

**STATE OF TOWN AND GOWN IN NIGERIAN EDUCATIONAL SYSTEM
WITH EMPHASIS ON INDUSTRIAL ARTS AND DESIGN (1975 – 2012)**

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ABSTRACT

Nigeria witnessed the best period of oil boom in-between 1975 to 1985. It boosted both technological and educational development of Nigeria as well. “Town” and “Gown” (town refer to the non academic community while gown literarily refers to the university community) was perfectly initiated and implemented then to enhance our educational mission and vision. Different brands of industrial arts products were produced. Consumers developed interest in Nigerian industrial art products which led to the increase in the level of patronage. “Town” and “Gown” perfect relationship was the fundamental factor that led to the popularity of Nigerian industrial art products. The present imperfect relationship between the two giants led to mass unemployed university undergraduates in Nigerian society. The paper therefore examines the relationship between education and society. Their relationship is so strong that it becomes impossible to separate them. The paper viewed education as a tool that contributes to the development of the society. Industrial Art curriculum shall be examined to ensure that the set vision and mission of the educational objectives are achieved. Internship, Curriculum re-design and entrepreneurship study were suggested as practical steps to be taken to enhance perfect town and gown relationship

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INTRODUCTION

Education is a social phenomenon that does not exist in isolation without the society. Sound education normally starts from the family which cannot be divulged from the society. Every education system is geared towards producing the child for future to enable the child to

contribute to the development of society. Society needs to imbibe the desirable values and norms to be emphasised by the educational system. When the educational curriculum or vision is faulty, products from such system are not acceptable to the society. Hence, there is always a very strong connectivity between “town” and “gown”. Strong relationship has been established between education and society by various scholars such as Riordon & Rosas (2003); Obinaju (2005). Society has been viewed as the giant piper dictating the tune and the pace of educational system. The two concepts are not separable and there is no sharp demarcation between the two concepts.

Town and gown are relatively two independent institutions or establishments. According to Wikipedia Encyclopaedia (2007), Town refers to the non academic community while gown literarily refers to the university community. It implies the traditional ancient seats of learning such as University of Oxford and University of Cambridge both of which are regarded as one of the world’s leading academic institutions and the oldest surviving in the English-speaking world; included also are University of Nigeria, Nsukka and University of Ibadan both in Nigeria. It is a metaphor, literarily used to depict urban higher education.

The term gown originated during the Middle Ages in the European universities where undergraduates often held minor clerical status and donned garb similar to that worn by the clergy. The gown proved comfortable for studying in unheated and drafty buildings and thus became a tradition in the universities. The gown also served as a social symbol, as it was impractical for physical manual work (a comparison can be made with the gowns worn by Chinese officials). These investments evolved into the academic long black gown, worn along with hood and cap. The hood often reflects the colours of the colleges and designated the young scholar's university affiliation. Thus by their distinctive clothing, the students were set apart and distinguished from the citizens of the town; hence the phrase "town and gown." (Rosan, 2002).

University education is the highest conscious effort made by many Nigeria to educate its citizenry (Obinaju, 2005). Among the numerous values and roles of higher education in the society are: to foster positive character development, promotion of good governance, preservation of relevant cultural heritage and practices, creativity, and problems solving skills. Every university programme of study or the numerous professions offered by Nigerian universities have specialized skills which the learners should acquire. These specialized skills are viewed as appropriate professional skills which are acquired from the various disciplines in the society. The only agent that could be aid to achieve the target of saleable skills in the society is a well grounded educational system.

At this level of this paper it becomes pertinent to examine the justification for students’ skills development of appropriate job placement as stated in objectives of the Nigeria Policy on Education (2004) which has among other objectives:

- Inculcation of the right type of values and attitudes for the survival of an individual and Nigerian society.
- The acquisition of appropriate skills, abilities and competencies, both mental and physical as equipment for individual to live and contribute to the development of Nigerian society.

From the above extracts from the National Policy of Education, society is seen as the core objective of educational system. Ottaway (1980) viewed society as the whole range of social relationships of people living in a certain geographical territory and having a feeling of belonging to the same kind of group. In every society, either developing or developed, complex or primitive, there is always a peculiar educational system. Educational system and the curriculum are being designed on the immediate need of the society. Needs of each society differ from other. Identical twins from the same mother may look very alike but cannot be absolutely the same. In this sense, educational systems are not the same as two societies are not absolutely – identical. Hence, educational policy, mission and vision differ from one society to another. Educational institutions are micro-agencies which mirror the entire society. This is one of the reasons why strong agitation is being made for the curriculum designers to evolve educational policies that would meet up with the needs, beliefs, attitudes and aspirations of their people.

