

**NATIONAL UNIVERSITIES COMMISSION**

**BENCHMARK MINIMUM ACADEMIC  
STANDARDS FOR UNDERGRADUATE  
PROGRAMMES  
IN NIGERIAN UNIVERSITIES**

EDUCATION

APRIL, 2007

## PREFACE

Decree (Act) No. 16 of 1985 as contained in the National Universities Commission amended Decree (Act) No. 48 of 1988 empowers the Commission to lay down minimum standards for all programmes taught in Nigerian universities. Consequently, the Commission in collaboration with the universities and their staff developed minimum academic standards for all the programmes taught in Nigerian universities in 1989. The Federal Government subsequently approved the documents in 1989.

After more than a decade of using the Minimum Academic Standard (MAS) documents as a major instrument of accreditation, the Commission in 2001 initiated a process to revise the documents. The curriculum review was necessitated by the fact that the frontier of knowledge in all academic disciplines had been advancing with new information generated as a result of research. The impact of Information and Communication Technologies on teaching and learning and the competitiveness engendered by globalization were also compelling reason for the curriculum review.

Other compelling reasons included the need to update the standard and relevance of university education in the country as well as to integrate entrepreneurial studies and peace and conflict studies as essential new platforms that will guarantee all graduates from Nigerian universities the knowledge of appropriate skills, competences and dispositions that will make them globally competitive and capable of contributing meaningfully to Nigeria's socio-economic development.

Cognisant that the content-based MAS documents were rather prescriptive, a decision was taken to develop outcome-based benchmark statements for all the programmes in line with contemporary global practice. To actualize this, the Commission organized a stakeholders' statements were developed for each programme in all the disciplines taught in Nigerian universities. Subsequent to this exercise, it was discovered that the benchmark-style statements were too sketchy to meaningfully guide the development of curricula and were also inadequate for the purpose of accreditation.

Given this scenario, the Commission therefore considered the merger of the Benchmark Style Statements and the revised Minimum Academic standards into new documents to be called Benchmark Minimum Academic Standards (BMAS) as an amalgam that crisply enunciates the learning outcomes and competences expected of graduates of each academic programme without being overly prescriptive while at the same time, providing the requisite flexibility and innovativeness consistent with a milieu of increased institutional autonomy.

Following this decision, the Commission initiated the process to produce the documents. The first, in the series, was the conduct of Needs Assessment Survey of Labour Market for Nigerian graduates. This was carried out for all the disciplines taught in Nigerian universities. The exercise involved major stakeholders particularly employers of Nigerian graduates. The objectives of the need assessment survey included identification of expected knowledge, attitudes and skills for graduates and their ability to fit into the requirements of the new national and global economy. Secondly, a workshop was held at which academic experts across Nigerian universities including vice-chancellors participated with the objective of effecting the merger. At the end of the workshop, draft BMAS documents were produced for the thirteen disciplines and the General Studies programme taught in Nigerian Universities. The documents were later sent to the Universities offering relevant disciplines for comments and input. Following the

return of the inputs and comments from the universities to the Commission, a one-day workshop was held at which invited academic experts studied and incorporated the comments and inputs into the draft document.

To ensure that the documents were free from technical errors, the documents were sent to another set of academic experts for editing who also attended a one-day workshop to finally harmonize the BMAS documents.

Following the aforementioned processes, BMAS documents were produced for the underlisted academic disciplines:

- i) Administration; Management and Management Technology;
- ii) Agriculture, Forestry, Fisheries and Home Economics;
- iii) Arts;
- iv) Basic Medical and Health Science
- v) Education;
- vi) Engineering and Technology;
- vii) Environmental Sciences;
- viii) Law;
- ix) Pharmaceutical Sciences
- x) Medicine and Dentistry;
- xi) Science;
- xii) Social Sciences;
- xiii) Veterinary Medicine.

The process has been a rather long and tortuous one but it is gratifying to note that the BMAS documents will for long be an enduring academic covenant between the universities and the students that will be enrolled to study in their different programmes.

On behalf of the National Universities Commission, I wish to express my sincere gratitude to all Nigerian universities and their staff for their cooperation and immense contribution towards the development of the BMAS documents.

**PROFESSOR JULIUS OKOJIE**  
EXECUTIVE SECRETARY  
NUC, ABUJA

APRIL, 2007

# BENCHMARK MINIMUM ACADEMIC STANDARDS IN EDUCATION

## 1.0 GENERAL

- 1) Benchmark Minimum Academic Standards recognizes the autonomy of individual universities with regard to academic programmes but only seeks to ensure that minimum requirements for graduation are set and met.
- 2) Benchmark Minimum Academic Standards nevertheless allows each university a high degree of flexibility in fashioning its programme in the process of interpreting these guidelines.

## 1.1 Programmes and Degrees in View

Each university should be free to decide the title of the degree to be awarded in its Faculty of Education. The following variety of degrees and Academic teaching subjects currently in operation available in faculty of Education of Universities in Nigeria:

### 1.1.1 B.Ed. in Integrated subjects:

- i Language Arts
- ii Social Studies
- iii Science Education
- iv Technical Education
- v Business Education
- vi Creative Arts/Theatre Arts
- vii Integrated Science
- viii Education Technology

### 1.1.2 B.Ed. in Specialist Education Areas:

- i Special Education
- ii Elementary/Primary Education
- iii Physical and Health Education
- iv Educational Administration,
- v Guidance and Counseling,
- vi Adult and Continuing Education
- vii Home Economics

### 1.1.3 B. A (Ed.) Arts and Humanities Related Programmes:

- i English Language/ Literature, or English and Literary Studies
- ii African Languages and Literature (Ibo, Yoruba, Hausa, Efik etc)
- iii Modern European Languages (French, German, Russia etc)
- iv Arabic
- v Islamic Studies
- vi Christian Religious Studies
- vii History/International studies
- viii Music
- ix Language and Communication Arts

#### **1.1.4 B.Sc. (Ed) Science Related Programmes:**

- i Biology
- ii Chemistry
- iii Physics
- iv Mathematics
- v Agricultural Sciences
- vi Computer Science/Statistics
- vii Mathematics/ Statistics
- viii Technical Education

#### **1.1.5 B. Sc. Ed Social Sciences Related Programmes**

- i Political Science/Government
- ii Economics
- iii Geography

#### **1.1.6 B. L. S./B.A (L.S)/B.Sc. (L.S) Library Science, B. Sc. Ed (LIS/RM)**

- 1.1.6.1 Library and Information Resource Management

### **1.2 Philosophy And Objectives Of Education**

The philosophy of education is necessarily derived from the National Policy on Education. The national philosophy is in turn based on the following general aspirations of Nigeria as contained in Section 1 Paragraph 1 of the National Policy on Education:

- (a) A free and democratic society,
- (b) A just and egalitarian society,
- (c) A united, strong and self-reliant nation,
- (d) A great and dynamic economy
- (e) A land of bright and full opportunities for all citizens.

The goals of education are in turn derived from these statements. A Faculty of Education should therefore be able to enhance the development of the following:-

- (i) respect for the worth and dignity of the individual
- (ii) faith in man's ability to make rational decisions
- (iii) moral and spiritual values in inter-personal and human relations
- (iv) respect for the dignity of labour and promotion of the emotional, physical and psychological health of all children.
- (v) shared responsibility for the common good of society,
- (vi) the inculcation of national consciousness and national unity,
- (vii) the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian Society.
- (viii) the training of the mind in the understanding of the world around and the acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of his society.

To make the philosophy functional, the National Policy in sections 5 and 9 provides details of these goals under Higher Education in general and Teacher Education in particular. The provisions as contained in section 5 are as follows:-

- (a) The acquisition, development and inculcation of the proper value-orientation for the survival of the individuals and society.
- (b) The development of the intellectual capacities of individuals to understand and appreciate their environments.
- (c) The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.
- (d) The acquisition of an objective view of the local and external environments.

The traditional roles of the universities, are namely:

- (i) Teaching
- (ii) Research
- (iii) The dissemination of existing and new information
- (iv) The pursuit of service to the community
- (v) Being a storehouse of knowledge.

On the basis of the above articulation, a Faculty of Education should therefore be able to achieve the following;

- (1) To produce prospective teachers with proper leadership qualities
- (2) To produce teachers with the knowledge, skills and attitudes which will enable them to contribute to the growth and development of their communities in particular and their nation in general
- (3) To produce teachers who have sound mastery of their subject areas and the ability to impart such knowledge to their students
- (4) To equip teachers with a mastery of problem solving skills
- (5) To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
- (6) To help teachers to fit into the social life of the community and society at large and enhance their commitment to national objectives
- (7) To provide teachers with the intellectual and professional background, adequate for their alignment and to make them adaptable to any changing situation, not only in the life of their country but in the wide world.
- (8) To encourage the spirit of enquiry, creativity and entrepreneurship in teachers.
- (9) To enhance teachers commitment to the teaching profession.
- (10) To enhance the skills of teacher's in the use of new technologies.

### 1.3 **Basic Admission Requirements and Expected Duration of the Course**

Subject to any additional condition which each university may demand, the following admission requirements are prescribed:

### 1.3.1 **U.M.E Applicants**

5 Credit passes in the senior secondary school certificate or its equivalent in addition to acceptable pass in the University Matriculation Examination, are the qualifications for admission into the five (5) year Education degree programmes of universities.

### 1.3.2 **Direct Entry Applicants:**

Any one of the following qualifications is admissible for the four (4) year Education degree programmes:

- i) A pass at merit level in a relevant Diploma Programme (provided the O/L requirements are satisfied).
- ii) Two (2) passes in relevant subjects areas at Advanced level with SC / GCE 'O' Level credit passes in five (5) subjects at not more than two (2) sittings or
- iii) Passes in two (2) major subjects in relevant areas in the NCE with GCE 'O' Level credit or its equivalent in five (5) subjects.
- iv) Two (2) passes at the IJMB (Interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal Examinations or International Baccalaureate from a recognized institution with school certificate credits or equivalent in five (5) subjects (subject to university requirements).
- iv) For B.Ed (Technology) Programme: holders of NCE, City and Guilds as well as OND and NBC/NTC Certificates, may be admitted provided they possess five (5) credits in relevant subjects at the Senior Secondary School Certificate Examination.

### **English Language and Mathematics Requirements**

In all cases, whether by Direct Entry or UME, the following shall apply:

A credit in Mathematics and English Language at the Senior School Certificate/or its equivalent are required of all education students.

### 1.4 **Graduation Requirements**

- For a five year education degree course, a minimum of 150 units should be required for graduation,
- For a direct four year course, a minimum of 120 units should be required for graduation;
- At the commencement of the programme, each student should be furnished with the information specifying the requirements for the award of the degree;

### **Staff/Student Workload**

- (i) Every full-time student should be required to register for a minimum of 15 credit units per semester and a maximum of 24 credit units except for students on field experience.

- (ii) A full-time Lecturer, on the other hand, should have a minimum teaching load of 8 credit units per semester.

#### 1.4.1 Degree Classification

Degrees in Education is classified into three levels as follows:

- 1<sup>st</sup> Class Honor Degree with cumulative grade point average of 4.5 – 5 points.
- 2<sup>nd</sup> Class Honor Degree; Upper with Cumulative grade point average of 3.50 – 4.49, then
- 2<sup>nd</sup> Lower with cumulative grade point average of 2.40 – 3.49.
- 3<sup>rd</sup> Class Degree with cumulative grade point average of 1.50 – 2.39.

See table 1 below for details:

#### 1.4.2 Probation

A student whose cumulative Grade Point Average is below 1.50 at the point of a particular year of study earns a period of probation for one (1) year.

#### 1.4.3 Withdrawal

Students whose cumulative grade point average is below 1.5 after probation year should be asked to withdraw from the programme.

#### 1.4.4 Course Credit Unit System

This is a system of organization of the curriculum in which courses are broken down into units and are examinable and for which students earn credit(s) if passed'. The courses are assigned weights allied Credit Units. e.g. three credits units means three hours of lecture per week. Which include practical.

#### 1.4.5 Grade Point Average And Comulative Grade Point Average

Performance in any semester is reported in Grade Point Average. This is the average of weighted grade points earned in the courses taken during the semester. The Grade Point Average is obtained by multiplying the Grade Point average in each course by the number of Credit Units assigned to that course, and then summing these up and dividing by the total number of Credit Units taken for the semester.

Table 1: **Scoring and Grading System**

(i) Credit Units	(ii) Percentage Scores	(iii) Letter Grade	(iv) Grade Points (GP)	(v) Grade Point Average (GPA)	(vi) Cumulative Grade Point Average (CGPA)	(vii) Class of Degree
Vary according to contact hours assigned to each course per week per semester, and according to work load carried by students	70-100	A	5	Derived by multiple i and iv and dividing by total Credit Units.	4.50-5.00	1 <sup>st</sup> Class
	60-69	B	4		3.50-4.49	2 <sup>nd</sup> Class Upper
	50-59	C	3		2.40-3.49	2 <sup>nd</sup> Class Lower



	45-49	D	2		1.50-2.39	Third Class
	0-44	F	0			

## 1.5 Evaluation

### 1.5.1 Techniques of Students Assessment

The assessment of students' progress can be done through a combination of the following methods:

- (a) Written essay examination
- (b) Written objectives examination
- (c) Individual and group projects
- (d) Term paper/presentation
- (e) Seminar presentation
- (f) Oral examination and
- (g) Field experience assessments

However, the above list is considered restrictive and the following additional techniques have been included:

- (h) Open book examination
- (i) Laboratory performance and
- (j) Take-home examination

In all techniques mentioned above, the tradition is that the teacher is the assessor.

However, the use of student's peer-group assessment can be adopted.

The open Book assessment mode is relevant in contexts in which it is required to test the ability to apply information in dealing with unfamiliar situations, as opposed to mere ability to recall information. It is applicable to a problem solving situation and where the task is expected to be completed in a short time (in less than three hours).

The Take-Home Examination mode is an extension of the above and similar in purpose. However, the task is such that requires many hours/days to complete with the aid of diverse sources.

#### **Continuous Assessment**

The weighting of continuous assessment should be between 30% and 40% of the final grade, course by course. The final grade of a student in a semester consists of two parts:

- (a) final assessment grade and
- (b) all assessments prior to final examination

These will include term papers, occasional test, laboratory work and assignment. The award of the degree is based on the cumulative records of grades obtained. (See table under scoring and grading system).

### 1.5.2 External Examination System

As regards students' external assessments, the present practice of using external examiners should be retained. External Examiners should be used only in the final year of the undergraduate programme to assess final year courses and projects, and to certify the overall performance of the graduating students, as well as the quality of facilities and teaching.

### 1.5.3 SIWES Rating and Assessment

The rating of students on the job performance in the field and the final report after the field exercise base on the existing grading system, for practical teaching, students are assessed base on their practical implementation of teaching and learning strategies in the class room as applied to their subject area.

### 1.5.4 Students' Evaluation of Courses

This is evaluation of courses by students at the end of every course including how well the course was taught and organized.

### 1.5.5 Maintenance of Curricular Relevance

- The curriculum should as much as possible take into consideration the needs of the society and job opportunities.
- There should be a periodic review of the curriculum to ensure that it embraces the changes of the time and the needs of the individual and the society.
- Each discipline should review its curriculum every five years to ensure that high academic standards are maintained and that it reflects the societal aspirations.
- Comments of external examiners about programmes should be used in reviewing the programmes.
- Internal review of the curriculum should be on a continuous basis.
- Officials from the ministries of education, with at least the rank of a director, in neighboring states should be invited as members of Faculty Boards of Education.
- Officials of the association of Nigerian secondary school principals should similarly be invited as members of Faculty Boards of Education.
- Principals or heads of departments in schools where student teachers undertake their teaching practice should be actively involved in supervising, commenting upon, and grading the work of the student teachers.
- Community input with regard to the teachers' attitude to work, level of efficiency, and general behaviour should be welcomed and encouraged.  
Students' assessment of programmes and of their teachers should be encouraged.

### 1.5.6 Performance Evaluation Criteria

A student who scores below 45 in any given course is deemed to have failed the course.

#### Grading System

<b>A</b>	-	<b>70+</b>
<b>B</b>	-	<b>60 – 69</b>
<b>C</b>	-	<b>50 – 59</b>
<b>D</b>	-	<b>45 – 49</b>
<b>F</b>	-	<b>BELOW 45</b>

## 1.6 RESOURCE REQUIREMENT

The availability of resources is sine-qua-non for effective and efficient implementation of programmes; therefore, resources must be adequate and be provided as required

### 1.6.1 Personnel

#### a) Academic Staff

The following categories of academic staff with the minimum qualifications are earmarked for Department of Primary/Elementary Education.

Category	Qualification
1. Graduate Assistant	A Good Bachelor's Degree
2. Assistant Lecturer	A Masters' Degree in relevant field.
3. Lecturer II	(i) A Doctoral Degree in relevant field. (ii) Promotional prospectus for Assistant Lecturer with at least three years experience subject to availability of necessary publications.
4. Lecturer I	(i) A Doctoral Degree in relevant field with at least three (3) years experience on the job. The three – year period is for eligibility for consideration i.e. apart from the stated periods, the candidate will be assessed for quality of teaching, publications, contribution to the University and Community. (ii) As in 3 (ii) plus 4 years of experience and adequate number of publications in referred journals.
5. Senior Lecturer	At least three (3) years in Lecturer I, adequate publications, teaching and services to the University

and the Community. Possession of a doctoral degree is required.

- vi. Reader/  
Associate Professor      The position can be filled either by promotion or appointment. At least three years as Senior Lecturer with considerable publications. Outstanding research and teaching coupled with services to the University and the Community plus positive external assessment. Possession of a doctoral degree is required.
  
- vii. Professor      At least three (3) years as Reader/Associate Professor. Outstanding research, teaching and service to the University and the Community plus positive external Assessment. The position can be filled either by promotion or appointment. Possession of doctoral degree is required.

b) **Non-Academic Staff**

Every Department should have at least the following:

- (a) One Secretary(Computer literate)
- (b) One Clerical Officer
- (c) Two Office Attendants/Cleaners
- (d) Two Typists
- (e) One Laboratory attendant
- (f) One Technician

c) The appointments and promotions of Senior Technical, Senior Administrative and Junior Staff should conform to those in the Faculty of Education.

d) **Academic Staff Structure**

Rank mixes and ratios in the Department shall be such that admits 20% in the professorial grade, 35% in the Senior Lecturer grade and 45% in the Lecturer I grade and below.

e) **Staff: Student Ratio**

The Staff : Student ratio shall be 1:30 for all programmes.

1.6.2 **Physical Facilities**

a) **Spaces:** Academic, Classrooms, Lecture Theatres, Laboratories, Studios, Staff Offices, Adequate classrooms, lecture theatres, auditoria, laboratories, studios, staff offices, workshops for technical and vocational education etc, should be provided to ensure proper execution / implementation of programmes. Every Faculty of Education should have a Computer Laboratory, Internet Access and Resource Room.

b) **Equipment**

- i) Adequate equipment should be provided for laboratories, workshops, studios, etc.
- ii) Relevant software materials and chemicals to be used along with the equipment should be supplied constantly;
- iii) Each Department and indeed senior academic staff should be equipped with computers which should be from time to time replenished with the latest software materials;
- iv) Equipment for language laboratories for language programmes, and special education centre for special education programmes, should be provided and replenished from time to time.
- v) A well equipped teaching support unit (educational technology department) should exist to provide media services for instruction and research for producing materials and organizing workshops for academic staff. Necessary facilities for using the equipment should be built into the classrooms.

### 1.6.3 **Library and Information**

Current basic texts, reference books, journals and other relevant textual and non-textual materials should be readily available in the library.

## 1.7 **GENERAL STUDIES**

### **Goal**

To produce a well-rounded, morally and intellectually capable graduates with vision and entrepreneurial skills in an environment of peace and social cohesiveness.

### **Objectives**

The objectives of the General Studies programme consist of the following:

- a) Acquisition development and inculcation of the proper value-orientation for the survival of the individual and society.
- b) The development of intellectual capacities of individuals to understand, appreciate and promote peaceful co-existence.
- c) Production graduates with broad knowledge of the Nigerian National and people with a view to inculcating in them mutual understanding and patriotism.
- d) Exposing graduates of Nigerian Universities to the rudiments of ICT for computer literacy and ability to live usefully in this ICT age.
- e) Preparing students for a post university life with opportunities for job creation and entrepreneurial skills.
- f) Production of graduates capable of communicating effectively (both oral and written).

**GST 111: Communication in English (2 Units)**

Effective communication and writing in English, Language skills, writing of essay answers, Comprehension, Sentence construction, Outlines and paragraphs, Collection and organization of materials and logical presentation, Punctuation.

**GST 112: Logic Philosophy and Human Existence (2 Units)**

A brief survey of the main branches of Philosophy Symbolic Logic Special symbols in symbolic Logic-conjunction, negation, affirmation, disjunction, equivalent and conditional statements law of tort. The method of deduction using rules of inference and bi-conditionals qualification theory. Types of discourse, Nature or arguments, Validity and soundness; Techniques for evaluating arguments; Distinction between inductive and deductive inferences; etc. (Illustrations will be taken from familiar texts, Including literature materials, Novels, Law reports and newspaper publications).

**GST 113: Nigerian Peoples and Culture (2 Units)**

Study of Nigerian history, culture and arts in pre-colonial times, Nigerian's perception of his world, Culture areas of Nigeria and their characteristics, Evolution of Nigeria as a political unit, Indigene/settler phenomenon, Concepts of trade, Economic self-reliance, Social justice, Individual and national development, Norms and values, Negative attitudes and conducts (cultism and related vices), Re-orientation of moral Environmental problems.

**GST 121: Use of Library, Study Skills and Information Communication Technology (ICT) (2 Units)**

Brief history of libraries, Library and education, University libraries and other types of libraries, Study skills (reference services). Types of library materials, using library resources including e-learning, e-materials; etc, Understanding library catalogues (card, OPAC, etc) and classification, Copyright and its implications, Database resources, Bibliographic citations and referencing. Development of modern ICT, Hardware technology Software technology, Input devices, Storage devices, Output devices, Communication and internet services, Word processing skills (typing, etc).

**GST 122: Communication in English II (2 Units)**

Logical presentation of papers, Phonetics, Instruction on lexis, Art of public speaking and oral communication, Figures of speech, Précis, Report writing.

**GST 123 Communication in French (2 Units)**

Introduction to French, Alphabets and numeric for effective communication (written and oral), Conjugation and simple sentence construction based on communication approach, Sentence construction, Comprehension and reading of simple texts.

**OR**

**GST 123: Communication in Arabic (2 Units)**

Introduction to Arabic alphabets and writing systems, Elementary conversational drills, Basic reading skills, Sentence construction in Arabic.

**GST 211: History and Philosophy of Science (2 Units)**

Man – his origin and nature, Man and his cosmic environment, Scientific methodology, Science and technology in the society and service of man, Renewable and non-renewable resources – man and his energy resources, Environmental effects of chemical plastics, Textiles, Wastes and other material, Chemical and radiochemical hazards. Introduction to the various areas of science and technology. Elements of environmental studies.

**GST 222: Peace Studies and Conflict Resolution (2 Units)**

Basic Concepts in peace studies and conflict resolution, Peace as vehicle of unity and development, Conflict issues, Types of conflict, e. g. Ethnic/religious/political/economic conflicts, Root causes of conflicts and violence in Africa, Indigene/settler phenomenon, Peace – building, Management of conflict and security. Elements of peace studies and conflict resolution, Developing a culture of peace, Peace mediation and peace-keeping, Alternative Dispute Resolution (ADR).

Dialogue/arbitration in conflict resolution, Role of international organizations in conflict resolution, e.g. ECOWAS, African Union, United Nations, etc.

**GST 223: Introduction to Entrepreneurial Skills (2 Units)**

Introduction to entrepreneurship and new venture creation; Entrepreneurship in theory and practice; The opportunity, Forms of business, Staffing, Marketing and the new venture; Determining capital requirements, Raising capital; Financial planning and management; Starting a new business, Feasibility studies; Innovation; Legal Issues; Insurance and environmental considerations. Possible business opportunities in Nigeria.

**1.8 Definition Of Terms**

**1.8.1 Core/Compulsory Course:**

A course which every student must compulsorily take and pass in any particular programme at a particular level of study.

**1.8.2 Required Course**

A course that you take at a level of study and must be passed before graduation.

**1.8.3 Elective Course**

A course that students take within or outside the faculty. Students may graduate without passing the course provided the minimum credit unit for the course had been attained.

**1.8.4 Optional Course**

A course which students can take based on interest and may count towards the minimum credit unit required for graduation.

**1.8.5 Pre-requisite Course**

A course which student must take and pass before taking a particular course at a higher level.

**1.8.6 Minimum Credit Load Per Semester**

The Minimum credit load per semester is 15.

**1.8.7 Course Credit Unit System**

This should be understood to mean a 'quantitative system of organization of the curriculum in which subject areas are broken down into unit courses which are examinable and for which students earn credit(s) if passed'. The courses are arranged in progressive order of difficulty or in levels of academic progress, e.g. Level or year 1 courses are 100, 101 etc. and Level II or Year II courses are 200, 202 etc.

The second aspect of the system is that courses are assigned weights allied Credit Units.

**1.8.8 Grade Point Average (GPA)**

Performance in any semester is reported in Grade Point Average. This is the average of weighted grade points earned in the courses taken during the semester. The Grade Point Average is obtained by multiplying the Grade Point average in each course by the number of Credit Units assigned to that course, and then summing these up and dividing by the total number of Credit Units taken for the semester.

**1.8.9 Cumulative Grade Point Average (CGPA)**

This is the up-to-date mean of the Grade Points earned by the student in a programme of study. It is an indication of the student's overall performance at any point in the training programme. To compute the Cumulative Grade Point Average, the total of Grade Points multiplied by the respective Credit Units for all the semesters are added and then divided by the total number of Credit Units for all courses registered by the student.

**Abbreviations**

EDU Education (Faculty Wide)

L.T.P. = Lecture Tutorial Practical

LBS Library Science

PHY = Physics



GST	General Studies	MAT	=	Mathematics
ADE	Adult Education			
EDA	Educational Administration	CHM	=	Chemistry
EDF	Educational Foundations	BIO	=	Biological Science
EDC/CUS	Curriculum Studies	SOC	=	Sociology
PHE	Physical Education	POS	=	Political Science
SSE	Social Studies Education	ACC	=	Accounting
HEE	Home Econ. Education	TEE	=	Teacher Education
TED	Technology Education	GCE	=	Guidance/Counselling
ENG	Engineering Analysis	SPE	=	Special Education
CMP	Computer Science	HED	=	Health Education
SED	Science Education/Integrated Science			
AUT	– Automobile Technology	WWT	-	Wood work Technology
BUD	– Building technology	ITE	-	Industrial Technology Education
EET	– Electrical/Electronics	MAT	-	Mathematics

## 2.0 PROGRAMMES

### Number of Credit Units for Graduation

A student shall be required to pass in at least 150 credit units to earn a degree in Education in a 5 – year degree programme and at least 120 for a 4 – year degree programme.

### Core Courses In Education:

Core/Compulsory Courses are courses students must take and pass before graduation. Pre-requisite courses are those that students must take and pass before moving to a higher level. While electives are courses students take base on their areas of specialization and interest. However, there are restrictive and un-restrictive electives depending on areas of specialization and University.

The following Courses are “Core” in all Faculties of Education and in addition to General and Specialized Courses required for Graduation

Level	Title	Minimum Weighting (in Credit Units)
<b>100 Level</b>		
EDU 111	Introduction to teaching Profession	2
EDU 112	Foundation of Education	2
<b>200 Level</b>		
EDU 211	Educational Administration	2
EDU 212	Educational Psychology	2
EDU 222	Philosophy of Education	2
<b>300 Level</b>		
EDU 321	Curriculum and Instruction I	2
EDU 313	Educational Technology	2
EDU 302	ICT in Education	2
EDU 312	Methods Courses I	2
EDU 311	Tests and Measurements	2
<b>400 Level</b>		
EDU 411	Curriculum and Instruction II	2
EDU 413	Guidance & Counselling	2
EDU 412	Method Courses II	2
EDU 402	Research Methods and Statistics	3
EDU 422	Special Education	2
<b>500 Level</b>		

EDU 599	Research Project	4
EDU 500	Teaching Practice	6
EDU 502	Method Courses III (Post Teaching Practice Evaluation/Remediation)	2

**EDU 111 Introduction To The Teaching Profession**

The course provides awareness and basic information about teacher’s roll in communities and nation building, professionalization of teaching, ethics of teaching, unionism and other professionals in education.

**EDU 112 Foundations Of Education (2 Credit Hours)**

A study of the educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. An introduction to major sociological and philosophical ideas, which have influence.

**EDU 321 Curriculum And Instruction 1**

Fundamental concepts of curriculum development to include objectives, contents, learning opportunities and evaluation. Knowledge and skills on Curriculum Development.

**EDU 211 Education Psychology**

Theories and conditions of learning and teaching, with emphasis on individual differences: Motivation; retention, transfer of learning etc.

**EDU 311 Tests And Measurement**

An experience in test construction, administration, analysis and interpretation.

**EDU 313 Educational Technology**

The course offers on eclectic approach to the design process application and effects of technique in the teaching/learning situation. It is designed to broden student teachers’ knowledge on the systematic production, effective use and evaluation of inexpensive and local instructional materials for instructional purpose.

**EDU 401 Methods: Data Processing, Statistics And Computer Usage**

An experience in problem identification; types, design, data gathering, processing, analyzing, interpreting and reporting in educational context. The use of statistics and computer as tools in educational research should be emphasized.

**EDU 411 Curriculum And Instruction 11**

A critical analysis of curriculum in terms of their relevance and National goals. Relationship between curriculum and instruction in terms of objectives specification, selection of learning experiences, learning materials, methods and media of instruction, and evaluation. An overview of curriculum innovation in a subject matter area with particular reference to Nigerian experience.

**EDU 599 Research Project (Faculty-Wide)**

An application of research methods and data processing course to field experience under the guidance of the Faculty members. Exposure at EDU 312 is required for this course.

**EDU 500 Teaching Practice**

Practical implementation of teaching/learning strategies in the classroom as applied to the subject area.

**EDU 302 Ict In Education**

An application of the principles of information and computer technology to education.

2.1 **B. Ed., INTEGRATED SUBJECTS:**

i) **LANGUAGE ARTS**

2.1.1 **Philosophy, Aims and Objectives**

The fundamental concern of the Arts related programmes (Humanities) is with man and his complex nature especially his multifaceted relationships with the world around him and beyond it is in this context that each Arts related programme tries to investigate and explain those aspects of man's nature that particularly concern or challenge him.

This is in addition to the general philosophy Aims and Objectives of Education.

The objectives of Communication/Language Arts is:

- i) To develop and enhance our students awareness of the values, contributions, and potentialities of their own social, cultural and spiritual environment;
- ii) To equip them to contribute meaningfully towards the attainment of national goals and the satisfaction of national needs.
- iii) To instill in them the spirit of self-reliance, self-pride and self-actualization;
- iv) To equip them with the skills, knowledge and competences necessary to impact same to students.

2.1.2 **Admission and Graduation Requirements**

- a) **UME:** General faculty requirements plus credit at senior secondary school equivalent in English Language and Literature as well as satisfactory performance in it at JAMB and Post UME screening.
- b) **Direct Entry:** Same as General faculty requirements.

2.1.3 **Learning Outcomes:**

**A) Regime of Subject Knowledge**

While each university should be free to determine the content of programmes, the basic concepts, topics, procedures, etc., in each discipline must be covered.

For the attainment of practical and professional skills, at least twelve weeks (12 weeks) of supervised practical teaching should be required.

Where applicable, internship experiences should be arranged for students in the relevant fields.

As much as possible, the quality of the academic programmes should not be compromised on account of loss of time, due to unscheduled university closures.

**B) Competencies And Skills**

**Cognitive Ability:**

To produce graduate teachers and librarians who demonstrate competence in their areas of specialization; effect positive and desirable changes in the cognitive, affective and psychomotor behaviors of learners; show creative imagination in teaching by applying varied methods and innovative approaches; demonstrate skills in the organization and management of learning resources; motivate learners through their professional and personal qualities to aspire to excel; demonstrate ability in solving life problems; and exhibit effective skills and competencies.

**Practical Skills:**

To produce graduates who can demonstrate practical skills in keeping school records, e.g. registers, diaries, etc.; organizing and managing learning resources; organizing learning environments, e.g. classrooms, field trips, laboratories, studios, etc.; conducting practical in science laboratories, studios, etc.; writing proper and clear curriculum guides, curriculum models, lesson plans, and lesson notes, etc.; collecting, assembling, analyzing and writing reports on simple school research.

**General Skills:**

Teachers should be able to demonstrate ability in:

- i. appreciating the ever-growing significance of computers to education;
- ii. sending and accessing computer information, in all its ramifications;
- iii. learning how to learn;
- iv. Cooperating meaningfully with colleagues and other members of the society.
- v. Entrepreneurship in at least one venture.

**C) Behavioural Attributes**

To produce graduate teachers and librarians who motivate learners to acquire and develop positive attitude to life; demonstrate interest/enthusiasm in participating in community projects and programmes that can promote growth and progress.

Exhibit acceptable social behaviours when interacting with others;

Exhibit acceptable behaviour by:

- i) appreciating the cultural and religious diversity among Nigerians when interacting with pupils/students, colleagues, and others;
- ii) showing a high sense of responsibility in accepting and performing assignments; respecting the views of others;
- iii) basing judgments on proper evaluation of issues and information available; attending staff meetings and other official functions always and punctually;

- iv) contributing positively to discussions in staff meetings and other official school functions; showing maturity on all issues.

#### 2.1.4 Attainment Levels

As stated under the general resources requirement for Teaching & Learning.

#### 2.1.5 Resource Requirement for Teaching and Learning

As stated under the general resources requirement for Teaching & Learning.

#### 2.1.6 Course Contents and Descriptions

##### a) Course content

#### Year I

##### General Courses

GST 111	Communication in English	2
GST 112	Logic Philosophy and Human Existence	2
GST 122	Communication in English II	2
GST 113	Citizenship Education/Nigerian Peoples and Culture	2
GST 121	Use of Library, Study Skills and ICT	2

##### Core Courses

EDU 111	Introduction to the Teaching Profession	2
EDU 112	Foundation of Education	2

##### Specialization

CLA 111	Introduction to the Study of Reading	3
CLA 102	Introduction the Study of Writing	3
CLA 103	Fundamentals of Speech Communication	3
CLA 104	Introduction to Human Communication system	3
	4 Elective courses from English (100 level)	28

#### Year II

##### General Courses

GST 211	History and Philosophy of Science	2
GST 222	Peace Studies and Conflicts Resolution	2
GST 223	Entrepreneurship Education (Theory)	2

##### Core Courses

EDU 211	Educational Psychology	2
EDU 212	Educational Administration	2
EDU 223	General Language Teaching Methods	2

##### Specialization

CLA 201	Reading for Academic Purposes	2
CLA 202	Integrated language Arts	2
CLA 204	Listening Comprehension Skills	2
CLA 205	Rapid Reading	2
CLA 208	Writing for Specific purposes	2
CLA 209	Writing for General Academic Purposes	2
LIN 241	Production of Speech	<u>2</u>
		<u>30</u>

### Year III

#### General Course

EPS 301	Entrepreneurial Studies	2
---------	-------------------------	---

#### Core Courses

EDU 311	Test and Measurement	2
EDU 313	Educational Technology	2
EDU 312	Special Method I	2
EDU 321	Curriculum and Instruction 1	2
EDU 302	ICT in Education	2

#### Specialization

CLA 301	Developmental Reading Skills	3
CLA 302	Developmental Writing Skills	3
CLA 321	Research Methods in Communication and Language Arts	3
CLA 305	Diagnosis and Remediation in Reading	3
CLA 314	Diagnosis and Remediation in Speech	3
	Elective 3 units from English	<u>3</u>
		<u>30</u>

### Year IV

#### Core Courses

EDU 412	Special Method II	2
EDU 413	Guidance and Counselling	2
EDU 411	Curriculum and Instruction II	2
EDU 401	Research methods and Data Processing	2
EDU 422	Special Education	2

#### Specialization

CLA 401	Speech Consultancy Services	3
CLA 403	Business and Organizational Communication	3
CLA 410	Essentials of Scholarly Writing	3
	13 units from English and other relevant subject areas	<u>13</u>
		<u>30</u>

### Year V

#### Core Courses

EDU 500	Teaching Practice (One semester)	4
EDU 599	Research Project in Language Arts	6
EDU 502	Special Methods III Post Teaching	

Practice Evaluation/Remediation	2
Take any 6 elective courses from teaching areas not covered in the courses above	<u>12</u>
	<u>24</u>

**b) Course Descriptions**

CLA 101	Introduction to the Study of Reading
CLA 102	Introduction the Study of Writing
CLA 103	Fundamentals of Speech Communication
CLA 104	Introduction to Human Communication system
	4 Elective courses from English (100 level)

**Year II**

CLA 201	Reading for Academic Purposes
CLA 202	Integrated language Arts
CLA 204	Listening Comprehension Skills
CLA 205	Rapid Reading
CLA 208	Writing for Specific purposes
CLA 209	Writing for General Academic Purposes
LIN 241	Production of Speech

**Year III**

CLA 301	Developmental Reading Skills
CLA 302	Developmental Writing Skills
CLA 321	Research Methods in Communication and Language Arts
CLA 305	Diagnosis and Remediation in Reading
CLA 314	Diagnosis and Remediation in Speech
	Elective 3 units from English

**Year IV**

CLA 401	Speech Consultancy Services
CLA 403	Business and Organizational Communication
CLA 410	Essentials of Scholarly Writing
	13 units from English and other relevant subject areas



## 2.1.2 **BACHELORS DEGREE IN EDUCATION SOCIAL STUDIES PROGRAMME B.Sc (Ed)/B.Ed**

### **General**

Social Studies is an integrated course whose major emphasis is the study of man interacting and coping with problems and issues in society. It is based upon the various social sciences and humanities as a foundation and source of conceptual framework and methodology. It employs the system of analytical approach to the identification and the study of problems of man in his multi-faceted environment.

