjects taught..... level.....recommended texts.....  
.....  
.....  
.....  
.....





Department of History,  
Bayero University, Kano.  
1, October 2012.

Sir,

**Letter of Introduction**

This is to introduce Ismail Abdullahi Ahmad to you. He is assisting me with the administration of questionnaires and I would be glad if you would render him your fullest cooperation.

Thank you,

Aliyu S. Alabi

Researcher

## Appendix XVI

### Select Survey Answers

NO.	Name of Madrasah	Location	Y.O.F
1	Zumratul Adabiyatul Kamaliyya, Okekere	Ilorin West	1938
2	Darul Uloom li Jabhat al Ulama wal Aamma, Isale Koto	Ilorin West	1963
3	Muhyideen College of Arabic and Islamic Studies, Kulende ifurcate 1979	Ilorin East	1962
4	Markaz Taalim li Arabiy wa Islamiyya, Oke Agodi	Ilorin West	1963
5	Shamsudeen College of Arabic and Islamic Studies, Gambari Bifurcate 1976	Ilorin East	1962
6	Al Mahad al Dini al Azhari, Ogidi	Ilorin West	1963
7	Markaz Niimal Mawlah, Guniyan Abayawo	Ilorin West	1968
8	Markaz Zumratul Suadai Centre for Arabic and Islamic Civilisation, Isale Aluko	Ilorin West	1959
9	Mahad Zumratus Saliheena, Oloje	Ilorin West	1953
10	Madrasatul Jawairul Islamiyya, Ogodi Bifurcate 2007	Ilorin West	1962
11	Markaz Ihya l Islam Madinatul Faidat at-Tijaniyyah, Abayawo	Ilorin West	1976
12	Mahad Maashar Solihina, Kuntu, Bifurcate 2008	Ilorin West	1972
13	Mahadu Thaqafatul Adabiyya, Gaa Aremu, Bifurcate 2001	Ilorin West	1975
14	Al Adabiyya Saadiya, Ogidi	Ilorin south	1973
15	Mahadu Kamali al Adabiy, Foma Babalaje	Ilorin West	1970
16	Isobad Isfaq Islamiyya, Ita Kudimo/Eyenkorin Bifurcate 2008	Ilorin West	1970
17	Mahadul Uloomi al Arabiya, Anifowoshe, Bifurcate 1998	Ilorin West	1975
18	Markaz Faozu Najat, Popo Igbona,	Ilorin West	1974
19	Mahad Darus Salam, Oke Foma	Ilorin West	1977
20	Al Madrasatul Saadiyat al Solihiyah, Oke Apomu	Ilorin West	1973
21	Markaz Nujul Hudah, Gerewu, Bifurcate 2002	Ilorin West	1985
22	Madrasatu Bahrul Uloom, Ita Egba	Ilorin West	1987
23	Maashar l Adaby al Kamali, Oko Olowo Bifurcate 2005	Ilorin south	1982
24	Madrasatu Zainu Abidini , Gaa Akanbi Bifurcate 2000	Ilorin south	1983
25	Bahrul Uloom Jahas , Sakama Bifurcate 2004	Ilorin West	1982
26	Al Kabari Arabi , Pakata	Ilorin West	1989
27	Mahad Imam Salih,Egbejila	Ilorin West	1988
28	Raodatul Khairiyya, Gambari	Ilorin East	1989
29	Markaz Nurul Hikmah, Kudimo Street	Ilorin West	1994
30	Markaz Tarbiya Darus Salam, Anifowoshe Bifurcate 2006	Ilorin West	1991
31	Darul Kitab Was-Sunnah, Gaa Akanbi Bifurcate 1995	Ilorin south	1995
32	Mahadul Uloom li Arabiya wal Islamiyya, Anofowoshe	Ilorin West	1990
33	Markaz Raodat li Uloom, Gaa Imam	Ilorin south	1992
34	Markaz Taalim li Arabiy wa Islamiyya, Baraje	Ilorin West	1993
35	Kulliyat Sheik Temim li Dirasat Islamiya wa Ulum l Arabiyyah, Amilegbe	Ilorin West	1992