Durkebeim (2006) observes the strong relationship between education and society. He viewed education as a social phenomenon through which a society assumes its own continuity by socializing the young in its own image. Education and the society are interrelated. A good educational system must reflect unity and consistency and also should reflect a society's moral and intellectual values. The best evaluation approach of an educational system is to understand how it is related to the other basic institutions of that society in particular, the family, the church, mosque, the state, the polity and the economy.

Due to the imperfect relationship between “town” and “gown”, Drogue (2008) observed that between 1986 and 2007 the power of Nigerian Industrial Textile graduates has dwindled down. There seems to be a shift in the direction of interest and patronage from local to foreign textiles. The collapse of Nigerian textile industry has been in bad light, which has therefore raised salient issues: Why are our industrial textile graduates no longer relevant to the industrial world? What are the factors militating against the development of textile industry in Nigeria? Is there a close relationship between the industrial textile design curriculum and the need of the society? Is there any reflection of innovations and modern tendencies in the products produced by the Nigerian textile graduates? What are the levels of research and redesigning of university curriculum on industrial art design in order for the graduates to cope with modernity? Are the Industrial Art design textile graduates relevant to the immediate need of the society? The paper therefore examines these factors militating against the Industrial Art and design textile graduates in the labour market.

CONCEPT OF CURRICULUM

This research may appear empty without redefining curriculum. It is the basic core and the bridge between “Town” and “Gown”. In order to enhance the relevance of Industrial Design Textile graduates in the society, it becomes pertinent to examine the curriculum as a concept. There is no one generally agreed on the full definition of curriculum. Ogwo (2003) described curriculum all subjects or courses of study in an educational institution. Curriculum can be viewed as what children learn from the teacher. It is a written document with outcome of subject matter to be taught. Curriculum is an outcome or expectations intended to be achieved through

instructions. Curriculum is systematic group of courses or sequences of subjects and planned experiences required for graduation or certified of a learner under the guidance of a teacher in the school. These definitions can be referred to as earlier definitions. In recent times, curriculum is defined as a systematic group of courses and planned experiences required for graduation for certification of learner under the guidance of a teacher. Curriculum is planned learning content used to gain worthwhile experiences.

The curriculum of higher education is expected to fully address the immediate needs of the society. Universities are the most vital places to accumulate human capital in the form of human manpower, training for abilities, attitudes, professional skills and knowledge through earning experiences obtained from the curriculum contents and its delivery in school. One human capital assumption is that after finishing formal higher education, graduates should be able to make a successful transition from these institutions of higher learning to productive workers or self reliant and useful members of the society indicating the achievement of a core objective of higher education. This stresses the need for sustainable higher education for building a self reliant Nigeria and the African society.

The major problem facing Nigerian Industrial Design Textile graduates today is their inability to produce graduates with relevant professional skills. These graduates remain jobless while businesses complain of lack of skilled workers. It is an open indication of mismatch between teaching in our institution and the needs of the society. It also implies that lack of consultation with private sector has lead to teaching of outdated curriculum, resources and teaching methods. Majority of the students learning are limited to theoretical only, they lack practical experience and technicality associated to their profession.

The problem highlighted above actually led to the skill gaps in Nigerian University curriculum which hinders the development in the society. This is a situation where the curriculum of Nigerian tertiary education offers skills that are no longer relevant to the market society. This could be tagged as skill mismatch problems especially in respect to the skills, the curriculum offers and what skills are needed by the labour market. This is particularly reflected in the areas of petroleum, gas, agriculture and industrial arts as well.

RELATIONSHIP BETWEEN GRADUATES AND SOCIETY

Graduates are being trained to serve the society, hence, there is supposed to be connectivity between the community and universities. Graduates from the universities would remain relevant to the society if the university includes the immediate needs of the society into their curriculum. Today, it appears that most of our graduates in many of the professions such as Engineering, Architecture, Management and Industrial design do not seem to possess the skills required for the world of work as observed by Riordon & Rosas (2003) in a study titled "Core work Skills".

He further observed that this resulted to the majority of graduates being unemployed or to have abandoned their learnt profession for other jobs.