The social studies units in most universities have continued to produce graduate teachers for the implementation of social studies curriculum only in the Junior Secondary classes where it is taught in our post-primary schools. This practice tends to limit such graduate teachers in principle to one segment of the secondary school system. Research findings show that most post-primary schools due to the shortage of qualified staff, often assign the teaching of social studies foundation subjects specialists. Such findings lend credence to the need for either more qualified or few well groomed teachers, this posing a challenge to the University system in its contribution to the teacher education development programmes.

### **Rationale for Restructuring**

Based on the above observation, it is necessary to restructure the social studies programme. The restructuring is an attempt to expand the frontiers of this NUC recognised integrated academic subject beyond the development of manpower for the Junior Secondary Schools only, thus remedying the practice of assigning inexperienced social science and humanities subject teachers to teach social studies and vice versa. It is therefore necessary to integrate social studies with some of its foundation disciplines (History, geography, Religion, Economics and Political Science) as taught and examined in Senior Secondary School Examination (S. S. C. E.) curricula.

The programme shall award Bachelor of Arts (Education) and Bachelor of Science (Education) degrees respectively to graduands according to subject combination. The following structures are suggested:

1. B.A (Ed) Honours Social Studies
2. B.(Ed) Honours Social Studies
3. B.Sc (Ed) Honours Social Studies

The proposed amendment aims at providing a broad-based education which will develop the intellectual and the analytical capabilities that would enable its products to cope with the demands of the modern Nigerian society and the manpower needs of Nigeria. It is

also suggested by some social studies experts that apart from the amendment, the initial social studies programme should be there but with expansion in course offerings as shall be indicated.

#### 2.1.2.1 **Philosophy and Objectives**

The philosophy of this programme is centered on the promotion of the study of Social Studies and its cognate subjects as academic disciplines in an effort to satisfy the dire need for qualified teachers for the effective implementation of the National Policy on Education at the post-primary school level. The objectives of the programme to which the philosophy is likened are therefore:

- (i) To expose the students to the various aspects of Education, Social Studies and the respective cognate subjects relevant to their preparation as post-primary school teachers;
- (ii) To provide learning experiences which will help students acquire the basic contents and techniques for effective implementation of Social Studies, History, Religion, Economics, Geography and Political Science curricula in Nigerian post-primary schools.
- (iii) To help students understand the interrelationships in the acquisition of knowledge otherwise subdivided into natural sciences, social sciences and humanities;
- (iv) To develop students who understand their own physical and social world, the world of human beings, their activities and their interactions.

#### 2.1.2.3 **Admission and Graduation Requirements**

- a) **UME:** Credit passes in the Senior Secondary School (S.S.S.) Certificate, or its equivalent in relevant subject areas in addition to acceptable pass in the Joint Matriculation Examination, are the qualifications for admission into the five (5) year degree programmes of Universities in education.
- b) **Direct Entry Applicants:** Any one of the following qualifications is admissible for the four (4) year degree programmes of universities in education:
  - i) A pass at merit level in a relevant Diploma Programme (provided the University English requirement has been satisfied).
  - ii) Two (2) passes in relevant subject areas at advanced level with SC/GCE 'O' Level credit passes in five other subjects at not more than two (2) sittings or
  - iii) Three (3) passes in relevant subject areas at advanced level with SC/GCE 'O' Level credit passes in five other subjects in not more than two (2) sittings.
- c)
  - i) Passes in two (2) major subjects in relevant areas in the NCE with GCE 'O' Level credit or its equivalent in five (5) other subjects. A' Level subject for those taking courses in Education.
  - ii) Two (2) passes at the IJMB (interim Joint Matriculation Board) examination or Cambridge Moderated Schools of Basic Studies Terminal

Examinations in International Baccalaureate from a recognized institution with School Certificate Credits or equivalent in five other subjects (subject to university requirements).

- iii) Five passes in C (ii) above with a School Certificate credit or its equivalent in other subjects. The above qualification in C (i) should apply to students in colleges of Education to qualify for admission in the B.Ed degree programme.

### **English Language and Mathematics Requirements**

In all cases, whether by Direct Entry or UME, the following shall apply:

- A) A credit in Mathematics and credit in English Language at the Senior or School Certificate/secondary equivalent are required of all science-based specializations.
- B) A credit in English Language and a pass in Mathematics at the Senior or School Certificate/secondary equivalent are required of all arts and humanity-based specializations.

#### **2.1.2.3 Learning Outcomes:**

##### **a) Regime of Subject Knowledge**

While each university should be free to determine the content of programmes, the basic concepts, topics, procedures, etc., in each discipline must be covered.

For the attainment of practical and professional skills, at least twelve weeks (12 weeks) of supervised practical teaching should be required.

Where applicable, internship experiences should be arranged for students in the relevant fields.

As much as possible, the quality of the academic programmes should not be compromised on account of loss of time, due to unscheduled university closures.

##### **B) Competencies And Skills**

###### **Cognitive Ability:**

To produce graduate teachers and librarians who

demonstrate competence in their areas of specialization;

effect positive and desirable changes in the cognitive, affective and psychomotor behaviors of learners;

show creative imagination in teaching by applying varied methods and innovative approaches;

demonstrate skills in the organization and management of learning resources;

motivate learners through their professional and personal qualities to aspire to excel;

demonstrate ability in solving life problems; and

exhibit effective skills and competencies.

###### **Practical Skills:**

To produce graduates who can demonstrate practical skills in

keeping school records, e.g. registers, diaries, etc.;

organizing and managing learning resources;

organizing learning environments, e.g. classrooms, field trips, laboratories, studios, etc.;

conducting practical in science laboratories, studios, etc.;

writing proper and clear curriculum guides, curriculum models, lesson plans, and lesson notes, etc.;

collecting, assembling, analyzing and writing reports on simple school research.

**General Skills:**

Teachers should be able to demonstrate ability in:

- i) appreciating the ever-growing significance of computers to education;
- ii) sending and accessing computer information, in all its ramifications;
- iii) learning how to learn;
- iv) Cooperating meaningfully with colleagues and other members of the society.
- v) Entrepreneurship in at least one venture.

**C) Behavioural Attributes**

To produce graduate teachers and librarians who motivate learners to acquire and develop positive attitude to life; demonstrate interest/enthusiasm in participating in community projects and programmes that can promote growth and progress.

Exhibit acceptable social behaviours when interacting with others;

Exhibit acceptable behaviour by:

- appreciating the cultural and religious diversity among Nigerians when interacting with pupils/students, colleagues, and others;
- showing a high sense of responsibility in accepting and performing assignments;
- respecting the views of others;
- basing judgments on proper evaluation of issues and information available;
- attending staff meetings and other official functions always and punctually;
- contributing positively to discussions in staff meetings and other official school functions; showing maturity on all issues.

**2.1.2.4 Attainment Levels**

As applicable to all students in Language and Communication Arts.

**2.1.2.5 Resource Requirement for Teaching and Learning**

As stated under the general resources requirement for Teaching & Learning.

**2.1.2.6 Course Contents and Descriptions**

**a) Course content**

**5 Year Programme**

**Year I**

	<b>General</b>	<b>Units</b>
GST 111	Communication in English I	2
GST 112	Logic Philosophy and Human Existence	2

GST 113	Citizenship Education/Nig. People and Culture	2
GST 121	Use of Library, Study Skills and ICT	2
GST 122	Communication in English II	2
<b>Core courses</b>		
EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Education	2
<b>Specialization</b>		
SSE 111	Elements of Social Studies	2
SSE 113	Introduction to Social Studies Education and Nation Building	2
SSE 115	Socio-economic Environment of Nigeria	
SSE 122	Family-Base of Structure of Society	2
SSE 123	Introduction to Nigerian Cultural Environment	2
SSE 124	Structure and Characteristics of Man's Place	2
<b>Electives (Restricted)</b>		16
8 courses in relevant teaching subjects area i.e. History, Religion, Economics, Geography and Political Science.		
<b>Electives (Unrestricted)</b>		
Any two courses of the under-listed		
SSE 102	Introduction to Nigerian Social Life & Culture	2
SOC 111	Introduction to Ethnography I	2
POS 102	Pre-Colonial African Political System	2
<b>Total credit units</b>		<b>44</b>

## Year II

	<b>General</b>	<b>Units</b>
GST 211	History and Philosophy of Science	2
GST 212	Application of Computer	2
GST 222	Peace Studies and Conflict Resolution	2
EPS 223	Entrepreneurship Education I (Theory)	2
<b>Core Courses</b>		
EDU 212	Educational Psychology	2
EDU 211	Educational Administration	2
<b>Specialization</b>		
SSE 211	The Social Studies and the Social Sciences	2
SSE 212	Social Studies Education and Patterns of Nation Building	2
SSE 213	Social Interaction in Nigeria	
SSE 221	Nigeria: Socio-Political Institutions	2
SSE 222	Socio-Economic Structure of Nigeria	2
SSE 223	Teaching Social Studies in JSS	2
SSE 206	Culture and Stability	2
SSE 232	Sociology of the Family	2
<b>Elective (Restricted)</b>		16
8 courses in Relevant teaching subject areas of History, Religion, Economics, Geography and Political Science		
Elective (Unrestricted, Any two courses)		
SSE 224	Population and Economics Development in Nigeria	2

SSE 234	Ecosystem and the Environment	2
POL 201	Elements of Government	2
<b>Total Credit Units</b>		<b>44</b>

### Year III

	<b>General</b>	<b>Units</b>
GST 301	Entrepreneurship Education (Practice)	2
<b>Core Courses</b>		
EDU 311	Tests and Measurement	2
EDU 313	Educational Technology	2
EDU 312	Special Methods I	2
EDU 302	ICT in Education	2
EDU 321	Curriculum and Instruction I	2
<b>Specialization</b>		
SSE 312	Politics, Power and Government in Nigeria	2
SSE 313	Finance and Financial Institutions in Nigeria	2
SSE 314	Nigerian Cultural Patterns and Historical Origin	2
SSE 311	Study of Events in space	2
SSE 321	Nationalism and Patriotism in Nigeria	2
SSE 322	Social Studies Education & Theories of Nation Building	2
SSE 323	Nigerian Cultural Environment: Values Science & Technology	2
SSE 334	Comparative Trends in Social Studies Education	2
	(Electives Restricted). 8 courses in relevant teaching subject areas of History, Religion, Economics, Geography and political science	16
<b>Total Credit Unit</b>		<b>44</b>

### Year IV

	<b>General</b>	<b>Units</b>
<b>Core Courses</b>		
EDU 413	Guidance & Counseling	2
EDU 422	Special Education	2
EDU 411	Curriculum and Instructions II	2
EDU 421	Seminar in Social Studies	2
EDU 412	Special Method II (Micro Teaching and School Visits)	
<b>Specialization</b>		
SSE 411	International and Multidimensional Interactions	2
SSE 412	Social Studies Education Problems and Prospects of Nation Building	2
SSE 413	Social Issues as Emerging Priorities for Social Studies Education	
SSE 414	Marriage and Kinship	2
SSE 415	Social Studies Theories, Resources and Strategies	2
SSE 421	Social Life and Party politics in Nigeria	2
SSE 422	Socio-Economic Activities in Nigeria	2

SSE 432	Nigeria and African Organization	2
	<b>Elective (Restricted)</b>	
	4 courses in Relevant teaching subject areas of History, Religion, Economics, Geography, Political Science	12
	<b>Elective (Unrestricted)</b>	
	Anyone course from cognate area	2
	<b>Total Credit Unit</b>	<b>38</b>

### Year V

	General	Units
	<b>Core Courses</b>	
EDU 500	Teaching Practice (One whole semester)	6
EDU 599	Research Project in Social Studies Education	4
EDU 502	Special Method III (Post Teaching Practice Evaluation and Remediation)	2
	<b>Specialization</b>	
	Take any 6 elective courses in the teaching subject/Education area not covered	12
	<b>Total Credit Unit</b>	<b>24</b>

### b) Course Description

#### Year I

#### Course Description

SSE 100

#### **Elements of Social Studies**

This course introduces students to social study. It emphasizes the field. The philosophy behind its introduction, the rationale, general and specific objectives, its evolution, scope and sequence are given specific attention.

SSE 124

#### **The Structure and Characteristics of Man's Place**

A general study of the earth, the atmosphere; hydrospheric place and lithospheric place. An analysis of place individuals and place, abstract

SSE 102

#### **Introduction to Nigerian Social Life and Culture**

History and social studies relationships. Use of historiography in social studies, social interactions in early Nigeria up to 1500. Social studies topics in world history (the modern world) peoples of Nigeria. Concepts of culture and patterns of culture in Nigeria.

SSE 113

#### **Introduction to Social Studies Education and Nation Building**

Analysis of the concepts of development, self reliance, education and national building. The philosophy of social studies; civic rights and responsibilities (means and ends in developments); social institutions (patterns, structures and functions).

- SSE 104 **Family as the Source of the Structure of the society**  
Nature, types and structure of the family; problem of living in the family. Family as a micro-society; some social institutions that are family based.
- SSE 115 **Socio-Economic Environments of Nigeria**  
Introduction to man's economic activities. Man and his needs and wants. Man and his ability to make choice; use of resources and spending money.
- SSE 123 **Introduction to Nigerian Cultural Environment**  
Man as the focus of social studies. Socialisation agencies and institutions; marriage, religion, health, legal and civic obligations, Civic rights and responsibilities.
- SSE 201 **Study of Matters in Space**  
Detailed study of the nature, distribution and values of atmospheric and lithospheric matters in space.
- SSE 202 **Social Interactions in Nigeria**  
Social interactions in Nigeria 1500 – 1800 (Grassland Zone) 1500-1800 (Forest Zone)  
Political systems in pre-colonial Nigeria  
Social interactions in Nigeria 1914-1960
- SSE 212 **Social Studies Education and Patterns of Nation Building**  
Ideological basis of development  
Pattern of life in urban and rural areas.  
Co-operation and conflict; social attitudes of development; leadership, follower ship, and the consequences of these systems in development. Nation Building in multicultural setting.
- SSE 221 **Nigeria: Socio-political Institution**  
Nigerian culture, identity, socialization of man, marriage and kinship groups: primary, secondary and communities.
- SSE 222 **The Socio-Economic Structure of Nigeria**  
Marketing systems and organization. Prices and income, Savings – why and how to save.



- SSE 206 **Culture and Social Stability**  
The concepts of culture and identity: Common heritage and national symbols. Cross cultural influences. Social change, alienation and social stability.
- Year III**
- SSE 301 **Study of Events in Space**  
An analysis of the nature, value and distribution of events in the atmospheric, hydrosphere and lithosphere environments.
- SSE 321 **Nationalism and Patriotism in Nigeria**  
The indigenous political organization; the growth and development of political parties in Nigeria. Goals and strategies of nationalists in pre-independence Nigeria. Politics and crises in Nigeria 1960 – up to date.
- SSE 322 **Social Studies Education and Theories of Nation Building**  
Theories of self-reliance development. Social change alienation and personality. The role of religion in society; politics and political institutions. values, technology and development education for place: a new dimension in social education.
- SSE 312 **Politics, power and government in Nigeria**  
The study of politics, power and government. Forms of government: major generalization from political science. Study of social order and its constituents.
- SSE 313 **Finance and financial institutions in Nigeria**  
The Economic systems of Nigeria. Factors of production, money – history, functions and types.
- SSE 314 **Nigeria Cultural Patterns and Historical Origin**  
A study of the Nigerian social and cultural relations. Sports, arts and culture. Utilization and conservation of resources and loyalty to the nation.
- Year IV**
- SSE 401 **Study of Ideas in Space**  
Analysis of the nature, value and distribution of atmospheric, hydrospheric, lithospheric and universal spatial concepts that relate to either space individuals or abstract places.

- SSE 411 **International and Multidimensional Interactions**  
 Concepts of world power and types, Nigeria in international politics and economic cooperations. International understanding through social studies.
- SSE 412 **Social Studies Education, Problems and Prospects of Nation Building**  
 Concepts of culture and identity. Cross cultural influence; cultural factors militating against self reliance and development. Human rights in Nigeria, and human rights education.
- SSE 421 **Social Life and Party Politics in Nigeria**  
 Nigerian major political parties; the evolution of political parties, Functions and duties of arms of government. Forms of government
- SSE 422 **Socia-Economic Activities in Nigeria**  
 Economic activities performed by persons, firms and government; types of economy, Banks and banking system. Nigeria and international economic organizations.
- SSE 323 **The Nigerian Cultural Environment: Values, Science and Technology**  
 Analysis of the concepts of values. Values vital to the acquisition of science and technology. Choice of values and directions of development. Utilization and conservation of world resources.
- SSE 224 **Population and Economic Development in Nigeria**  
 The concept of population and its relationship with economic development. The meaning of economic development as it relates to poverty, inequality and per capita income; the concept of population dynamics, birth rate, death rate etc.
- SSE 234 **Ecosystems and the Environment**  
 A study of physical features and the inter-relationships and interactions between climate, land forms, soils and vegetation, organism interactions and their study as related to systems studies in general.
- SSE 222 **Environmental Change**  
 Study of issues in environmental change. The effects of environmental change on society and school, environmental care, processes involved in adaptation and factors influencing environmental change.
- SSE 211 **Inter-group Relation**

Analysis of the nature and dynamics of inter-group transaction; an examination of relations between groups of different cultures, religions, ideologies, tradition, etc. with particular reference to Nigeria, group stereotypes and their foundations.

- SSE 202     **Resource Management and Development**  
The course will lay emphasis on the types of resources-human, material, natural, etc., the need for resource development and management, problems of resource development and utilization, resource development centres.
- SSE 212     **African Nationalism**  
An analysis of the African peoples attitudes towards colonization, their responses to the imposition of European rule and the attempts by the African States to create viable nations since independence, the process of decolonization and the problems of continued white domination in some African regions.
- SSE 211     **Problems of Ethics and Value Education**  
An examination of what constitutes ethics and value education, processes associated with values formation; values classification, the role of education in harmonizing human and educational values.
- SSE 202     **Social Issues and Problems in Education**  
The analysis of social groups and organisation and issues relating to such collective behaviours as riots, thuggery problems; alcoholism, drug abuse, social deviance and other issues such as inequity, gender, under-representation of minorities under utilization of skills etc.
- SSE 212     **Marriage and Kinship**  
An analysis of the concept of marriage, the rationale for marriage, preparation for marriage, courtship, dating, family trees and lines of descent, blood and marriage relationship in the family.
- SSE 222     **Nigeria and International Organizations**  
An analysis of selected international organizations with Nigeria's membership; UN, OAU, ECOWAS, OPEC etc. the purposes of these organizations, their objectives, achievements etc.
- SSE 112     **Man in his Social environment**  
The role of man in the environment as a constructive and destructive agent, population and enrolment all impacts, current environmental problems of noise, air pollution, soil erosion, oil spillage as well as natural hazards are discussed.
- SSE 122     **Africa in the Nineteenth Century**  
An analysis of the study of the criticism of cultural descriptions of African societies in the nineteenth century, comparative analysis of Africa in the nineteenth century and contemporary African settings as regards cultural, religions, social organizations, language, policy, economy and world views.

## 2.1.3 **BACHELOR’S DEGREE IN EDUCATION SCIENCE EDUCATION B.Sc (Ed)/B.Ed INTEGRATED SCIENCE**

### **General**

Integrated science is one of the compulsory subjects offered by all students at the Junior Secondary School level in Nigeria. It emphasizes those concepts, which are common to all sciences – the processes of science and the skills associated with them. The Junior Secondary integrated science is an inquiry-based curriculum.

The general plan of the programme de-emphasizes subject boundaries of the familiar basic sciences and enhances a greater integration of the sciences.

#### 2.1.3.1 **Philosophy and Objectives:**

In line with the above philosophy, the objective of Integrated Science Programme are to:

1. Enable students to gain the concept of the fundamental unit of science.
2. Provide learning opportunities, which will help the students, acquire experience in the basic skills for effective implementation of Integrated Science Curriculum in the Junior Secondary Schools.
3. Develop in students the spirit of inquiry into living and non-living things and energy changes in the environment.

The structure of the programme complies with the NUC prescription.

#### 2.1.3.2 **Basic Admission and Graduation Requirement**

In addition to the general university entry requirements, applicants must meet the following requirements.

##### a) **UME:**

5 year programme – candidates must obtain 5 credit passes at G.C.E./WASC level, SSCE or merit in T.C. II including English Language and Mathematics in not more than two sittings. In addition to acceptable pass in the JAMB examination and post UME screening test.

##### b) **Direct Entry**

N.C.E. with an overall merit pass or above, provided the candidate also has at least five credits or its equivalent including credit passes in Mathematics and English.

- i) Diploma in any area of education provided the candidate also has at least five credits at 'O' level including English Language and Mathematics.
- ii) Holders of N.C.E./Diploma will spend four academic years while all others will spend five and 6 years respectively

### 2.1.3.6 Course Contents and Description

#### a) Course Contents

#### 5 Year Programme

#### Year 1

<b>General</b>		<b>Units</b>
GST 111	Communication in English	2
GST 112	Logic Philosophy and Human existence	2
GST 113	Citizenship Education/Nigerian People Culture.	2
GST 121	Use of Library, Study Skills and ICT	2
GST 122	Communication in English II	2
<b>Core courses</b>		
EDU 111	Introduction to the teaching profession	2
EDU 112	Foundations of Education	2
<b>Specialization</b>		
BIO 111	General Biology 1	3
CHM 111	General Chemistry 1	3
PHY 111	General Physic 1	3
MTH 111	General Mathematic 1	3
PHY 112	Laboratory Physic 1	2
BIO 122	General Biology II	3
CHM 122	General Chemistry II	3
PHY 122	General Physic II	
PHY 152	Laboratory Physics II	2
MTH 122	General Mathematics II	3

#### Electives

SED 121	Biology for Integrated Science	2
SED 122	Chemistry for Integrated Science	2
SED 123	Physics for Integrated Science	2
SED 124	Mathematics for Integrated Science	2
Any three among elective		
<b>Total Credit Units</b>		<b>45</b>

#### Year II

<b>General</b>		<b>Units</b>
GST 211	History and Philosophy of Science	2
GST 222	Peace Studies and Conflict Resolution	2
EPS 223	Entrepreneurship Education 1 (theory)	2

EDU 212	Educational Administration	2
EDU 211	Educational Psychology 1	2
SED 214	History and Philosophy of Integrated Science	2
BIO 211	General Physiology	3
CHM 211	Inorganic Chemistry	3
PHY 211	Modern Physics	3
MTH 211	Mathematical method 1	3
SED 224	Energy and Matter	2
SED 225	Nigerian Integrated Science Curriculum	3
SED 226	Industrial Processes/Application	3
PHY 222	Thermal Physics	2
CHM 222	Analytical Chemistry	2
BIO 222	Introductory sociology	2
<b>Elective (Restricted)</b>		
SED 221	Biology for Integrated Science	2
SED 222	Chemistry for Integrated Science	2
SED 223	Physics for Integrated Science	2
<b>Total credit Units</b>		<b>46</b>

### Year III

<b>General</b>		<b>Units</b>
EPS 301	Entrepreneurship Education 11 (Practice)	2
<b>Core Courses</b>		
EDU 311	Test and Measurements	2
EDU 313	Educational Technology	2
EDU 312	Special methods I	2
EDU 302	ICT in Education	2
EDU 321	Curriculum and Instruction I	2
SED 211	Assessment and Evaluation in Integrated Science	2
<b>Specialization</b>		
SED 312	The Earth and the Universe	2
SED 314	African Cosmology in Integration in Science	2
SED 321	Environment and population	3
SED 322	Energy and matter 11	3
SED 323	Integrated Science Workshop	3
SED 324	School Science Laboratory	2
<b>Elective (Restricted)</b>		
SED 315	The Nigerian Primary/Secondary School Science/Mathematics Curricula	2
SED 321	Biology for Integrated Science	3
SED 322	Chemistry for Integrated Science	3
SED 323	Physics for Integrated Science	3
<b>Total Credit Units</b>		<b>40</b>

**Year IV**

	<b>General</b>	<b>Units</b>
	<b>Core courses</b>	
EDU 413	Guidance & Counselling	2
EDU 422	Special Education	2
EDU 411	Curriculum and Instruction 11	2
SED 413	Science, Technology and Society	2
EDU 421	Seminar in Integrated Science Education	2
EDU 401	Research Method & Data Processing	2
	<b>Specialization</b>	
SED 411	Practice in Integration of science	3
SED 412	Nigerian Industries and Industrialization	3
SED 422	Integrated Science Curriculum Design and Implementation	2
	<b>Electives</b> Take 6 courses from cognate of Physic, Chemistry or Biology	12
	<b>Total Credit Units</b>	<b>34</b>

**Year V**

	<b>General</b>	<b>Units</b>
	<b>Core courses</b>	
EDU 500	Teaching Practice (One whole semester)	4
EDU 599	Research Project in Integrated Science Education	2
EDU 502	Special Methods III (Post Teaching Practice Evaluation and Remediation)	2
	<b>Specialization</b>	
Take any 6 elective courses from teaching subject/Education area not covered.		12
	<b>Electives</b>	
Any two – 2 Unit Courses		4
	<b>Total Credit Units</b>	<b>24</b>

**b) Course Description****GST 101 Communication in English**

The GST 101 – Communication in English is compulsory for all first year undergraduate students at this university. It is designed to enable them to master two major skills: speaking and writing. More specifically, the course is designed to enable all fresh students to learn speak English at normal conversational speed; to speak fluently on a

wide range of topics; to understand materials written in English and to write clear, logical and generally acceptable English irrespective of the students discipline.

**GST 111      philosophy and logic**

A brief survey of the main branches of Philosophy, Symbolic Logic; Special Symbolism, symbolic logic-conjunction, Negation, Affirmation, Disjunction Equivalence and conditional. Statement, Laws of thought, bio-conditionals Qualification Theory.

**GST 112      Nigerian Peoples And Culture**

Study of Nigerian History and in pre-colonial times. Cultural areas of Nigeria and their characteristics. Evolution of Nigeria as a political unit. Ethical foundation of the Nigerian society, Norms and values, Environmental Sanitation etc.

**GST 113      History And Philosophy Of Science**

Man – his origin and nature; man and his cosmic environment; scientific methodology; science and technology in the service of man; renewable and non-renewable resources – Man and his energy resources. Environmental effects of chemical, Plastics, Textiles waste and other materials; chemical and radio chemical hazards. Introduction to various areas of science and technology.

**GST 212      Application Of Computer**

As DETERMINED BY each Faculty.

The department of Maths, Statistics and computer science, which teaches the this course can mount a general course that will apply the principles of GST 200 to particular tests. Alternatively, a particular faculty or department may arrange for the application of computers to its own needs.

**SED 121      General Biology For Integrated Science 1**

Characteristics of the living things, Classification of living things: Major divisions for plant and animal kingdom.

General morphology, nutrition, reproduction and life cycles of named examples of members of the major division of the plant kingdom.

The structure, general characteristics, reproduction and life cycles of members of various animal phyla.

Functioning of the living system: Nutrition and growth; respiration; body fluid circulation, excretion, nervous and chemical co-ordination.

Examples to be drawn from both animals and plants.

General principles of Genetics, Ecology, Taxonomy and organic evolution.

**SED 122      General Chemistry For Integrated Science 1**

The states of matter, concepts of atoms and molecules. Atomic theory, constituents of the atom. Atomic number, mass number and isotopes. Chemical symbols, empirical and



molecular formulae. Laws and theory of chemical combination. Types of bonds. Gaseous state and gas laws. Solids and liquids, acids, bases and salts. Carbon and its compounds. Petroleum.

**SED 123: General Physics For Integrated Science 1**

Mechanics – Physical quantities/motion in a straight line/motion in a vertical plane/the laws of motion action equilibrium/energy/simple machines/elasticity/waves and sound/fluid and fluid motion.

Heat – Thermometer and temperature scales/Celsius and Fahrenheit/internal energy/expansion of solids, liquids and gases/thermodynamics. Electricity – Electric/coulomb's law, Light – Intensity/reflection/refraction.

Mirrors and lenses; focal length/ray tracing/lens equation/Magnification/lens systems in optical instruments.

**SED 221: Biology For Integrated Science 1i**

A further treatment of topics in SED 121 in relation to BIO 111 and BIO 112.

**SED 222 General Chemistry For Integrated Science 11**

Nomenclature and classes of organic compounds, Homologous series, functional groups; isolation and purification of organic compounds. Structure of organic compounds. Saturated and unsaturated hydrocarbons and their reactions. Non-functional organic compounds. Periodic Table and periodicity. Chemistry of selected main groups of elements and first row transition metals.

**SED 223 General Physics For Integrated Science 11**

Physical quantities, units and dimensions, space and time frames of reference, vectors and scalars. Types of motion

Properties of matter (elementary treatment). Heat and work. Heat capacities Latent heat; heat transfer. Concepts and properties of waves; types of waves; wave nature of light, velocity of light.

**SED 131 History And Philosophy Of Integrated Science Education In Nigeria**

Nature of science. Development of science teaching in Nigeria schools up to the integrated science era. The philosophy behind integrated sciences. Different approaches to integrating the sciences. The need for improvisation in integrated science teaching.

**SED 321 Biology For Integrated Science 111**

(Genetics and Ecology) Relevant topics drawn from Genetics and Ecology.

**SED 322 General Chemistry For Integrated Science 111**

Equilibrium and thermodynamics: Chemical Kinetics, Introductory Electrochemistry. Radioactivity Kinetic theory of gases, behaviour of real gases; the laws of thermodynamics, entropy and free energy. Reaction rate and phase equilibrium; Chemical methods of analysis including volumetric (acid-base titration redox). Separation methods.

**SED 323: General Physics For Integrated Science 111**

Electricity; magnetic fields – fields due to a flat/soil, solenoid and infinitely long straight wire, forces between current-carrying conductors; ammeters. Magnetic induction Elementary modern physics – relativity; Atomic physics: Atomic view of radiation.

**SED 224 Energy And Matter 1**

Energy-meaning and measurement; sources of energy: physical, chemical, biological and gaseous; energy transformation; energy of the universe; energy cycle; forms and uses of energy; energy dissipation; energy consumption need and consumption rate by man; energy equation.

**SED 225 Nigeria Integrated Science Curriculum**

A critical examination (NICS) to identify difficult topics/ units and discuss effective methods of approaching them. An advanced treatment of some of the topics not considered in the basic science treatment.

**SED 226 Industrial Processes And Applications**

The industrial processes – operations and applications. The scientific processes involved in the synthesis or manufacture of the important items used in industry and everyday life as paints, textiles, brewing, petroleum, are smelting, cement, fertilizers. Food processing and preservation.

**SED 311: Assessment And Evaluation In Integrated Science**

Organisation and mounting of integrated science workshop assessment of theoretical work in integrated science; valid and reliable in integrated science; assessment of practical work in integrated science; development of assessment grid for all domains – cognition, effective and psychomotor. Assessment of manipulative skills using on-the-spot techniques.

**SED 312: The Earth And The Universe**

Geologic case scale; atmosphere, rocks (types and formation) tests for common rocks occurrence of minerals (Nig). The moon and the earth, phases of the moon, eclipses. The solar system; space exploration.

**SED 313: Improvisation In Integrated Science Units)**

General principles and philosophy of improvisation in science teaching. Sourcing for producing a catalogue of science teaching materials in the immediate and distant environment. Improvisable experiments in the integrated science curriculum. Development of improvised apparatus in selected experiments in the integrated science curriculum, testing and evaluation of equipment performance.

**SED 314: African Cosmology And Integrated Science**

African mythology and science, African concern for the universe; conception of reality; explanation of some natural phenomena – rainbow, echo, mirage, lightning and thunder, twins etc. The use of numbers in African tradition, ways of knowing in African belief – system compared to science; possible ways of curbing superstitious beliefs through integrated science; concept of African sciences as different from integrated science. Identification of elements of integration in African Traditional Science.

**SED 315: The Nigerian Primary And Secondary School Science/Mathematics Curricula**

Objectives of primary/secondary school science/mathematics curricula. Organization of each curriculum and suggested method of treatment. Treatment of selected topics and activities. Implementation of the curriculum (an evaluation).

**SED 321: Environment And Population**

Reproduction, Growth and Development in plants and animals, concepts of community, ecosystem, energy flow and circulation and materials. Plant succession, human evolution, human populations and housing. Man's dependence on plants and animals.

**SED 322 Energy And Matter 11**

Energy and heat; light energy, effects of energy and light in crop production; energy consumption in factories; temperature and human convenience; energy and growth; nuclear energy; splitting of atom; energy and photo-electricity. Entropy and experimental application in physical and chemical processes. Radiation and radiation effect on life and weather.

**SED 323 Integrated Science Workshop**

Basic tools application in workshop construction.

**SED 324 School Science Laboratory**

An examination of the concept of the School Science Laboratory as an instructional facility. Objectives of school science teaching achievable through the use of the laboratory. Laboratory design, organization and management. Safety in the Laboratory. Skill description in aspects of laboratory work and construction of basic teaching resources.

**SED 411 Practices In Integration Of Science**

Concepts of unity of science, examination of the overlapping course content, concepts, principles and generalizations in physics, chemistry, biology, earth science, agricultural science, medical science and space science.

**SED 412 Nigerian Industries And Industrialization**

Science, Technology and Industrial Development. Requirements for industrial development. Classification of industries. The Nigerian Industrial Growth Model. Classification of locally manufactured industrial products. Industrial wastes and associated ecological problems the Nigerian experience. Field trips to selected industries.

**SED 413 Science, Technology And Society**

Socio-political aspects of science and technology, health and diseases, the effects on the environment of fuel, food, water, waste disposal.  
Application of science and technology to everyday life; Basic Scientific principles involved in the design and functioning of everyday appliances, devices, systems and phenomena. Relevance of the school science curricula to societal needs.

**SED 421 Cycles In Nature Biological Cycle:**

The biochemical cycles and their significance, food chains, food webs etc.

**Chemical Cycles:** Introductory Atmospheric Chemistry: The carbon cycle, oxygen, carbon dioxide, nitrogen, water cycles, ozone, photo-chemistry of the atmosphere.

**Physical Cycles:** Entropy: Carnot cycle, Diesel cycles, Magnetic fields; Lorentz forces.

**Geological Cycles:** Geochemical cycle, tectonic cycles with particular reference to Africa and Nigeria; major tectonic episodes in geological time, concept of plate tectonics.

**Geographical Cycles:**

- (i) Geographical cycles of erosions in variants: the arid cycle, the desert association cycle, the Karat erosion cycle, the marine erosion cycle, etc.
- (ii) The Hydrological Cycle: The patterns of water movement and transfers among such major water services as the oceans, atmosphere and continents.

**SED 422 Integrated Science Curriculum Design And Implementation**

Principles and techniques of designing an integrated science curriculum  
Development, with particular reference to Africa and Nigeria; inputs in Integrated  
Science curriculum design; implementation and evaluation of the curriculum.

## 2.1.4 **BACHELORS DEGREE IN TECHNICAL EDUCATION & INDUSTRIAL TECHNOLOGY EDUCATION** **B. Ed.**

### **General**

There is a demand on the day Technical Education Teachers to be competent in teaching a variety of courses at the Secondary school level. The programme is to produce competent teachers who can cope with the teaching of Introductory Technology course for the Junior secondary school and be competent in at least three of the senior secondary school subjects namely:

- Applied Electricity
- Wood/Building technology
- Metal Technology
- Auto Mechanics
- Electrical/Electronics

### 2.1.4.2 **Philosophy and Objectives**

The faculties of Education in most universities, colleges of Technology and Colleges of Education where Industrial Technology Education is expected to be taught have very few qualified and committed teachers to teach all the identified courses. This paucity of personnel in terms the need for adequately trained Industrial Technology teachers for such position.

Beside, with current emphasis on self-reliance and job creation for the teeming population, this programme is expected to make significant contribution to the Nigerian Education Industry.