NO.	Name of Madrasah	Location	Y.O.F
36	Markaz Nurul Hidayah, Sabo line	Ilorin south	1990
37	Markaz l Birr wa Taqwa, Ojuekun	Ilorin West	1996
38	Markaz Shabab Suadai , Oke foma	Ilorin West	1999
39	Madrasatul Nurul Kareem, Elekoyangan	Ilorin East	2006
40	Zumratul Uloom Uthmaniyal Adabiyya, Gaa Akanbi	Bifurcate 2001	Ilorin south 2001

No.	Q.3	Q.6	Q.7	Q.8	Q.9	Q.10a	Q.10b	Q.10 c	Q.10 d	Q.11
1	Y	14	Informal	Y7	5	Y	Y	Y	N	Y
2	Y	9	N	Y2	1	Y	Y	Y	N	N
3	Y	8	Informal	Y	8	Y	Y	Y	Y	Y
4	Y	11	Informal	Y	Voluntary 1	Y	Y	N	N	Y
5	Y	17	N	Y7	8	Y	Y	Y	Plan	Y
6	Y	6	Informal	Y4	3	Y	Y	N	Plan	Y
7	Y	8	N	Y1	4	N	N	N	N	N
8	Y	10	Informal	Y2	3	Y	N	N	N	Y
9	Y	10	Informal	Y	N	Y	Y	N	Y	N
10	Y	10	N	Y	2	Y	Y	N	N	N
11	Y	8	Informal	Y1	5	N	Y	Y	N	N
12	Y	8	Informal	Y1	3	Y	Y	N	N	N
13	Y	6	N	Y1	2	N	Y	N	N	N
14	Y	5	Informal	Y1	N	Y	N	N	N	N
15	Y	12	Informal	Y	4	Y	Y	N	Plan	Y
16	Y	4	Informal	Y	N	Y	Y	Y	N	N
17	Y	8	Informal	Y	Voluntary 3	Y	Y	N	N	Y
18	Y		Informal	Y	N	N	N	N	N	N
19	Y	10	Informal	Y2	N	Y	N	N	N	N
20	Y		Informal	Y	6	N	Y	Y	N	N
21	Y	2	Informal	Y	N	Y	N	N	N	N
22	Y	6	Informal	Y	4	Y	Y	N	N	Y
23	Y	4	Informal	Y	1	Y	Y	N	N	N
24	Y	6	Informal	Y	2	Y	Y	N	N	N
25	Y	8	Informal	Y	N	Y	Y	N	N	N
26	Y	5	Informal	N	2	Y	Y	Y	N	N
27	Y	9	Informal	Y	2	Y	N	N	N	N

No.	Q.3	Q.6	Q.7	Q.8	Q.9	Q.10a	Q.10b	Q.10c	Q.10d	Q.11
28	Y	8	N	Y	N	N	Y	Y	N	N
29	Y	11	Informal	Y	1	Y	Y	N	N	N
30	Y	7	Informal	Y	3	Y	N	N	N	N
31	Y	16	Informal	Y	15	Y	Y	Y	Y	Y
32	Y	4	N	N	N	Y	N	N	N	N
33	Y	5	Informal	Y	N	Y	Y	N	N	N
34	Y	7	N	Y	5	Plan	Plan	N	N	N
35	Y	8	N	Y	5	Y	Y	Y	N	N
36	Rent	8	N	N	N	N	N	N	N	N
37	Y	4	Informal	Y	3	N	Y	N	N	N
38	Y	8	N	Y	N	Y	N	Y	N	N
39	Y	6	Informal	N	N	Y	N	N	N	N
40	Y	6	Informal	Y	4	Y	Y	N	N	N

No	Q.12	Q.13	Q.14	Q.16	Q.18	Q.19
1	N/ used to have	Daily	White	30	1000 /100	IB.3/ ID.3/ TH. 3
2	Y	Daily	Dark Blue/Brown	18	2000 /100	IB.2/ID.4/TH3
3	N/used to have	Daily/Jummat	White/Black	12m 2f	380 /80	ID.3 /TH.3
4	Y	Daily/Jummat	Dark Blue/Brown	12	500 /20	ID.4 /TH.3
5	Y	Daily/Jummat	Blue/White	27	900/400	N/P.6/JIS./SIS.3
6	N	Daily/Jummat	White	11	240	ID.3/ TH.3
7	N	Daily/Jummat	Green/Brown	8	60/25	IB.2/ID.4/TH.3
8	Y	Daily/Jummat	Green/white/redcap	12	100/25	IB.2, ID.4/TH.3
9	N	Daily/Jummat	White	6	250/50	IB.2.ID.4.TH.3
10	N	Daily/Jummat	White/green cap	15	60/30	IB.4.ID.4.3
11	N	Daily/Jummat	White/green	4	60/60	R.2 /ID.3/TH.3
12	Y	Daily/Jummat	Dark Blue/Brown	6	40/50	R.2/IB.2/ ID.4./TH.3
13	N	Daily/Jummat	White	4/2f	18/12	IB4./ID.3/TH.3
14	Y	Daily/Jummat	White/blue	4/2f	94/6	IB.2 /ID.3