Recently, the World University Ranking (WUR) came up with a report that Nigerian Universities are missing from 2007 World Varsity Ranking (Onchonu, 2008). The above statement justifies the need for evaluation and quality assurance in our citadel of learning. Every year, products (graduates) are being turned out of the citadel of higher learning in Nigeria, therefore, there is need to ensure that the products, possess the requisite knowledge, skills and competencies needed for them to meet up with and tackle modern technological challenges in the world of work. It should be noted that society is not static but dynamic. Rapid changes in technology and increasing international competition have led employers today to seek new strategies for Nigerian industries. These changes therefore, posed challenges to both the educators and employees to prepare the University for the changing roles in the work place. Hence, there is need for the utilization of the available resources and economy to develop the capacity and potentials of would be graduates.

In a study titled “Higher Education and the Demand for Manpower Development in the Nigerian Manufacturing Sector” Ugwuonah and Omege (1998) states that, the curriculum of majority of Nigerian universities today have not kept pace with the society and industries changing requirements and that is at a crossroad and needs overhauling. They concluded that major restructuring is necessary to meet the current and future industrial and societal demand technologically. The world of work in most of the developed and developing countries generally and Nigeria in particular today has been experiencing rapid changes over the last ten years. These years have been marked by an increasing diverse workforce, multiple technologies and a more globally interdependent economy. This implies that workers or individuals who are seeking for work must attempt to adjust to the current working environment.

In recent years, concerns about the effect of technology on our industry and on the labour force have been heightened by large scale corporate downsizing programmes and increase in wage inequality. Several authors like Max (1967), Mathus (1978) and Richardo (1995) have attributed this to “skill biased technological change”, that is change that is “biased” by favouring workers with higher level of education and skill over those with lower level of education and skills.

Okon (2006) reports that for an individual, education is the process by which a person learns fact, acquires skills and develop ability and attitudes necessary for the work place. Curriculum is a plan of academic programme including courses structure to provide educational experience through inculcation of professional skills, attitude and knowledge necessary for gaining and sustaining employment in a given occupation. Okwoli (1992) states that, nowadays employers complain that graduates are poorly prepared for work and that they believe that academic standards have fallen considerably over the past decade and that a University degree is no longer a guarantee of communication skills or technical competence. As a result, university graduates are commonly viewed as “half baked”. This paper therefore observes that the technology which the graduates were exposed to while at the University is no longer relevant to the challenges they are facing in the various institutions today.

Industrial design textile graduates are expected to acquire some resources of employable skills in their respective professions to contribute to the society. Riordon and Rosas (2003) indicates that employers are seeking for employees who have acquired relevant knowledge and skills and are able to flexibly adapt, apply and transfer their knowledge to different context, under varying condition. The learners should not only acquire gainful employment but also remain stabilized on the job. In the real sense, tertiary education has been packed in a form to meet up with educational and skill requirement of youths. Textile design curriculum has been designed to absorb the recipients in our textiles industries. The curriculum content was designed to create room for self- reliance and enable individual graduates to make laudable contributions to the development of textile production in their immediate environment and at global level.

THE PHILOSOPHY OF INDUSTRIAL DESIGN

The concept of industrial design is interdisciplinary in nature with the option of ceramics, textiles and graphics as areas of specialization. The concept gives an individual the room to operate freely and academically within the philosophy of design, arts and crafts. The richness of aesthetics expression of the materials and lectures are similar complex and cross cultural. On the whole, the University of Technology always focus on production of tangible functional aesthetics and oriented conceptual objects that could be of immense value for private and industrial use. Undergraduates in the various Universities are solely trained to experiment, create new focus and concepts and to explore new mode in design. The concept of industrial design is geared towards exploring rich industries with new concept and equally proffers solution to problem concerning creativity in the industrial world (Lofquist & Dawis, 2006).

Many chances of the industrial designs functioning effectively are being limited by many, factors career seekers normally confront the teacher of industrial design education with barrage of questions relating to scope and concept of industrial design as well as the viability of the discipline in the labour market. This implies how relevant are the graduates of industrial design to the labour market and society at large. The primary focus of industrial design programme has been to cater for the relatively young but promising manufacturing industry. The industrial design graduates are equipped with professional and entrepreneurial skills to aid in the diversification of the national economy. In addition, these graduates have been equipped with design, management and entrepreneurial skills. The National University Commission provided the curriculum which was subsequently described as disjointed and lacking in focus by design teachers. In order to meet up with the changing society, the design programme was re-focused to include the following.