Therefore the students are expected to:

- ✓ Develop high level skill in the design, production, improvisation of various instructional Technology resources.
- ✓ Acquire teaching skills and appropriate methods needed in importing knowledge in their field of specializations.
- ✓ Demonstrate competency in the handling of various hardware to achieve maximum result for a wide variety of target audience.
- ✓ Gain insights on maintenance of Industrial materials, tools, machines and facility.
- ✓ Develop problem solving and creative thinking abilities.
- ✓ Develop safety consciousness, creativity and good judgment over the use of technology.

### 2.1.4.3 **Admission Requirements**

Admission into the programme will be through University matriculation examination (JAMB).

#### a) **UME**

- ✓ 5 credit passes in senior secondary school certificate (SSCE) or its equivalent including physics, mathematics, English language and or Technical drawing.
- ✓ A pass at least merit level in relevant diploma programme (provided the SSCE requirement are satisfied).
- ✓ Advanced level passes in 2 relevant subjects with SSCE requirements.
- ✓ NCE with at least overall pass at the merit level.
- ✓ Any other equivalent qualification.

#### b) **Direct Entry**

- ✓ N.C.E. with an overall merit pass or above, provided the candidate also has at least five credits or its equivalent including credit passes in Mathematics and English.
- ✓ Diploma in any area of education provided the candidate also has at least five credits at 'O' level including English Language and Mathematics.
- ✓ Holders of N.C.E./Diploma will spend four academic years while all others will spend five and 6 years respectively

In addition to the general requirements for graduation at the University, students of this programme must offer and pass courses totaling minimum of 150 credit hours for the five year programme or 120 credit hours for the 4 year programme. They must also compete and pass in SIWES teaching practice (EDU 500) and research project in Education

### **Resource Requirement**

#### a) **Staff**

The 20%, 35% and 45% staff mix requirement for professors, senior lecturers and lecturers respectively apply here.

The staff/student ratio of 1:30 as provided for in the guidelines apply.

A systematic staff development strategy should be adopted to train and retrain academic staff. All staff both academic and non-academic should be exposure to modern ICT use.

#### b) **Space and Physical Facility Requirements**

Most lecture spaces and workshops are shared. These should be increased in number to provide conducive learning environment. For large class sizes public address system should be provided.

**c) Resource Material Requirement**

The following materials and equipment are required:

- Overhead projector
- Functional chalkboard strategically fixed
- Computer system and Internet facilities
- Charts
- Functional library resources of current text books, journals.

**2.1.4.6 Course Contents And Description**

**a) Course Contents**

**Five Year Programme**

**100 Level**

<b>Code</b>	<b>Course</b>	<b>Units</b>
AUT 111	Introduction to Automobile Technology	2
BUD 111	Introduction to Building Technology	2
EET 111	Introduction to Electricity	2
MWT 111	Introduction to Metal Working	2
WWT 111	Introduction to Wood Working Technology	2
TCD 111	Introduction to Technical Drawing	1
WKS 110	Workshop Practice	1
EDU 111	Introduction to Teaching Profession	2
MAT 111	Algebra and Trigonometry	3
PHY 113	Mechanics	2
CHE 112	Inorganic Chemistry	2
GST 111	Communication in English	2
GST 112	Logic Philosophy and Human Existence	2
GST 113	Nigerian Peoples and Culture	2
<b>GST 121</b>	<b>Use of Library, Study Skills and ICT</b>	<b>2</b>
GST 122	Communication in English II	2
EDU 112	Foundations of Education	2

<b>Code</b>	<b>Course Title</b>	<b>Units</b>
GST 211	Introduction to computer	2
AUT 211	Auto Engines	2
BUD 211	Building Construction II	2
EET 211	Principles of Electricity	2
MWT 211	Metal Work Technology I	2
WWT 211	Woodwork Technology II	2

ITE 211	Introduction to Technology Education	1
EDU 211	Educational Psychology	2
EDU 213	Philosophy Education	2
ITE 212	Teaching Intro. Technology	2
TCD 211	Technical Drawing II	1
EDU 212	Educational Administration	2

<b>Code</b>	<b>Course Title</b>	<b>Units</b>
AUT 221	Engine Lubrication and Cooling System	2
BUD 221	Land Surveying	2
EET 221	Electrostatics/Electromagnetic	2
MWT 221	Metal Workshop Practice	2
WWT 221	Wood Science Technology II	2
ITE 221	Material Technology I	2
CHE 221	Organic Chemistry	2
EDU 221	History of Education	1
EDU 222	Introduction to Guidance and Counselling	2
CPT 121	Introduction to Computer Science	2
GST 121	Practice	2
ITE 222	SWEP	2

### **Core/Compulsory**

EPS 301	Entrepreneurship Studies	2
EDU 313	Educational Technology	2
EDU 312	Methods of Teaching Indust. and Tech. Education	2
ITE 313	Engineering Drawing	2
TCD 311	Technical Drawing II	2
EDU 311	Test and Measurement	2
EDU 301	ICT in Education	2
EDU 321	Curriculum and Instruction I	2

### **Options**

#### **Automobile Technology**

AUT 311	Fuel System and Carburation	2
AUT 312	Auto Shop Safety and High Way Code	2

#### **Building Technology**

BUD 311	Building Construction III	2
BUD 312	Building Materials	2

#### **Electrical/Electronics Technology**

EET 311	Measuring Instrument and Testing	2
EET 312	Semi Conductor Devices	1
EET 313	Circuit Theory	2

#### **Metal Work Technology**

MWT 311	Metal Fabrication Processes	2
MWT 312	Machine Tool Processes	2



**Woodwork Technology**

WWT 311	Introduction to Upholstery	2
WWT 312	Woodwork Practice	2

**Electives**

CPT 211	Introduction to Comp. Programming	2
ITE 314	Improvisation of Lab. Equipment	2

**Options:****Automobile Technology**

AUT 321	Compression and Ignition Engines	2
AUT 322	Braking, Steering and Suspension System	2

**Building Technology**

BUD 321	Building Construction Superstructure	2
BUD 322	Building Environment and Man	2

**Electrical/Electronics Technology**

EET 321	Electrical Power and DC machines	2
EET 322	Electronics Communication	2

**Metal Work Technology**

MWT 321	Welding Processes	2
MWT 322	Foundry Processes	2

**Woodwork Technology**

WWT 321	Structural Fittings and Fixtures	2
WWT 322	Wood Finishing	2

EDU 413	Guidance and Counselling	2
EDU 411	Curriculum and Instructions II	2
EDU 412	Special Methods II	2
EDU 401	Research Methods	2
ITE 411	Teaching Practice (1 semester)	
ITE 421	Student industrial work experience Scheme (SIWES) 6 months industrial attachment	

**Core/Compulsory**

EDU 500	Teaching Practice (One whole semester)	6
EDU 502	Special Methods	2
ITE 511	Research Project I	4
ITE 512	Basic Principles of Curriculum Development	2
ITE 513	Quality Control	2
ITE 514	Appropriate Technology	2
EDT 511	Computer Aided Instruction	2

GST 104	Introduction to Economics	2
---------	---------------------------	---

### **Options**

#### **Automobile Technology**

AUT 511	Power Engines	2
AUT 512	Thermodynamics	2

#### **Building Technology**

BUD 511	Building Services	2
BUD 512	Architectural Drawing	2

#### **Electrical/Electronics Technology**

EET 511	Radio and Television	2
EET 512	Workshop practice	2

#### **Metal Work Technology**

MWT 511	Machining Tool Processes II	2
MWT 512	Mechanical Engineering Drawing II	2

#### **Woodwork Technology**

WWT 511	Maintenance of Woodwork Equipment	2
WWT 512	Wood Design and Construction	2

#### **Core/Compulsory**

ITE 512	Project II (Practical)	3
ITE 522	Introduction to Financial Management	2
ITE 523	Emergent Problems in Industrial and Tech. Edu.	2
ITE 524	Workshop Organisation and Management	2
ITE 525	Environmental Health Education	2
ITE 526	Course Construction for Technology Education	2
ITE 527	Industrial materials and manufacturing Processes	2

### **OPTIONS:**

#### **Automobile Technology**

AUT 521	Auto Workshop practice	2
AUT 522	Auto Electrical System and Air Conditioning	2

#### **Building Technology**

BUD 521	Building Finishes	2
BUD 522	Building Site Practice	2

#### **Electrical/Electronics Technology**

EET 521	Electrical Drafting	2
EET 522	Digital Electronics	2

#### **Metal Work Technology**

MWT 521	Mechanical Engineering Design	2
MWT 522	Metal Stamping	2

### **Wood Work Technology**

WWT 521	Tools and Devices	2
WWT 522	Forestry Studies	2

- Industrial attachment (Siwes) must be Satisfactory
- Teaching Practice.

## **b) Course Description**

### **Title: Introduction to Teaching Profession (2 C/H)**

#### **EET 111 Definition of Electricity**

Description: Nature of electricity, Electrical Units, Resistance and calculations-Ohm's Law, Voltages and current in series /parallel circuits. Electric power insulators and conductors resistively, cells.

#### **WWT 111 Title: Introduction to Woodworking Technology (2 C/R)**

Description: The course is designed to familiarize students with the nature of wood; chemistry of wood; classification of wood into soft and hard wood; wood defects; hand tools, care and maintenance; annual rings and wood grains.

#### **TCD 111 Title: Introduction to Technical Drawing (2 C/R)**

Description: Introduction to drawing instruments, paper size, scale, freehand sketching and visualization. Line work and lettering, geometrical construction. Introduction to pictorial drawing and dimensioning.

#### **MAT 111: Algebra and Trigonometry (3CH)**

Sets, Union and intersection, the empty and universal sets, complements, subjects, Venn diagrams (algebra of real numbers). Indices, logarithms, surds. Theory of quadratic equations, simultaneous equations; simple inequalities; Polynomials and their factorization, the remainder theorem, rational functions and partial fractions. Permutation and combination, the binomial theorem, sequences and series, summation of finite series.

#### **AUT 111 Introduction to Automobile Technology (2 CR)**

Description: The basic principles of automobile engines; its power source, transmission and compression.

#### **BUD 121 Building Construction I (2C/H)**

Principles of design and foundation selection; design concepts and development. Constituents and properties of concrete and mortars. Building materials – rocks, stones, soils and clay products. Structural detailing.

#### **EET 121 Introduction to Electronics (2 CH)**

Thermonic values, semiconductor diodes, Power supplies – Rectification, filters, Amplification, Oscillators, Multivibrators, Radio Transmission and Receptions.

**AUT 121 Auto Tech. Fundamental and Transmission System**

Evaluation and design of the modern automobile with emphasis on design operation and maintenance of the automobile engine, drive train, frame and suspension.

**MWT 121 Metal Workshop Practice I (2 CR)**

Basic Workshop processes including measuring, cutting, filing, fitting and drilling.

**MAT 121: Differential and Integral Calculus**

Differentiation of simple algebraic and trigonometric functions; application to rates of change, maxima and minima, definite and indefinite integrals; application to areas, volumes of rotation and arc lengths.

Organisation and presentation of data; measures of location and dispersion. Basic concepts of probability: conditional probability of events, independence, tree diagrams.

**WWT 121 Woodwork Technology I (2 C/H)**

Furniture upholstery. Furniture covering and recovering practical work on the techniques of furniture designing and re-designing upholstery; tools used in upholstery work. The techniques of soiling installation, stuffing, trimming, sewing, blind stitching and fabric selection.

**ITE 121 Industrial Safety (2 CH)**

Consideration of unsafe acts and conditions in the school workshop. Accident causation and prevention. Safety regulations and enforcement strategies.

**PHY 123 General Physics (2 C/H)**

Historical survey of the development and importance of organic chemistry, nomenclature and classes of organic compounds; Homologous series; Functional groups; Isolation and purification of organic compounds; electronics theory in organic chemistry; saturated hydrocarbons; Unsaturated hydrocarbons.

**CHM 112 Inorganic Chemistry (2 CH)**

The course includes basic principles of inorganic chemistry involving Atomic structure, chemistry bonding, states of matter, stoichiometry, solutions and descriptive chemistry of several elements.

**ITE 212 Teaching Introductory Technology Students (2 CR)**

Identification of appropriate teaching methods for teaching introductory Technology in the Junior Secondary Schools including demonstration, playway, field trips and project methods.

**TCD 211: Technical Drawing II (2 CR)**

Fundamental concepts of pictorial, Isometric and oblique drawings; the characteristics and general application. Orthographic projection in first and third angles, multi-views and dimensioning.

**AUT 211 Auto-Engines (2 CH)**

Principles of automotive technology. Various types of automobile engines. Types and construction of vehicle chassis and engines. Types of engine cylinder arrangement. Differentiation of petrol and diesel engine, air and water cooled engines. Clutch and gearbox component and operating mechanisms. Functions of propeller shaft and universal joints.

**BUD 211 Building Construction II (2CH)**

The course is designed to provide the students with the basic knowledge and skills in construction and finishing of simple building. The course will include the basic principles and methods of construction of foundation, methods of wall, floor, roof and stairway constructions.

**EET 211 Principles of Electricity (2CH)**

Measuring Instruments – Moving Iron, moving coil insulation resistance tester, Bells, Extension of Instrument ranges, Direct current generators and motors alternating current generators and motors, starting and control – losses, fault finding I.E.E Regulations.

**ITE 211 Introduction of Technology Education (2 CR)**

The role of technology and its impact on educational development. Introduction to technology culture, requirements and expectations. The need for technology education for individual survival in the modern competitive world.

**CHM 122 Organic Chemistry (2CR)**

The course is designed to include the structures, physical properties, synthesis, and typical reactions of the various series of aliphatic, alicyclic, and aromatic compounds and are studied with attention to reaction mechanism. In the laboratory representative carbon compounds are synthesized with emphasis on basic laboratory techniques.

**ITE 221 Material Technology I (2 CH)**

The course is designed to enable the students acquire basic knowledge of engineering materials and to apply the knowledge in the selection and use engineering materials. Knowledge of various sources and properties of ceramics, rubbers and glass; methods of producing ceramics, rubbers and glass from their different sources known, the different constituents of glass and their different functions.

**ITE 421 Students Industrial Work Experience Scheme (SIWES)**

Organisation of on-the-job training experiences. Maintenance of good working habits and attitude, including practical application of human relation at work places. Emphasis is on development of effective manpower.

**EDU 312 Methods of Teaching Industrial and Technology Education (2CR)**

The course is designed to explore a variety of teaching methods with emphasis on demonstration, discussion, project method, field trips and assignment methods. Questioning strategies, how to handle students' questions and answers. The utilization of in-school and community laboratories.

**Options Automobile Technology****311 Fuel System and Carburation (2 CH)**

A study of the fundamentals, operating principles and construction of the various types of diesel and petrol engines and related fuel, lubrication, cooling, charging and starting systems; maintenance and testing procedures of fuel injection pumps.

**AUT 312 Auto Shop Safety and highway code (2 CR)**

Fundamentals of automobile shop safety to include good and safe auto jacks, free air movement, control of used engine oil on the shop floor. Road signs and highway codes. Attention to manual and electrical signals when driving, proper overtaking and parking. Road communication and courtesy.

**BUD 322 Building Environment and Man (2 CR)**

The course is designed to equip the students with the necessary knowledge and skills that will enable them to teach and undertake the construction of simple buildings and the values of building environment to man including the aesthetics, convenience and the comfort that buildings provide. This will include planning, organization and preparation of site for simple projects.

**WWT 322 Wood Finishing**

Various types of wood finishing materials; methods of wood finishing such as rough and smooth sanding, application of sanding, sealers, staining spray painting, waxing and polishing.

**ITE 325 Introduction to Industrial Economics (2CR)**

Consideration of industrial production economic factors and parameters for productivity.

**ITE 324 Project in special Area (2CR)**

This course is designed to motivate students to undertake special project in related areas specialty with major features to be emphasized for the solution of such problems.

**BUD 311 Building Construction III (2CH)**

Principles of design and foundation selection, design concepts and development. Constituents and properties of concrete and mortars. Building materials – rocks, stones, soils and clay products. Structural detailing.

**WWT 311 Woodwork Technology**

The course is designed to cover upholstery materials, equipment and tools, techniques of furniture covering and overall relation between carpentry and upholstery. The importance of upholstery for human comfort.

**EET 511 Radio and Television (2CH)**

Electronic Communication systems, modulation and demodulation, RF & IF amplifiers, Transmission and propagation of electromagnetic waves AM & FM receivers, television fundamentals, picture transmission colour standards troubleshooting and servicing of radio and television receivers.

**BUD 311 Building Technology Option at 300**

The course is designed to enable the students to appreciate the form and design of structural elements in buildings, including computation of forces and framed structures; determining moments and shearing force; the basic principles of design of reinforced concrete structures.

**BUD 312 Building Materials (2CR)**

The course is designed to cover properties and weight of materials in the building industry. The course will include classification, properties and uses of rocks, stones and soils in the building industries; use of plastics, glass, bituminous materials, putties and mastics; application of mortars and rendering.

**WWT 511 Maintenance of Woodwork Equipment (2CH)**

Emphasis on safety regulation in machine wood working workshop. Requires of different types of woodworking machines and their component parts. Changing of belts cutter plates and related maintenance tasks.

**AUT 522 Electrical System and Air Conditioning**

Technical information and laboratory experience in engine design, maintenance and cooling systems. Auto engine lubrication schedules.

**MWT 521 Tools and Devices (2CH)**

Technical information on types of machine tools, their construction speeds, methods of work and tool holding and motion transmission principles, laboratory experience includes machine alignment tests, machine controls and maintenance.

**EET 522 Digital Electronics (2CH)**

The number system, logic symbols, functions and conventions; basic Boolean operations; integrated logic circuits, flip-flops and latches; counters, shift register, and shift register counters, computer arithmetic; interfacing. Industrial visitation is one of the requirements to earn a grade in this course.

**ITE 421 Students Industrial Work Experience Scheme (SIWES)**

On the job attachment experience to relevant job sites, for 6 months.

**ITE 512 Industrial System and maintenance Schedules (2CR)**

Individual research project in any area of industrial technology education depending on students' interest.

**EDT 511 Computer Aided Instruction (2CR)**

Utilization of computer software to aid in instruction delivery.

**ITE 514 Appropriate Technology (2CR)**

Factors affecting and considerations for the choice of technology in industry in Nigeria. The conflict of Technology Utilization and Youth unemployment. Appropriate Technology and Industrial profitability.

**ITE 513 Quality control (2CR)**

Interpretation of drawings made in orthographic projections reading of working and machine drawings from industry. Sectioning and dimensioning.

**ITE 524 Workshop Organization and Management (2CR)**

Principles and practices involved in the planning and organizing of facilities in the Technology Education Laboratory for effective skill training. This includes responsibility for selecting, procuring, storing and dispensing tools, materials and supplies for training etc.

**ITE 525 Environmental Health Education**

Environmental Health hazards including air pollution, noise pollution, water pollution and land degradation. Strategies for promoting environmental health government and non-governmental programmes to promote environmental health.

**ITE 526 Course Construction for Technology Education (2CR)**

Procedures and techniques of constructing course materials for teaching and evaluation of each subject in. technology education to include the objectives, content (cognitive psychomotor and affective), operations, instructional materials and evaluation procedures.

**ITE 527 Industrial Materials and Manufacturing processes (2CR)**

A complete review of industrial materials including wood, metal and plastic based materials with their production processes.

**ITE 522 Introduction to financial management (2CR)**

Industrial management principles to include planning, organization, supervision, co-ordination and evaluation. Analysis of manufacturing input, process and output variables and financial management strategies for industrial viability.

**BUD 512 Architectural Drawing (2CH)**

The course covers standard practices in architecture. Drafting materials and equipment. Basic principles of design-preliminary sketches – design and production drawing.



## 2.1.5 **BACHELOR DEGREE IN BUSINESS EDUCATION** **B.Sc. (Ed.) (BUSINESS EDUCATION)**

### **General**

Business Education programmes provide high caliber professionals in the teaching marketing, accounting, management, Secretarial and other business areas.

### 2.1.5.1 **Philosophy & Objectives**

The philosophy for Bachelor of science (B.Sc. (Ed.) in Business Education aims at a complete development of the individual student teachers to make them effective business teachers, and high caliber professionals in business establishments.

Based on the above philosophy the following objectives shall be achieved:

- The programme objectives for B.Sc. (Ed.) shall be to assist the education sector by producing a committed and efficient breed of business education teachers for the junior and senior sections of the Nigerian Secondary Schools.
- It is aimed at producing the manpower endowed with analytical and critical knowledge of the major factors in contemporary business world to influence the development of a virile economy.
- It is to provide a course of instruction and all necessary facilities and exposure for the pursuit and acquisition of learning and knowledge for services to humanity.
- It shall also provide adequate educational foundation for interested graduates to pursue higher degree in business education or other relevant areas in education.

### 2.1.5.2 **Basic Admission and Graduation Requirement**

In addition to the general university entry requirements, applicants must meet the following requirements.

- a) **UME:**  
5 year programme – candidates must obtain 5 credit passes at G.C.E./WASC level, SSCE or merit in T.C. II including English Language and Mathematics in not more than two sittings. In addition to acceptable pass in the JAMB examination and post UME screening test.
- b) **Direct Entry**  
N.C.E. with an overall merit pass or above, provided the candidate also has at least five credits or its equivalent including credit passes in Mathematics and English.
  - i) Diploma in any area of education provided the candidate also has at least five credits at ‘O’ level including English Language and Mathematics.

- ii) Holders of N.C.E./Diploma will spend four academic years while all others will spend five and 6 years respectively

2.1.5.3 **Learning Outcome**  
As contained under General of this BMAS.

2.1.5.4 **Attainment Levels**  
As applicable to Business Education Students.

2.1.5.5 **Resource Requirement**  
As in other Education Programmes of BMAS Education

2.1.5.6 **Course Contents and Descriptions**

a) **Course Contents**

**Year I**

GST 111	-	Communication in English I	2
GST 112	-	Logic Philosophy and Human Existence	2
GST 113	-	Citizenship education/Nig. Peoples and Culture	2
GST 121	-	Use of Library Study Skills and ICT	2
GST 122	-	Communication in English II	2

**Core Education Courses**

EDU 111	-	Introduction to Teaching Profession	2
EDU 112	-	Foundation of Education - (Philosophy, History and Sociology)	2

**Core Business Courses**

VTE 111	-	Introduction to Vocational Education	2
BED 111	-	Fundamentals of Business education	2
ECN 111	-	Principles of Economics	2
ACC 111	-	Elements of Accounting I	2
BED 112	-	Administration Office Management	2
BED 113	-	Business Mathematics I	2
BED 114	-	Word Processing	2
MKT 111	-	Principle of Marketing	2

30 Units

**Year II**

GST 211	-	History and Philosophy of Science	2
GST 212	-	Application of Computer	2
GST 222	-	Peace Studies and Conflict Resolution	2
GST 223	-	Int. to Entrepreneur Education I Theory	2

**Education Core Courses**

EDU 211	-	Educational Psychology	2
---------	---	------------------------	---

EDU 212	-	Educational Administration	2
<b>Business Core Courses</b>			
ECN 211	-	Micro Economics Theory I	2
ACC 211	-	Introduction to Financial Accounting	2
BED 211	-	Principle of Business Finance	2
BED 212	-	Business Statistics	2
BED 213	-	Economics of Production	2
ACC 212	-	Elements of Accounting II	2
BED 214	-	Organizational Behaviour	2
BED 215	-	Office Information Technology	2
BED 216	-	Business Methods II	2

---

30 Units

=====

**Year III**

EPS 301	-	Entrepreneurship Studies II	2
EDU 302	-	ICT in Education	2
EDU 321	-	Curriculum and Instruction 1	2
EDU 312	-	Special Method Course	2
EDU 313	-	Educational Technology	2
EDU 311	-	Tests and Measurements	2

**Core Business Courses**

BED 311	-	Fundamentals of Data Processing	2
ECN 311	-	Microeconomics Theory	2
BED 311	-	Small Scale Business Management	2
ACC 311	-	Introduction to Cost Accounting I	2
BED 321	-	Information Management System	2
ACC 312	-	Managerial Accounting	2
BED 322	-	human Relations	2
BED 321	-	Nigerian Marketing System and Commercial Policy	2
ACC	-	Fundamentals of Government Accounting	2
MKT 311	-	Nigerian Marketing System & C Commercial Policy	2

---

32 Units

=====

**Year IV**

EDU 411	-	Curriculum and Instruction II	2
EDU 412	-	Special Teaching Method	2
EDU 401	-	Research Methods and Statistics	2
EDU 413	-	Guidance and Counselling	2
EDU 422	-	Special Education	2

**Core Business Education Courses**

BED 411	-	Business Law I	2
BED 412	-	Human Resource Management	2

ACC	411	-	Taxation	2
ACC	412	-	Auditing and Investigation	2
BED	421	-	Business Organization	2
BED	422	-	Vocational Guidance	2
BED	425	-	Seminar in Business Education	2
ACC	413	-	Cost Accounting II	2
ACC	414	-	Spreadsheet Processing	3

---

30 Units

=====

### Year V

EDU	500	-	Teaching Practice (one whole semester)	6
EDU	502	-	Special Methods III (Post TP Evaluation/Remediation)	2
EDU	599	-	Research Project	4

### Core Business Courses

BED		-	Business Law II	2
ACC		-	Taxation II	2
BED		-	Consumer education	2
ACC		-	Financial Management	2
MKT		-	Principle of Advertising	2
MKT		-	Sales Management	2
BED		-	Administration of Business education	2
MKT		-	Retail and Wholesale	2

---

24 Units

=====

## b) Course Descriptions

### 100 Level Courses

#### VTE 112 Introduction to Vocational Education

The conceptual issues and historical development of vocational education in Nigeria. These include meaning, purpose, goals, values, image and objectives of vocational education as well as the historical trends in the development of vocational education in Nigeria.

#### BED 111 Fundamentals of Business Education.

Background and development of occupational education programme. Business Education: an overview, historical development of business education. The apprenticeship system of training the office workers. The development of private proprietary, business school, independent business academy. The three subjects curriculum, industrials revolution and the expansion of business and office occupations.

#### ECN: 111 Principles of Economics

The nature of economic science, the methodology of economics, major areas of socialization in economics and historical development of ideas. Elementary principles of microeconomics – The concept of utility marginal utility and indifference approaches to consumer equilibrium, Demand, supply and elasticity concepts, production and cost analyses. Firm and market types. Elements of distribution theory

### **ACC III      Elements of Accounting I**

Nature and scope of accounting, the purpose of accounting information system and its relations to the physical and financial activities of the organization. The accounting concepts, assumptions and conventions and their effects on the financial data of an enterprise. Books of accounts, commercial and other documents used as sources of information. Capital and revenue expenditure. Adjustment to accounting records including provision and reserves, accruals and pre-payments etc.

### **BED 112      Administrative Office Management**

This course is designed to give the student – teacher a broad knowledge of the principles of office management types and methods of office organization, advantages and disadvantages of each method of office organization and procedures of effective office management. Theories of motivation, job specification; enlargement and time keeping records.

### **BED 113      Business Mathematics I**

This course introduces students to mathematics and symbolic logic, inductive and deductive system; concepts of sets; mapping and transformation; introduction to complex numbers, introduction to vectors, matrixes determinants.

### **BED 114      Word processing**

General competency in keyboarding and the use of computer soft ware like Corel Draw, Microsoft word, excel etc.

### **MKT 111      Principle of Marketing**

Marketing definition, concept, evolution, role and importance, the marketing system and marketing Environment. Product classification and marketing

### **ACC 211 : Introduction to Financial Accounting**

An outline of the historical development of accountancy keeping of records of financial transactions. The role of the accountant in recording, checking, interpreting, and presentation of information to management. The place of accountant in the management functions of planning and forecasting. Relationship of double entry book-keeping to mechanized book-keeping methods, including the use of computers. Principles of double entry book-keeping. Books of original entry, ledgers, control account, trial balance. Distinction between capital and revenue expenditure and income. Records and problems associated with current and fixed assets including capital expenditure recording, control and element of depreciation. Accruals and prepayments (Advance payments).

**BED 211 : Principle of Business Finance**

Financial management, management of cash, receivables, inventories, plant assets, short term debt, long term debt, intermediate-term debt, owner's equity etc.

**BED 212 : Business Statistics**

Meaning, scope and original of statistics. Nature of statistics, statistical inquires, forms and design. The role of statistics basic concepts in statistics, discrete and continuous variables, functional relationships, sources of data, methods of collecting primary data, presentation of statistical data, measure of central tendency, measure of dispersion, moments, skewness and kurtosis elements of probability, distribution, normal, binomial, poisson and hypergeometric.

**BED 213 : Economics of Production**

Meaning and types of production. Factors of production : Land-meaning, characteristics and importance; labour-meaning, characteristics, importance, supply of labour and efficiency of labour; capital-meaning, types of capital, characteristics and importance of capital, Entrepreneur rewards to factors of production. Types of rent, division of labour and Specialization- Advantages and disadvantages, factors affecting specialization and division of labour. Scales of production – firm and industry, characteristics of small and large firms, internal and external economics.

**ACC 212 : Elements Of Accounting****BED 214 : Organizational Behaviour**

A survey of the theoretical constructs and research findings on human behaviour in work organizations such as businesses and government enterprises, especially individual behaviour and motivation, dyadic relations and small group behaviour.

**BED 215 : Office Information Technology**

The course handles various office services and automation, information and communication handling procedures, office functions, types of office machines as they apply to different departments in the office. Manual and electronic gadgets. The future and trends of office information technology.

**BED 216 : Business Communication**

The course is designed to develop in the prospective business teachers relevant business communication skills. The role of effective communication in business, business correspondence, report, telegram, memos, means of communication in an office, business documents, NIPOST, NITEL and courier services, sources of official information.

**EPS 301 - Entrepreneurship II**

Education core courses – as described in the BMAS.

**BED 311 Fundamentals of Data Processing**

Problem identification, types, design, data gathering, processing, analyzing, interpreting and reporting in educational context. The use of statistics and computer as tools in educational research should be emphasized.

**ECN 311 Micro-economic Theory**

Analytical tools and models of microeconomics. Methodology of economic Science, Theory of consumer Behaviour and Demand. Theory of Production and Cost Theories of the Firm under Perfect, Imperfect, Monopolistic and Oligopolistic competition etc.

**BED 311 Small Scale Business Management**

The small business, its definition, types of small businesses, importance and relationship to the Nigerian economy and the opportunities and requirements, unique to operation and management.

**ACC 311 Introduction to Cost Accounting I**

The course deals with the principles underlying the preparation and presentation of cost accounting for various types of business, nature and uses of accounting ratios.

**BED 321 Information Management System**

Introduction to and fundamentals of data processing-brief history and conventional data processing methods. Manual and mechanized methods closed and open loop systems. Effect on time lag; the total system approach and objectives. Data processing & MIS.

**ACC 312 Managerial Accounting**

Accounting for management control purposes; objectives and methods of management accounting. Cost Accounting Systems; general Principles of costing, Budgetary control etc.

**B.Ed. 111 Human Relations in Business**

The relationship between employers and employees in business. Employee motivation and job satisfaction. Behaviours that produce employee high morale and productivity.

**MKT 301 - Nigerian Marketing System and Commercial Policy**

**ACC 321 Fundamentals of Government Accounting**

Core Education Courses: As described in the BMAS.

**BED 412 Human Resource Management**

Job requirements, selection techniques, testing programmes, facilitation of employee adjustment, wage and salary administration, legal aspects of labour relations, financial incentives etc.

**ACC 411 Taxation 1**

The fiscal system; Tax Principles and concepts; Tax incidence; Income Taxation, Taxable Income, Tax relief's, Tax loopholes, personal Income Taxation, Partnership; Corporate Taxation; Capital gains Tax; Capital transfer Tax. Petroleum Profits and excise tax.

- ACC 412     Auditing and Investigation**  
**BED 421     Business Organisations**  
**BED 422     Vocational Guidance**

**BED 423 Seminar in Business Education**

Identification and examination of some of the issue confronting business education in Nigeria. The major issues include funding, methodology, curriculum, facilities, vocational guidance, Distribution, marketing education, teacher education, measurement, evaluation and administration.

- ACC 413     Cost Accounting II**  
Available in Administration BMAS

- ACC 414     Spread-Sheet Processing**  
Available in Administration BMAS

**Education Core Courses**

As described in BMAS.

- BED 511     Business Law II**  
Common Law and its development, counts and remedies. Law of contracts, sales and Rights of parties; Partnership and Relations of Parents to persons dealing with partnership.

- ACC 511     Taxation II**

- BED 512     Consumer education**  
In market places examines the processes the consumer use to pick secure, use, and dispose of products and services, internal forces such as personality and external forces Cultured beliefs that its capable of effecting the decision making process are reviewed.

- ACC 512     Financial Management**  
The nature, scope and purpose of Financial management, sources and costs of short, medium and long-term finance; sources and problems of new financing capital budgeting; management of working capital.

- MKT 511     Principles of Advertising**  
Available in Administration BMAS

- MKT 512     Sales Management**  
Administration of firm's personal selling function, sales planning and budgeting, estimating market potential and forecasting sales, organizing the sale force, recruiting, selecting and training and evaluating the sales force product planning and pricing, sales organizational structure.



**BED 513 Administration of Business Education**

Available in Administration BMAS

**MKT 513 Retail and Wholesale Management**

Retail and wholesale functions in business. Their roles between the manufacturing industry and the final consumers. Capital operations; storage, transportation and risk management. Retail and wholesale manpower, estimating market potential and forecasting.

## 2.1.6 **BACHELOR OF ARTS DEGREE IN EDUCATION CREATIVE/ THEATRE ARTS (B.A (Ed) CREATIVE/THEATRE ARTS**

### **General**

The Creative/Theatre Arts programme is offer in several Nigerian Universities but degree titles differ. In this programme Students are trained in various aspects of creative and theatre arts discipline leading to the award of Bachelors of Arts in Education (Ed) Creative/Theatre Arts.

#### 2.1.6.1 **Philosophy, Aims and Objectives**

From its origin in ritual, theatre has always been about relationships. First it was the relation between man and what was beyond man (spirits, gods) and then, later, with the attenuation of the ritual element, the relationship between man and man. It is therefore uniquely suited to the study of man in a social and historical context, but it does so through media that foreground pleasure and entertainment. Properly speaking, therefore, Theatre Arts can make equipment contribution to the entertainment industry, with all its cultural implications and to the essential fields of education and social upliftment.

To train students to acquire a broad understanding of the history, literature and sociology of Theatre Arts and a basic competence in the various branches of the practice of Theatre Arts (Acting, Directing, Stage Management, Design etc).

To equip students with a sound knowledge of the general principle or theory underpinning the practice of Theatre Arts.

To prepare students with the necessary creative and technical skills to help develop a viable entertainment industry in this part of the world, so as to begin to counter the deleterious effects of an entertainment culture based mostly on foreign values and practices.

#### 2.1.6.2 **Admission and Graduation Requirements**

##### a) **UME:**

In addition to general admission requirements, usually 5 Senior Secondary School level credits or its equivalent, including English Language (for the four (5) – year programme) or higher qualifications, or a Diploma in Theatre Arts.

##### b) **Direct Entry:**

In addition to the required credits (for the 4-year programme), the above credits earned at the SSS level or its equivalent should be chosen from amongst subjects in the Arts, the Social Sciences and the Sciences. Plus credits earned in relevant subjects at NCE or A” Level.

### 2.1.6.3 **Learning Outcome**

#### a) **Regime of Subject Knowledge**

As applicable to all education programmes. In section 1.3 of Education BMAS. In addition a demonstrable knowledge and skills in creative and theatre arts are expected from the graduates of the programme.

#### b) **Competencies and Skills**

At the end of the course, students should have a competent grasp of the theoretical underpinnings of Theatre Arts involving the general principles on which the whole practice is based.

Being essentially a creative art, students must possess the intellectual independence and imaginative ability to create plays on their own, without having to uncritically rely on pre-existing material.

The professional skills of the students must demonstrably be better in selected areas (e.g. Acting, Directing, Stage Management) at the end of the course than they were at the beginning.

To acquire the required empathy to our local reality, students must/should have been taught to relate their skills to our own social problems while using styles and idioms that are recognizably our own.

#### c) **Behavioural Attitudes**

Because they have to demonstrate or show attitudes young students of Theatre Arts completely misunderstand the essence of the discipline.

But a 3 to 4 year undergraduate course should also be an exercise in character training.

At the end of the course, therefore, students should possess the unique qualities of discipline and empathy, while being precise and clear in speech and proficient in the task of projecting and communicating.

### 2.1.6.4 **Attainment Levels**

Graduates of Theatre Arts stand out in their capacity for self expression. Theatre Arts Graduates should not only be articulate; they should be creative in relation to any challenges that might confront them in life.

### 2.1.6.5 **Resource Requirement For Teaching And Learning**

A proper learning environment with the required facilities (a studio theatre, lighting equipment, stage props, tape recorders, video cameras, etc.), well trained and competent staff (both teaching and non-teaching) to impart necessary skills.