No	Q.12	Q.13	Q.14	Q.16	Q.18	Q.19
15	N	Daily/Jummat	White	28	1500/6	IB.2./ID.3./TH.3
16	N	Daily/Jummat	White	7	67/18	IB.2ID.3
17	Y	Daily/Jummat	White/ navy blue	7	42/21	IB.2./ID.3./TH.3
18	N	Daily	Blue/White	7	190/10	IB.2/ID.4,T3
19	N	Daily/Jummat	White/brown	18	450/150	R.2/IB.3/ID./4TH 3
20	N	Daily	White	30	700/300	IB.3/ ID.4./ TH.3
21	N	Daily/Jummat	White/blue	5	50/10	IB.1/ID.4
22	Y	Daily/Jummat	Green and white	15	250/50	IB.3 ID.4. Th.3
23	Y	Daily/Jummat	White	9/1f	200/25	IB.2.ID.3.TH.3
24	Y	Daily/Jummat	Yellow	7/1f	150/180	IB2.ID3.Th.2
25	Y	Daily	Pink/Green	4	220/50	IB.3 ID.4. Th.3
26	Y	Daily/Jummat	White/green cap	15	200/-100	R2.IB.3.ID.4.T.3
27	N	Daily	White	8	400/200	R.1IB.2ID.3.T.3
28	N	Daily	Pink/white	5	50/45	IB.2ID.4TH3
29	Y	Daily/Jummat	Dark Blue/Brown		80/70	IB.4.ID.4.3
30	Y	Nil	Dark Blue/Brown	6	80/40	R2.IB.3.ID.3
31	Y	Daily/Jummat	Blue/white, red cap	60+	2200/80 0	R2IB.3.ID3T3d.2
32	N	Daily/Jummat	White/green	7	70/30	IB.2.ID4
33	N	Daily	Blue/brown	10	200	T.1ID.4.T3
34	N	Nil	Sky blue	19/1 f	211/189	IB.3ID.3TH3
35	N	Daily/Jummat	Green and black	16	50/-50	IB.3ID.3TH3
36	N	Daily	Blue/brown/whit ecap	10	140/60+	R.2IB.3ID.4
37	N	Daily	Light green	4/2f	65/50	IB.3 ID.4.
38	N	Daily/Jummat	Dark Blue/Brown	6	120/20	IB.3/ ID.4./ TH.3
39	N	Daily/Jummat	Blue/brown/whit e (F)	8/2f	60/40	IB.2ID.4
40	Y	Nil	White/cream/pur ple	4/10 f	60/25	R.2IB.3ID.3