- i. Producing designers capable of understanding and solving complex problems in the field.
- ii. Acquaint students with appropriate knowledge and skills necessary to solve design problems.
- iii. Develop students' understanding and awareness of the social, cultural, physical, technical and economic activities of the Nigerian society.

- iv. Develop students' ability to understand development and principles of design as well as design methods and synthesize appropriate information to produce effective design and prototypes.
- v. Develop students' ability to provide appropriate abilities to provide appropriate solution to technological economic and aesthetic problems of the society.
- vi. Fill the vacuum created by the technological changes in Nigeria. Industrial design graduates in Nigeria contend with the consumer's preference for imported products over locally designed and produced ones.

INDUSTRIAL DESIGN GRADUATES AND JOB PLACEMENT

Despite the global interest and huge investment in Creative arts and design practice, Industrial design graduates are facing unemployment problem due to some factors earlier highlighted. Various Universities of Technology are to train graduates in industrial design related course like graphics, textile, ceramics, design interior, decorations printing, sculpture, painting art history and art education. The primary focus of these graduates in these various option have been to promote the spirit of professionalism to a greater height and meet up with the social needs in their areas of specialization.

Due to socio-political and technological changes in Nigeria it can be observed today that most Industrial design artists are no longer with their learnt practice. Rather, they diverted into unrelated career like banking, salesmanship, trading, general contractorship or politics (Ogunduyile, Kayode & Ojo, 2008). In the traditional society artists were highly admonished because they were the starting point of the society. They were involved in the beautification of palaces; artists were also responsible for production of the royal kits, like the crown staff and the king's throne.

Despite the efforts made by the pioneering art educationists in Nigeria, it should be noted that various stages of creative artistic development of the individual from childhood through formative stages in art making was directly or indirectly hindered by the discouraging societal and government attitude. Consequently, in Nigeria study of Art and design were not encouraged while science based courses were motivated both by the society and the government. It becomes more apparent, when science buildings were equipped with laboratory chemicals and other technology based apparatus, leaving art and design infrastructure to deteriorate. The resultant effects have been that potential artists and designers could no longer visualize or relate art to various economic developments going on in their society. With this and other numerous factors potential artists/designers become technologically bias even before their graduation. This serves as a deterrent for them to meet up with the major demand of the society.

It is becoming challenging each day to many Nigerian professionals in the field of art and design to place art practice in its proper position. This issue has been debated in varied conference both at national and international levels to examine the factors that are responsible for the downward trends currently prevailing the profession. It was observed that over 85% Nigerian Artists were engaged in other occupations for making a living. Deliberations have been held on

the relevance of Art practices of the past to the present at many conferences and workshops organized by Nigerian professional art and design association (Egonwa, 2004).

This implies that not all professional artists are relevant to the market in Nigerian society. Causes of this problem have been attributed to low interest in arts as a course of professional study and the serious deterioration of arts as a career path in Nigeria. Nigerian art educationists are getting worried over the challenges existing in the practice of Art and design to the extent of abandoning their career.

STRATEGIES OF MANAGING HIGHER EDUCATION FOR YOUTH MARKET IN NIGERIA

The role of higher education in preparing the youths to be relevant to Nigerian societal needs is becoming challenging every day. Youth empowerment through education and employment demands an immediate attention. UNESCO (2005) observes that after attaining higher education, youths should be able to transit into the labour market in order to push the society forward. Higher education should be able to produce graduates who have ability to think critically and have personnel, social and communication skills to meet the requirement of modern labour market. In Nigerian today, many Industrial design textile graduates seem to be unemployed, some under employed and a few number of them are self-employed . Observations further reveal that some of them work outside their areas of specialization. Idumange (2004) asserted that the economy of Nigeria is undergoing recession since 1999. Most companies, small or large scale, have wound up. The existing ones seem to be rendering epileptic services. Employed graduates were laid off while, some were engaged with odd jobs simply to make the two ends meet.

At this level issues militating against higher education in the labour market need to be examined. Skill mismatch occurs between educational qualification acquired by an individual and what is demanded in the labour market. This reflects an open imbalance between “Town” and “Gown”. Boateng (2002) identifies quality of curriculum, career and academic advisory services and evaluation policies in the tertiary institution as the factors of mismatch.

“Town” and “Gown” relationship should be enhanced through internship opportunities. Internship provides students with multiple period of work in which the work is related to the student’s course of study. It gives the student the singular opportunity to understand and know the immediate needs of the society. It also serves as a basis or forum for integration for both the “town” and “gown”.