#### a) **Academic Staff**

The staff student ratio should be reviewed downwards from the present 1:20 to 1:10 (and possibly lower) to make learning both more productive and meaningful.

- i) Graduate Assistant (2<sup>nd</sup> Class Upper) A good Bachelors Degree with a minimum of 2.1
  - ii) Assistant Lecturer. A good Bachelors Degree and a Masters degree
  - iii) Lecturer II A Fresh Doctorate degree in addition to Bachelors Degree. Promotion from Assistant Lecturer, should be after a minimum of three years.
  - iv) Lecturer I In addition to the qualifications specified for Lecturer II, above, a Lecturer I, should have had at least three years Post-Doctoral teaching experience and demonstrated ability for research work and evidence of scholarship.
  - v) Senior Lecturer Basic qualifications for Lecturer II above, plus at least three years of teaching experience as a Lecturer I. (Must have demonstrated research capability through good academic publications.
  - vi) Associate Professor Basic qualification set out for Lecturer II above, plus at (Reader) least three years experience as Senior Lecturer. Must have considerable publications resulting from research as well as demonstrated academic leadership ability.
- To be promoted Associate Professor, external assessment is required, plus evidence of participation in University administration and Community activities.
- vii) Professor Basic qualification as for Lecturer II above. A Professor should demonstrate a clear evidence of scholarship through considerable academic publications. Must have had at least three years experience after Associate Professor (Reader). To be promoted a Professor external assessment is required as well as University Administrative experience.

- b) **Non-Academic**
- c) Senior Technical Staff
- i) Senior Administrative Staff
- ii) Junior Staff

The terms of appointment and promotion of these categories should be determined by the Registries of their respective Universities.

d) **Physical Facilities (General)**

In all instances, the following facilities are needed:

- i) adequate office and teaching space as per the National University Commission's guidelines.

- a) **Staff Exchange Programme**  
In addition to sabbatical leave taken locally a well articulated staff exchange programme between Nigerian Universities to be encouraged and supported.
- b) **i) Language Development Project**  
Every Department of African Languages and/or Linguistics should be encouraged to teach at least one Nigerian Language.

**Maintenance Of Curricula Relevance**

As application to all Education programmes.

**Performance Evaluation Criteria**

As application to all Education programmes.

2.1.6.6 **Course Contents and Descriptions**

a) **Course Contents**

<b>Courses</b>	<b>Credits Units</b>
<b>100 Level</b>	
THA 101 Traditional African/Festival Theatre	2
THA 102 Introduction to Drama and Theatre	2
THA 103 Beginning Theatre Design and Technology	2
THA 104 History of Drama and Theatre from Beginnings to Medieval period	2
THA 105 Basic Communication Theory	2
THA 106 Practical Participation Orientation	2
GST 111 Communication in English I	2
GST 112 Logic Philosophy and Human Existence	2
GST 113 Nigerian Peoples and Culture	2
GST 121 Use of Library Study Skills and ICT	2
GST 122 Communication in English II	2
EDU 111 Introduction to Teaching Profession	2
EDU 112 Foundations of Education	2
<b>200 Level</b>	
THA 201 African Drama and Theatre in the Colonial Era	3
THA 202 History of Drama and Theatre Renaissance to the 19 <sup>th</sup> century	3
THA 203 Introduction to Dramatic Literature and Criticism	3
THA 204 Introduction to Directing	3
THA 205 Basic Speech Arts and Acting	3
THA 206 History of Drama and Theatre: The Modern period	3
THA 207 Fundamentals of Playwriting	3
THA 208 Children’s Theatre Education	2
THA 209 Practical Participation Production(s)	2
EDU 211 Educational Psychology	2
EDU 212 Educational Administration	2
GST 211 History and Philosophy of Science	2
GST 222 Peace Studies and Conflict Resolution	2

GST 223	Introduction to Entrepreneurial Studies 1 (Theory)	2
<b>300 Level</b>		
THA 301	Modern African Drama	2
THA 302	Research Methods and Materials	2
THA 303	Theatre Administration and Studio Management	2
THA 304	Basic Choreography and Kineasthetics	2
THA 305	Basic Non-Verbal Communication (Proxemics/Kinetics)	2
CMP 300	Introduction to Computers	3
CMP 301	Application of Computers to Arts	3
EPS 301	Entrepreneurial ship Studies II	2
EDU 302	ICT in Education	2
EDU 311	Test and Measurements	2
EDI 312	Special Methods I	2
EDU 313	Educational Technology	2
EDU 321	Curriculum and Instruction I	2
EDU 322	Special Education	2
<b>400 Level</b>		
EDU 401	Research Methods	2
EDU 411	Curriculum and Instruction II	2
EDU 412	Specials Methods II	2
EDU 413	Guidance and Counselling	2
THA 401	Topics or Theatre Studies	3
THA 402	Theories of Modern Theatre	3
THA 403	Dramatic Theory and Criticism	3
THA 404	Sociology of Drama and Theatre	3
THA 405	Workshop Ensembles	3
<b>500 Level</b>		
EDU 500	Teaching Practice (One whole semester)	6
EDU 599	Research Projects	4
EDU 501	Special Methods (Post Teaching Practice Evaluation)	2
THA 502	Theatre Administration and Publicity	3
THA 503	Educational Drama and Children’s Theatre	3

b)

### **Course Descriptions**

#### **THA 101: Traditional African Theatre**

A study of Traditional Theatre in Africa, as a non-written drama discipline in various African communities and as a form of theatre evolving from the festival in its various contexts and settings.

#### **THA 102: Introduction to Drama and Theatre**

An introductory course which explains the fundamental distinctions between “Theatre” and “Drama” as theoretical and practical concepts, revealing their interrelatedness.

**THA 103: Beginning Theatre Design and Technology**

A study of how to relate scene design to text in actual production by focusing on the factors that control design procedures for the varying media.

**THA 104: Theatre History: Beginnings to Medieval**

A brief outline history of the theories of the origins and development of Theatre and its practice from earliest ritual, oral, and written traditions the world over up to the Medieval times. Various contexts and texts will help focus attention on conditions of theatrical performance, concepts of stage house, play, and the social conventions that realized them.

**THA 105: Basic Communication Theory**

A study of the basic models and theories of communication as the process evolves from individual perceptions, language habits, and behaviour in intrapersonal, interpersonal and social transactions.

**THA 106: Participation Orientation**

The participation of students in a theatre production, as directors, actors, designers, technical directors, stage and house managers and crew members, is evaluated by the supervising teacher. Effective student contribution of critique meetings, before and after the production is encouraged.

**THA 201: African Drama and Theatre: The Colonial Era**

A study of indigenous theatrical activity in Africa as it was based in churches, concert party hands, minstrels, and pop Songs groups, from its beginnings to 1960.

**THA 202: History of Drama and Theatre: Renaissance to 19<sup>th</sup> Centuries**

A historical survey of the major events and developments in the theory and practice of world drama and theatre from the renaissance to 1960.

**THA 203: Introduction to Dramatic Literature and Criticism**

An introductory study of critical methodologies since Aristotle, using selected plays. The student is expected to understand and appreciate how the criticism of drama has shaped and has been shaped by the writer's principles of selection and arrangement.

**THA 204: Introduction to Directing**

A study of the basic mechanics of directing for the stage. The director's application of the principles of composition, picturisation, movement, rhythm and pantomimic dramatization is emphasized.

**THA 205: Basic Speech: Arts and Acting Techniques**

Through basic exercises which aid articulation and voice projection, the student studies the phonemic and stress patterns of English and their interaction with various Nigerian Language tones. So grounded, the student learns to speak poetry and prose with differing dramatic effect as demanded by the context or the text.

**THA 206: History of Drama and Theatre: The Modern Period**

A historical survey of the evolution of drama and theatre practice with their socio-economic factors since 1980. The concept of modernism in theatre is explored through the various forms and context of Romanticism, Realism, Naturalism, Symbolism, Impressionism, Expressionism, Didacticism and Absurdism.

**THA 207: Fundamentals of Play Writing**

With emphasis on plot and plot devices, characterization, theme and dialogue, the student is introduced to the art of play writing. Exercises will be used to develop the student's grasp and execution of these elements in practice.

**THA 208: Children's Theatre Education**

The student learns how to explore the dramatic imagination of young people by encouraging communication awareness and interaction at various levels through movement, mime and eurythmics. Practical tasks are assigned and evaluated both in selected schools in the community and at the Saturday playhouse project.

**THA 209: Participation Orientation**

A supervised participation of students in a Theatre production such that the student learns critique writing, management, acting, directing or general backstage work as part of a team.

**THA 301: Modern African Drama and Theatre**

A study of the origins and development of written works of drama in Africa since 1800. The course shows how major African authors have used theatre to respond to their cultural, social and political situations in various regions of the continent.

**THA 302: Research Methods and Materials**

A course in the basic approaches to scientific gathering of data, definition of methodology and collation and analysis of material for research in various areas of theatre following both historically and practically the latest and best models for scholarly rediscovery and recording of information from archives, libraries, field work.

**THA 303: Theatre Administration and Studio Management**

The student studies and applies the principles that inform performance management, venue administration and the duties of a theatre manager, from play selection through rehearsals, up to the run and strike.

**THA 304: Basic Choreography and Kineasthetics**

An exploration of techniques of dance-drama idioms based on selected texts that reveal the interrelation of linear and non-linear activity, traditional relationship of dance to music, variation, direction, and rhythm. Suitable exercises will distinguish "set" and "improvised" dances.

**THA 305: Basic Non-Verbal Communication for the Actor**

A study of non-verbal cues as the external stimuli emanating from body motion, characteristics of appearance and voice (kinesics) and the use of space and



distancing (proxemics) which enable the actor to recognize and interpret the cultural and racial differences in communicating roles in various contexts.

**THA 401: Topics in Theatre Studies**

This course is a study of chief thematic categories of drama as determined from selected works of principal and seminal playwrights. Dramatic form and content are then used as an index of the social conditions in which plays are written, and their pedagogic value enhanced by an exploration of how the ideas, practices, and methods of critics, actors, directors, designers, choreographers and semioticians worldwide, complement such major themes as politics, society, religion, love, identity and alienate.

**THA 402: Theories of Dramatic Criticism**

A study of the main theories and trends in dramatic criticism, its methodologies and approaches from Aristotle to Patrice Pavis, using appropriately illustrative play texts.

**THA 403: Project**

This is a research project in which a student submits a reasoned essay in a selected practical or theoretical area of theatre arts.

- ii) **CMP 300-301 Computer Courses:**  
All students of the Faculty are expected to take and pass the courses in Introduction to Computers and Applications of Computers to the Arts; for a total of 6 credits for the award of a degree.
  
- ii) **CMP 301: Application of Computers to the Arts**  
Introduction to basic programming. Data types – constants and variables. Statement types, assignment types, input/output statements. Control statements. Data based management systems. Creation, access and storage in files.

## 2.1.7 **BACHELOR'S DEGREE IN EDUCATIONAL TECHNOLOGY (B.ED. EDUCATIONAL TECHNOLOGY)**

### **General:**

Science and Technology have become an integral part of developmental efforts. Their contribution to the field of education in Nigeria in the last half of a century has been a far cry from expectations mostly owing to inadequate number of trained personnel. Educational technology can contribute significantly to the solution of such problems.

Presently, the Faculties of Education in most Universities, Colleges of Technology and Colleges of Education where Educational Technology is supposed to be taught have no qualified personnel to teach the course although it is a requirement for all Teacher Education programmes. This paucity of personnel informs the need to bring up a nucleus of prospective Education Technologists for such positions.

### 2.1.7.1 **Philosophy and Objectives**

Education Technology is a rational problem solving approach to Education. Moreover, the need for self-sufficiency, self-employment and capacity to generate employment has challenged the Faculties and Institutes of Education over the years. This programme in Educational Technology trains not only for the salaried jobs but more so for self-employment based on skills acquisition and minimal capital requirement. The pressing need for Universities to package programmes that are capable of meeting the employment generating opportunities for the teeming number of graduates is therefore partially served by this programme.

During and on completion of the programme, the students are expected to:

- a) Exhibit high level skill in the design, production, selection, improvisation and evaluation of instructional and educational media, including those associated with the print and broadcasting (electronic) media;
- b) Design and package educational programmes for a wide category target audience; in-school and non-face-to-face, and for different purposes;
- c) Adopt the acquired skills in the research, improvisation and management associated with instructional and educational media, methods and modes;
- d) Demonstrate competency in the manipulation of instructional and educational hardwares to achieve maximum result for a wide variety of target audience;
- e) Enjoy the combined use of the hand, head and heart in creativity as a mark of self-reliance and dignity of labour; and
- f) Investigate through research, observations and experimentation, the various areas associated with instructional media design, production, utilization and their effects on performance and goal attainment.

**Academic Content Educational Technology Degree Options**  
**B (Ed) Honours Degree in Educational Technology (Science)**

- |                       |                              |
|-----------------------|------------------------------|
| i) Biology            | vii) Introductory Technology |
| ii) Chemistry         | viii) Integrated Science     |
| iii) Physics          | ix) Fine & Applied Art.      |
| iv) Mathematics       |                              |
| v) Physical Education |                              |
| vi) Health Education  |                              |

**B.Ed Honours Degree in Educational Technology (Arts)**

- i) History
- ii) English
- iii) French
- iv) Religious Knowledge
- v) Nigerian Language

**B.Ed Honours Degree in Educational Technology (Social Science)**

- i) Political Science
- ii) Geography
- iii) Economics

**2.1.7.2 Admission and Graduation Requirements:**

Credit passes in the senior secondary school (SSS) certificate, or its equivalent in relevant subject areas in addition to acceptable pass in the joint matriculation (Examination) and the post UME screening are the qualifications for admission into this programmes.

General Certificate of Education or its equivalent with at least five credits in not more than two sittings including credit in English Language and Mathematics

- a) NCE with an overall pass at MERIT level or above, provided the candidate also has at least three credits in GCE or its equivalent and a pass in Mathematics.
- b) At least a 2 year Diploma in Education or in any other area approved by the University of candidate choice, provided the candidate also has at least three credits at Ordinary Level including Credits in English and Mathematics GCE/WASC/NECO (or its merit level provided the candidate also has at least three credits at ordinary level GCE or its equivalent including credit in English Language and Mathematics.)

\* Holders of NCE will spend four academic years, full time and Five years as part - time. Others will spend 5 years full time and 6 years part-time.

The course shall last for four or five academic years depending on the mode of entry and academic qualifications.

In addition to the general requirements for graduation at the University, students of this programme must offer and pass courses totaling minimum of 150 credit hours for the five year programme or 120 credit hours in case of the four year programme. They must also

complete and receive a pass grade in a twelve-week internship/SIWES, present an instructional package and a research project report on a topic approved by the Department.

### 2.1.7.6 Course Contents And Descriptions

#### a) Course Contents Five -Year Programme

##### Year I

Course Code	Course Title	Status	Units
GST 111	Communication in English I	Compulsory	2
GST 113	Nigerian Peoples & Culture	“	2
GST 121	Use of Library study skill ICT	“	2
GST 122	Communication in English II	“	2
EDU 112	Foundations of Education	“	2
EDU 111	Introduction to teaching profession	“	2
EDT 111	Introduction to Historical Philosophical & Psychological Foundations’	“	2
EDT 112	Introduction to instructional materials Design, Production and utilization	“	2
EDT 113	Science, Technology and sustainable development	“	2
	8 Elective courses in relevant teaching Subjects in the Arts, Science or Social Sciences Each course carries 2 credits. In selecting the subjects consideration must be given to the Federal Government approved secondary school curriculum.	“	2

##### Year II

		Units
<b>General</b>		
GST 211	Introduction to Computer I	2
GST 212	Application of Computer II	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Entrepreneurship Studies I (Theory)	2
EDU 211	Educational Psychology	2
EDU 212	Educational Administration	2
<b>Core/Compulsory Courses</b>		
EDT 211	Audio Visual Techniques	2
EDT 211	The Print Media Design and Technology	2
EDT 221	Introduction to Library Studies	2

EDT 212	Photography and Cinematography	2
EDT 212	Instructional Communication Models and Technology	2
EDT 222	Computer in Education	2
EDT 232	Educational Technology I	2

### YEAR III

EPS 301	Entrepreneurship Studies II	2
EDU 311	Test and Measurement in Education	2
EDU 321	Curriculum and instruction	2
EDU 302	ICT in Education	
EDU 312	Special methods	2
<b>Specialization</b>		
EDT 311	Educational Broadcasting	2
EDT 311	Low-Cost Technology	2
EDT 321	Administration and Management of Learning Resources Centres	2
EDT 331	Principles of Instruction	2
EDT 312	Production Seminars	2
EDT 322	Instructional material Design Multi-media Application	2
EDT 332	Educational Technology II	2
EDT 342	Distance Learning Models and Technologies	2
	8 courses as the teaching subjects in Arts, Sciences or Social Sciences	16
		40

### Year IV

	<b>Core Courses</b>	<b>Units</b>
EDU 411	Curriculum and Instruction II	2
EDU 412	Special Method II (Micro Teaching/School Visit)	2
EDU 401	Research Methods and Statistics	3
EDU 413	Guidance & Counseling	2
EDU 422	Special Education	2
EDU 421	Seminar in Educational Technology	2
	<b>Specialization</b>	
EDT 401	Advanced Library Studies	3
EDT 411	Instructional materials Evaluation Techniques	3
EDT 421	Information Management and Technology	3
	<b>Teaching Subjects</b>	
	8 Elective courses in the teaching subjects areas of Arts, Science or Social Sciences	16
	<b>Total Credit Unit</b>	40

## Year V

	<b>Core Courses</b>	<b>Units</b>
EDU 500	Teaching Practice (One whole semester)	6
EDU 599	Research Project in Educational Technology	4
EDU 502	Special Method II (Post Teaching Practice Evaluation/Remediation)	2
	<b>Specialization</b>	
EDT 412	Commodity Resource and Development	2
EDT 432	Educational Technology II	2
EDT 422	Process and Setting Production Practice II	2
	<b>Teaching Subjects</b>	
	Take any 6 elective courses from teaching subject area	12
	<b>Total Credit Unit</b>	30

### b) Course Descriptions

#### **EDT 101(1): Introduction to the Historical and Philosophical Foundations of Educational Technology**

The historical and philosophical background of educational technology at the global and local levels will be examined. The effect of such background presently and possible extrapolation will also be important. The various philosophical schools of thought and their impact on the theory and practice in the field are critical.

#### **EDT 112: Science, Technology and Sustainable Development**

The impact of scientific and technological development on the cosmic and human environment as well as their interaction with the total environment will be studied in real situations. The impact of technology on general socio-cultural and economic development, poverty alleviation, maintenance culture, agriculture, industrialization, community development, health education, sport, water supply, urbanization, etc. should be carefully analyzed in terms of sustainability principles and ecological balance. The social responsibilities of the technologist will also be part of the focus especially as related to the six basic human needs: food, water, energy, shelter, education and health.

#### **EDT 112: Psychological and Sociological Foundations of Educational Technology**

The various psychological and sociological schools of thought as related to educational technology will be focused; so also will effects on the theory and design of the school curriculum and their effects on the welfare of the society generally.

#### **EDT 122: Introduction to Instructional Materials Design and Utilization**

Basic design tools and principles as well as the utilization strategies will be studied. Some relevant models including Hoban and Zissman, Dalc's cone of experience, the ASSURE among others, will be introduced, Criteria for instructional materials design and evaluation will be introduced.

#### **EDT 201: Audio-Visual Techniques**

The audio and visual techniques and their synchronization principles and practices will be focused upon. More attention should be on the practical demonstration to involve audio-

graphics, audio-transparency, audio-pictorial, audio-slide, etc. production. Video recording and evaluation of the production are also important.

**EDT 211: The Print Media: Design and Technology**

The historical background and development of the print technology from its inception in Egypt, Mesopotamia and China to the present age of computer technology should be studied using case-studies and visits to printing press and associated sectors.

**EDT 221: Introduction to Library Studies**

The growth and development of the library, types, functions, divisions and their roles, the personnel and management of the library will be studied practically. Visits to university, school, state and other libraries will be organized. Alternative strategies to get the library to the rural communities should be explored.

**EDT 202 Photography and Cinematography**

Theory and practice involving photographic and cinematographic processes, the camera, dark room processes, computer processing of photographs, types of photography, functions and values. Short albums of photographic productions (black and white) of students practical productions including enlargement and laminated photographs are mandatory. The theory of the moving image, cine/video camera and documentaries will be explored and practicalized.

**EDT 212: Instructional Communication: Models, Media, Principles and Techniques**

Communication models, the mass and instructional media including computers, internet and e-mail, etc. communication principles and techniques form the focus of the course as related to the teaching and learning situation. Types, functions, structures, characteristics and relevance of instructional communications are important.

**EDT 211: Computers in Education**

The background, types, functions, components and other relevant features of the computer and its role in education and globalization will be examined. Visits to and practical operations of computer are important especially as related to education, teaching and training.

**EDT 223: Educational Technology I: Software**

Focus of the course will be on all categories of instructional software; their components, design, production strategies, utilization principles and evaluation techniques, actual production of instructional software's will be encouraged.

**EDT 301: Educational Broadcasting**

The history, philosophy and techniques of education broadcasting are important, especially as related to radio and television in Nigeria. Design of story board and use of natural effects, editing and editorial processes and the structure of the broadcast media will be studied in Nigeria and other nations to facilitate comparative studies.

**EDT 311: Low-Cost Technologies in Education**

The design and production of improved instructional materials using locally available inputs will form the focus. The basic design principles and production strategies based on

the ASSURE model and other known models will be encouraged. Actual production, utilization and evaluation of low-cost instructional packages should be pursued, including community resources mobilization.

**EDT 321: Administration and Management of Learning Resource Centers**

The basic planning, administration and management principles will be applied to resource center. Emphasis on the different types of budgeting, theories and practices of leadership, organizational structures and functions will be related to resource centers in Nigeria.

**EDT 331: Low-Cost Technology**

The basic assumptions, instructional systems, basic processes of learning and instruction, intellectual skills and strategies, learning capabilities, task and job analysis, instructional sequence and event, media selection, performance assessment, instructional delivery systems and instructional evaluation will be studied in detail.

**EDT 302 Microteaching and Observation**

This practical oriented course will focus on observation of expertise and microteaching practical designed to develop skills in equipment manipulation and teaching event. Specific skills will be targeted on periodic basis to include sequencing, questioning, synchronization, overlaying, scripting, designing etc.

**EDT 312: Production Seminars**

This learner-controlled course focuses on relevant knowledge, skills and attitudes acquired in the course and designed to identify and solve any related educational problem through the principles and practices of educational technology. The production seminar must be on an approved topic with a view to producing the final creative instructional package.

**EDT 322: Practical I**

Audio, Visual and audiovisual production laboratories workshop ethics, techniques of production and practical demonstration of skills in tools manipulation, projection techniques and audio-visual techniques are involved. Both theory and practice must be adequately integrated to include simple tools maintenance.

**EDT 332: Instructional Design & Multi-Media**

Instructional hardware design, components, structures operation and care will be emphasized along the current situation in Nigeria. Interactive multimedia application of presentation software (e.g Power-Point or digital editing and use of Liquid Crystal Display

**EDT 401: Advanced Library Studies**

Course BET 202 is pre-requisite for this. Ordering, documentation, indexing, classification, borrowing procedure, inter-library services, computerization and other library machines including ultra forms, microforms and internet/websites as elements of globalize libraries will be explored in details and practically.

**EDT 421: Information Management and Technology**

The theories, principles and practices in the area are important: gathering, processing transmission and consumption, journalistic demands and ethics of information



management will be examined. All forms of information storage and retrieval systems including the trade media, modern, photographic and reprographic systems are important requirements of the course.

**EDT 431: Internship/SIWES**

Industrial attachment for practical field/work experience in relevant establishments and industries including information units, media houses, University and public libraries, associated laboratories in Universities, College/Universities of Technologies, oil companies etc. Regular field reports and choose supervision by the departmental staff are necessary to corroborate the information in the student's logbooks.

**EDT 342: Distance Learning Models and Technologies**

Using the comparative approaches, the distance learning models including the open models and their technologies, the historical background, associated problems, merits and philosophies will be studied. Situations similar to Nigeria will be explored closely; youth and adult education skills, certification and technologies used.

**EDT 412: Community Resources and Development**

Community resources identification, mobilization, recruitment and utilization principles and techniques will be actively pursued to include human and non-human resources as related to education and development. Practical approach to this course will be adopt based on mini-project technique.

**EDT 422: Production Practical II**

Course 302 is a pre-requisite to this. Emphasis will be on equipment manipulation, using learner-produced softwares. Skills related to available projectors, screens, computers, cameras and production workshop equipment will be mastered and demonstrated with expertise.

**EDT 432: Educational Technology III: Processes and Settings**

Emphasis here will be on the combined effects of technological processes and settings on the learning audience, given technological hardwares and softwares. The associated theoretical background, moderating effects of newer technologies and human interference are important; man-machine interaction and requirements for technological evolution will be emphasized.

**Personnel And Equipment**

The Department of Educational Technology and sister Departments in the Faculty of Science, the University Library, the Computer Centre and the Audiovisual Unit of the College of Medical Sciences will jointly provide the personnel and equipment necessary for the theoretical and practical aspects of the programme.

**Job Opportunities/Prospects**

Graduates of the programme can:

- a) Be admitted into other available programmes such as Masters in Education and other relevant ones.
- b) Take up appointments as Lecturers of Educational Technology in Colleges of Education, the Polytechnic and Universities or in Secondary Schools as teachers of school Resources Centre Managers, etc.

- c) Function also as Education/Resources Centre Managers in media houses among others.
- d) Establish own businesses in relevant areas including, among others:
  - Printing and publishing
  - Photography
  - Video film making
  - Recording studio/video audio management
  - Cinema houses operation
  - Fine art/industrial art
  - Sign writers
  - Education related NGOs management
  - Media photography

## 2.2. **B. Ed. IN SPECIALIST EDUCATION AREAS: B.ED SPECIAL EDUCATION**

### 2.2.1.1 **Philosophy and Objectives**

The graduates of special education are expected to exhibit the following:

- (i) Respect for the individual irrespective of his or her handicapping condition.
- (ii) The acquisition of skills which are of particular importance to the education and care of the various categories of children with special needs.
- (iii) Striving to change societal negative attitude towards handicapped persons.
- (iv) A commitment to promoting the course of special education.
- (v) Inculcation of national consciousness about the needs of the handicapped child.
- (vi) Protecting the rights of the child with special needs.
- (vii) Raise the awareness level of the students in respect to causes, preventions, and intervention strategies of various forms of disability.
- (viii) Produce good special education teachers for the Nigerian market.
- (ix) Provide education for handicapped children and adults in order that they may fully play their roles in the development of the nation.
- (x) Know the significance of seeing the child as such before the disability.

### 2.2.1.2 **Basic Admission and Graduation Requirements**

#### 1.3.1 **UME:**

Five credit passes including English Language and Mathematics at the SSCE or equivalent are required for special education, and in addition to acceptable pass in Universities Matriculation Examination are qualifications for admission into the five (5) year degree programme into any of the Universities.

#### 1.3.2 **Direct Entry (Four – Year Programme)**

Any of the following qualifications is admissible:

- (a) A pass at merit (lower credit) level in a relevant Diploma programme.  
A credit in English Language is required.
- (b) (i) Two (2) passes in relevant subject areas at advanced level with SC/GCE 'O' level credit passes in three other subjects at not more Than two (2) sittings or,  
(ii) Three (3) passes in relevant areas in the NCE with GCE 'O' Level credit passes in five other subjects in not more than two (2) sitting.
- (c) (i) Passes in two (2) major subjects in relevant area in the NCE with GCE 'O' level credit or its equivalent in five (5) other subjects. Education is accepted as a third 'A' level subject for those taking courses in Education. A pass in General English at the NCE level is acceptable in place of GCE 'O' Level/SSC.

- (ii) Two (2) passes at the IJMB (Interim Joint Matriculation Examinations) or Cambridge Moderated Schools of Basic Studies Terminal Examinations in International Baccalaureate from a recognized institution with school certificate credits or equivalent in three other subjects (subject to University requirements).
- (iii) Five passes in C (ii) above with a school certificate credit or its equivalent in two other subjects. The above qualification in C (i) should apply to students in Colleges of Education to qualify for admission into the B. Ed degree programme.

**English Language and Mathematics Requirements**

In all cases, whether by Direct Entry or UME, a credit in English Language and Mathematics at the Senior or School Certificate/Secondary equivalent are required for Special Education.

2.2.1.4 **Attainment Level**  
As contained under General BMAS

2.2.1.5 **Resource Requirement for Teaching and learning**  
As contained in re-write up (already in the computer)

2.2.1.6 **Course Contents and Description**

a) **Course Contents**

**Year I**

<b>General Courses</b>	<b>Units</b>
GST 101: Communication in English I	2
GST 102: Philosophy and Logic	2
GST 102: Use of English II	2
GST 112: Nigerian Peoples and Culture	2
GST 113: History and Philosophy of Science	2
<b>Core Courses</b>	
EDU 101: Introduction to Teaching Profession	2
EDU 111: Foundations of Education	2
EDU 102: Human Growth and Development	2
SPE 102: Anatomy and Physiology of Sensory Organs as they Relate to Special Education	2
SPE 103: Programmes and Services in Special Education	2
SPE 104: Identification and Assessment of the Various Handicapped Conditions	2
<b>Electives:</b> (Outside the Faculty)	2
<b>Teaching Subjects:</b> (Students can choose 8 courses in relevant teaching major areas)	16

<b>Unrestricted:</b> SPE 100 : Practicum (Observations/Educational visits to special Schools and institutions)	2
<b>Total Credit Units</b>	<b>40</b>

## Year II

<b>General</b>	<b>Units</b>
GST 201: Introduction to Computer	2
GST 202: Application of Computer	2
GST 222: Peace Studies and Conflict Resolution	2
EPS 201: Entrepreneurial Studies I	2
<b>Core Courses</b>	
EDU 201: Educational Psychology	2
EDU 211: Educational Administration	2
SPE 201: Education of the Hearing Impaired I	2
SPE 202: Education of the Visually Impaired I	2
SPE 203: Education of the Learning Disabled I	2
SPE 204: Education of the Mentally Retarded Impairment	2
SPE 205: Special Education for the Gifted and Talented	2
SPE 207: Special Education for Multiple Handicapped	2
<b>Electives:</b> (Take one course in the area of specialization and one in any other area)	4
<b>Teaching Subjects:</b> (3 courses in relevant teaching major areas)	16
SPE 208: Practice Braille Reading and Writing	2
SPE 209: The Use of Total Communication	2
SPE 210: Identification and Assessment of Learning Disabled Children	2
<b>Total Credit Units</b>	<b>40</b>

## Year III

<b>General</b>	<b>U</b>
<b>Core Courses</b>	
EDU 301: Test and Measurement	2
EDU 311: Educational Technology	2
EDU 312: Special Method I	2
EDU 321: Curriculum and Instruction I	2
EDU 302: ICT in Education	2
EPI 301: Entrepreneurial Studies	2
<b>Specialization</b>	
SPE 301: Education of the Hearing Impaired II	2
SPE 302: Education of the Visually Impaired II	2
SPE 303: Education for the Learning Disabled II	2
SPE 304: Speech, Language and Articulation Disorders	2

SPE 305: Education for the Mentally Retarded II *	2
SPE 306: Special Education for Multiple Handicapped	2
SPE 307: Special Education for the Gifted and Talented	2
SPE 322: Educational Diagnostic Testing	2
SPE 332: Educating the Emotionally Conflicted Child	2
<b>Electives:</b> (Take one course in the area of specialization)	2
<b>Teaching Subjects:</b> Take 8 courses in relevant teaching major areas	16
SPE 308: Braille Reading and Writing	2
SPE 309: Mobility and Orientation for the Blind	2
SPE 310: Total Communication	2
SPE 311: Classroom Management	2
SPE 312: Reading Disabilities (Take SPE 311 and one other)	2
<b>Total Credit Units</b>	<b>40</b>

#### Year IV

General	Units
EDU 411: Curriculum and Instruction II	2
EDU 412: Special Methods II (Micro technology and School Visits)	2
EDU 402: Research Method and Data Processing	2
SPE 402: Advanced Seminar in Special Education	2
SPE 403: Vocational Rehabilitation for the Handicapped	2
SPE 404: Society and Disabled	2
SPE 405: Working with Families of Children with Special Needs	2
EDU 413: Guidance and Counselling	2
<b>Teaching Subjects:</b>	
SPE 406: Programme Development for Various Categories of Exceptional Children	2
SPE 407: Advanced Mobility and Orientation for the Blind	2
SPE 408: Total Communication for the Deaf	2
SPE 409: Audiology and Aural Rehabilitation	2
SPE 410: Advanced Seminar in Special Education	2
SPE 411: Severely Learning Handicapped	2
Teaching subjects take 8 course in relevant teaching major areas	16
<b>Total Credit Units</b>	<b>36</b>

**Year V**

<b>General</b>	<b>Units</b>
EDU 500: Teaching Practice (One whole semester)	6
EDU 599: Research Project	4
EDU 502: Special Methods III (Post Teaching Practice Evaluation and Remediation)	2
Take any 6 elective courses in major teaching subject/education area not covered	4
<b>Elective</b>	
Take any two – 2 unit course	4
<b>Total Credit Units</b>	<b>20</b>

## **BACHELOR OF EDUCATION DEGREE IN PRIMARY/ELEMENTARY EDUCATION**

### **B.Ed ELEMENTARY/PRIMARY EDUCATION**

#### **General**

The rationale behind the provision of this programme is to produce qualified and competent teachers for primary schools in the country.

These teachers should be able to develop the curriculum at this level and administer the schools effectively.

#### **2.2.2.1. Philosophy and Objectives**

The Philosophy of the programme is consistent with the Nigerian Philosophy of Education.

The main objectives of the Programme is to produce teachers who;

- demonstrate by means of oral and written test, individual and group discussion, and other observable procedures evidence of a broad education that will provide them with the understanding of the culture and society in which they work and live.
- Exemplifies by their behaviors and understanding and appreciation of the functions of the public school in Nigerian culture and how change is effected by this institution.
- Train teachers with high level competence in using evaluative techniques and materials in which ways as to encourage the children with whom they work and to enhance their growth in meaningful ways.
- Demonstrate knowledge or procedures useful in selecting course contents, methods, instructional materials

#### **2.2.2.2 Basic Admission and Graduation Requirements**

Admission into B.Ed Primary/Elementary Education Programme is basically the same as for the erstwhile four-year degree programme. Eligible candidates must possess the following:

- a) **UME: Five Year Programme**  
School Certificate/GCE with passes at Credit Level or above in five subjects including English Language and Mathematics obtained in not more than two (2) sittings;

or

- ii) Teachers' Grade II Certificate with passes at Credit or Merit Level in five subjects, including English Language and Mathematics. Since this is a



professional programme at the elementary school level, students will have major or minor teaching subjects.

b) **Direct Entry:**

Eligible candidates must possess the following:

NCE or equivalent in two relevant subjects at Credit or Merit level in addition to either.

- i) School Certificate/GCE, O'Level passes in at least five other subjects at credit level including English Language at not more than two sittings
- or
- ii) Teachers' Grade II with Credit or Merit in five relevant subjects including English Language and Mathematics.

2.2.2.3 **Learning Outcome:**

a) Regime of subject knowledge

- i) graduate of the programme must grab the basic concepts, topics procedures cover in the programme.
- ii) for the attainment of practical and professional skills, at least twelve weeks of supervision of practical teaching is required.
- iii) Communicate facts and information to learners in terms that they will be able to understand.
- iv) Demonstrate a skill in planning, organizing and instructions.

b) **Competence and skills**

i) **Cognitive ability**

In addition to what is applicable to all education graduates, the graduate teachers in the programme must demonstrate competence in examining and analyzing the organization and curriculum currently being employed in schools in which they are likely to teach, to the extent that they are capable of becoming catalytic agents in effecting change when it becomes appropriate and when needed.

ii) **Practical skills**

Graduate teachers who can demonstrate practical skill in:

- i) Organizing and learning resources
- ii) Keeping school records
- iii) Organizing learning environment e.g. classrooms field trip, laboratories and studios etc.
- iv) Writing proper and clear curriculum guides, models, lesson plans and lesson notes etc.

iii) **General Skills:**

Teachers should be able to demonstrate ability in:

- i) appreciating the ever-growing significance of computers to education;
- ii) sending and accessing computer information, in all its ramifications; learning how to learn;
- iii) Cooperating meaningfully with colleagues and other members of the society.
- iv) Entrepreneurship in at least one venture.