No.	Q.20	Q.21	Q.22	Q.23	Q.24	Q.25	Q.26	Q.27
1	4/67+	Sat-Wed	Sept-July	Morning	y	N	Y	SIS
2	8/35+	Sat-Wed	Muh-dhul-hijja	Morning	Y	N	E	SIS
3	12/20+	Sun-Thu	Sept-June	Morn/Evening	Y	Y	Y	SIS
4	10/25+	Sat-Wed	Muh-Shawwal	Morning	Y	N	Y	N
5	3/22+	Sun-Thu	Sept-June	Morning	Y	Y	Y	J/SIS
6	12/35+	Sat-Wed	Sept-June	Morning	Y	N	Y	N
7	5/25+	Sun-Thu	Shawwal-Shaaban	Morning	Y	N	Y	J/SIS
8	10-20+	Sat-Wed	Shawwal-Shaaban	Morning	Y	N	Y	SIS
9	4/23+	Sat-Wed	Rajab break	Morning	y	N	Y	N
10	3/20+	sat-wed	Shawwal-Shaaban	Morning	Y	n	Y	Nil
11	8/20+	sat-wed	Muh-dhul-hijja	Morn/Noon	Y	N	Y	SIS
12	10/20+	Sat-Wed	Muh-dhul-hijja	Morning	Y	N	y	SIS
13	12/21+	Sat-Wed	Shawwal-Shaaban	Morning	Y	Y	Y	N
14	3/25+	Sat-Wed	Shawwal-Shaaban	Morning	Y	N	Y	N
15	6/20+	Sat-Wed	not specific	Morning	Y	N	Y	SIS
16	13/15+	sat-wed	Rajab break	Morn/Noon	Y	N	Y	N
17	5/27+	Sat-Wed	Shawwal-Shaaban	Morning	Y	Y	Y	SIS
18	12/25+	Sat-Wed	Shawwal-Shaaban	Morning	Y	N	Y	N
19	2/50+	sat-wed	Shawwal-Shaaban	Morn/Noon	Y	N	Y	N
20	4/21+	sat-wed	shawwal-shaaban	Morn/Noon	Y	N	Y	N
21	5/15+	Sat-Wed	Shawwal-Shaaban	Morning	Y	N/Y	Y	N
22	3/27+	Sat-Wed	March-February	Morn/Noon	Y	N	Y	N
23	5/17+	Sat-Wed	sept.-June	Morn/Evening	Y	Y/N	Y	NBAIS
24	5/20+	Sat-thur	Shawwal-Shaaban	Morn/Noon	Y	Y/N	Y	N
25	2/20+	Sat-Wed	Feb.-Dec.	Morn/Noon	Y	N/Y	Y	Y
26	3/20+	sat-wed	Muh-DhulQ	Morning	y	N	Y	Nil
27	5/21+	sat-wed	Rajab break	Morning	Y	N	Y	N
28	4/22+	sat-wed	Shawwal-Shaaban	Morning	Y	N	Y	SIS
29	12/20+	sat-wed	Shawwal-Shaaban	Morn/Noon/Night	Y	N	Y	Nil

No.	Q.20	Q.21	Q.22	Q.23	Q.24	Q.25	Q.26	Q.27
30	3/18+	sat-wed	Shawwal-Shaaban	Morn/Noon/Night	Y	N	Y	Nil
31	2/20+	sat-wed	Shawwal-Shaaban	Morn/Noon	Y	N	Y	NBAIS
32	5/15+	sat-wed	Shawwal-Shaaban	Morn/Noon	Y	N	Y	Nil
33	5/30+	sat-wed	J.ula-J.thani	Morn/Noon	Y	N	Y	Nil
34	4/22+	sat-wed	shawwal-shaaban	Morn/Noon	Y	N	Y	N
35	6/17+	sat-wed	Shawwal-Shaaban	Morning	Y	N	Y	SIS
36	2/25+	sat-wed	Shawwal-Shaaban	Night	Y	N	Y	N
37	3/20+	sat-wed	Shawwal-Shaaban	Morning	y	N		N
38	4/20+	Sat-Wed	Shawwal-Shaaban	Morning	Y	N	Y	N
39	1/25+	sat-wed	Maulud-r/awwal	Morning	Y	N	Y	N
40	2/18+	sat-thur	not specific	Morn/Noon	Y	Y/N	Y	N

No.	Q.28	Q.29	Q.30	Q.31	Q.33	Q.34
1	GHI*/Arab countries	Azhar/Self	Y	Y	Y	Adabiyya
2	GHI/Arab countries	Markaz	N	BS	Y	Markaziyya
3	GHI/Arab countries	NBAIS	Y	Y	Y	Nil
4	GHI/Arab countries	Mar/Azhar/Self	N	Y	N	Markaziyya
5	GHI/Arab countries	NBAIS/MOE	Y	Y	Y	All
6	GHI/Arab countries	Azhar	Y	N	N	Adabiyya
7	GHI	Self	N	Y	Y	Markaziyya
8	GHI	Markaz/NBAIS	N	Y	Y	Markaziyya
9	GHI	Self/Saudi	N	N	N	Nil
10	GHI	Self/COE/CAILS	N	N*	N	All
11	GHI	NBAIS	Y	Y	Y	Nil
12	GHI	Self/Markaz	N	N	Y	Markaziyya
13	GHI	Azhar	Y	Y	Y	Adabiyya
14	Adabiya	Adabiyya	N	N	N	Adabiyya
15	GHI/Arab countries	Saudi/Azhar	Y	Y	Y	Adabiyya