Issues of unemployed graduates or university graduates that are not relevant to the society are getting more alarming everyday. The graduates complain of high level of unemployment. This situation was openly displayed by the hundreds of unemployed University graduates who mounted a demonstration in front of the presidential office (Aso Rock) on October 18, 2008. They demanded that government provide them with jobs. Employers complain that graduates are poorly prepared for work. They believed that academic standards have fallen considerably over the past decade and that a university degree is no longer a guarantee of communication skills or technical competence. As a result, university graduates are commonly viewed as half baked.

It is a pity that Nigerian Universities are being blamed for all these societal lapses. Many employers believe that the quality of graduates is the reflection of the quality of academic staff, learning resources (libraries/laboratories) and funding limitations. The decline of staff quality is reflected in the high rates of brain drain, the declining number of professors and assistant professors within the university system and their falling levels of post graduate preparation. In addition, while the population of students appreciates, the number of staff depreciates. Many Universities libraries are reported to hold out of date collections of date. It was noted in a manufacturing firm that even the instructions from source of the local universities whose graduates they recruit do not have copies of basic materials and information that are available in the corporate library and essential reading for the Engineering processes used by the firm. In the real sense, the recruited graduates is supposed to feed the firm with recent data and other relevant information.

Hence, there is need to call for the management strategies to enhance industrial design textile graduates in Labour market. Higher education has to focus curriculum that is aimed at a growing job market. It could be tied closely to the private sector through its partnership and its students will benefit from studying with people who are not academics in the strict sense of the word. These people relate directly with the society, and they quite understand the need of the society. They can recommend the most relevant skills for the students that would promote their relationship with the society after graduation.

It becomes pertinent of the administration and business community to maintain regular content through conferences and researches. This would enable them to ascertain the immediate needs of the society. Higher education programme should focus and design programmes that enhance self employment. Every curriculum should be packaged with the objective of making the students self employed. Industrial design textile curriculum has been packaged to make the graduates independent instead of depending on white collar jobs.

ENHANCING GRADUATE EMPLOYMENT THROUGH INTERNSHIP

Internship could be viewed as a means of enhancing employment in today's labour market. Internship experience otherwise tagged Student Industrial Work Experience provides individual students or University graduates with multiple periods of work in which the work is related to the student's course of studies. Adeyemi (2008) opined that employers and business organizations are more likely to extend job offer to 70% of those students who have undergone their internship with them after graduation. He claim that in 2006-2007, employers offered jobs to 67% of industrial training students that have served with them. Olasi (2008) asserted that there are indications that full time recruits coming out of internships are more successful as employers than those drawn from outside of the internship process. This observation ascertains the essence of internship in enhancing graduate employment. The immediate need of the society and labour market should be known to the students before graduation.

ENHANCING TOWN AND GOWN RELATIONSHIP THROUGH ENTREPRENEURSHIP SKILLS

Different authors have used the concept of entrepreneurship differently. Perhaps the most influential conception of the entrepreneur belongs to Joseph Schumpeter who wrote that entrepreneurs have a desire to "found a private kingdom, drive to overcome obstacles, a joy in creating, and satisfaction in exercising one's ingenuity" (Schumpeter, 1947). Schumpeter's notion of "creative destruction" according to Aghion and Howitt (1998) is a competitive process in which entrepreneurs are continuously looking for new ideas that will render their rivals' ideas obsolete. The fundamental element that induces this creative destruction is innovation. Baumol in his 1990's paper, 'Entrepreneurship: Productive, Unproductive and Destructive', differentiated between several forms of entrepreneurship. He mentions that entrepreneurs are individuals who are ingenious and creative in finding means that add to their own wealth, power, and prestige.

Low and MacMillan (1988) similarly defined entrepreneurship as "the creation of new enterprise." Winslow and Solomon (1993) seem to take for granted that creativity and entrepreneurship are similar, if not the same. Akomolafe & Adegun (2009) concluded that creative factors play a great role in entrepreneurial decision-making. Brockhaus (2001) has found that 90 percent of those surveyed by them find creativity very important for opportunity identification. Richardo (1995) conducted a content analysis of key words and phrases included in the various definitions of entrepreneurship appearing in leading academic journals, popular textbooks, and major publishing houses. They found that "starting/founding/creating new business/venture" and "innovation/new products/new market or pursuits of opportunity" are the two most frequently utilized definitions of entrepreneurship.