C) **Behavioural Attributes**

To produce graduate teachers who

- motivate learners to acquire and develop positive attitude to life;
- demonstrate interest/enthusiasm in participating in community projects and programmes that can promote growth and progress.
- Exhibit acceptable social behaviours when interacting with others;
- Exhibit acceptable behaviour by:
  - i. appreciating the cultural and religious diversity among Nigerians when interacting with pupils/students, colleagues, and others;
  - ii. showing a high sense of responsibility in accepting and performing assignments;
  - iii. respecting the views of others;
  - iv. basing judgments on proper evaluation of issues and information available;
  - v. attending staff meetings and other official functions always and punctually;
  - vi. contributing positively to discussions in staff meetings and other official school functions;
  - vii. showing maturity on all issues.

2.2.2.4 **Attainment Level**

As applicable to all education programmes.

2.2.2.5 **Resource Requirements for Teaching and Learning**

a) **Academic and Non-Academic Staff**

As contained in section 1.6 of this document (Education BMAS).

b) **Academic and Non-Spaces**

As contained in section 1.6 of this BMAS.

c) **Academic and Administrative Equipment**

As applicable to all education programmes in section 1.6 of the BMAS.

d) **Library and Information Resources**

These are important resources and life wire of any programme therefore current basic text reference books journals periodicals and other relevant textual and non-textual material should be readily available in the library.

## 2.2.2.6 Course Contents and Descriptions

### a) Course Contents

#### 5 Year Programme

##### Year I

<b>General</b>		<b>Units</b>
GST 111	Communication in English I	2
GST 112	Communication in English II	2
GST 111	Philosophy and Logic	2
GST 112	Nigerian Peoples and Culture	2
GST 113	History and Philosophy of science	2
<b>Core Courses</b>		
EDU 101	Introduction to teaching profession	2
EDU 111	Foundations of Education (Philosophy/History and Sociology of Education)	2
EDU 112	Human Growth and Development	2
<b>Specialization</b>		
EED 111	Introduction to Primary/Elementary Education	2
EED 111	Social Studies in Elementary Education I	2
EED 112	Reading in Elementary Education I	2
EED 122	Science in Elementary Education	2
EED 113	Mathematics in Elementary Education	2
EED 114	The Nigerian Child	2
	<b>Electives Restricted</b>	4
	<b>Total Credit Units</b>	<b>32</b>

##### Year 11

<b>General</b>		<b>Units</b>
GST 211	Introduction to Computer	2
GST 212	Application of Computer	2
GST 222	Peace Studies and Conflict Resolution	2
GST 201	Entrepreneurial Studies	2
<b>Course courses</b>		
EDU 201	Educational psychology	2
EDU 211	Educational Administration	2
<b>Specialization</b>		
EED 212	History and Philosophy of Primary Education	2
EED 211	Child Psychology	2
EED 211	Teaching of Value	2
EED 221	Creative Arts in Primary/Elementary Education	2
EED 231	Mathematics in Primary/Elementary Education II	2
EED 222	Health Education	2

EED 232	Supervised Teaching in Primary/Elementary Education	2
EED 242	Science in Primary/Elementary Education II	2
EED 252	Social Studies in Primary/Elementary Education	2
EED 212	English Language in Primary/Elementary Education II	2
EED 262	Introduction to Music in Primary/Elementary Education	2
EDU 224	Language Arts in Primary/Elementary Education	2
EDU 256	School and Society	2
EDU 252	Science and Society	2
	<b>Elective</b>	
	Two – 2 unit courses	4
	<b>Total Credit Units</b>	<b>38</b>

### Year III

General		Units
EPS 301	Entrepreneurial Studies	2
EDU301	Test and measurement	2
EDU 311	Educational Technology	2
EDU 312	Special Method I	2
EDU 321	Curriculum and Instruction I	2
EDU 302	ICT in Education	2
EED 301	Methods of Teaching Reading in Primary/Elementary Education	2
EED 311	Methods of Teaching Mathematics in Primary/Elementary Education	2
EED 312	Methods of Teaching Science in Primary/Elementary Education	2
EED 313	Methods of Teaching Creative Arts in Primary/Elementary Education	2
EED 321	Introduction to Agricultural Science I in Primary/Elementary Education	2
EED 331	Methods of Teaching Social Studies in Primary/Elementary Education	2
EED 332	Methods of Teaching Language Arts in Primary/Elementary Education	2
EED 342	Science in Primary/Elementary Education III	2
	<b>Elective</b>	2
EDD 352	English Language in Primary/Elementary Education III	
EED 333	Studies in Primary/ Elementary Education Curriculum	2
EED 381	Family Education	2
EED 361	Theories and Practice of Early Childhood Education	2
	<b>Electives</b> Two – 2 Unit courses	4
	<b>Total Credit Units</b>	<b>36</b>

#### Year IV

General		Units
<b>Core Courses</b>		
<b>EDU 402</b>	Special Methods II (Micro Teaching & School Visits)	2
<b>EDU 412</b>	Research Methods and Data Processing	2
<b>EDU 413</b>	Guidance and Counselling	2
<b>EDU 422</b>	Special Education	2
<b>EDU 421</b>	Seminar in Primary/Elementary Education	2
<b>Specialization</b>		
<b>EED 412</b>	Introduction to Physical Education	2
<b>EED 411</b>	School of Health Education	2
<b>EED 421</b>	Continuous Assessment in Primary/Elementary School	2
<b>EED 422</b>	Issues in Primary/Elementary Education	2
<b>EED 432</b>	Introduction to Agricultural Science II in Primary/Elementary Education	2
<b>EED 433</b>	Children's Literature I	
<b>EED 442</b>	Social Psychology of Instruction	
<b>EED 451</b>	Adult Basic Education	2
<b>EED 441</b>	Developmental Guidance in Primary/Elementary Education	2
<b>EED 452</b>	Design and Production of Learning Materials for Primary School	2
	<b>Elective</b> Any two – 2 unit courses	4
	<b>Total Credit Units</b>	<b>37</b>

#### Year V

General		U
<b>Core Courses</b>		
<b>EDU 500</b>	Teaching Practice (One whole semester)	6
<b>EDU 599</b>	Research Project (Primary/Elementary Education)	2
<b>EDU 502</b>	Special Methods III (Post Teaching Practice Evaluation/Remediation)	2
<b>Specialization</b>		
<b>EED 502</b>	Children's Literature II	2
<b>EED 522</b>	Learning Problem and the Primary School Child	2
<b>EED 532</b>	Organization of Primary/Elementary Education	2
<b>EED 512</b>	Primary/Elementary School Administration and Management	2
	<b>Elective</b> Any 4– 2 unit courses	8
	<b>Total Credit Units</b>	<b>24</b>

## **b) Course Descriptions**

### **EED 111 Social Studies in Elementary Education**

Analysis of programmes and practice, investigations and trends in social studies. The course will also involve exposing students to criteria for planning and improving programmes in the above areas as well as in individual problems.

### **EED 112 Science in Elementary Education 1**

A first level treatment of integrated science topics drawn principally from the immediate environment. Topics treated range from “our environment”, the basic science processes and skills, measurement, classification through forces at work, environment and characteristics of living things.

### **EED 321 Curriculum Development and Evaluation**

A practical planning, organization, instruction, principles of learning and teaching as it relates to Nigerian education, with consideration of the needs of students in the Nigerian Secondary School.

### **EED 224 Language Art in Elementary Education**

Survey and critical appraisal of research programmes practices and trends in the development of English Language skills, Communication Media, Composition and related areas. Improvement of students’ English and Communication Skills.

### **EED 211 The Teaching of Values and Valuing in Elementary Education**

The course will involve analysis of the nature of values, the process by which values are acquired and changed, the implications of these matters for school curriculum and teaching methods.

### **EED 113 Mathematics in Elementary Education 1**

The focus is on exposing students to primary mathematics content in the areas of pre-number, number recognition, number relationships, L.C.M., H.C.F., Odd and Even numbers, Fractions and Decimals, Squares and Square Roots.

### **EED 221 Creative Arts in Elementary Education**

Basic Structure, Organizational, perceptual, social and psychological aspects of Arts. Analysis of two and three dimensional activities as well as application of the formal element of art. Problems associated with teaching children.

### **EED 262 Introduction to Music in Elementary Education**

The course is designed to provide students with music techniques in the elementary school. It involves integrating the skills of music reading, aural perception, rhythm, use of voice and instrument, as they pertain to teaching music in elementary school.

**EED 231      Mathematics in Elementary Education II**

An exploration of further areas in the content of primary mathematics such as: percentage, ratio, proportion, profit, loss and simple interest, measurement, elementary statistics, practical and descriptive geometry as well as algebraic processes.

**EED 331      Method of Teaching Social Studies**

A consideration of the major approaches to the teaching of social studies in elementary school drawn principally from specific educational, social and psychological theories. Consider development of instructional aids and analysis of learning units.

**EED 222      Health Education**

Instruction in personal hygiene, prevention of diseases, nutrition and practices promotion good health. Students take an active part in educating themselves to enable them to educate the students they are going to teach.

**EED 232      Supervised Teaching in Elementary Education**

This takes the form of micro teaching and involves the study and discussion of factors which enter into supervision of prospective teachers. It exposes students to different theories and practices of supervision.

**EDU 311      Educational Technology**

A course covering basic aspects of educational technology with emphasis on its value and usefulness in an educational setting. Various approaches to the development and utilization of instructional materials for teaching will be explored.

**EDU 312      Special Teaching Methods**

A subject-oriented class in which students are given instruction in the specific methods of teaching in their teaching subject.

**EDU 422      Introduction to Special Education**

The classification and etiology of handicapping conditions are studied with a view to provision of an educational programme for various types of exceptionality.

**EED 301      Method of Teaching Reading in Elementary School**

A study of current trends and issues in teaching reading; selection of appropriate instructional methods and materials and their application to practical problems in teaching elementary school children to read.

**EED 311 Method of Teaching Mathematics in Elementary Education**

Current trends and issues in teaching mathematics in elementary school. This will involve exposing students to different methods and materials of teaching mathematics in elementary school.

**EED 321 Introduction to Agricultural Science in Elementary Education**

Agricultural development – (History) Basic Principles of crop production – rotation and other cultural practices for crops, including soil and water conservation, irrigation and drainage.

**EED 381 Family Education**

The family is considered as a basic social unit with its unique roles and responsibilities; crucial issues in family life, contemporary family problems and strains, community family organizations, family planning and health education in communities.

**EED Method of Teaching Art in Elementary Education**

Methods and problems of teaching art to children. Development of an understanding of children's art work; material and resources for teaching art.

**EDU 311 Education Technology**

System analysis, management theory and foundations of education, development of some specialized skills in the production, manipulation, utilization and management of process, materials and equipment related to learning and teaching. Mastery of the relevant theories, competence in application of the concepts of educational communication and technology to meet instructional needs.

**EDU 411 Curriculum and Instruction II (Curriculum Theory and Practice)**

An indepth treatment of curriculum theories/models with underlying philosophical assumptions, the design of curriculum and evaluation, studies of curriculum design reports and their evaluations.

**EED 342 Science in Elementary School II**

A second level treatment of integrated science topics with relevant practical exercises. Topics treated range from physical and biological changes of the changing earth and ideas, to changes in living organism and changes in time.

**EED 252 Science and Society**

A study of the interrelationship between science and society in the past and contemporary times, science as a tool of how society shapes science and is in turn shaped by science.

**EED 361 Theories and Practice of Early Childhood Education**

The fundamental theories that guide learning and teaching in the classroom, from Montessori through Piaget to Brunner and Rogers are considered with special focus of their application in early childhood education.



### **EED 332 Method of Teaching Language Arts in Elementary School**

Materials and methods appropriate for teaching language arts in elementary school classes. Materials selection and design of activities for elementary school language arts teaching.

### **EED 312 Method of Teaching Science in Elementary Education**

Current techniques and strategies of teaching science in elementary school. It should also involve selection of materials and activities appropriate for teaching science at this level.

### **EED 441 Developmental Guidance Elementary School**

The principle and underlying philosophy of guidance, the practice of guidance in elementary school with focus on self concept development, social adjustment, acquisition of appropriate values and skills, as well as guiding parents to guide children.

### **EED 421 Seminar in Elementary Classroom Teaching**

The course will be designed as a workshop to provide an opportunity to make specific plans for the full-time teaching experience. It will also involve analysis of problems and issues related to teachers effectiveness in teaching.

### **EED 421 Continuous Assessment in Elementary School**

An introduction to assessment techniques applied in elementary schools. Considers a whole range of topics including rationale and background, derivation of assessment objectives from educational aims test development and data generation as well as strategies for reporting.

### **EED 433 Children Literature I**

The focus is on exposing students to various methods of developing children's literary appreciation skills and love for reading for its own sake. Focus will be on procedure and methods of planning and implementing extensive and recreational reading programmes for elementary schools pupils.

### **EED 442 Social Psychology of Instruction**

A consideration of basic psychology theories to explain the interrelationships that exist in classrooms, classroom interactions, causes and consequences, instructors leadership in classrooms and techniques for scientific study teaching.

### **EED 599 Special Research Project in Education**

The purpose of the special research project is to produce an original study of some area of the students interest, based on field experiences or bibliographic research. The resulting thesis is one of the requirements for graduation.

### **EDU 402 Research Methods: Data Processing, Statistics and Computer Usage (3 Credit Hours)**

An Experience in problem identification; types, design, data gathering, processing, analysis, interpreting and reporting in educational context. The use of statistics and computer as tools in educational research should be emphasized.

**EDU 411 Curriculum and Instruction II**

A critical analysis of curriculum to terms of their relevance and national goals relationship between Curriculum and Instruction in terms of objective specification, selection of learning experience, learning materials, methods and media of instruction and evaluation. An overview of curriculum innovation in a subject matter area with particular reference to Nigerian experience.

**EDU 501 Tests and Measurement (3 Credit Hours)**

An experience in test construction administration, analysis and interpretation.

**EED 532 Organization of Primary/Elementary Education**

The basic principle and emerging concepts relating to the organization and administration of education in Nigeria. Styles of learning, discipline, functions of a good library and relationship between the school and the community etc.

**EDU 413 Guidance and Counselling (3 Credit Hours)**

Introduction to philosophy and historical development of guidance and counseling in the educational processes, role definition, survey, school guidance service and techniques.

**EDU 421 Seminar in Education (3 Credit Hours)**

Write-up and scheduled presentation of prepared papers, based on education related matters and issues.

## 2.2.3 **HEALTH EDUCATION PROGRAMME** **B. Sc (Ed) HEALTH EDUCATION/B. Ed PHYSICAL EDUCATION**

### **General**

In this programme students study education and Health related areas for the award of Bachelors of Science Degree in Education (Health Education).

#### 2.2.3.1 **Philosophy and Objectives of the Programme**

The philosophy of Physical and Health Education is derived from the National Philosophy of Education as contained in the National Policy of Education contained in section 1.3 of the document.

#### 2.2.3.2 **Basic Admission and Graduation Requirements**

##### a) **UME:**

Students are admitted into five and four years programme based on satisfactory performance in UME and JAMB Screening. The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

##### b) **Direct Entry:**

In addition candidate with Nursing, Public Health and Health related areas are admitted into the programme through direct entry.

#### 2.2.3.3 **Learning Outcome**

##### a) Regime of Subject Knowledge.

- i) graduate of the programme must grab the basic concepts, topics procedures cover in the programme.
- ii) for the attainment of practical and professional skills, at least twelve weeks of supervision of practical teaching is required.
- iii) Communicate facts and information to learners in terms that they will be able to understand.
- iv) Demonstrate a skill in planning, organizing and instructions.

##### b) **Competence and skills**

###### i) **Cognitive ability**

In addition to what is applicable to all education graduates, the graduate teachers in the programme must demonstrate competence in examining and analyzing the organization and curriculum currently being employed in schools in which they are likely to teach, to the extent that they are capable of becoming catalytic agents in effecting change when it becomes appropriate and when needed.

ii) **Practical skills**

Graduate teachers who can demonstrate practical skill in:

- v) Organizing and learning resources
- vi) Keeping school records
- vii) Organizing learning environment e.g. classrooms field trip, laboratories and studios etc.
- viii) Writing proper and clear curriculum guides, models, lesson plans and lesson notes etc.

iii) **General Skills:**

Teachers should be able to demonstrate ability in:

- i) appreciating the ever-growing significance of computers to education;
- ii) sending and accessing computer information, in all its ramifications; learning how to learn;
- iii) Cooperating meaningfully with colleagues and other members of the society.
- iv) Entrepreneurship in at least one venture.

**Behavioural Attributes**

To produce graduate teachers who

- motivate learners to acquire and develop positive attitude to life;
- demonstrate interest/enthusiasm in participating in community projects and programmes that can promote growth and progress.
- Exhibit acceptable social behaviours when interacting with others;
- Exhibit acceptable behaviour by:
  - i) appreciating the cultural and religious diversity among Nigerians when interacting with pupils/students, colleagues, and others;
  - ii) showing a high sense of responsibility in accepting and performing assignments;
    - a. respecting the views of others;
    - b. basing judgments on proper evaluation of issues and information available;
    - c. attending staff meetings and other official functions always and punctually;
    - d. contributing positively to discussions in staff meetings and other official school functions;
    - e. showing maturity on all issues.

2.2.3.4 **Attainment Level**

As applicable to all education programmes.

2.2.3.5 **Resource Requirements for Teaching and Learning**

b) **Academic and Non-Academic Staff**

As contained in section 1.6 of this document (Education BMAS).

b) **Academic and Non-Spaces**

As contained in section 1.6 of this BMAS.

c) **Academic and Administrative Equipment**

As applicable to all education programmes in section 1.6 of the BMAS.

d) **Library and Information Resources**

These are important resources and life wire of any programme therefore current basic text reference books journals periodicals and other relevant textual and non-textual material should be readily available in the library.

2.2.3.6 **Course Contents and Descriptions**

a) **Course Contents**

**5 Year Programme**

**Year 1**

<b>General</b>		<b>Units</b>
GST 102	Use of English	2
GST 111	Philosophy and Logic	2
GST 112	Nigerian People and Culture	2
GST 113	History And Philosophy Science	2
<b>Core Course</b>		
EDU 211	Education Administration	2
EDU 202	Education Psychology	2
<b>Specialization</b>		
HED 111	Introduction to Health Education	2
HED 112	Personal Health	2
HED 113	Organizational and Administration of School Health Programme	2
HED 114	Health Problems and Health of the School Age Child	2
HED 142	Healthful School Environment	2
HED 115	Family Life Education	2
<b>Elective Restricted</b>		
BIO 111	General Biology	3
CHM 111	General Chemistry	3
HED 116	Physical Fitness through Selected Activities	2
HED 122	Basic Human Biology	2
<b>Elective Restricted (any course)</b>		
SPE 111	Introduction to special education	2
VED 111	Introduction to Vocational and Technical Education	2
	<b>Total Credit</b>	<b>40</b>

## Year II

<b>General</b>		<b>Units</b>
GST 211	Introduction to Computer	2
GST 212	Application of Computer	2
EPS 212	Entrepreneurship Education I (Theory)	2
<b>Core Courses</b>		
EDU 211	Educational Administration	2
EDU 202	Educational Psychology	2
SED 214	History and Philosophy of Health	2
<b>Specialization</b>		
HED 211	Method and Resources in Health Education	2
HED 212	Community Health	2
HED 221	School Health Education	2
HED 222	Human Anatomy and Physiology I	2
HED 231	Physiology of Anatomy Activity	2
HED 232	Drug Education I	2
HED 224	Family Life And Sex Education	2
HED 224	Health and Illness Behaviour	2
HED 234	Communicable and Non-communicable Diseases	2
HED 242	Health Agencies ad Programme	2
<b>Electives Restricted</b> (Any 3 courses)		
PHE 231	Emergency Care and First Aid I	2
HED 242	Food and Nutrition	2
ADE 242	Adult Basic Education	2
HED 252	Health Protective	2
<i>Selective Unrestricted courses. Any one course</i>		2
<b>Total Credit Unit</b>		<b>40</b>

## Year III

<b>General</b>		<b>Units</b>
EPS 311	Entrepreneurship Education II (Practical)	2
<b>Core Courses</b>		
EDU 301	Test and Measurement	2
EDU 311	Educational Technology	2
EDU 302	ICT in Education	2
EDU 312	Special Methods I	2
EDU 322	Curriculum and Instruction I	2
<b>Specialization</b>		
HED 331	Human anatomy and physiology II	2
HED 322	Mental and emotional health	2
HED 313	Principle of public and community health	2
HED 332	Social and emotional health	2
HED 333	Environmental stress conditions and acclimatization	2

HED 336	Consumer health	2
HED 312	Vital statistics of health education	2
HED 334	Allergies and management in children and youth	2
HED 335	Introduction to primary health care	2
HED 323	Adolescent and adult health	2
<b>Elective Restricted</b>	Any 3 courses	
HED 303	Environmental sanitation	2
PHE 331	Accident prevention and safety education	2
HED 323	Adolescent and Adult Health	2
HED 341	Organisation and Administration of Physical and Health Education	2
<b>Unrestricted</b>	Any one course	2
	<b>Total Credit Unit</b>	<b>40</b>

#### Year IV

<b>General</b>		<b>Units</b>
<b>Core Courses</b>		
EDU 412	Special Method II ( Micro Teaching and School Visits)	2
EDU 400	Teaching Practice	2
EDU 499	Project in Health Education	2
EDU 411	Curriculum and Instruction II	2
EDU 421	Seminar in Health Education	2
<b>Specialization</b>		
HED 401	Application of Computer in Health Education	2
HED 411	Public Health and Issues in Health Education	2
HED 413	Drug Education II	2
HED 424	Industrial Health Education	
HED 422	Rehabilitation of the Handicapped	2
HED 432	Epidemiology of Public Health	2
HED 414	Agency and Death Education	2
HED 452	International Health and Health Career	
HED 433	Personality and Growth in Health Education	2
HED 434	Population Education	2
<b>Electives Restricted</b>		
HED 423	Major Contemporary National Health Programme	2
HED 412	Development of Health Attitudes and Current Trend in Health Education	2
PHE 431	Adult Fitness	2
HED 435	Programme Field Experiences in Health Education	2
<b>Unrestricted</b>	Any courses in major area	2
	<b>Total Current</b>	<b>36</b>

**Year V**

<b>General</b>		<b>Units</b>
<b>Core Courses</b>		
EDU 500	Teaching Practice	4
EDU 599	Project in Health Education	2
EDU 502	Special Methods III (Post Teaching Practice Evaluation and Remediation)	2
<b>Specialization</b>		
Take any 6 elective courses in major subject area/education area		12
<b>Electives</b>		
Take any 2 – 2 Unit course		4
	<b>Total Current</b>	<b>24</b>

b) **Course Descriptions:****HED 234 Communicable and non communicable diseases**

The study of important diseases, their causes, modes of transmission, prevention and control measures in both the school and the community. The problem of communicable diseases among the school age groups will be emphasized.

**HED 232 Drug Education 1**

The chemical pharmacologic, physiological, and socio – economic use, misuse and abuse of alcohol and such psychoactive substances as opiates and opium – like synthetic narcotics, barbiturates, tranquilizers marijuana lysergic and diethylamide (LSD) and tranquilizers /stimulant (cocaine, amphetamines and caffeine).

**HED 242 Health Agencies and Programmes**

Development and organization of public health in Nigeria, population and public health, government and public health, law and public health, fundamental service in public health community nursing services, social services, health education and motivation, medical care delivery, emergency health services and future of health services.

**HED 223 Family Living and Sex Education**

Development of the capacity to control sexual and reproductive behaviour in accordance with social ethics. Acquisition of knowledge of organic disorders and diseases and difficulties of sexual and reproductive function. Topics to be covered include adolescent problems, responsible parenthood, pregnancy and child birth, related complications, congenital, abnormalities and family planning.

**HED 336 Consumer Health**

Psychological factors in consumerism, healing philosophies, food faddism, and weight control, health care economics, consumer protection. Dangers of misleading adverts of processed food items and roles of government and health agencies in consumer protection.

**HED 334 Allergies and Management in Children and Youth**



Introduction of primary health care system. The principles underlying the operation of primary health care and the operation format of the programme. Nature and types of the programme. Emphasis will be placed on line and staff relationship between the various aids and members of staff and the various levels associated with the primary health care system.

**HED 411 Public Health and Issues in Health**

Attention will be focused on health problems and issues of current concern. These will include obesity, under weight, emotional health growth, development, family size and population control, stress and health, labour saving devices and health.

**PHE 331 Accident prevention and Safety Education**

Analysis of the importance and relevance of safety programmes in schools. Safety approaches to environmental hazards. The critical need for safety and what the school can do to improve safety conditions. Community and industrial safety will be briefly analysed.

**HED 414 Ageing and Death Education**

Major physical aspects of ageing and the aged, life expectancy, diseases of old age, medical care, loneliness and communication with the aged including acceptance of death through education processes. Culture patterns on health utilization, relationship between traditional health practitioners and the patient, and the impact of traditional health care system on orthodox practices and school health.

**HED 452 International Health and Health Career**

Study of World Health Organization (WHO). Topics include such as population expansion and explosion and health ; international health problems and concerns, provides better understanding and appreciation of types of health careers, professional preparation, critical issues.

2.2.4. **BACHELORS OF SCIENCE AND EDUCATION  
DEGREE IN PHYSICAL EDUCATION  
B.Ed B. Sc (Ed) PHYSICAL EDUCATION**

**General**

In this programme students study education and Health and Physical related areas for the award of Bachelors of Science Degree in Education (Physical Education).

2.2.4.1 **Philosophy and Objectives of the Programme**

The philosophy of Physical and Health Education is derived from the National Philosophy of Education as contained in the National Policy of Education contained in section 1.3 of the document.

2.2.4.2. **Basic Admission and Graduation Requirements**

Students are admitted into five and four years programme based on satisfactory performance in UME and JAMB Screening. The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education

programmes. In addition candidate with Nursing, Public Health and Health related areas are admitted into the programme through direct entry.

#### 2.2.4.3 **Learning Outcome**

a) **Regime of Subject Knowledge.**

- i) graduate of the programme must grab the basic concepts, topics procedures cover in the programme.
- ii) for the attainment of practical and professional skills, at least twelve weeks of supervision of practical teaching is required.
- iii) Communicate facts and information to learners in terms that they will be able to understand.
- iv) Demonstrate a skill in planning, organizing and instructions.

b) **Competence and skills**

i) **Cognitive ability**

In addition to what is applicable to all education graduates, the graduate teachers in the programme must demonstrate competence in examining and analyzing the organization and curriculum currently being employed in schools in which they are likely to teach, to the extent that they are capable of becoming catalytic agents in effecting change when it becomes appropriate and when needed.

ii) **Practical skills**

Graduate teachers who can demonstrate practical skill in:

- i) Organizing and learning resources
- ii) Keeping school records
- iii) Organizing learning environment e.g. classrooms field trip, laboratories and studios etc.
- iv) Writing proper and clear curriculum guides, models, lesson plans and lesson notes etc.

iii) **General Skills:**

Teachers should be able to demonstrate ability in:

- i) appreciating the ever-growing significance of computers to education;
- ii) sending and accessing computer information, in all its ramifications; learning how to learn;
- iii) Cooperating meaningfully with colleagues and other members of the society.
- iv) Entrepreneurship in at least one venture.

C) **Behavioural Attributes**

To produce graduate teachers who:

- motivate learners to acquire and develop positive attitude to life;
- demonstrate interest/enthusiasm in participating in community projects and programmes that can promote growth and progress.
- Exhibit acceptable social behaviours when interacting with others;
- Exhibit acceptable behaviour by:
  - i) appreciating the cultural and religious diversity among Nigerians when interacting with pupils/students, colleagues, and others;
  - ii) showing a high sense of responsibility in accepting and performing assignments;
    - a. respecting the views of others;
    - b. basing judgments on proper evaluation of issues and information available;
    - c. attending staff meetings and other official functions always and punctually;
    - d. contributing positively to discussions in staff meetings and other official school functions;
    - e. showing maturity on all issues.

#### 2.2.4.4 **Attainment Level**

As applicable to all education programmes.

#### 2.2.4.5 **Resource Requirements for Teaching and Learning**

##### a) **Academic and Non-Academic Staff**

As contained in section 1.6 of this document (Education BMAS).

##### b) **Academic and Non-Spaces**

As contained in section 1.6 of this BMAS.

##### c) **Academic and Administrative Equipment**

As applicable to all education programmes in section 1.6 of the BMAS.

##### d) **Library and Information Resources**

These are important resources and life wire of any programme therefore current basic text reference books journals periodicals and other relevant textual and non-textual material should be readily available in the library.

##### e) **Attainment Level**

As applicable to other disciplines in education.

#### **Resource Requirement for Teaching and Learning**

As in section 1.6 for all education programmes. However, the programme requires a lots of space, field, studios and recreational centres to effectively train and equip graduates of the programme with the new elements invoke as it relates to sporting activities and Human Kinetics

2.2.4.6 **Course Contents and Description**  
a) **Course Contents**

**5 – Year Programme**

**Year 1**

	<b>Units</b>
GST 101: Use of English I	2
GST 111: Philosophy and Logic	2
GST 112: Citizenship Education	2
GST 113: History and Philosophy of Science	2
GST 102: Use of English II	2
EDU 101: Introduction to teaching profession	2
EDU 122: Foundations of Education	2
PHE 101: Introduction to Physical Education	2
PHE 102: Elementary Anatomy and Physiology and Sports	2
PHE 111: Introduction to Outdoor Sports	2
PHE 112: History and Foundation of Physical Education	2
PHE 113: Organization and Administration of Intramural Sports	2
PHE 121: Physical Growth and Development	2
PHE 122: Control of Skill Behaviour	2
PHE 123: Introduction to Sports Facilities	2
PHE 124: Skill Development and Techniques in Sports and Games I	2
PHE 131: Social and Psychological Foundations of Sports and Physical Education	2
<b>Elective (Restricted)</b>	
PHE 132: Introduction to Movement Analysis	2
BIO 111: General Biology	3
PHE 142: Basic Human Biology	2
PHE 152: Physical Fitness through selected Activities	2
CHM 111: General Chemistry	3
<b>TOTAL</b>	<b>48</b>

**Year II**

<b>General</b>	<b>Units</b>
GST 211: Introduction to Computer	2
GST 212: Application of Computer	2
GST 222: Peace Studies and Conflict Resolution	2
EPS 201: Entrepreneurship Education I (Theory)	2

<b>Core Courses</b>	
EDU 211: Educational Administration	2
EDU 222: Sociological Foundation of Education	2
EDU 202: Educational Psychology	2
PHE 201: Historical and Philosophical Foundation of Physical Education	2
<b>Specialization</b>	
PHE202: Principles and Practice of School Community Recreation	2
PHE 211: Gymnastics	2
PHE 212: Introduction to Kinesiology	2
PHE 222: Psychological Foundation of Physical Education	2
PHE 223: Skills and Techniques of Team and Individual Sports I	2
PHE 224: Skills and Techniques of Team and Individual Sports II	2
PHE 231: Emergency Care and First Aid in Sports	2
PHE 232: Introduction to Exercise Physiology	2
PHE 233: Anatomy and Physiology	2
<b>Elective (Restricted) Any 4 course</b>	
PHE 241: Pedagogical Elements of Sports	2
PHE 242: Introduction to Adapted Physical Education	2
PHE 251: Introduction to African and Folk Dance	2
PHE 252: Prevention and Care of Sports Injuries	2
PHE 253: Driver Education	2
Elective (Unrestricted) - Any one course	2
<b>TOTAL</b>	<b>42</b>

### Year III

<b>General</b>	<b>Units</b>
EPS 301: Entrepreneurial Education II (Practical)	2
EDU 301: Test and Measurement	2
<b>Core Courses</b>	
EDU 311: Educational Technology	2
EDU 312: Special Methods in Physical Education	2
EDU 302: ICT in Education	2
EDU 321: Curriculum and Instruction	2
PHE301: Organization and Administration of Physical Education	2
PHE 311: Nutrition and Sports Performance	2
PHE 312: Problems in Physical and Health Education	2
PHE 313: Community Recreation	2
PHE 321: Biomechanics of Physical Activities	2
<b>Specialization</b>	
PHE 322: Psychology of Coaching I	2
PHE 324: Skills and Techniques in Team and Individual sport IV	2
PHE 331: Motor Learning and Human Performance	2

PHE 332: Adapted Programme in Physical Education	3
<b>Elective (Restricted)</b>	
PHE 333: Physiology and Artificial Limitation to sports	2
PHE 334: Analysis of Physical Fitness	2
PHE 335: Curriculum studies in physical and health education	2
PHE 352: Facilities in Physical and Health Education	2
Elective Unrestricted Any one course	2
<b>TOTAL</b>	<b>48</b>

#### Year IV

General	Units
<b>Core Courses</b>	
EDU 413: Guidance and Counselling	2
EDU 422: Special Education	2
EDU 411: Curriculum and Instruction II	2
EDU 421: Seminar in Physical education	2
EDU 412: Special Methods II (Micro Teaching and School Visits)	2
PHE 401: Skills Development and Techniques in Sports and Games IV	2
PHE 402: Physical Education and recreation for the physically handicapped children	2
PHE 411: Scientific Basis for Coaching Sports and Games and Officiating	2
PHE 412: Psychology of Coaching II	2
PHE 413: Adult Fitness Programme	2
PHE 414: Exercise Physiology	2
PHE 431: Advanced Training in Skills and Coaching I	2
PHE 432: Advanced Training in Skills and Coaching II	2
<b>Elective (Restricted) Any 3 courses</b>	
PHE 422: Finance and Budgeting in Physical Education	2
PHE 423: Sociology of Sports	2
PHE 424: Accident Prevention and Safety Education	2
PHE 452: Contemporary and African Dance Notations	2
<b>Elective (Unrestricted)</b>	
2 courses from major subject area/Education not covered	6
<b>TOTAL</b>	<b>44</b>

#### YwE V

General	Units
---------	-------

<b>Core Courses</b>		
EDU 500	Teaching Practice	4
EDU 599	Project in Physical Education	2
EDU 502	Special Methods III (Post Teaching Practice Evaluation and Remediation)	2
<b>Specialization</b>		
Take any 6 elective courses from major teaching subject/area not covered		12
<b>Electives</b>		
Take any two – 2 Unit course		4
	<b>Total Current</b>	<b>24</b>

## b) **Course Description**

### **PHE 101 Introduction to a Typical Physical Education**

The concept of disability, handicapped/adapted physical education will be discussed. Problems and needs of disabled and physical education, sports and recreation programmes implications will also be treated.

### **PHE 111 Introduction To Outdoor Education**

An analysis of elements of school competitive and recreational education programmes with emphasis on activity types, techniques of organization and administration.

### **PHE 112 History and Foundation of Physical Education**

An overview of basic theoretical and practical dimensions of Ancient and Modern Physical Education including some early personalities and their contributions.

### **PHE 113 Organization and Administration of Intramural Sports**

An introduction to different types of organization and administration techniques in sports in past and contemporary societies including Nigeria. A practical involvement of students in process or organizing/administration of sports.

### **PHE 121 Physical Growth And Development**

Differentiating growth from development. Factors that affect growth. Evaluation of the progress of growth and development with emphasis on physical, emotional, social and intellectual changes.

### **PHE 122 Control Of Skill Behaviour**

Meaning, definition and concepts of motor skill will be explained. The structure, function of Central Nervous System (CNS), neurons and information processes will be discussed.

### **PHE 123 Introduction To Sports Facilities**

An understanding of types, construction, purchase and maintenance of sports facilities and equipment.

### **PHE 124 Skill Development And Techniques In Sports And Games I**

Introduction of students to the theory and practice of individual and team sports and games leading to the acquisition of basic manipulative skills. Rules and regulations guiding competitive participation will be introduced in each of tracked and field (Sprint and Discus) Table Tennis and Volleyball.

**PHE 131 Skill Development And Techniques In Sports And Games II**

Introduction of students to the theory and practice of individual and team sports and games leading to the acquisition of basic manipulative skills. Rules and regulations guiding competitive participation will be introduced in each of Athletic (middle and distance races, long jump and shot put). Basketball and football.

**PHE 132 Introduction To Movement Analysis**

Role of muscles in movement production, role of skeletal system and joints in contribution to movement, analysis of specific movement in games, sports and physical training activities.

**PHE 141: Social And Psychological Foundations Of Sports And Physical Education**

An introduction to the social and psychological dimensions of sports practice and implications for recreational and competitive participation.

**PHE 142 Basic Human Nutrition**

Food and Nutrition for sportsman, caloric requirement, right composition of nutrition, improvement of performance through recreation; sexual habit and fallacies, personal hygiene, First Aid.

**PHE 201 Historical And Philosophical Foundations Of Physical Education**

Origin, growth and development of selected sports, historical and philosophical perspectives and promotion of physical education programmes in selected and modern nations: sports bodies and associations.

**PHE 202 Principles And Practice Of School Community Recreation**

Need for contemporary recreational activities in schools and communities. Analysis and practical of recreational activities in the school and community. Organization and administration of recreational activities conducted both within the school and the community will be discussed.

**PHE 211 Gymnastics**

Essentially, a study of basic movement patterns and qualities common to all activities. The use of movement in factors (forces) space and time flow of movement in gymnastics, stunts and tumbling. Development of qualities such as flexibility, co-ordination, agility, power, and their use in apparatus work, partner and group activities.