No.	Q.28	Q.29	Q.30	Q.31	Q.33	Q.34
16	<i>Madaris</i>	Self/Adabiyya	N	N	N	Adabiyya
17	GHI	Mixed	N	N	Y	Adabiyya
18	<i>Madaris</i>	Markaz	N	Y	N	Markaziyya
19	GIH	Azhari	N	N	N	Nil
20	<i>Madaris</i>	Markaz	N	Y	Y	Markaziyya
21	<i>Madaris</i>	NBAIS/Lokoja	N	N	Y	Nil
22	GHI	Self	N	infml	N	Muhyideen
23	Adabiya	Adabiyya	N	N	Y	Adabiyya
24	GHI	Self	N	N	N	Adabiyya
25	<i>Madaris</i>	NBAIS	N	Y	Y	Nil
26	<i>Madaris</i>	Self	N	Y	N	Markaziyya
27	GIH	Self	N	N	N	Adabiyya
28	GHI	Shamsudeen	N	Y	Y	Markaziyya
29	GHI	Azhari	N	N	N	Markaziyya
30	<i>Madaris</i>	Self	N	N	N	Adabiyya
31	GHI/Arab countries	NBAIS	N	Y	Y	Nil
32	<i>Madaris</i>	Self	N	N	N	Adabiyya
33	Markaz	Markaz	N	Y	N	Markaziyya
34	<i>Madaris</i>	Markaz,Shamshdeen	N	N	N	Markaziyya
35	GIH	Shamsudeen	N	Y	N	Adabiyya
36	<i>Madaris</i>	Darul ulum	N	Y	N	Markaziyya
37	<i>Madaris</i>	Markazi	N	Y	N	Markaziyya
38	GHI	Mixed	N	N	N	All
39	<i>Madaris</i>	self	N	N	N	Nil
40	<i>Madaris</i>	self, mixed	N	N	N	Adabiyya



No.	Q.36	Q40	Q.41	Q.43	Q.45	Q47
1	1450-2550 PA	Azhar	pers./Scholarship	N	2P/A*	Up to Ph.D
2	2200-2500 PA	Markaz	N	N	N	Thanawiy-Masters
3	2500-3000 PA	ABU/ F.U	Books	N	N	NCE- Degree
4	Free	Nil	Nil	N	N	Up to degree
5	2800-3400 PA	ABU/ F.U	pers.	N	Waivers	Up to degree
6	3500 PA	Azhar	pers./Scholarship	N	best 10	Up to degree
7	500	Markaz	N	N	N	NCE/Diploma
8	2000-3000 PA	Markaz	N	N	N	Up to Ph.D
9	500	Umm Qurra	Scholarship	N	N	Thanawiy
10	Free	Nil	N	N	N	Up to Master
11	100 M	ABU	N	N	N	Up to degree
12	Free	Nil	books/personnel	N	waivers	Up to degree
13	Free/1500 PA	Nil	N	N	N	dipl/NCE
14	1500/3000 PA	Adabiyya	N	N	N	dipl/NCE
15	2500/3500 PA	Adabiyya/F.U	books/personnel	N	N	Up to degree
16	1000 PA	Nil	N	N	N	Thanawiy/degree
17	Free	Adabiyya	N	N	N	Thanawiy
18	1000/1500 PA	Nil	Nil	N	N	Thanawiy
19	1000 PA	Azhar	N	N	N	Diploma
20	Free	Nil	N	N	N	Diploma
21	250	Lokoja	N	N	N	Up to degree
22	Free	Nil	N	N	N	Up to degree
23	Free	Adabiyya	N	N	N	Up to degree
24	Free	Nil	N	N	N	Up to Masters
25	Free	Nil	N	N	N	Up to degree
26	550-1500 PA	Nil	N	N	N	Up to degree
27	Free	Azhar	N	N	N	Diploma
28	Free	Nil	N	N	N	NCE/Diploma
29	200-300 M	Nil	N	N	N	Thanawiy
30	1000 PA	Markaz	N	N	N	Thanawiy-NCE
31	Free	Nil	Scholarship	N	Y	Up to Ph.D
32	1000 PA	Nil	N	N	N	Thanawiy-NCE
33	1000 PA	Markaz	N	N	N	Diploma
34	Free	Nil	N	N	N	NCE +
35	500	Nil	N	N	N	NCE/Diploma
36	100M	Nil	N	N	N	Up to degree
37	Free	Nil	N	N	N	NCE
38	Free	Markaz	N	N	N	NCE/Diploma
39	4000-8000 PA	Nil	N	N	N	Thanawiy
40	Free	Nil	N	N	N	Thanawiy/diploma