The link between risk taking and entrepreneurship goes as far back to Richard Cantillon, the 18th century businessman and economist. For Cantillon, (Spiegel, 1983 and Barreto, 1989) the central component of the definition of entrepreneurship revolved around the concept of risk taking, which was rarely encountered by the independently wealthy land owning class or the salaried worker at that time. Cantillon described entrepreneurs as traders or undertakers as a class of agents who risked their own capital and made decisions on market transaction in the face of uncertainty. Audretsch (2006) defines entrepreneurship as dealing with uncertainty, making a distinction between risk, which can be calculated, and uncertainty, which cannot.

Many researchers concluded that, to a very large extent, entrepreneurs are risk takers (Timmons, 1986). Some people see an entrepreneur through the prism of words (passion, leadership, tunnel vision, clarity of mind, focused etc) and feelings (possessed, obsessed, consumed, insatiable, etc). Others view it as inherited trait, while others also insist that it is acquired. Gerber (2005), observed that all successful entrepreneurs possess the ability to perceive the world as a system and so an entrepreneur is a "system thinker". A "system thinker" is one who intuits and sees the whole of things, the entirety of it, the one-ness of it, the integrated unity of it, as opposed to merely the sum of its parts. Such a person transcends the world in order to transform it. The entrepreneur thus is an inventor; sees purpose in everything; sees meaning in everything and if not, pursues everything until the meaning becomes clear; is possessed by the meaning of things.

Kimani in Ene-Obong (2009) describes the entrepreneurial mindset. For him the entrepreneurial mindset is the foundation of all entrepreneurship. He listed some characteristics of the entrepreneurial mindset as follows: The entrepreneur sees needs, problems and challenges as opportunities. Needs and challenges are a blessing to the entrepreneur He comes up with innovative ways to deal with challenges/problems. He uses resources around to solve problems;

he realizes that one is in the business of creating value. This can be done by increasing the number of customers served by the products/service, reducing the cost of a business, improving on the quality and services and inventing a new product or service; thinks and learns ahead and consolidate opportunities before they become obvious; will not give up on his dreams if everyone says “no” or “it cannot be done”. The entrepreneur is challenged by the words “it cannot be done”; is a visionary and a leader, is a dreamer, an optimist, is a risk taker; is not afraid of failure. The entrepreneur acknowledges failure but prepares for it; He has “a can do attitude”.

Entrepreneurship is an acquisition of skills for the sake of creating employment for one’s self and also for others. It also includes the development based on creativity. Entrepreneurship leads to development of small, medium and sometimes large scale business based on creativity and innovation. The outcome of such investment develops the society and nation at large. The poverty level is reduced while unemployment rates would be eradicated.

Nigerian education is presently at a crossroad as far as producing individuals who will work to deserve and justify their pay work independently, globally and bring creativity into their workplace. Through well planned and executed entrepreneurship education, Nigerian graduates in Industrial Arts design shall be self employed, relevant to the labour market and society at large.

CONCLUSION

The relationship between education and society in Nigeria is very shabby. The two are supposed to be interrelated but there is an open mismatch between the two. This actually led to gross unemployment among the youths in Nigeria. Nigerian Industrial Design Textiles graduates are not fully relevant to the labour market and cannot fully meet up with the needs of the society. The paper emphasized that educational system of any nation must be based on the needs and demands of the society. Any educational system that fails to meet the needs, aspirations and ambitions of the society is not relevant and is bound to fail. Skill mismatch between job seekers and employers, inadequate skilled information technology workforce, coupled with under-employments have been prevalent in the labour market.

RECOMMENDATIONS

University of technology should take into cognizance the need to make contact and interaction with employers of labour and design curriculum to meet societal needs. Internship and work study should be emphasized in the curriculum in order to maintain a perfect balance between “Town” and “Gown”. Efforts should be made to promote entrepreneurship skills among Nigerian Industrial Art design textile undergraduates in order to make the self independence after their graduation. Conferences, workshops and researches should be conditioned to identity the immediate needs of the society.

The institution should be in a close relationship with the industries in order to have a direct feedback in terms of the effectiveness or otherwise of the University's curriculum on the society and also get information on the trends in the societal needs. The industrial student work experience (SIWES) should be made compulsory for the students. This will enable the student to have a direct feel with the societal needs before the completion of their course of study. Finally, education has to fulfil both the individuals' needs and those of the society. Industrial Design Art programmes should be made relevant highly desired and required in the society.

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