**PHE 212 Introduction To Kinesiology**

Elements of efficient movement and the relationship between movement and concept of good posture. Development of basic motor activities, fitness and maintenance of self awareness in performing both loco motor and non-loco motor skills.

**PHE 222 Psychological Foundations Of Physical Education**

An introductory approach to concepts of psychological aspects of physical education and sports, Attraction to high performance sports recognition and approval of groups.



**PHE 223 Skills And Techniques To Team And Individual Sports I**

Practical and theoretical approaches to acquisition of skills needed for playing team and individual sports: Athletics (long distance races, javelin and triple jump). Handball and Tennis. Tactics of team and individual sports and techniques of introducing basic skills to beginners will be touched.

**PHE 224 Skills And Techniques To Team And Individual Sports II**

Practical and theoretical approaches to acquisition of skills needed for playing team and individual sports: Athletic (High jump and Hurdles) Badminton and Volleyball, Proceeding for sports training programmes and developing competitions strategies will be emphasized.

**PHE 231 Emergency Care And First Aid In Sports**

Immediate care or injuries – conditioning, massaging. Discussion will cover principles of accidents and their preventions, major sports injuries will be discussed e.g. Fractures.

**PHE 232 Introduction To Exercise Physiology**

Anatomy in relation to human movements, and overview of locomotion and nervous systems. An in-depth study of the body systems in relation to human elements.

**PHE 233 Induction Of Techniques Of Continuous Assessment In P.H.E.**

Measurement of general capacities such as innate speed, motor educability, measurement of achievement such as strength and endurance; measurement of skill for individual participation in sports such as shot put, burlles, basketball, football etc. introduction to analyzing skills.

**PHE 241 Pedagogical Elements Of Sports**

Investigation and determination of character of athletic training, its principles, instruments, condition and methodic rules. Pedagogies of sports in Europe and America. A study of the origin, development and philosophical foundations of sports and physical and health education in ancient times and contemporary Nigeria.

**PHE 241 Introduction To Adapted Physical Education**

Handicapped with reference to suitable physical activities, curriculum and planning for physical handicap, specific disabilities.

**PHE 243 Health Protection**

Overview of Health Education and its various perspectives. Approaches to the protection and promotion of human health at the personal and community level; protection through food and drug control, personal hygiene, water supplies, waste disposal, role of health agencies and government in health protection. Appraisal of current national health issues.

**PHE 251 Introduction To African And Folk Dance**

Introduction to reading and writing of dance notations. Analysis of dance steps and movement in traditional African dance, Comparison of African European dance steps. Utilization of dance as a fitness exercise.

**PHE 252 Prevention And Care Of Sports Injuries**

Athletic injuries and their prevention, practical and play in relation to medicine. Technical aspect of message, taping and bandaging, diet and conditioning various physical therapeutic procedures, factors influencing injuries, hygiene or games and play in relation to medicine.

**PHE 253      Driver Education**

Acquisition of vehicle driving skills with some knowledge of essential part responsible for the function of motor vehicles. A study of road signs and road safety precautions, and causes and prevention of automobile accident.

**PHE 301      Organization And Administration of P.H.E.**

An overview of the total programme in physical and health education duties and responsibilities of staff, policy making, problem encountered in curriculum, methods, facilities finance and personal supervision.

**EDU 301      Special Methods And Materials In P.H.E.**

Examination of contents, materials, facilities design, and application of teaching strategies for secondary schools physical and health education.

**PHE 311      Nutrition And Sports Performance**

A study of nutrients and food needs of people especially as it applies to athletic performance. Basic food groups, importance of adequate diet in health diseasement sports. Planning the athletic's diet, content and meals, nutritional demands during exercise and training. Factors affect food selection; supplementation.

**PHE 312      Problems In Physical And Health Education**

A study of the factors which limit the scope and activities of health and physical education and means of controlling the problems. Emphasis is to be specifically directed to the Nigerian situation.

**PHE 315      Community Recreation**

An understanding of the need for and importance of community recreation in modern day living and a grasp of basic principles of planning and carrying out community recreation programmes.

**PHE 321      Biomechanics Of Physical Activities**

Analysis of muscle skeletal basis of human motion. Particular reference would be made to the joints bones and muscles responsible for human movement. Application of physical laws of sports which include principles and types of movement, forms of locomotion, levels, laws of motion, production of force and application to specific sports skills.

**PHE 323      Skills And Techniques In Team And Individual Sports III**

Theoretical and practical approaches to acquisition of skills involved in team and individual sports: Athletics (Javelin, Discus, Sprint relays, Handball, Hockey and Badminton).

**PHE 324      Skills And Techniques In Team And Individual Sports Iv**

Theoretical and practical approaches to acquisition of skills involved in team and individual sports: (a) Athletics, shot put, Hammer, Farklet and Steeplechase (b) Cricket (c) Squash, Racket and (d) Tennis.

**PHE 331 Motor Learning And Human Performance**

Organization of experience. Analysis of theoretical structure of man's movement pattern with emphasis on psychological correlates of such education. Factors relating to the acquisition and performance of motor skills.

**PHE 332 Adapted Programme In Physical Education**

Conditioning as recreation, planning the programme for children and youths: participation on experimental basis.

**PHE 333 Physiological And Artificial Limitation Sports**

An in-depth study of participation in sports to physical development and of body build and functions of men and women, physiological capacities of men and women, sports injuries peculiar to women, possibility of masculinization of women through sports and their effects on reproductive systems of men and women.

**PHE 334 Analysis Of Physical Fitness**

An overview of components of physical fitness, Aerobic power, anaerobic power, strength, studies on flexibility and local muscular endurance and body composition.

**PHE 335 Curriculum Studies In Physical And Health Education**

Methodical education of physical and health education activities and sports, the aims, contents, organization and control of teaching physical education and sports, age group concept and continuous programme or basic sports. A study of the factors affecting planning, organization and development of physical education and sports programmes. Analysis of physical and health education curriculum in the Nigerian education system.

**PHE 351 Sports And Ageing**

Concept of ageing theories and specialization of ageing problems and needs of aged people, rationale for sports and recreation for aged people. Guidelines for P.E/sports programmes for ageing will be fully discussed.

**PHE 352 Facilities For Physical And Health Education**

Current trends in facility design and construction and historical and sociological reasons for the trend. Innovation possibilities for converting acquired facilities and maintenance of physical and health education as well as sports facilities.

**PHE 402 Physical Education And Recreation For The Physically Handicapped Children**

The nature of the physically handicapped in schools, society, organization of adapted physical education activities. Special need and education of the handicapped.

**PHE 411 Supervision Of School Health And Physical Education Programmes**

Practical means of planning and implementing school health and physical education in schools. This will include policy making, methods and facilities for the implementation of school health and physical education.

**PHE 412 Psychology Of Coaching II**

A psychology of closure geared towards coaching; individuals and mob-psychology, psyching up for games, superstitious beliefs about performances, psychometrics, sports performance and the coach.

**PHE 413      Adult Fitness Programme**

Relationship between ageing and incidence of degenerative and hypo-kinetic disease (low back pain, hypertension, myocardial infraction and mobility problems) will be discussed. Programming for physical fitness for the adult and benefits of such a programme to be studied.

**PHE 414      Exercise Physiology**

A study of the effects of muscular activities on the muscular, respiratory, circulatory and digestive systems.

**EDU 499      Research Project In P.H.E.**

Students are guided in the choice of problems of choice or topic for field or experimental or library research and are assigned to supervisors for conducting and reporting of chosen research activities.

**PHE 421      Seminar In Physical Health Education, Recreation And Sports**

Discussion of current issues and problems in health and physical education. Presentation of original reports on various aspects of health and physical education in Nigeria.

**PHE 422      Finance And Budgeting In P.H.E.**

Emphasis on the need for sound fiscal management in physical and health education. Application of planning, programming and budgeting system (PPBS) in the administration of P.H.E. budgeting process and principles required for financial accountability in P.H.E.

**PHE 423      Sociology Of Sports**

An overview of inter-group conflict and competitions, socio-physical analysis of conflict, inter-team competition and inter-group relations, reduction in inter-group conflict, co-operative institutionalization.

**PHE 431      Advanced Training In Skills And Coaching I**

Analysis of fundamentals of coaching team and individual sports and games with emphasis on advanced skills strategies, techniques and programming athletics, badminton and volleyball.

**PHE 432      Advanced Training In Skills And Coaching II**

Analysis of fundamentals of coaching team and individual sports and games with emphasis on advanced skills strategies, techniques and programming. Any two of the following: (Football, Handball, Basketball).

**PHE 452      Contemporary And African Dance Notations**

Development of the ability to read and write dance notations and construction of a score of an original piece of choreography. Analysis of advanced dance steps.

## 2.2.5 **BACHELORS DEGREE IN EDUCATIONAL MANAGEMENT (B.ED EDUCATIONAL MANAGEMENT)**

### **General**

In this programme students study education management and other related areas for the award of Bachelors Degree in Education (Educational Management).

#### 2.2.5.1 **Philosophy and Objectives**

The Philosophy of Educational Management is the acquisition of appropriate managerial skills, abilities and competences such that the prospective educational manager would better understand human behaviour and interrelationships.

The B. Ed degree programme is the amalgam of the courses in Educational Administration and Educational Planning. The merger of the courses in Educational Administration and Educational Planning has resulted in the new code Edm which is used throughout the B. Ed degree programme where relevant. This means that the new nomenclature covers Educational Administration and Planning.

To make the Educational Management Philosophy functional, the National Policy On Education, sections 5 & 9 provide further details on the above goals under Higher Education. The provisions, as contained in sections 5 are as follows:

- (a) the acquisition, development and inculcation of proper value-orientation for the survival of the individual and society;
- (b) the development of intellectual capacities of individuals to understand and appreciate their environment;
- (c) the acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community;
- (d) The acquisition of an objective view of the local and external environments.

#### 2.2.5.2 **Admission and Graduation Requirements:**

To qualify for admission into the Department of Educational Management in Nigerian Universities, the following qualifications are required.

- a) **UME:**
- (a) NCE with an overall pass at MERIT level or above, provided the candidate also has at least five credits in GCE or its equivalent and a credit in Mathematics.
  - (b) Diploma in Education or in any other area provided the candidate also has at least five credits at O' level including credit in English and in Mathematics at GCE/WAEC/NECO
  - (c) teachers Grade II certificate with a minimum of five passes at merit level including English Language and Mathematics
  - (d) General certificate of Education or its equivalent with at least five credits in two sittings including credit in English and Mathematics.
- b) **Direct Entry:**
- holders of NCE/Diploma will spend four academic years, while all others will spend five academic years full time. English Language, Mathematics and other Requirements

In all cases the following shall apply:

- (a) At least a pass in Mathematics and Credit in English Language in the Senior Secondary School Exam/West African School Certificate or equivalent for entrants into Educational Management.
- (b) Must have taught for a minimum of two years.

**Duration:**

The course shall last for four or five or four academic years depending on the entry qualification

**Degree Programmes And Courses**

There should be a uniform degree programme in Educational Management, identified as Bachelor of Education (Educational Management). All institutions are expected to harmonise their degree nomenclature in line with this prescription B. Ed (Educational Management).

**2.2.5.5 Resource Requirements**

a) **Academic Staff**

The following categories of academic staff with the minimum qualifications are earmarked for Department of Library and Information Science.

<u>Category Of Staff</u>	<u>Qualification</u>
1. Graduate Asistant	A Good Bachelor's Degree

- |    |                            |      |   |
|----|----------------------------|------|---|
| 2. | Assistant Lecturer         |      | A Master's Degree in Educational Management   |
| 3. | Lecturer I                 | (i)  | A Doctoral Degree in Educational Management.  |
|    |                            | (ii) | Promotional prospects for Assistant Lecturers with at least three years experience.   |
| 4. | Lecturer I                 | (i)  | A Doctoral Degree in Education Management Science with at least three (3) years experience on the job. The three - year period is for eligibility for consideration i.e. apart from the stated periods, the candidate will be assessed for quality of teaching, publications, contribution to the University and community. |
|    |                            | (ii) | As in 3 (ii) plus 4 years of experience and adequate number of publications in referred journals.   |
| 5. | Senior Lecturer            |      | At least three (3) years as Lecturer Grade I. Adequate publications, teaching and services to the University and the Community.   |
| 6. | Reader/Associate Professor |      | The Position can be filled either by promotion or appointment. At least three years on Senior Lecturership with considerable publications. Outstanding research and teaching coupled with services to the University and the Community plus positive external assessment.   |
| 7. | Professor                  |      | At least three (3) years as Reader / Associate Professor. Outstanding research, teaching and Service to the University and community plus Positive external assessment. The position can be filled either by promotion or appointment.  |

### **Staff (Academic)**

Rank mixes and ratios in the Department of Educational Management shall be such that admits 20% in the professional grade, 35% in the Senior Lecturer grade and 45% in the Lecturership grades I, II and III.

### **Ratios**

The teacher/student ratio in the Educational Management shall be in conformity with the ratio for Education-based disciplines.

### **Non-Academic Staff**

Every Department of Educational Management should have at least the following:

- (a) One Secretary
- (b) One Clerical Officer
- (c) Two Office attendants/cleaner
- (d) Two Typists
- (e) One duplicating machine operator/maintenance officer
- (f) One programmer/system analyst

3.1.3 The appointments and promotions of Senior Technical and Senior Administrative and Junior Staff shall conform with those in the Faculty of Education.

b) **Physical Facilities and Equipment**

**Equipment**

The following facilities/equipment should be available in the stated minimum quantity:

- 1 Computer to 25 students
- 1 Printer for each Department
- 1 Television and Video recording machine for each department
- 1 Photocopying machine
- 2 Radio/Tape Recorders

These are in addition to general pool of equipment in the Faculty of Education.

2.2.5.6 **Course Contents And Descriptions**

a) **Course Contents**

<b>Year I</b>	
<b>100 Level (Year 1) General</b>	<b>Units</b>
GST 111: Communication in English I	2
GST 113 : Nigerian People & Culture	2
GST 121: Use of Library Study Skills and ICT	2
GST 122: Communication in English II	2
GST 112: Logic Philosophy and Human Existence	2
<b>Core Courses</b>	
EDU 111: Introduction to Teachers Education	2
EDU 112: Foundations of Education	2
EDU 113: Human Growth & Development	2
<b>Principal Courses</b>	
EDM 101: History of Educational Management in Nigeria	2
EDM 111: Introduction to Educational Policies in Nigeria	2
EDM 102: Introduction to Administrative Behaviour	2
<b>Restrictive Electives</b>	
8 courses in relevant teaching major areas of Arts, Science and Social Science	16
<b>Total</b>	<b>38</b>



**200 Level (Year II)**

	Units			
<b>General</b>				
GST 211: History and Philosophy of Science	2			
GST 213: Application of Computer	2			
ESP 223: Entrepreneurial Studies	2			
GST 222: Peace and Conflict Resolution	2			
<b>Core Courses</b>				
EDU 211: Educational Psychology	2			
EDH 202: School Health Education	2			
EDU 212 Educational Administration	2			
<b>Specialization</b>				
EDM 201: Introduction to Education management	2			
EDM 202: Introduction to Personal Relationships	2			
EDM 210: Programme Organization and Time-Tabling in Nigerian Schools	2			
EDM 220: Education Policies in Nigeria	2			
EDM 205: Communication skills in Educational management	2			
EDM 206: Administrative communication skills in Educational management	2			
EDM 232: Administration of School laws in Nigeria	2			
<b>Restrictive Electives</b>				
8 Courses in relevant teaching under areas of Arts, Science & Social Science	16			
<b>Total</b>	<b>40</b>			

**300 Level (Year II)**

Core Courses	Units
<b>General</b>	
EPS 301 Entrepreneurial Studies	2
EDU 302: ICT in Education	2
EDU 313: Educational Technology	2
EDU 312: Special Method I	2
EDU 311: Tests and Measurement	2
EDU 321: Curriculum & Instruction	2
EDM 301: Problems and Issues in Planning Nigerian Education	2
EDM 302: Economics of Education	2
EDM 303: Leadership in Formal Organisations	2
EDM 304: Educational Finance and Evaluation	2
EDM 305: The Application of Educational Law to School Management	2

EDM 306: Statistical Method in Educational Management	2
EDM 307: Educational Supervision in Nigeria	2
EDM 308: Introduction to Administrative Theories	2
EDM 309: Educational Agencies	2
EDM 310: School Community Relationships	2
<b>Restrictive Electives</b>	
8 Courses in relevant teaching major areas in Arts, Science and Social Science	16
<b>Total</b>	<b>44</b>

#### **400 Level**

<b>Core Courses</b>	<b>Units</b>
EDU 412: Special Methods II	2
EDU 401: Research Methods & Statistics	2
EDU 411: Curriculum and Instruction	2
EDU 402: The Organisation of Primary & Secondary Schools in Nigeria	2
EDU 413: Guidance and Counselling	2
EDU 422: Special Education	2
<b>Specialization</b>	
EDM 410: Demographic Aspect of Educational Management	2
EDM 402: Policy Analysis in Educational Management	2
EDM 403: Educational Cost and Financial Analysis	2
EDM 404: School Business Management	2
EDM 405: Personnel Management and Evaluation	2
EDM 408: Educational Systems Analysis	2
EDM 409: Office Management and Record Keeping	2
EDM 411: Emerging Problems in Nigerian Education	2
EDM 406: National and International Perspectives in Educational Management	2
EDM 407: Change and Innovative Process in Formal Organisations.	2
<b>Restrictive Electives</b>	
8 courses in relevant teaching major area of Arts, Science & Social Science	16
<b>Total</b>	<b>44</b>

#### **Year V**

<b>General</b>		<b>Units</b>
<b>Core courses</b>		
EDU 500	Teaching Practice (One whole semester)	6
EDM 521	Internship/Practicum (First Semester of Final year alongside T.P)	2

EDU 599	Research Project	4
EDU 502	Special Methods (Post Teaching Practice Evaluation/Remediation)	2
Take 6 Elective course in major area of teaching specialization		12
<b>Total Credit Unit</b>		<b>22</b>

b) **Course Descriptions**

**EDM 201 Introduction to Educational Management 2**

A broad overview of the basic theories, principles, goals and techniques of management practices in education, institutional setting of educational administration and planning; planning approaches; national economic planning and educational planning.

**EDM 202 Introduction to Personnel Relationships 2**

A critical analysis of people and the organization. The need to understand human behaviour within formal and informal organizations. Communication for Organisational effectiveness. Role expectations, conflict resolution for promoting good human relationships.

**EDM 203 Management of Primary and Secondary Education 2**

Current administrative and organizational structures in the management of Nigerian Primary and Secondary Schools. Functions of Local and State School Boards, principals and teachers. The influence of PTA's, areas of School Management for potential reforms.

**EDM 204 Programme, Organisation and Time-Tabling in Nigeria Schools. 2**

An examination of the curricular offerings in Nigeria's Secondary Schools and the role of the school administration in programme organization. The principles of time-tabling and analyses of sample time-tables from Nigerian states.

**EDM 205 Communication Skills in Educational Management 2**

Hands – on practice on identifying skills required in effective writing for managers. Sample passages, letters, reports are

analysed for their effectiveness. Emphasis on lexis and structure, punctuation, use of library, phonetics and the art of public speaking and oral communication.

**EDM 206      Advanced Communication Skills in Educational Management      2**

An examination of channels of communication in a school system. Minute writing, reports, circulars, memoranda and problems of ineffective communication.

**EDM 301      Problems and Issues in Planning Nigerian Education      2**

An examination of the National Policy on Education with a view to identifying problems of planning education in Nigeria, conditions for success in educational planning; evaluation of the implementation of the NPE to date.

**EDM 302      Economics of Education      2**

Elementary concepts used in Economics of Education, Demand, Supply, National Income, Per Capital Income, Growth Rate, Human and Physical Capital, Investment and Consumption in Education, Cost effectiveness – effectiveness and efficiency in Education.

**EDM 303      Leadership in Formal Organisation      2**

The importance of leadership in an established organization. Types of leadership and styles. The problems of leadership in complex organization such as schools, hospitals, business firms, military and public bureaucracies. The role of major executives in school – principals, Vice Principals, HOD's, Counsellors, Chairman, Board of Governors etc.

**EDM 304      Educational Finance      2**

National and State budgets in relation to education, government and private financing of primary, secondary, post-secondary, university and non-formal education; principles and practices in school budgeting and salary scheduling; the budget as a tool for School Management and performance in education.

**EDM 305      Application of Education Laws to School Management      2**

Laws as the basis of educational administration. A critical analysis of the Educational Laws of Nigeria; issues and problems in legislation for education. Recruitment, deployment and

discipline and certification of students. Code of Conduct for teachers, Teachers' Manual etc.

<b>EDM 306</b>	<b>Statistical Methods in Educational Management</b>	<b>2</b>
	Analysis and appraisal of statistical data in education. Evaluation of techniques used in educational management. Basic principles of model building, types of models and their uses; forecasting models, flow models, and enrolment projection models.	
<b>EDM 307</b>	<b>School Supervision in Nigeria</b>	<b>2</b>
	Aims, purposes, patterns and processes of supervision. Functions and duties of a supervisor. Curriculum development, analysis of classroom activities and improvement of instruction through supervisory techniques. Study of trends in supervision and accepted procedures for observation.	
<b>EDM 308</b>	<b>Introduction to Administrative Theories</b>	<b>2</b>
	Managerial, Human relations, Behavioural approach; examination of points of view of M. Mayo; Mary Parker Follett, Chester Barnard and Herbert Simon.	
<b>EDM 309</b>	<b>Educational Agencies</b>	<b>2</b>
	An examination of various agencies such as J.C.C., N.C.E., NERDC, UNESCO, NCCE, NBTE and NUC, NPEC, WAEC, JAMB etc.	
<b>EDM 310</b>	<b>School Community Relationship</b>	<b>2</b>
	The need for cooperative existence between the school and the community, identification of the school and the community, the role of the principal as liaison officer between the school and the community, local tax for school support and usage of school equipment as service to the community.	
<b>EDM 401</b>	<b>Demographic Aspect of Educational Management</b>	<b>2</b>
	Population dynamics – Fertility, mortality etc; population structure and its effects on the demand for education; sources of information on population – the census and its problems, surveys, vital statistics, simple enrolment projection techniques. Population Explosion – issues, concepts and cases, educational implications of explosion.	
<b>EDM 402</b>	<b>Policy Analysis in Education</b>	<b>2</b>

A critical analysis of policy documents and reports in Nigeria Education. The role of interest groups in the process of policy formation and review. The bureaucrats and their impact on policy making; examination of major policies in Nigerian education.

**EDM 403 Educational Cost and Financial Analysis 2**

Basic concepts of cost; average cost, marginal cost; fixed and variable costs, current and constant prices; money expenditure and opportunity cost. Private institutions and social cost, purpose of educational spending – budgetary analysis, allocation of resources.

**EDM 404 School Business Management 2**

Review of accounting practices in schools. Accounting aids to educational management. School purchasing, Supply, Risk Management, Internal Control and Budgeting. The Principal and the Bursar’s roles in school administration; contracts and contracting. The powers of the principal, School Committee; School Boards and the Ministry of Education.

**EDM 405 Personnel Management and Evaluation 2**

Job analysis and assessment, work load analysis and specification of credentials. Recruitment, selection and deployment of teachers and supportive staff. Administrator – teacher relations. Career patterns in Nigerian education today. Code of ethics; merit rating and evaluation for advancement, and promotion.

**EDM 406 National and International Perspective in Educational Management 2**

An analysis of models of educational management in Nigeria in the context of educational management practices in such countries as the UK, USA, Canada, China and Japan.

**EDM 407 Change and Innovation Processes in Formal Organisation 2**

Deliberate and non-deliberate types of change. Administrative strategies for promoting desired changes in organizations such as schools, universities, the Military, Business firms and public bureaucracies; Focus on design, human relations strategies, evaluation process, long range strategic planning, political and economic dynamics. Evaluation of programmes and institutions.

**EDM 408 Educational System Analysis 2**

Parameters for determining the flow and movement of students;

	admission rate, repetition rate, drop-out rate and transition rate between levels; stock of teaching manpower, pupil – teacher ratio, attrition rate.	
<b>EDM 409</b>	<b>Office Management and Record Keeping</b>	<b>2</b>
	Office hierarchy and lines of authority, the effective management of office staff, material management – filing systems, sources of information, school records – long book, punishment book, record of work (diary) attendance register, admission register, student records, student placement services.	
<b>EDM 410</b>	<b>Principalship</b>	<b>2</b>
	The principal as leader in school organization. The principal as an executive head, manager, and supervisor, the principal leader behaviour and school climate, current leadership problems and issue in education, administrative control strategies.	
<b>EDM 411</b>	<b>Emerging Problems in Nigerian Education</b>	<b>2</b>
	Teachers and the teaching profession, Management practices in schools, equality of educational opportunity, education and unity, examination malpractices, drug abuse etc.	
<b>EDU 201</b>	<b>Philosophy of Education</b>	<b>2</b>
	An introduction to major philosophical ideas which have influenced Educational thought and practices.	
<b>EDU 203</b>	<b>Sociology of Education</b>	<b>2</b>
	An examination of the school as a micro-society. A study of the school as a component of the larger society as well as the inter-dependence of the school and the larger society.	
<b>EDU 311</b>	<b>Research Methods; Data Processing; Statistics and Computer Usage</b>	<b>2</b>
	An experience in problem identification; types, design, data gathering, processing, analyzing, interpreting and reporting in educational context. The use of statistics and computer as tools in educational research should be emphasized.	
<b>EDU 320</b>	<b>Educational Technology</b>	<b>2</b>
	An eclectic approach to the design process application and effects of technology in the teaching-learning situation. Emphasis is on the improvisation with local resources.	
<b>EDU 401</b>	<b>Management in Education</b>	

	An over-view of the basic principles, goals and functions of management in Education – concept of Educational Management, the Nigerian Education System, school records and record keeping, leadership and communication in School.	2
<b>EDU 402</b>	<b>The Organisation of Primary and Secondary Education in Nigeria</b> Organisation of Primary and Secondary Education in Nigeria, policy making, administration, School Management Boards, Local Government Education Authorities and Local Schools Boards.	2
<b>EDU 420</b>	<b>Internship/Practicuum</b>  Students must have attachment to principal officers in Ministry of Education, School Board, Education Parastatals or Agencies etc. for a minimum of 60 hours usually over a semester. Assessment is by the supervising officer and also by Lecturer from the department of Educational Management. Written reports are expected from the supervisor. Students are also expected to submit a type written report of their experiences during the internship.	2
<b>EDU 499</b>	<b>Research Project</b>  An application of the research methods of a field experience. Students select suitable research topics and collect data to produce bound research reports on these topics.	2
<b>CMP 101</b>	<b>Introduction to Computer</b>  The why and how of computers. Computer types. Data transmission. System analysis and design. Programming. Process – problem definition and decision table.	3
<b>EDF 220</b>	<b>Human Learning</b>  Theories and conditions of learning and teaching with emphasis on individual differences, motivation, retention and transfer of learning.	3
<b>EDF 221</b>	<b>Educational Psychology: Growth and Development</b>  Introduction to child growth and development with emphasis on Prenatal, postnatal, adolescents physical, cognitive (Piaget's theory), emotional, social and personality development.	1
<b>EDF 222</b>	<b>Measurement and Evaluation</b>  Evaluation in the teaching learning process. Different techniques of evaluation: objective, essay, oral, performance and non-testing	2



devices. Experience in test construction, administration, scoring, analysis, and interpretations.

**EDF 223**

**Introduction to Guidance and Counseling II**

**1**

Related to EDF 101. The nature, aims, objectives and methods of Guidance and Counseling as applicable to teachers generally. Indiscipline among students and remedial approaches.

## 2.2.6 **BACHELORS DEGREE IN EDUCATION GUIDANCE AND COUNSELLING B.Ed GUIDNANCE AND COUNSELLING**

### **General:**

In this discipline area, students study education and Guidance and Counselling for the award of a Bachelor's degree in Education Guidance and Counselling.

#### **2.2.6.1 Philosophy and Aims and Objectives of the Programme**

The Philosophy of Guidance and Counselling is derived from the National philosophy of Education in Nigeria.

The aims and objectives of the course are as follows:

- a) To provide a wide background in education as a field of study as basic tool for giving adequate education in guidance to clients.
- b) To expose students to studies in educational psychology and other related disciplines which will enable them adequately perform their functions of guidance counselors. To generally prepare students to be able to undertake the functions of teacher/counselors in other to give academic career and social personal guidance to learners and others in need of such within the educational system.

#### **2.2.6.2 Basic Admission and Graduation Requirements**

Students are admitted into five and four years programmes based on the following criteria:

- a) **UME: Five Year Programme**  
Five credit passes including English Language and Mathematics at the SSCE or equivalent are required for guidance and Counselling in addition to acceptable pass in University Post JAMB screening exercise and UME.
- b) **Direct Entry: four year programme**  
The requirements for admission and graduation are as applicable to other education programmes.

#### **2.2.6.3 Learning Outcome**

- a) **Regime of Knowledge**  
Guidance and Counselling is to provide students with the knowledge of:
  - i) principles and practice of Guidance and Counselling;
  - ii) Applications of Guidance and Counselling principles;
  - iii) The different practices in Guidance and Counselling;
  - iv) Teaching methods and skills.

b) **Competences and Skills**

At the end of the programme, students are expected to have acquired:

- i) Competency in the practice of Guidance and Counselling.
- ii) Competency in other areas applicable to guidance and Counselling as a discipline and profession as contained in the BMAS document.
- iii) Demonstrate ability in solving life problems
- iv) Demonstrate practical skills in keeping school records. e.g continuous assessment booklets, diaries and counselor note books.
- v) Demonstrate ability in appreciating the ever growing significance of computers to education.
- vi) Demonstrate ability in sending and accessing computer information, in all its ramifications and also in cooperating meaningfully with colleagues, Clients and other members of the Society.

c) **Behavioural Attributes**

To produce graduate teachers and counselors who:

- Motive learners to acquire and develop positive attitude to life.
- Exhibit acceptable Social behaviours when interacting with others.
- Respecting the views of others.

2.2.6.4 **Attainment Levels**

As applicable to other disciplines in BMAS education.

2.2.6.5 **Resource Requirement For Teaching And Learning**

As in section 1.6 for Guidance and Counselling.

2.2.6.6 **Course Content And Description**

a) **Course Content**

**5 Year Programme**

**Year I**

<b>General</b>		<b>Units</b>
GST 111	Communication in English I	2
GST 112	Communication in English II	2
GST 111	Logic Philosophy and Human Existence	2
GST 113	Nigerian Peoples and Culture	2

GST 121	Use of Library Study Skills and ICT	2
<b>Core Courses</b>		
EDU 111	Introduction to teaching profession	2
EDU 112	Foundations of Education	2
EDU 122	Foundations of Educational Psychology	2
<b>Specialization</b>		
GCE 111	Introduction to Guidance and Counselling	2
GCE 112	Principles and Techniques of Guidance and Counselling	2
GCE 113	Development of Guidance and Counselling	2
GCE 111	Introduction to Psychology	2
GCE 122	Biological psychology	2
	Electives Restricted 8 courses in relevant teaching major areas i.e. Arts/Science/Social science	16
	<b>Unrestricted</b> Take any 1 course	2
		45

## Year 11

General		Units
GST 211	History and Philosophy of Science	2
GST 212	Application of Computer	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Entrepreneurial Studies 1 (theory)	2
<b>Course courses</b>		
EDU 212	Educational psychology	2
EDU 211	Educational Administration	2
<b>Specialization</b>		
GCE 222	Programme Development and Evaluation in Counseling	2
GCE 211	Adolescence Psychology and Guidance and Counseling	3
GCE 213	Counselling for special needs	2
GCE 214	Personality and social development	2
GCE 221	Testing in counseling and techniques in continuous assessment	3
GCE 212	Laboratory work: Preparation for counseling	1
GCE 222	Theories of counseling	2
<b>Restrictive Elective</b>		
GCE 232	Method of Psychotherapy	2
	courses in relevant teaching major areas of science/Arts/Social sciences Unrestricted Any one course in any area	12
<b>Total Credit Units</b>		<b>46</b>

### Year III

General		Units
EDU311	Tests and measurements	2
EDU 313	Educational Technology	2
EDU 312	Special Teaching method I	2
EDU 321	Curriculum and Instruction	2
EDU 302	ICT in Education	2
EPS 301	Entrepreneurial Studies	2
GCE 301	Practicum in Guidance and Counselling 1	2
GCE 311	Organization of Guidance and Counselling in School	2
GCE 313	Occupational information, job analysis and job evaluation	2
GCE 312	Abnormal psychology & Career Guidance and Counselling	2
GCE 314	Sex and Mental Counseling	2
GCE 322	Family Counseling and child guidance	2
GCE 332	Teenage counseling	2
GCE 324	Management and counseling of the Aged	2

	<b>Elective Restricted</b> 8 courses in relevant teaching major areas i.e. science/Arts/Social sciences	16
	<b>Unrestricted</b> Any one course	
GCE 341	Rehabilitative counseling	2
GCE 351	Pastoral counseling	2
GCE 351	Health Education	2
	<b>Total Credit units</b>	44

## Year IV

General		Units
<b>Core Courses</b>		
<b>DU 411</b>	Curriculum and Instruction	2
<b>EDU 412</b>	Special Methods II (Micro Teaching and School Visits)	2
<b>EDU 401</b>	Research Methods and Data Processing	2
<b>EDU 413</b>	Guidance and Counselling	2
<b>GCE 413</b>	Practicum in Guidance and Counselling	2
<b>GCE 401</b>	Personality development and social adjustment	2
<b>GCE 411</b>	Behavioural Modification	2
<b>GCE 412</b>	Counselling in special setting	2
<b>GCE 421</b>	Group dynamics	2
<b>GCE 422</b>	Psychology of deviant development	2
<b>GCE 423</b>	Conflict and Conflict Resolution Work places	2
<b>GCE 433</b>	Introduction to Culture and Psychopathology	2
	<b>Elective Restricted</b> Take 6 courses in relevant teaching major areas science/Arts/Social science	12
	<b>Unrestricted</b> Any 2 courses	
<b>GCE 432</b>	Social Psychology	2
<b>GCE 433</b>	Behaviour in organizations	2
<b>EDF 311</b>	Assessment and Evaluation in school Learning	2
<b>EDF 341</b>	Intercultural Education	2
	<b>Total Credit Units</b>	<b>42</b>

## Year V

General		Units
<b>Core Courses</b>		
<b>EDU 500</b>	Teaching Practice (One whole semester)	4
<b>EDU 599</b>	Research Project	2
<b>EDU 502</b>	Special Methods (Post teaching Education)	2
Take any 6 elective courses in major area/any Education area		12
<b>Elective</b> Any 2 – 2 unit courses		4
	<b>Total Credit Units</b>	<b>24</b>

### b) Courses Descriptions

#### Year I

#### **GCE 111 Introduction to Guidance and Counselling**

Introductory course in the nature, aims, objectives, theories and methods of guidance and counseling in the Nigerian educational system. An examination of students' needs and problems - biological and environmental, and the importance

of guidance and counselling as probable measures for coping with them; such aspects of counselling and guidance - vocational, placement, orientation and evaluation, and tools for cumulative records, tests and inventories and their uses

**GCE 112 Principles and Techniques of Guidance and Counselling**

An overview of the meaning, history and basic principles and techniques of guidance and counseling. The stages of counselling, interviews, interactions with the learners, his parents, school and administrators. Its importance and problems in Nigeria and other countries. Stages of a typical counselling situation e.g. referral; diagnosis (building of rapport, identification needs); therapy; termination; follow-up.

**GCE 113 Development of Guidance and counselling**

A study of the psychological basis of guidance and counselling. A discussion of test and non-test techniques including the use of psychological tests and observation.

**Year II**

**GCE 211 Adolescence Psychology and guidance and Counselling**

An examination of the maturational, physical, emotional and intellectual problems associated with the development in adolescence, their psychological needs for adjustment and facilitative role of guidance and counseling in teaching and learning situation.

**GCE 213 Counselling for special Needs**

A study of the special problems and needs of the handicapped and gifted children and the place of guidance and counselling in fostering stable growth and development in teaching and learning situation in particular.

**GCE 214 Personality and Social Development**

The nature of the personal characteristics of individuals, their differences and social adjustment/maladjustment and the implications for teaching and learning situation. A few of the theories of personality such as those by Freud, Sullivan, Murray, Jung, Adler, Rogers, Fromm are examined. Simple approaches to the measurement of personality can be introduced. An emphasis on the interventional role of guidance and counseling when and where necessary.

**Year III**

**GCE 311 Organisation of Guidance and Counselling in Schools**

An examination of guidance and counseling programmes

and models, their selection criteria, control and supervision; use of paraprofessional and other support personnel; appraisal of National Policy on Educational Provision for guidance and counseling.