No.	Q.52	Q.54	Q.56
1	YY	NA	No support from Government
2	NY	NA	Space, funding
3	YY	NA	No support from Government, funding
4	YY	NA	No support from Government, funding
5	YY	Y	Funding
6	NY	N	Funding
7	YY	Y	Western schools
8	YY	NA	Funding, western education
9	NY	NA	Funding
10	YY	Y	Funding
11	YY	NA	Funding
12	NY	NA	Funding
13	YY	Y	Funding
14	NY	NA	Funding, teachers, infrastructure
15	YY	NA	Funding, erosion
16	NY	N	Funding
17	YY	Partial	Funding/teachers
18	YY	NA	Funding/No support from Government
19	NY	N	Funding/attitude
20	NY	Y	No support from Government
21	NN	NA	No support from Government, funding
22	YY	Y	Funding, infrastructure
23	YY	NA	Funding
24	YY	NA	Funding
25	NY	Y	Funding
26	YY	N	Funding
27	NY	N	Funding, infrastructure
28	YY	Y	No support from Government, funding
29	YY	Y	Funding
30	YY	Y	Funding
31	YY	N	Mathematics and English teachers

No.	Q.52	Q.54	Q.56
32	YY	N	Funding
33	YY	Y	Funding
34	YN	N	Student's interest
35	YY	Y	Funding
36	YY	N	Accommodation /electricity
37	YY	Y	No support from Government, funding
38	NN	N	Funding
39	YY	N	Funding/equipment,library.
40	YN	NA	Funding