**GCE 312 Abnormal Psychology and Career Guidance and Counselling**

Basic theories of vocational development, choice and career patterns e.g. Super's Roe's Holland's and Ginzberg's. definition of Career, Occupation, Vocation, Job and profession from cognitive and the psychomotor domains. study of the theoretical bases and approaches of counselling - psychoanalytic, client-centred; behavioural, rational; emotive and eclectic. Implication of the theories for vocational development and choice in the Nigerian setting should be treated. Role of guidance and counselling in facilitating decision making relating to selection, placement and academic pursuits.

**GCE 313 Practicum in Guidance and Counselling I**

An application of principles and techniques of guidance and counselling in a clinical setting. Skill in observation, interviewing and cumulative record-keeping. visits and Interviews with personnel in various counselling setting such as elementary, secondary and tertiary schools, juvenile courts, remand homes, and welfare offices to be carried out.

**Year IV**

**GCE 413 Practicum in Guidance and counseling II**

An extension of clinical experience to field experience culminating in specific group/individual study of specific problems; the designs and implementation of counseling strategies. Students conduct counseling sessions in selected sties on various problems stemming from vocation, educational and personal psychological areas.

**GCE 404 Behavioural Modification**

The study of psychological techniques of shaping behaviour, applying principles of successive approximation, schedules of reinforcement to desired specific behavioural goals by guidance and counselling.

**GCE 211 Techniques in Continuous Assessment**

The nature and role of Continuous Assessment in diagnostic and prescriptive management in teaching and learning situation. Cumulative record-keeping for guidance and counseling. A review of achievement test construction techniques. The keeping of records of



Continuous Assessment; the use of achievement test scores (emphasizing statistical techniques such as the measurement of central tendency and dispersion, transformation of scores, weighting of scores) for obtaining a student academic profile. The use of scores for inter and intra-school comparison for streaming along with other factors at the end of junior and senior secondary school.

3

**GCE 121 Introduction To Psychology**

The course enables undergraduate to have a general introductory knowledge of the concept of psychology. The course of historical development of psychology will be discussed. The relationship of psychology with education will be discussed.

**GCE 122 Biological Psychology**

Introductory course to the biological basis of human behaviour. The role of the central nervous system and the hormones in human behaviour is highlighted. The effect of other biological system on behaviour will be explored. The relevance of the course to education will be highlighted.

**GCE 421 Group Dynamics**

A study of the structure and functioning of groups and the influences of these on the behaviour of individual members. An application of the principles of group dynamics to group counseling. The course also exposes students to the usefulness of studying social behaviour from both interpersonal and intergroup perspectives.

**GCE 221 Testing In Counselling**

The concept of testing is explained. Testing as a means of gathering solid information about individuals strengths and limitation and as guide to assisting him in the resolution of his problems are discussed. Testing techniques and method of communicating test result to clients are explored.

**GCE 212 Laboratory Work: Preparation For Counselling And Interviewing Techniques**

A practical course on procedures for counseling and interviewing. An exploration and demonstration of the skills utilized in effective counseling and interviewing. Emphasis is on activity.

**GCE 222 Programme Development And Evaluation In Counselling**

The concepts pf programme are explained. Survey of some counseling oriented programmes are made characteristics of programmes are discussed. Essentials of programme development are explored. Procedure evaluating programmes are outlined.

**GCE 232 Method Of Psychotherapy**

This is an introductory course on various psychological processes for handling deep emotional problems. The principles underlying each method are explored

and their corresponding techniques discussed. Advantages and limitations of each method are identified.

**EDG 232      Teenage Counselling**

An exploration of the nature and forms of the needs and problems of teenagers and a survey of the various psychological approaches to their resolution. A knowledge of the characteristics of teenagers is a fundamental tool for appreciating behavioural pattern.

**GCE 313      Occupational Information, Job Analysis And Job Evaluation**

An introduction to the study of the nature of jobs, their demands on workers and methods of determining their relative importance. Various sources of occupational information at both the primary, post primary level of occupational information in the vocational development of the child will be explored.

**GCE 323      Conflict And Conflict Resolution In Work Places**

A study of the nature of conflict, its various forms and how it can be resolved in work places. Sources of conflicts, effects of conflicts between the employer and employee will be discussed. Typical examples of conflicts in Nigerian work places will be on focus.

**GCE 351      Pastoral Counselling**

The use of the scriptures in assisting the emotionally conflicted to resolve his/her problems. Various forms of problems requiring pastoral counseling. Forms of pastoral counseling, their advantages and limitations.

**GCE 333      Introduction To Culture And Psychopathology**

The concepts of culture and psychopathology. The use of culture in defining normality and abnormality. Cultural differences in behavioural patterns of people. Common forms of psychopathology and their cultural implications. Everyday psychopathology among school children, their effects on school adjustment and performance.

**GCE 324      Management and Counselling of the Aged and the Disabled**

The course exposes students to who the aged and disabled are, their self-concepts and health status. The gerontological aspects of aging with emphasis on the aged. Adaptation, adjustment and the management strategies for both the aged and the disabled.

**GCE 312      Abnormal Psychology**

An introduction to the concept of abnormality, its causes, patterns and methods of therapy. Common abnormal behaviours observed among children. The educational implication of the course.

**GCE 322      Family Counseling And Child Guidance**

The course covers the pre-marital and post-marital interactions between the man and the woman. The effects of parents on children and vice versa as well as the strategies for the psychological, emotional and personality disturbance originating

from childhood as a result of dysfunctional patterns of parents-parent and parent child interaction are explored; family and marital therapies.

**GCE 422 Psychology Of Deviant Behaviour**

The concept of deviant behaviour and its identifying characteristics. Some common forms of deviant behaviour and their causes, common forms of deviant behaviours found among Nigerian school children. Effects of deviant behaviour on school performance. Methods of handling deviant behaviour among children.

**GCE 433 Human Behaviour In Organisation**

An introductory study of why people behave the way they do in organizations. The organizational environment including organizational structure and design, technology and people, the individual in the organization, formal organizations. Motivation patterns, leadership and organizational development, communication and regard systems in organisations.

**GCE 411 Behaviour Modification**

An introduction to the basic principles, assumptions and applications of the use of clinical and experimental methods of studying and changing behaviour. An application of the scientific approach of methodological behaviourism to behaviour change. Discussions will range from the application of the principles of operant conditioning or classical conditioning to the more broadly based clinical approaches of Dandure and Lazarus.

**EDF 401 Intercultural Education**

A study of education across cultural perspectives. Students examine basic principles and practices of education on a comparative basis as it is undertaken in other lands vis-à-vis their own educational system. Such basic elements like the philosophy, aims, content, method, agents, organization and evaluation will constitute the primary focus. The relevance of the course in enhancing understanding and equipping students to contribute to the development of education in their respective societies will be highlighted.

**EDF 402 Assessment And Evaluation In School Learning**

An introductory course on the rudiments of school assessment, enabling students to make valid and reliable evaluation of the different categories of learners, with a view to improving learning. The historical perspective of assessment will also be discussed.

**GCE 432 Social And Psychological Factors In Human Learning**

The course examines the role of social and psychological factors in facilitating or inhibiting learning; different theories relating to learning and the environmental factors. The educational implications of the course are to be emphasized.

**GCE 411 Personality Development and Social Adjustment**

The concepts of personality and adjustment. Different personality theories, stressing how these relate to social adjustment within and out-of-school settings. The implications of personality types on educational/occupational performance and general adjustment to life situation.

**GCE 412      Counselling Special Settings**

Counselling is a helping profession meant to help individuals in school and out of school understand themselves, identify and manage their problems effectively in this era of diversification. Students are therefore trained in building upon the counseling skills so as to make themselves relevant and marketable in various settings.

## 2.2.7 BACHELORS OF EDUCATION DEGREE IN ADULT AND CONTINUING EDUCATION

### B.ED ADULT AND CONTINUING EDUCATION

#### General

Adult and Non-Formal Education consists of functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education for youths and adults outside the formal school system. The programme has degree options with academic teaching subject in Arts, Social Sciences or Science **Adult Education Degree Option B.Ed (Adult Education)**. The programmes are now harmonized taking into consideration the following:

- i) Adult Education: This involves courses for adulthood at the attainment of certain age, achieving a certain level of physical and mental maturity, adulthood as initiation into certain local rites, age-grade and traditional Adult Education and adulthood as ability to fend for oneself, one's dependents and of undertaking social responsibilities.
- ii) Mass Education: This includes Adult Literacy, Basic Adult Education, vocational/or Technical Adult Education, Distance Education, Functional Mass Education, Concretization etc.
- iii) Non-Formal Education: This implies the lack of rigidity of the formal education, it has modifications and variations in curriculum offerings, methods, evaluation, organizational structure and pedagogy as common features, voluntaries and part-time participation learners are encouraged.
- iv) Continuing Education: This includes Basic and Commercial Education classes, vocational education, leisure education, physical education and games, professional education, civil education apprenticeship education, nomadic education, workers education, women education etc.

#### 2.2.7.1 Philosophy and Objectives of adult and continuing education

The philosophy and objective of the programme are in line with the philosophy of education and the general objectives which are applicable to all education students. In addition the programme aim at the following:

- a) To provide functional literacy education for adults who never had the advantage of any formal education;
- b) To provide functional and remedial education for those young people who prematurely dropped out of the formal school system;
- c) To provide further education for different categories as completers of the formal education system in order to improve their basic knowledge and skills;

- d) To provide in-service, on-the-job, vocational and professional training for different categories of workers and professional in order to improve the skills;
- e) To give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

### 2.2.7.2 Admission and Graduation Requirements

Candidates are admitted into the programme through UME and Direct Entry

#### a) **UME: Five year Programme**

Five Credit passes in the Senior Secondary School (S.S.C.E.) Certificate, including English and a pass in Mathematics, at not more than 2 sittings or its equivalent in relevant subject areas in addition to an acceptable pass in University Matriculation Examination (UME) qualifications for admission into the University four (4) year degree programme in Adult Education.

#### b) **Direct Entry Applicants**

Any one of the following qualifications is admissible.

A pass at merit level in a relevant Diploma in Education (provided the University Matriculation requirement has been satisfied).

- i) Two (2) passes in relevant subject areas at advance level with SSCE/GCE ‘O’ Level credit passes in three other subjects at not more than two sittings or
- ii) Five (5) credit passes in relevant subject areas at advanced level with SSCE/GCE ‘O’ Level credit passes in Five other subjects in not more than two (2) sittings.
- iii) Passes in two (2) major subjects in relevant areas in the NCE with GCE ‘O’ Level credit or its equivalent in five (5) other subjects.
- iv) Education is accepted as a third “A” Level subject for those taking courses in Education.
- v) Five passes in C (ii) above with a School Certificate credit or its equivalent in other subjects. The above qualification in C (i) should apply to students in College of Education to qualify for admission into the B.Ed degree programme.

#### **English Language and Mathematics Requirements**

In all cases, whether by Direct Entry or UME, the following shall apply:

A credit in Mathematics and credit in English language at the Senior or School Certificate/Secondary equivalent are required of all science based, humanity-based specializations.

#### **B.Ed Honours Degree (Adult Education) in specialist practice areas:**

- ◆ Literacy
- ◆ Continuing Education
- ◆ Distance Education

- ◆ Women Education
- ◆ Community Development
- ◆ Administration
- ◆ Industrial and Labour Studies
- ◆ Cooperative Management
- ◆ Social and Extension Development

### 2.2.7.3 Learning Outcome

#### a) **Regime of subject Knowledge**

Adult and Continuing Education is to provide students with the knowledge of:

- i) principles and practice of mass literacy;
- ii) Applications of Adult and Continuing Education principles;
- iii) The different practices in Mass Literacy, Community Development and Adult and non formal Education;
- iv) Teaching methods and skills.

#### b) **Competences and Skills**

At the end of the programme, students are expected to have acquired:

- i) Competency in the practice of Adult and Continuing Education.
- ii) Competency in other areas applicable to Adult and Continuing Education as a discipline and profession as contained in the BMAS document.
- iii) Demonstrate ability in solving life problems
- iv) Demonstrate practical skills in keeping school records. e.g continuous assessment booklets, diaries and counselor note books.
- v) Demonstrate ability in appreciating the ever growing significance of computers to education.
- vi) Demonstrate ability in sending and accessing computer information, in all its ramifications and also in cooperating meaningfully with colleagues, Clients and other members of the Society.

#### c) **Behavioural Attributes**

To produce graduate teachers and counselors who:

- Motive learners to acquire and develop positive attitude to life.
- Exhibit acceptable Social behaviours when interacting with others.
- Respecting the views of others.

### 2.2.7.4 Attainment Levels

As applicable to other disciplines in BMAS education.

## 2.2.7.5 Resource Requirement For Teaching And Learning

As in section 1.6 for all Education Programmes.

## 2.2.7.6 Course Content And Descriptions

### a) Course Contents

#### 5 – Year Programme

#### Year I

<b>General</b>		<b>Units</b>
GST 101	Communication in English I	2
GST 131	History and Philosophy of science	2
GST 112	Nigerian People & Culture	2
GST 122	Philosophy and logic	2
GST 102	Use of English II	2
<b>Core &amp; Compulsory Courses</b>		
EDU 101	Introduction to Teaching Profession	2
EDU102	Foundations of Education	2
EDU 112	Human Growth & Development	2
ADE 121	Adult Education and Development	2
ADE 101	Rural Policy Frame work	2
ADE 101	Introduction to Adult Education	
	Specialization	
ADE 122	Comparative Adult Education	2
Teaching subjects 8 Elective course in relevant teaching subjects in Arts, Science or social		16
<b>Total Credit Units</b>		<b>38</b>

#### Year 11

<b>General courses</b>		<b>Units</b>
GST 211	Introduction to Computer Education	2
GST 201	Introduction to Entrepreneurship Education 1 (theory)	2
GST 222	Peace Studies and Conflict Resolution	2
GST 212	Application of Computer	2
EDU 202	Psychology of Education	2
EDU 211	Educational Administration	2
<b>Specialization</b>		
ADE 231	Introduction to non-formal Education	2
ADE 202	Introduction to community development	
ADE 211	Philosophy of Adult Education	2



ADE 212	Psychology of Adult Learning	2
ADE 221	Historical Development of Adult Education	2
ADE 252	Sociology of Adult Education	2
ADE 242	Adult Basic Education	2
Teaching Subject 8 Elective courses in relevant teaching subjects in Arts, Science or social science		16
<b>Total Credit Units</b>		<b>40</b>

### Year III

<b>General courses</b>		<b>Units</b>
EPS 301	Entrepreneurship Education 11 (practice)	2
EDU 301	Test and measurement	2
EDU 302	Special Teaching Method in Teaching subjects	2
EDU 311	Educational Technology	2
EDU 321	Curriculum and Instruction	2
EDU 302	ICT in Education	2
ADE 341	Traditional Social Institution	2
ADE 311	Financing Adult Education	2
ADE 351	Adult and the Environment	2
ADE 302	Learning, Teaching and Communication	2
ADE 322	Mass Media and methods of Distance learning	2
ADE 332	Foundation of Adult Counselling	2
ADE 372	Teaching principles of method of Adult Education	2
<b>Elective</b>		
<b>Teaching subjects</b> 4 elective courses in relevant subjects in Arts, science or social sciences 12 Minimum credit load 40		16
<b>Total Credit Units</b>		<b>42</b>

### Year IV

<b>General</b>		<b>Units</b>
<b>Core courses</b>		
EDU 411	Curriculum & Instruction II	2
EDU 412	Special Method II	2
EDU 402	Methods and Data Processing	3
EDU 413	Guidance & Counselling	2
EDU 422	Special Education	2
EDU 421	Seminar in Adult Education	2
ADE 461	Programme Planning and Development in Adult Education	2
ADE 411	Management of Adult Education	2
ADE 472	Principles and method of Functional literacy	2
ADE 482	Evaluation of Adult Education Programme	2
ADE 432	Rural Education	2
<b>Effectives:</b>		
Take 6 elective courses in relevant teaching subject area of Arts,		

science or social science (Minimum Load is 40 credit units)	12
<b>Total Credit Units</b>	<b>35</b>

### Year V

<b>General</b>		<b>Units</b>
<b>Core courses</b>		
EDU 500	Teaching Practice (One whole semester)	4
EDU 599	Research Project in Adult Education	2
EDU 502	Special Methods III (Post Teaching Practice Eradication/Remediation)	2
ADE 422	Issues in Adult Education	2
Take any 6 elective courses from teaching areas not subject to Education courses		2
<b>Total Credit Units</b>		<b>35</b>

### 5 Year Year I

<b>General courses</b>		<b>Units</b>
GST 101	Communication in English	4
GST 113	History and Philosophy of Science	3
GST 112	Nigerian Peoples & Culture	3
GST 122	Philosophy and Logic	3
GST 102	Communication in English II	
EDU 111	Introduction to teaching profession	2
EDU 112	Foundations of Education	2
ADE 101	Introduction to Adult Education	2
ADE 121	Adult Education and Development	2
ADE 122	Comparative Adult Education	2
<b>1</b>	<b>Literacy and Vocational Education (LVE)</b>	
ADE 151	Vocational Education and society	3
ADE 161	Social structure and Independence	3
ADE 162	Oracy and Linguistic literacy	3
ADE 162	Literacy Vocational Development and Situational Analysis	3
<b>2.</b>	<b>Community Development (CD)</b>	
ADE 131	Population Trends and Policies	3
ADE 141	Social Policy and Welfare theory	3
ADE 132	Elite Education and Cultural Studies	
ADE 142	Community Decision Making	3
<b>3.</b>	<b>Extension of Social Development</b>	
ADE 141	Social Policy and Welfare theory	3
ADE 111	Working with Marginal groups	3
ADE 132	Elite Education and Cultural Studies	3
ADE 172	Critical Pedagogy	3

<b>4</b>	<b>Co-operative Management</b>	<b>Units</b>
ADE 181	Philosophy of Cooperative Management	3
ADE 182	Project Monitoring Indicators	3
ADE 192	Cooperative Economics	3
<b>5.</b>	<b>Women Education</b>	
ADE 113	Introduction to Gender Studies	3
ADE 115	Normative Status of Women in society	3
ADE 161	Social Structure and Interdependence	3
ADE 112	Govt. Policies and Dev. Of women	3
ADE 114	Women and Education	3
<b>6.</b>	<b>Industrial and Labour Studies</b>	
ADE 123	Introduction to Industrial Education	3
ADE 125	Introduction to Personnel Development and Administration	3
ADE 124	Project Monitoring Indicators	3
ADE 126	Clinical Analysis of work Process	3
<b>7.</b>	<b>Distance Education</b>	
ADE 133	History of Distance Education	3
ADE 125	Introduction to Personnel Administration	3
ADE 136	Open Learning System	3
ADE 134	Introduction to life-long education	3

## Year II

<b>General courses</b>		<b>Units</b>
GST 211	Introduction to Computer Education	2
EPS 201	Introduction to Entrepreneurship Studies 1 (theory)	2
GST 212	Application of Computer II	2
ADE 202	Psychology of Adult Learning	2
ADE 201	Curriculum & Instruction in Adult Education	2
ADE 211	Historical Development of Adult	2
ADE 252	Sociology of Education	2
ADE 234	Opening with Exceptional Adults General Teaching methods	2
ADE 231	Introduction to non formal education	2
ADE 242	Adult Basic Education	2

## Areas of Specialization

		<b>Units</b>
<b>1</b>	<b>Literacy And Vocational Education (LVE)</b>	
ADE 211	Traditional Adult Education	3
ADE 221	Drill in English	3
ADE 222	Theories of Andragogy	3
ADE 223	Literary Education and Social change	3
ADE 225	Continuing Education Strategies	3
ADE 226	Literacy Education and Rural Transformation	3
ADE 224	Structure of Language	3

<b>2.</b>	<b>Community Development (CD)</b>	
ADE 231	Elementary Structures of Community	3
ADE 233	Peoples, Culture and Community Development	3
ADE 235	Comparative Studies in Community Development	3
ADE 232	Needs Analysis of Community Development	3
ADE 234	Disaster Management	3
ADE 237	Ecosystem and Comm. Dev.	3
<b>3.</b>	<b>Extension and social development</b>	
ADE 241	Learning in Non-school Environments	3
ADE 243	Political Economy of Extensional	3
ADE 242	Family life and Sex Education	3
ADE 244	Introduction to Agricultural Education	3
<b>4.</b>	<b>Cooperative Management</b>	
ADE 251	Traditional Cooperative and Adult Education	3
ADE 253	Historical Perspectives of Cooperatives in Nigeria	3
ADE 252	Cooperative and National Development	3
ADE 254	Accounting Principles	3
<b>5.</b>	<b>Women Education</b>	
ADE 261	History of Women Education	3
ADE 263	Famous Theories	3
ADE 262	The Scope of Women Education	3
ADE 264	Women's Achievement and Career Motivation	3
ADE 265	Female Reproductive Health of Women and Environment	3
ADE 242	Family Life Education	3
ADE 268	Comparative Studies in Women Education	3
<b>6.</b>	<b>Industrial And Labour Studies</b>	
ADE 271	Perception and Productivity	2
ADE 272	Labour Studies and Collective Bargaining	2
ADE 273	Introduction to Public Finance	2
ADE 275	Principles of Management Development	2
ADE 274	Labour Policies in a Changing Economy	2
ADE 277	Developing Human Resources	2
ADE 278	Workers Education	2
<b>7</b>	<b>Correspondence and Distance Education</b>	
ADE 281	Programme Design in Distance Education	2
ADE 282	Management of Distance Education	2
ADE 283	Instructional Technology in Distance Education	2
ADE 284	Media Techniques in Adult Education	2
ADE 242	Family Life and Sex Education	2
ADE 278	Workers Education	2
ADE 285	Introduction to Correspondence Education	2
<b>Elective</b> Take all courses from area of specialization and one from any other area		2

### Year III

<b>General</b>		<b>Units</b>
EPS 301	Entrepreneurial Studies 11 (Practice)	2
EDU 301	Test and Measurement	2
EDU 311	Educational Technology	2
ADE 311	Adult Environmental Education	2
ADE 313	Financing Adult Education	2
ADE 311	Traditional Social Institution	2
ADE 312	Special Methods I	2
ADE 312	Foundation of Adult Counselling	2
ADE 314	Teaching Principles and Methods in Adult Education	2
ADE 316	Communication Media in Adult Education	2
EDU 321	Curriculum & Instruction	2
EDU 302	ICT in Education	2
<b>Area of specialization</b>		
<b>1.</b>	<b>Literacy and Vocational Education</b>	<b>3</b>
ADE 311	Post Literacy Education	3
ADE 321	Mass Education and, Enlightenment Campaign	3
ADE 322	Resources in Literacy Education	3
ADE 324	Management of Small Scale Industries	3
<b>2.</b>	<b>Community Development (CD)</b>	
ADE 331	Agencies and Institution for community Development	3
ADE 333	Rural Sociology	3
ADE 332	Community Education	3
ADE 334	Population Education	3
<b>3.</b>	<b>Extension and social development</b>	
ADE 341	Education for Social Development	3
ADE 343	Development and Crime Control	3
ADE 342	Situation Analysis and Intervention	3
ADE 346	Economics of Agric Education	3
<b>4.</b>	<b>Cooperative Management</b>	
ADE 351	Dynamics of Organizational Behaviour	3
ADE 353	Inter-Group Relations	3
ADE 352	Organization and Management of Cooperatives	3
ADE 354	Management of Small Scale Industry	3
<b>5.</b>	<b>Women Education</b>	
ADE 361	Health and Safety Education	
ADE 343	Delinquency and Crime Control	
ADE 362	Special Education for Women	
ADE 344	Situational Analysis and Intervention	
<b>6.</b>	<b>Industrial and Labour Studies</b>	<b>3</b>
ADE 371	Skills and Scaling in Labour	3
ADE 351	Dynamics of Organizational Behaviour	3
ADE 372	Basics Industrial Relation	3
ADE 374	Crisis Management in Industries	3
<b>7.</b>	<b>Correspondence and Distance Education</b>	
ADE 381	Educational Module Preparation Strategies	3

ADE 383	Programme Monitoring and Evaluation in Distance Education	3
ADE 382	Seminar and workshop in organization and management	3
ADE 384	Records and Information Management in Distance Education	3
	Electives: Take one elective from area of specialization and one from any other area	4

#### Year IV

General		Units
	<b>Core courses</b>	
EDU 412	Special Method II	4
ADE 411	Programme Planning and Development	2
EDU 413	Guidance & Counselling	2
EDU 411	Curriculum and Instruction	6
EDU 402	Research Method & Data Processing	2
ADE 422	Evaluation of Adult Education Programme	2
ADE 421	Seminar in Adult Education	2
	<b>Area of Specialization (ASP)</b>	
<b>1.</b>	<b>Literacy and Vocational Education</b>	
ADE 403	Primer Construction	3
ADE 431	Literacy and Environmental	3
ADE 404	Changes Issues in Literacy Education	3
ADE 414	Continuing Education	3
<b>2.</b>	<b>Community Development (CD)</b>	
ADE 431	Evaluation of Community Projects	3
ADE 433	Integrated Community	3
ADE 432	Sociology or Development	3
ADE 434	Mobilization and Village adoption scheme	3
<b>3.</b>	<b>Extension and Social Development (ESD)</b>	
ADE 411	Adult Education and Integrated Social Development	3
ADE 443	Basic Processes in Facilitating Extension's	3
ADE 442	Social Analysis Extension	3
ADE 444	Workshop Skills and Group Process	3
<b>4.</b>	<b>Cooperative Management (CM)</b>	
ADE 451	Fund Raising Loan Application and Admin.	3
ADE 452	Bye-Laws and Registration	3
ADE 434	Mobilization and village adoption scheme	3
ADE 452	Issues in Nigerian cooperative	3
<b>5.</b>	<b>Women Education (WD)</b>	
ADE 461	Women Education for Self Reliance	3
ADE 463	Issues in Women Education	3
ADE 462	Sociology of Development	3
ADE 464	Women in Politics	3
<b>6.</b>	<b>Industrial and Labour Studies</b>	

ADE 471	Industrial Communication	3
ADE 472	Manpower and Educational System Planning	3
ADE 473	Personnel Management	3
ADE 474	Nigerian Labour Movement	3
<b>7.</b>	<b>Correspondence and Distance Education</b>	
ADE 481	Contemporary Issues in Distance Education	3
ADE 483	Economics of Distance Education	3
ADE 482	Personnel management in distance education	3
ADE 484	Financing management in distance education	3
	General courses for second semester	
	<b>Elective:</b> Take one elective from area of specialization and one from any other area	4

### Year V

<b>General</b>		<b>U</b>			
<b>Core courses</b>					
EDU 500	Teaching Practice (One whole semester)	4			
EDU 599	Research Project	2			
EDU 502	Special Methods III (Post Practicum Practice Eradication/Remediation)	2			
<b>Specialization</b>					
ADE 512	Principles and Methods of Functional Literacy	2			
ADE 521	Management of Adult Education	2			
Take any five – 2 Unit courses in areas not covered		8			
<b>Total Credit Units</b>		<b>22</b>			

### b) Course Descriptions

#### **GST 101 Communication in English**

Effective communication and writing in English, study skills, language skills, writing of essay answers, instruction on lexis, sentence construction outlines and paragraphs. Collection and organization of materials and logical presentation. Punctuation and logical presentation of papers. Use of the library, phonetics, Art of public speaking and communication.

#### **EDU 101 Sociological And Philosophical Foundations of Education**

The origin of socializing and the nature of the society in which we live. Emphasis to be placed on the theories, sociological theories and principles and practice of education.

#### **ADE 221 History And Development Of Adult Education**

Traditional forms of Adult Education; Adult Education during the colonial era; post-independence developments.

- ADE 101 Principles Of Adult Education**  
Aims, nature and scope of Adult Education; major features and basic assumptions that underlie the promotion of Adult Education.
- ADE 278 Introduction To Workers Education**  
The concept of work. Factors promoting efficiency at work, work life experiences and the importance of education.
- ADE 101 Introduction To Adult Education**  
The concept of Adulthood; the neglect of adult in the scheme of formal education in developing countries; its scope and consequences; Adult Education activities; the role and major objective of Adult Education.
- ADE 211 Philosophy Of The Adult Learner**  
Examination of philosophical concepts that underpin all forms of Adult Education.
- ADE 202 Introduction To Community Development**  
Community Development processes in Nigeria; Theories and policies of community development programmes.
- ADE 231 Introduction To Non-Formal Education**  
Aims, Nature and Scope of Non-Formal Education; Characteristics of Non-Formal Education.
- GST 113 History And Philosophy Of Science**  
Man – his origin and nature; man and his cosmic environment; scientific methodology; science and technology in the society and service of man. Renewable and non-renewable resources – man and his energy resources. Environmental effects of chemical. Plastic, Textiles, Wastes and other materials; Chemical and Radiochemical hazards; Introduction to various areas of Science and Technology.
- \*GST 112 Citizenship Education Nigerian Peoples And Culture**  
Study of Nigerian History and Culture in pre-colonial times. Nigerian’s perception of his world. Culture areas of Nigeria and their characteristics. Evolution of Nigeria as a political unit. Concepts of functional education. National economy; Balance of Trade; Economic self reliance; Social justice; Individual and national development. Moral obligations of citizens, environment sanitation.
- ADE 212 Psychology Of Adult Learning**  
Adult development stages; Adult learning theories and variables influencing intellectual growth; learning environment and personality change.



- ADE 204      Adult Literacy Methods And Practice**  
The concepts of illiteracy and literacy, strategies for reducing illiteracy. Levels of literacy functional literacy, literacy and development.
- ADE 321      Educational Technology In Adult Education**  
The role of Audio Visual Aids in promoting Adult Education. Contributions of Radio, Television, and the print media to adult education instruction.
- ADE 201      Curriculum Development And Evaluation In Adult Education**  
Definitions and concepts of curriculum. Approaches to curriculum development. The sociocultural context of curriculum development. Evaluation of the Design, contents and relevance of Adult Education curriculum.
- EDU 302      Methods of Teaching the Adult**  
The problems of the adult learner. Major approaches in National Policy on Education: problem-centred, projective, self-actualising and participatory approaches.
- ADE 252      Sociology Of Adult Education**  
Concept of sociology; Man in society; social institutions and their impact on adult education. Factors favourable to social transformation and the getnent of social change.
- ADE 209      Resources In Adult Education**  
Sourcing human and material resources for the promotion of adult education. Identification and mobilization of financial resources. Budget planning and implementation.
- ADE 136      The Open Learning System**  
The concepts of open learning. Objectives, techniques and users of open learning. Beneficiaries of open learning.
- ADE 136      Lifelong Education**  
The nature and scope of lifelong education. Programmes in lifelong education. The importance and challenges of lifelong education.
- ADE 213      Media Techniques In Adult**  
Indigenous Communication Methods: verbal and non-verbal methods. Contemporary development: identification and use.
- ADE 242      Adult Basic Education**  
The meaning of basic/fundamental education. Its contributions to the alleviation of poverty, disease and ignorance.
- \*GST 201      Introduction To Computers**  
The why and how computers. Computer type. Data transmission. System analysis and design. Programming. Process-problem definition and decision table.

## **Year 111**

- ADE 301      Research In Adult Education**  
The meaning and use of Research. Research Methodology. Its application to Adult Education.
- EDU 301      Measurement And Evaluation In Educaton**  
Introduction to type of Educational and Psychological tests
- ADE 461      Programme Planning In Adult Education**  
Justification and choice of a project. Basic principle guiding the implementation of a project.
- ADE 303      Extension Education**  
Concept of extension and community outreach. Role of extension work in social and economic changes. Types and categories of extension work and the techniques of implementing them.
- ADE 131      Population Education**  
Population trends and policies in Africa. The role of adult education in combating the effects of over population.
- ADE 422      Cotemporary Issues In Adult Education**  
International organizations in adult education – North and South Divide. National policies in adult education. Recruitment and retention of adults in learning programmes.
- ADE 404      Women Education**  
Role of women in society. Approaches to the education of women. Importance of the educated woman. Constraints and challenges.
- ADE 401      Practicum In Adult Education**  
An application of principles and techniques of adult education to field experience culminating in specific/individual study. Skill in observation, interviewing, cumulative record-keeping and report writing.
- ADE 499      Project In Adult Education**  
Students will carry out supervised project on current and related issues in Adult Education.
- ADE 421      Seminar On Adult Education**  
Students will prepare and present a seminar paper on an approved topic.

## 2.2.8 BACHELORS DEGREE IN ENVIRONMENTAL EDUCATION

### General

The benchmark statements for Environmental Education provide a guide for the description of the nature and characteristics of the different programmes offered by the faculties/institutes. The Statements also represent general expectations about the minimum standards required for award of degree as well as the attributes and capabilities that those who possess the different qualification should be able to demonstrate.

The statements provide a general guidance and flexibilities in the production of detailed syllabus for the programme. In the programme, students are exposed to learning in the contemporary problems of the environment (forestation, desertification, erosion control, Oil spillage and pollution). Recent advancement in information technology as well as the needs of the industry have compounded the educational needs of the environmentalist and educators.

#### 2.2.8.1 Philosophy and Objectives

The Bachelor degree in Environmental Education shares the philosophy of the National Policy on Education geared towards self-realization, better human relationship, self and national economic efficiency, effective citizenship, national consciousness, national unity, social and political progress, scientific and technological progress and national reconstruction. The programme philosophy therefore seeks to produce graduates who are worthy in character and learning, as well as being policy makers who are committed to ensuring sustainable management of the environment in Nigeria.

#### Aims/Objectives

The B.Ed. Environmental Education degree seeks to achieve the following objectives:

1. Produce a crop of manpower that will assist in Environmental Education researchers, policy formulation and implementation on environmental matters.
2. Develop professionals that will take curriculum initiatives and assist in the teaching and learning of environmental education in Nigeria education system.
3. Provide the personnel that will educate urban and rural dwellers on the subject of environmental conservation and management through established channels.
4. Ensure the availability of resource personnel that will develop materials for the advancement of environmental education and awareness.

#### 2.2.8.2 Admission and Graduation Requirements

In addition to the general university admission requirements, candidate needs the following:

1. **UME:**  
NCE with an overall pass at merit level or above, provided the candidate has at least three 'O' level credits including English Language and Mathematics at not more than one sitting.
  - a) Teachers Grade II certificate with a minimum of five credit passes including English Language and Arithmetic's/Mathematics in not more than two sittings.
  - b) General Certificate of Education (G.C.E.); SSCE; NECO or their equivalents with a minimum of five credit passes including English Language and Mathematics in not more than two sittings.
  
2. **Direct Entry**  
Diploma from a recognized institution in a relevant field provided the candidate also has at least 4 'O' level credit passes including English Language and Mathematics in not more than one sitting.  
  
Two advanced level (AL) papers in relevant subjects provided the candidate also has at least three 'O' level credit passes including English Language and Mathematics in not more than one sitting.

### **Duration of the Course**

The duration of degree course in Environmental Education shall be a minimum of ten (10) academic semesters for the five year (8) academic semesters and 6 years for part time students for the four years. Students in each subject areas with the Environmental Education are expected to have a minimum of 150 credit units for the award of the bachelor degree.

A minimum of 15 credit units should be taken by each student per semester. Each of the courses in all the programmes is expected to be taught for a semester which will last an average of 15 weeks. The teaching should be distributed into lectures, tutorials and workshops/studio practical hours. One hour of lecture or tutorial and between 2 and 4 hours of workshop/practical/studio would earn a credit unit.

#### **2.2.8.3 Basic Admission Requirements**

The Success in the Senior Secondary School Certificate Examination (SSSC) or its equivalent should form the basis for admission to programmes in the faculty of Environmental Sciences. However, holders of other qualification would be evaluated and placed at appropriate levels.

#### **2.2.8.4 Learning Outcomes:**

- a) **Regime of Subject Knowledge**  
The regime of subject knowledge and skill required for a Bachelor's degree in Environmental Education is as stated in the individual programmes.

This is a unique and professional academic discipline intended for training and developing professional skills to fill the vacuum of experts in Environmental Education related areas. This aspect of Environmental Education de-emphasizes teaching as a primary motive of an educator. Rather, it prepares and equips the learner with a scientific and technological mind of offering solutions to the unending environmental crisis in our societies. Students in this programme can choose from the following areas as fields of specialization:

- ◆ Community Environmental Services (ECS)
- ◆ Population Education and Resource management (EPR)
- ◆ Pollution and Waste Management (EPW)
- ◆ Forest and Wildlife Management (EFW)
- ◆ Women and Environment (EWE)
- ◆ Tourism and Eco-management (ETE)

b) **Competencies and Skills**

**Cognitive Abilities and Skills**

The graduates should be able to display cognitive knowledge and skills in the chosen discipline within the Environmental Education as reflected in the individual courses.

c) **Practical Skills:**

Students should be exposed to a combination of field experience and office experience both in the public and private sector and/or construction activities relevant to their individual discipline. All students in the Environmental Education programme should be exposed to a period of compulsory Industrial Work Experience Scheme (SIWES) in addition to one whole semester practical teaching. Training as reflected in the individual courses. A minimum period of a semester carrying 18 credit units is considered to be adequate. The student is expected to submit a systematic log-book for assessment at end of the training period.

d) **General Skills:** In addition to compulsory courses, students should be allowed to select available elective courses that would enable them to broaden their academic and social horizon. Student should be able to display competencies in numerical problem solving, communication skills, interpersonal skills, organizational skills, Information Technology, Entrepreneurial skills, and study skill for continuing professional development.