### Index

Y= Yes

N=No/nil

NA= Not Aware

JIS= Junior Islamic Studies

SIS= Senior Islamic Studies

R= Raodatul atfal

IB= Ibtidaiyya

ID= *I'dadiyya*

TH= Thanawiyya/*Tawjihyya*

M= Monthly

PA= Per Annum

MOE= Ministry of Education

FU= Foreign Universities

CAILS= College of Arabic and Islamic Legal Studies

GHI= Government Higher Institutions

NBAIS= National Board for Arabic and Islamic Studies

NCE= National Certificate of Education

\* Consistent scholarship

## Appendix XVII

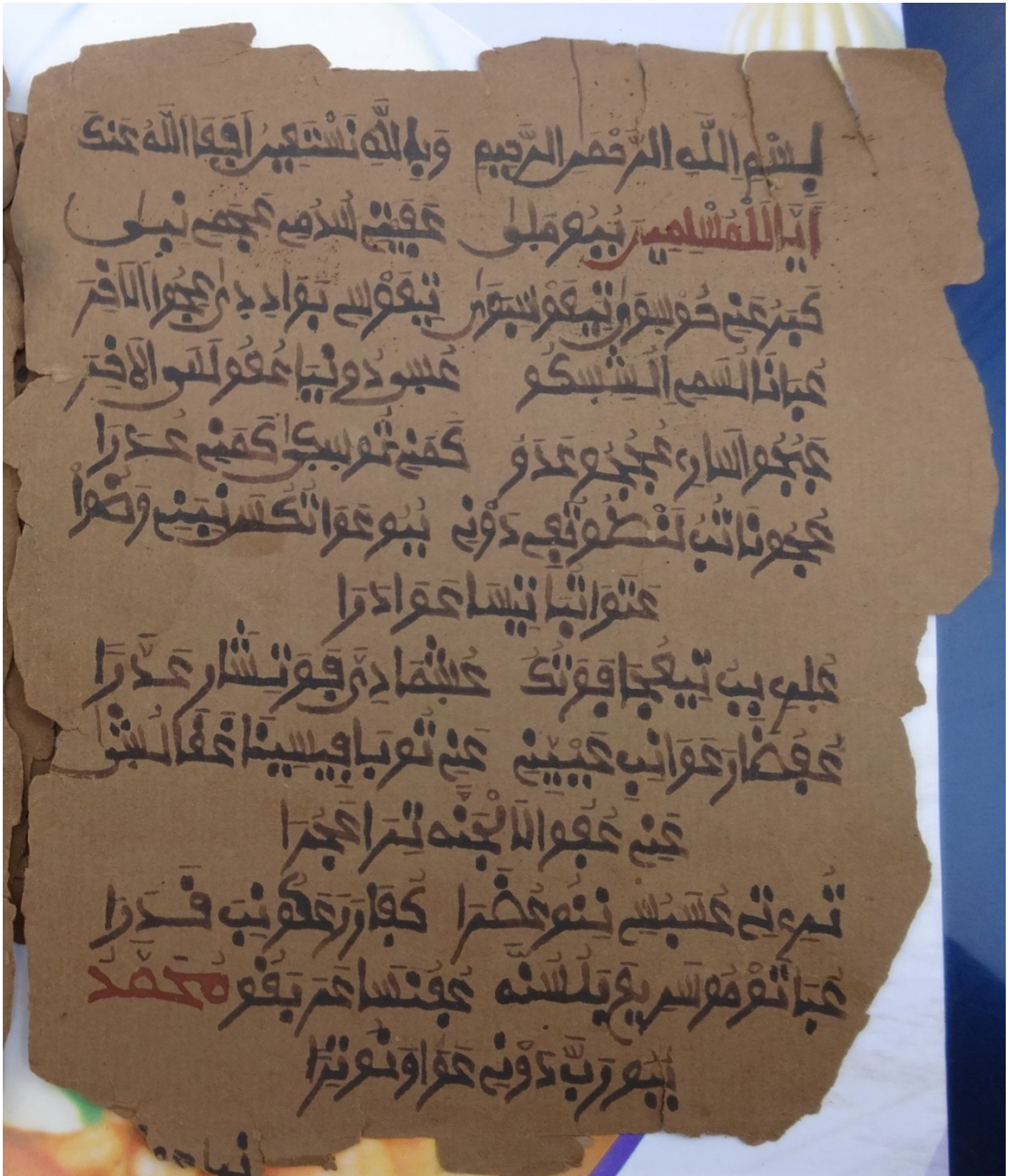
Terms of Reference for the Committee include:

1. Selection of one of the Colleges of Arabic and Islamic Studies which can be converted into a befitting higher institution and bearing in mind the essential take off facilities;
2. Formation of the philosophy and objectives of the institution, proposal of its motto and academic robes, and design of the logo;
3. Design the program of academic instruction and the structure of certificates to be awarded by the institution, and recommend affiliations;
4. Proposal of organogram for the academic and administrative structure of the institution bearing in mind the number and status of academic and nonacademic staff crucial to the successful take off of the College;
5. Prepare the provisional recurrent and capital budget for effective operation of the institution in its first three years, bearing in mind four above as well as envisaged student enrollment during the period;
6. Suggest strategies and work out logistics for the successful take off of the institution.

Objectives and Mission of the College include:

1. Supply the much needed middle level manpower in the field of Arabic, Islamic studies, Shariah and Common law.
2. Satisfy the yearning and aspirations of parents and products of various institutions of Arabic and Islamic Studies to further their education in an institution of higher learning.
3. Provide for candidates who possess Senior Islamic Studies Certificate (SIS), Grade II Arabic Certificate, Senior Secondary Certificate Examination (SSCE) and *Tawjihyya* or *Thanawiyya* certificates (of the *madaris*).
4. To preserve and promote the quality, standard of Arabic which, in addition to its importance for Muslims, is also an international language for diplomacy, economy and education.
5. To prepare students to acquire the prerequisite qualifications for admission into universities in Nigeria and abroad, in classical and modern Arabic, Islamic Studies, shariah and civil law and any one of the major Nigerian languages as contained in the National Policy on Education.
6. Provide the much needed manpower to teach Arabic, Islamic Studies and major Nigerian languages at both primary and post primary levels of education.
7. Produce highly competent legal men and women for the ever expanding judicial institution in the state.

Source: Report of the Committee on the Establishment of the College of Arabic and Islamic Legal Studies, Ilorin. September, 1991.



The opening page of a nineteenth century poem in *Ajemi* by Sheikh Badamasi Agbaji. Copy provided by Dr M.M. Jimba, 2014.

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