#### 2.2.8.4 Behavioral Attributes

A student of Environmental Sciences should be trained to inculcate the qualities of integrity, honesty, objectivity, openness and accountability. On graduation, student should be able to exercise independent judgment fearlessly, and impartially and display sound theoretical and practical skills expected of students of the specific discipline as stated in each individual discipline herein.

### 2.2.8.5 Resource Requirement for Teaching Learning Programme

The personnel requirement for each of the discipline should reflect student population and the variety of activities to be performed in the classroom, studios, laboratories and workshops. The ratio should conform with guidelines on staff/student ratio of 1:15. Teaching staff must undergo teacher proficiency courses.

#### Academic Staff

For the academic staff, the point of entry for each of the recognized positions should reflect academic qualification, full registration with relevant professional bodies, experience in teaching and professional practice. Details for the requirements are as follows for the various positions.

### 2.2.8.6 Course Contents and Descriptions

#### a) Course Contents

##### Year I

	<b>General</b>	<b>Units</b>
GST 111	Communication in English I	2
GST 112	Logic Philosophy and Human Existence	2
GST 113	Nig. People and Culture/Citizenship Education	2
GST 121	Use of Library Study Skills and ICT	2
GST 122	Communication in English II	2
	<b>Core Courses</b>	
EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Education (History, Philosophy & Sociological)	2
EDG 112	Global Education	2
EDG 122	Science, Technology and Society	2
	<b>Specialization</b>	
EED 111	Fundamentals of Environmental Education	3
EED 121	Biometrics	3
EED 131	Environmental Education Methods	3
EED 112	Ecological Biometrics	3
EED 122	Global Environmental Concern	3
EED 132	Planning Process and Strategies in Environmental Management	3
EED 111	Introduction to Environmental Science	2
EED 112	Introductory Techniques in Environmental Science	2
<b>Total Credit Units</b>		<b>42</b>

##### Year II

	<b>General</b>	<b>Units</b>
GST 211	History and Philosophy of Science	2
GST 212	Application of Computers	2
GST 222	Peace Studies and Conflict Resolution	2
EPS 223	Entrepreneurship Education I (Theory)	2
	<b>Core Courses</b>	
EDU 211	Educational Psychology	2
EDU 212	Educational Administration	2

	<b>Specialization</b>	
EED 211	Environmental and Development	2
EED 221	Land Use Planning	2
EED 231	Nigerian Environmental Concern	2
EED 241	Sustainable Agricultural Policies	2
EED 251	Environmental Conservation and Management	2
EED 222	Conservation Case Studies	2
EED 232	Environmental Disaster and Management	2
EED 242	Environment and Politics	2
EED 252	Forest and Wildlife Conservation	2
EDG 211	Education and Environmental Change	2
	<b>Elective (Restricted)</b>	
EPM 221	Spatial Organization and Society	2
EPM 231	Industrial and Air Pollution	2
<b>Total Credit Units</b>		<b>38</b>

### Year III

	<b>General</b>	<b>Units</b>
EPS 301	Entrepreneurship Education II (Practice)	2
	<b>Core Courses</b>	
EDU 311	Test and Measurement	2
EDU 312	ICT in Education	2
EDU 313	Educational Technology	2
EDU 312	Special Teaching Methods I	2
EDU 321	Curriculum and Instruction I	2

	<b>Specialization</b>	<b>Units</b>
EED 311	Bio-diversity	2
EDG 311	Foundation of Environmental Education	2
EPM 311	Environmental Safety	2
EED 332	Environmental Resources	2
EED 322	Environmental Health	2
EPM 331	Environmental Perception and Behaviour	2
EPM 332	Ecosystem in the Natural Environment	2
	<b>Electives (Restricted)</b>	
	6 courses in Area of Specialization	12
	<b>Electives (Unrestricted)</b>	
	Any two courses	
EDG 312	Comparative Education	2
EDG 322	Issues in Environmental Education	2
<b>Total Credit Units</b>		<b>48</b>

<b>Specialization</b>	<b>Units</b>
<b>1.</b>	
ECS 311	Introduction to Community Environment   3

ECS 321	Human Development and Environment	3
ECS 312	Community Energy Resources	3
ECS 322	Nutrition and Food Security	3
<b>2.</b>		
(EPR 311	Introduction to Population Education	3
EPR 321	Population Theories	3
EPR 312	Population Dynamics	3
EPR 322	Population and Energy Resources	3
<b>3.</b>		
EPW 311	Environmental Biology	3
EPW 321	Environmental Chemistry	3
EPW 312	Mineral Exploration and Impact on Environment	3
EPW 322	Waste and Human Health	3
<b>4.</b>		
EFW 311	Introduction to Forest Resource Management	3
EFW 321	Forest Ecology	3
EFW 312	Fauna and Flora Taxonomy	3
EFW 322	Species Endangerment and Extinction	3
EFW 332	Community Land and Forest Management	3
<b>5.</b>		
EWE 311	Introduction to Gender Studies	3
EWE 321	Nomethive Status of Women in Society	3
EWE 312	Government Policies and Development of Women	3
EWE 322	Women and Education	3
<b>6.</b>		
ETE 311	Introduction to Tourism	
ETE 321	Basic Ecology	
ETE 312	Environment, Culture and Tourism	
ETE 322	Climatic Changes and Eco-Management	

#### Year IV

	General	Units
	<b>Core Courses</b>	
EDU 413	Guidance and Counseling	2
EDU 411	Curriculum and Instruction II	2
EDU 401	Research Method and Statistics	2
EDU 422	Special Education	2
EDU 412	Special Methods II (Micro Teaching/School Visits)	2
EDU 421	Seminar in Environmental Education	2
	<b>Specialization</b>	
EDG 401	Quantitative Techniques in Environmental Education	2
EDG 412	Techniques in Environmental Impact Analysis	2



EED 411	Environmental Pollution	2
EED 421	Human Ecology	2
EED 412	Women and Environment	2
EED 422	Environmental Law	2
	<b>Elective (Restricted)</b>	
	6 Courses from Areas of Specialization	12
<b>Total Credit Units</b>		<b>36</b>

<b>Specialization</b>		<b>Units</b>
<b>1.</b>		
ECS 411	Community Water Management	3
ECS 421	Community Land and Forest Management	3
ECS 431	Field Work in Community Environmental Services	3
ECS 412	Community Organization and Administration	3
ECS 422	Community Waste and Health Management	3
ECS 432	Environmental Attachment in Community Services	3
<b>2.</b>		
EPR 411	Indigenous People and Culture	3
EPR 421	Science, Technology and Population	3
EPR 431	Field Work on Population Education	3
EPR 412	Nigerian Population and Resource Management	3
EPR 432	Environmental Attachment on Population Education	3
<b>3.</b>		
EPW 411	Land Pollution and Management	3
EPW 421	Air and Noise Pollution and Management	3
EPW 431	Field Work on Pollution and Waste Management	3
EPW 412	Waste Disposal and Recycling	3
EPW 422	Politics of Pollution	3
EPW 432	Environmental Attachment and Pollution Management	3
<b>4.</b>		
EFW 411	Indigenous People and Forest Resources	3
EFW 421	Tropical Rainforest and Ecosystem	3
EFW 431	Field Work on Forest and Wildlife Management	3
EFW 412	Forest Inventory and Survey	3
EFW 422	Forest and Wildlife Policy and Management	3
<b>5.</b>	<b>Women and Environment (EWE)</b>	
EWE 411	Women, Food Production and Environment	3
EWE 421	Women and Forest Resource Management	3
EWE 431	Field Work or Women and Environment	3
EWE 412	Women, Sanitation and Water Resources	3
EWE 422	Environmental Pollution and the Rural/Urban Women	3
EWE 432	Environmental Attachment as Women and Environment	3
<b>6.</b>		

ETE 411	Tourism and Eco-Management Economic Development	3
ETE 421	Environmental Agriculture and Greening	3
ETE 431	Field Work on Tourism and Eco-Management	3
ETE 412	Infrastructural Development and Environment	3
ETE 422	Industrial Psychology and Human Relations	3
ETE 432	Environmental Attachment on Tourism and Eco-Management	6

### Year V

		Units
	<b>Core Courses</b>	
EDU 500	Teaching Practice (One whole semester)	6
EDG 511	Environmental Assessment and Evaluation	2
EED 512	Environmental Ethics	2
EED 521	Environmental, Non-Governmental and Multi-Governmental Organization	2
EDU 599	Research Project in Environmental Education	4
	6 courses from Areas of Specialization	2
EDU	Special Method (III) Post	
	Teaching Practical Evaluation/ Remediation)	6
<b>Total Credit Units Take any 2 – 2 units courses from other areas of specialization</b>		<b>30</b>

### Specialization

<b>1.</b>		
ECS 511	Environmental Agricultural Services	3
ECS 521	Sustainable Technologies and Vocation	3
ECS 431	Field Work in Community Environmental Services	3
ECS 531	Seminar in Community Environmental Services	3
ECS 512	Media and Communication Environmental Services	3
ECS 522	NGOs in Community Environmental Service	3
ECS 532	Project in Community Environment Service	6
<b>2.</b>		
EPR 511	Comparative Population Studies	3
EPR 521	Census Education and Population Policy	3
EPR 531	Seminar in Population Education and Resource Management	3
EPR 512	Administration and Management in Population Education	3
EPR 522	International Organization	3
EPR 532	Project in Population Education and Resource Management	6
<b>3.</b>		
EPW 511	Management of Water Pollution and Waste Treatment	3

EPW 521	Oil Pollution Management	3
EPW 531	Seminar in Pollution and Waste Management	3
EPW 512	Environmental Sanitation and Public Health	3
EPW 522	Physical Planning and Environmental perception	3
EPW 532	Project in Pollution and Waste Management	6
<b>4.</b>		
EFW 511	Case Studies in Wildlife Conservation and Management	3
EPW 521	Agro Forestry	3
EPW 531	Seminar in Forest and Wildlife Management	3
EPW 512	Eco-Tourism	3
EPW 522	Parks and Environmental Service	3
EPW 532	Project in Forest and Wildlife Management	6
<b>5.</b>	<b>Women and Environment (EWE)</b>	
EWE 511	Reproductive Health of Women and the Environment	3
EWE 521	Women Politics and Environment	3
EWE 531	Seminar on Women and Environment	3
EWE 512	Women, Economy and the Environment	3
EWE 522	NGOs in Women Development and Environment	3
EWE 532	Project of Women and Environment	6

<b>6.</b>		
ETE 511	Tourism and Information Technology	3
ETE 521	Security and Tourism Development	3
ETE 531	Seminar on Tourism and Eco-Management	3
ETE 512	Tourism and Eco-Management	3
ETE 522	Hotel and Catering Management	3
ETE 532	Project in Tourism and Eco-Management	6

### 5 Year Programme B.Ed. (Environmental/Teaching Subjects)

#### Year I

	General	Units
GST 101	Use of English I	2
GST 111	Philosophy and Logic	2
GST 112	Citizenship Education	2
GST 132	History and Philosophy of Science	2
GST 102	Use of English	2
	<b>Core Courses</b>	
EDU 101	Introductory to Teaching Profession	2
EDG 102	Foundations of Education (History, Philosophy & Sociologies)	3
EDG 122	Science, Technology and Society	3
	<b>Specialization</b>	
EPM 111	Introduction to Environmental Science	2

EDV 131	Planning Process and Strategies in Environmental Management	2
EDV 121	Fundamental of Environmental Education	2
EED 131	Environmental Education Methods	2
EDG 122	Science, Technology Environment	2
EED 112	Ecological Biometric	2
EED 121	Biometrics	2
EPR 111	Introductory Techniques in Environmental Science	2
EDV 122	History and Philosophy of the Environment	2
EED 122	Global Environmental Concern	2
	<b>Elective (Restricted)</b>	
	8 credit hours in Teaching subject area in Arts, Science and Social Sciences	8
<b>Total Credit Units</b>		<b>42</b>

## Year II

	<b>General</b>	<b>Units</b>
GST 211	Introduction of Computer	2
GST 212	Application of Computers	2
GST 222	Peace Studies and Conflict Resolution	2
EPS 201	Entrepreneurship Education I (Theory)	2
	<b>Core Courses</b>	
EDU 211	Educational Administration	2
EDU 212	Educational Psychology	2
EDG 211	History and Philosophy of Environment	2
	<b>Specialization</b>	
EED 211	Environmental and Development	2
EED 231	Nigerian Environmental Concern	2
EED 241	Sustainable Agricultural Policies	2
EED 251	Environmental Conservation and Management	2
EED 232	Environmental Disaster and Management	2
EED 242	Environment and Politics	2
EED 252	Forest and Wildlife Conservation	2
EDG 211	Education and Environmental Change	2
	<b>Elective (Restricted)</b>	
	12 credit hours in Teaching Subject area in Arts/Science/Social Science	12
<b>Total Credit Units</b>		<b>42</b>

## YEAR III

	<b>General</b>	<b>Units</b>
EPS 301	Entrepreneurship Education II (Practice)	2
	<b>Core Courses</b>	
EDU 301	Test and Measurement	2
EDU 302	ICT in Education	2

EDU 311	Educational Technology	2
EDU 372	Special Teaching Methods I (Environmental) Education	2
EDU 322	Curriculum and Instruction I	2
	<b>Specialization</b>	
EED 311	Bio-diversity	2
EDG 311	Foundation of Environmental Education	2
EPM 311	Environmental Safety	2
EED 332	Environmental Resources	2
EED 322	Environmental Health	2
EPM 331	Environmental Perception and Behaviour	2
EPM 332	Ecosystem in the Natural Environment	2
	<b>Electives (Restricted)</b>	
	12 credit hours in Teaching subject areas of Arts/Science/Social Sciences	12
	<b>Electives (Unrestricted)</b>	
	Any course	
<b>Total Credit Units</b>		<b>38</b>

#### Year IV

	<b>General</b>	<b>Units</b>
	<b>Core Courses</b>	
EDU 413	Guidance and Counseling	2
EDU 422	Special Education	2
EDU 411	Curriculum and Instruction II	2
EDU 412	Special Methods II (Micro Teaching and School Visits)	2
EDU 414	Research Method and Statistics	2
	<b>Specialization</b>	
EDG 411	Quantitative Techniques in Environmental Education	2
EDG 412	Techniques in Environmental Impact Analysis	2
EED 401	Environmental Pollution	2
EED 421	Human Ecology	2
EED 412	Women and Environment	2
EED 422	Environmental Law	2
EED 423	Environmental Ethics	2
EED 433	Environmental, Non-governmental and Multi-governmental Organizations	2
	<b>Elective (Restricted)</b>	
	4 Courses in Teaching subject areas of Arts/Science/Social Sciences	12
	<b>Elective (Unrestricted)</b>	
	Any one course	2
<b>Total Credit Units</b>		<b>40</b>

## Year V

	<b>General</b>	<b>Units</b>
	<b>Core Courses</b>	
EDU 500	Teaching Practice	4
EDU 599	Project in Environmental Education	2
EDU 502	Special Methods III (Post T. Evaluation/Remediation)	2
	<b>Specialization</b>	
Take any 6 elective courses in major subject area/education not covered		12
<b>Elective</b>		
Any two – 2 unit course		4
<b>Total Credit Units</b>		<b>24</b>

### b) **Course Description**

#### **EED 111 Foundations of Environmental Education**

The course is designed to give students a first hand and essential understanding of the definition and meaning of environmental education and the methodology with a view to appreciating the invaluable worth of the discipline and its unique characteristics especially when juxtaposed with traditional discipline such as environmental science and environmental studies. Furthermore, students would be exposed to world environmental concerns at the same time proffering possible and practical solutions.

#### **EED 131 Environmental Education Methods**

This course is designed to expose the learner to the different approaches that can be adopted in teaching environmental education in informal settings. The emphasis of the course, however, is on the informal methods of facilitating environmental education programmes in communities, workshops and group training. The course equips the learner with the skills to organize training programmes for different groups of people and to manipulate and facilitate groups for result oriented training.

#### **EDG 102 Global Education**

The philosophy behind global education is to produce a well informed student who thinks and acts globally on contemporary educational issues. The course revolves round mankind and his intra and international relationship with others within the global network.

#### **EDG 122 Science, Technology and Environment**

This course is designed to expose students to the basic notion of science and technology as well as the relationship between science, technology and environment. The impact of science and technology on the environment and the methods of teaching social studies will also be examined.

#### **EED 122 Global Concerns**

The course introduces students to all the contemporary environmental issues that are of great concern in the world today. It encompasses both natural and man-made hazards their causes as well as their implications for the human race. It is believed that knowledge about environmental problems and their management will result in sustainable development for present and future generations.

- EED 132      Planning, Process and Strategies in Environmental Management**  
The course exposes students to essential management skills and strategies for solving environmental problems in order to ensure optimal use of the environmental resources to the greatest benefit of all citizens in perpetuity.
- EDG 211      Education and Environmental Change**  
The course examines how the ability to read and write affect the exploitation and use of resources and how such exploitation and use of resources can bring about marked differences in environmental quality. This is against the background of environmental protection and management.
- EED 221      Land Use Planning**  
At the end of this course, the students should be able to understand the principles of land use planning; classify and evaluate the various land available for human use.
- EED 231      Nigerian Environmental Concern**  
The learners are expected to understand the critical issues of Nigerian environment that need attention for management, such as erosion, deforestation, flooding, desertification, pollution etc.
- EED 241      Sustainable Agricultural Policies and Practices**  
This course will examine very critically the relationship between agricultural production and environmental pristinity. The course is aimed at addressing the seemingly benign relationship between the two components (Agriculture and Environment) stressing on areas of mutual symbiosis. The course will examine various policies and practices in agriculture as it affects the environment.
- EED 222      Conservation Case Studies**  
At the end of this course students should understand and explain conservations issues in other parts of the world.
- EDG 311      Foundations of Environmental Education**  
The course aims at introducing students to the genesis of environmental education from the industrial revolution to date. It covers the historical, philosophical, psychological as well as the sociological foundations of environmental education.
- EDG 321      Curriculum Development in Environmental Education**  
Curriculum development by its very nature, implied decision making, deciding on the societal values, social and show aims, learning theories and psychological system with the fundamental issue being what should be taught in school. This course will provide an insight to students of environmental education to adequately grasp the rudimentary knowledge of how to develop, select and

organize models concepts, principles and pedagogical strategies within the context of the environment. At the end of the course, the students should be able to develop programmes activities in schools in the area of environmental education.

**EED 331 Biodiversity**

This course offers the students the knowledge of specie diversity. It pays particular attention to both plants and animal species in their different ecosystems and their adaptive/survival measures, Dangers to the biological diversity would be treated as well as their sustainable measures.

**EDG 312 Comparative Education**

The purpose of this course is to introduce students to the crux of the education in other parts of the world. The emphasis will be on the impact that education has on the people considering what is taught, where, how and to whom it is taught.

**EED 401 Environmental Pollution**

An overview of the various aspects of environmental pollution by considering environmental crises currently existing in the world.

**EDG 411 Quantitative Techniques in Environmental Education**

This course is designed to provide a sound understanding of Quantitative Techniques and its practical relevance to environmental education. The environment is a complex system requiring basic quantitative tools for decision-making and management. Students are introduced to distinctive approaches to develop and use models of the environmental system and processes in measurement of factors which will lead to the outcome of alternative decisions, strategies or controls of environment for sustainable development.

**EED 412 Women and Environment**

The involvement of women in environmental protection and sustainability is important because women are closer to nature than men. Their close line with the environment involve food production and processing, health care, child birth, sanitation, responsibility for fuel and wood and water, among others. With increasing environmental degradation women are worst affected; yet they are largely involved in issues concerning the environment. This course adequately covers issues involving women in their environment.

**EED 422 Environmental Law**

The course Environmental Law examines the rudiment of environmental legislations as a strategy and framework for environmental protection and sustainable development. The aim is not only to regulate human conduct or international relation between states but also to shape the quality of life.

**EED 501 Environmental Assessments and Education**

The course is designed to equip the learners with the basic tools, techniques and strategies for environmental monitoring evaluation, impact assessment and auditing. Types of evaluation, approaches to EIA and auditing, methods of choosing units for analysis, data collection and monitoring techniques, sensitivity



analysis, impact projection and mitigation strategies using empirical case studies and their associated tools are important areas of focus.

## **BACHELORS OF SCIENCE DEGREE IN EDUCATION HOME ECONOMICS (B.Sc Ed) HOME ECONOMICS**

### **General**

In this programme students study education and Home Economics in related areas for the award of Bachelors of Science Degree in Education (Home Economics).

#### **2.2.9.1 Philosophy and Objectives of the Programme**

The philosophy of Home Economics Education is derived from the National Philosophy of Education as contained in the National Policy of Education in section 1.3 of the document.

#### **2.2.9.2 Basic Admission and Graduation Requirements**

##### **a) UME:**

Students are admitted into five and four years programme based on satisfactory performance in UME and JAMB Screening. The requirements for admission and graduation are in line with what is contained in 1.3 of BMAS document for all Education programmes.

##### **b) Direct Entry:**

In addition candidate with NCE Home Economics and other related areas are admitted into the programme through direct entry.

#### **2.2.9.3 Learning Outcome**

##### **a) Regime of Subject Knowledge.**

- i) graduate of the programme must grasp the basic concepts, topics procedures cover in the programme.
- ii) for the attainment of practical and professional skills, at least twelve weeks of supervision of practical teaching is required.
- iii) Communicate facts and information to learners in terms that they will be able to understand.
- iv) Demonstrate a skill in planning, organizing and instructions.

##### **b) Competence and skills**

###### **i) Cognitive ability**

In addition to what is applicable to all education graduates, the graduate teachers in the programme must demonstrate competence in examining and analyzing the organization and curriculum currently being employed in schools in which they are likely to teach, to the extent that they are capable of becoming catalytic agents in effecting change when it becomes appropriate and when needed.

ii) **Practical skills**

Graduate teachers who can demonstrate practical skill in:

- i) Organizing and learning resources
- ii) Keeping school records
- iii) Organizing learning environment e.g. classrooms field trip, laboratories and Kitchen etc.
- iv) Writing proper and clear curriculum guides, models, lesson plans and lesson notes.
- v) Prepare and manage a small and big group refreshment.

iii) **General Skills:**

Teachers should be able to demonstrate ability in:

- i) appreciating the ever-growing significance of computers to education;
- ii) sending and accessing computer information, in all its ramifications; learning how to learn;
- iii) Cooperating meaningfully with colleagues and other members of the society.
- iv) Entrepreneurship in at least one venture.

**Behavioural Attributes**

To produce graduate teachers who:

- motivate learners to acquire and develop positive attitude to life;
- demonstrate interest/enthusiasm in participating in community projects and programmes that can promote growth and progress.
- Exhibit acceptable social behaviours when interacting with others;
- Exhibit acceptable behaviour by:
  - i) appreciating the cultural and religious diversity among Nigerians when interacting with pupils/students, colleagues, and others;
  - v) showing a high sense of responsibility in accepting and performing assignments;
    - a. respecting the views of others;
    - b. basing judgments on proper evaluation of issues and information available;
    - c. attending staff meetings and other official functions always and punctually;
    - d. contributing positively to discussions in staff meetings and other official school functions;
    - e. showing maturity on all issues.

**2.2.9.4 Attainment Level**

As applicable to all education programmes.

**2.2.9.5 Resource Requirements for Teaching and Learning**

a) **Academic and Non-Academic Staff**

As contained in section 1.6 of this document (Education BMAS).

b) **Academic and Non-Spaces**

As contained in section 1.6 of this BMAS.

c) **Academic and Administrative Equipment**

As applicable to all education programmes in section 1.6 of the BMAS.

d) **Library and Information Resources**

These are important resources and life wire of any programme therefore current basic text reference books journals periodicals and other relevant textual and non-textual material should be readily available in the library.

2.2.9.6 **Course Contents and Descriptions**

a) **Course Contents**

**Year 1**

<b>General</b>	<b>Courses</b>	<b>Units</b>
GST 111	Communication in English I	2
GST 112	Logic Philosophy and Human Existence	2
GST 113	Citizenship education/Nig. Peoples and Culture	2
GST 121	Use of Library Study Skill and ICT	2
GST 122	Communication in English II	2
<b>Core Courses</b>		
EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Education	2
<b>Specialization</b>		
HEE 101	Introduction to home economics	2
HEE 121	Introduction to clothing and textile	2
HEE 131	Principle of home management	2
HEE 141	Orientation of food laboratory equipments, and tools	2
HEE 117	Meal management	2
HEE 122	Pattern drafting and development	2
HEE 142	Principles and practice of meal preparation	2
HEE 111	Applied home economics 1	2
HEE 112	Applied home economics 2	2
<b>Elective</b>		
<b>Restricted</b>		
HEE 113	Basic human biology	2
BIO 111	General biology	2
HED 111	Introduction to health (Diseases in Nutrition)	2
CHM 111	General education chemistry	2
<b>Unrestricted</b>		
<b>Any One</b>		
<b>Restricted</b>		

HEE 111	Introduction to vocative and technical education	2
HEE 172	Introduction to home economics	2
<b>Total credit unit</b>		<b>48</b>

### Year 11

<b>General</b>		<b>Units</b>
GST 211	History and Philosophy of Science	2
GST 212	Application of computer	2
GST 223	Entrepreneurship education 1 (theory)	2
GST 222	Peace Studies and Conflict Resolution	2
<b>Core Courses</b>		
EDU 212	Education Administration	2
EDU 211	Educational psychology	2
<b>Specialization</b>		
HEE 211	Principles of nutrition 1	2
HEE 231	Housing design and management	2
HEE 212	Principles of nutrition 2	2
HEE 242	Beverages and drinks condiment and flavouring	2
HEE 222	Clothing construction and alteration	2
HEE 216	Life cycle1	2
HEE 223	Work simplification and household equipment	2
HEE 224	Household craft	2
HEE 225	Clothing techniques	2
HEE 226	Clothing selection and maintenance	2
<b>Elective Restricted</b>		
ADE 242	Adult basic education	2
AGE 211	Introduction to agriculture	2
HED 231	Emergency care and first	2
<b>Unrestricted</b>		
<b>Any two course</b>		
ADE 201	Introduction to non formal education	2
ADE 202	Introduction to community development	2
VED 211	Teaching pre – vocational subjects in JSS	2
HED 212	Community health	2
<b>Total credit unit</b>		<b>40</b>

## Year 111

<b>General</b>		<b>Units</b>
EDU 311	Test and measurement	2
EDU 313	Educational technology	2
EDU 302	ICT in Education	2
EDU 312	Special method (Home economics)	2
EDU 321	Curriculum and Instruction I	2
<b>Specialization</b>		
HEE 311	Food preparation	2
HEE 331	Fundamental nutrition	2
HEE 321	Advanced Textile design	2
HEE 322	Nutrition in health and disease	2
HEE 332	Home administration	2
HEE 312	Consumer education	2
HEE 352	Community nutrition	2
HEE 342	Advanced clothing design and construction	2
HEE 331	Pregnancy and child development	2
HEE 334	Family living	2
HEE 334	Industrial work experience	2
<b>Elective Restricted</b>		
<b>Any 3 course</b>		
PHE 331	Accident prevention and safety education	2
HEE 351	Organization and evaluation of home economics	2
PHE 331	Analysis of physical fitness	2
HED 332	Social and emotional health	2
ADE 352	Adult education in home economics education	2
<b>Any one Unrestricted</b>		
ADE 351	Financing education	2
ADE 352	Learning, teaching and communication	3
HEE 316	Life cycle 11	2
	<b>Total credit unit</b>	<b>40</b>

## YEAR IV

<b>Core Courses</b>		
EDU 413	Guidance and Counselling	2
EDU 499	Project in home economics education	2
EDU 411	Curriculum and instruction 11	2
EDU 421	Seminar in home economics	2
EDU 401	Research Methods	2
EDU 412	Special Methods	2
SED 413	Science, technology and society	2
<b>Specialization</b>		
HEE 451	Basic design and allied craft	2
HEE 451	Applied Nutrition	2

HEE 452	Food preservation	2
HEE 432	Laundry work	2
HEE 412	Family relationship	2
HEE 413	Interior decoration	2
HEE 424	Food service systems and administration	2
HEE 422	Resource management	2
HEE 414	Housing design	2
<b>Elective Restricted</b> any 3 courses		
HED 431	Drug education	2
PHE 431	Adult fitness	2
EDG 461	Programme for teachers	2
<b>Unrestricted</b>		
HED 412	Development of health attitudes and current trend in health education	2
Any courses from the major area.		
<b>Total Credit Unit</b>		<b>36</b>

## Year V

<b>General</b>	<b>Units</b>
EDU 500: Teaching Practice (One whole semester)	6
EDU 599: Research Project in Home Economics Education	4
EDU 502: Special Methods III (Post Teaching Practice Evaluation and Remediation)	2
Take any 6 elective courses in major area/education area not covered	12
<b>Elective</b>	
Take any two – 2 unit course	4
<b>Total Credit Unit</b>	<b>24</b>

### b) Course Description

#### **HEE 101: Introduction to Home Economics Education**

Definition of Home economics, home economics concepts, philosophy and objectives of economics education. Education and its relationship to home economics of home education in Nigerian careers in home economics, contribution of Nigerian home economics, roles of home economics teachers, teacher studentship. Home economic teachers and the community. Home economic teacher staff . population change manpower development and self reliance.

#### **VED 111: Introduction to Vocational and Technical Education**

The scope, philosophy and objectives of vocational and technical education development of vocational and technical education in Nigeria. The role of vocative technical education. Characteristics of vocational and technical education problems and prospects of vocational and technical education.

**HEE 121: Introduction of Clothing and Textiles**

Definition of textile concepts, classification and properties of fibres, finishes and **fas** physical and microscope analysis of different textiles, Clothing tools and sewing machine, selection and care of tools and equipment, basic native stiches. Making samples of sewing techniques in folders (album) Historical costumes effects of social change in fashion trend. Knowledge of property terminology and good grooming.

**HEE 131 Principles of Home Management**

Theories of concept management, home management resources, goals value and sanitary conditions – drainage, sewage systems and effective disposal of waterhold wastes. Principles of Home management, planning, implementing evaluation and decision making in family living to goals. Sanitation and hygiene and education of household pests principles of selection and utilization of families household chemical and their uses, home preparation of abrasive removes from surfaces some faces and household articles.

**HEE 141 Orientation to Food Laboratory Equipment and Tools**

**Effecmetry** – planning and sketching a standard kitchen, major equipments e.g. freezers etc. utensils kitchen hygiene safety in the kitchen, weight measurement.

**HEE 122 Pattern Drafting and Development**

Paper pattern drafting concepts: Principles involved in taking accurate measurements. Flat pattern developments through drafting method. Developed patterns through modeling on a layout. Development of basic patterns for children clothing. Manipulation of darts.

**HEE 142 Principles and Practice of Metal Preparation**

Fundamental of meals planning and application of scientific principles of meal preparation e.g. cooking vegetables etc. Methods and principles of cooking, boiling (e.g. potatoes, eggs, yams, rice). Stewing e.g. soups and stews, yam pottage.

Frying - Drying, frying e.g. bacon  
- Shallow frying e.g. plantain  
- Deep frying e.g. yam balls, akara, puff-puff.

Baking e.g. cakes, bread pastry, sewage

Roasting e.g. chicken, beef

Steaming e.g. moi-moi pudding

Brolling e.g. plantain, isire, bacon

Project – Recipe Album

**HEE 111: Introduction to Health and Diseases in Nutrition**

Definition of Nutrition concepts e.g. nutrients, food nutrition, balancing diet, health, malnutrition, under-nutrition, over-nutrition diseases, deficiency, calories etc. nutrition and health – world organization dealing with nutrition. Study of various nutrients e.g. carbohydrates, protein, fats. Vitamin, minerals and water, food sources – classification, chemical composition functions of foods and daily requirements. Deficiency diseases etc.

**BIO 111 Introduction to Biology**

The science of life – characteristics of living and non-living things distinction between plants and animals. The cell-simply study of different structures found in cells. Formation of new cells – mitosis and meiosis. Unicellular animals – Ameoba, Eugena. Multicellular animals – cockroaches, honey bees etc. Simple plants and their characteristics. Algea, bacteria, fungi,



yeast. Mammals and their features human physiology and study of different systems e.g. alimentary system, respiratory system; endocrine system and reproductive system. Control of micro-organisms. Micro-biology of domestic water and sewage. Pollution – types, causes, effects, prevention and care e.g. eye, nose, skin and teeth.

### **CHM 111 Introduction Chemistry**

Nature of matter. Elements, mixtures and compounds. Basic treatment of atomic molecular ionic theories. True and colloidal solutions, suspensions and emulsion; solubility – its advantages and disadvantages physical and chemical properties of water. Chemical changes – types occurring in inorganic processes. Condition affecting chemical changes e.g. equilibrium, catalysts, enzyme action. Characteristics and significance of metals and non-metals, acids, bases and salts. Basic organic chemistry.

### **HEE 172 Introduction to Economics**

Introduction to economic theory i.e. definitions, opportunity cost scarcity, principles of demand and supply of goods and services. Elasticity of demand production theory and curves. Distribution of income, wages, profits, rent and interest, price equilibrium. Population impact on demand and supply e.g. needs.

### **AGE 211 Introductory Agriculture**

#### **General Agriculture**

Definition and importance of agriculture cropping and farming systems. Identification of simple farm tools and their uses. Problems of agricultural development in Nigeria.

#### **Soil Sciences**

Vegetable gardening – its importance and uses, establishment, horticultural practices, production/cultivation of common vegetables e.g. onions, tomatoes, okoro etc.

Practical – compulsory participation in vegetables gardening.

### **HEE 222 Clothing Construction and Alteration**

Construction and adaptation of basic pattern to fit body measurements. Alteration of paper patterns to fit body shape. Development of styles through techniques. Preparation for cutting and sewing. Disposal of fullness. Unit methods of construction. Construction of personal appeal.

### **HEE 231 Housing Design and Management**

Factors affecting the choice of housing design. Social, religious, culture, climate economic size and type of materials used in housing construction. Principles of organization of space for individual and family activities in personal and rented houses interior decoration and production of household decorative items. Work simplifications.

### **HEE 212 Principles of Nutrition**

Digestion, absorption and metabolism of food, fundamentals principals o normal nutrition and their application in the selection of adequate diets, cost level. Family population characteristics and family welfare, energy needs nutritional values of food.

### **HEE 226 Clothing Selection and Maintenance**

Principles involved in clothing selection family size and clothing needs. Consumer education related to clothing and textiles. Laundry, commercial dry-cleaning and stain removal. Repair and maintenance of household articles. Renovation of clothes, wardrobes.

### **The Family Marriage and Family Relationship**

Definition family, polygamy, polyandry, polygyny, extended family and single family friendship, mate selection, courtship, engagement, preparation for marriage ceremony etc. Types of marriages, marriage ceremony etc. marriage and marital problems roles and family members, problems in family relationship, family life cycle, family problems.

### **HEE 242 Beverages and Drinks, Condiments and Flavourings**

Marketing of fruit and soft drink choice and preparation of tea, coffee, cocoa, Nigeria beverages e.g. cocoa drink, plantain drink, kunun zaki, zobo drink etc 'principles underlying the use of spices and favouring development and use of local herbs and spices and herbs. Projects. An album or chart showing spices.

### **HEE 212 Principles of Nutrition II**

Study of nutritional needs of different groups – infants, children, adolescence. Adult with special needs e.g. vegetarians, pregnant and lactation mothers elder invalids and convalescents from fever, diabetes etc. nutritional status assessment. Data analysis, physical / anthropometric Assessment, Biochemical test.

### **HEE 117 Meal Management**

The art entertainment, methods or purchasing food in quality. Introduction to flour mixture pastry and biscuits, cakes, breads etc. study of different food groups. Meat and poultry , milk and milk products, egg sea food, fruits and vegetables cereals. Meals services. Table appointments, table manners and hostessing, styles of tables services, table laying, meal preparation, family meal for special groups (pregnant, lactating, children) snacks (sandwiches, chin-chin) special occasion e.g. birthdays organization, preparation and serving of various dishes for special occasions e.g. birthdays, organization, preparation and serving of various dishes for special occasion e.g. cake, desert, main meal etc. Rechanffel (left over food) commercial food preparation e.g. food for sale in restaurants, hotels, bukataria, convenient foods etc.

### **EDU 312 Methods Teaching Home Economics**

Overview of general principles to teaching. Definition s ad terms of relevant to curriculum and instruction. Teacher and student characteristics. Special teaching methods suitable for Home Economics. Preparation and use of instructional materials. Field teaching practice using micro – teaching.

### **HEE 351 Organisation and Evaluation of Home Economic Curriculum.**

Overview of definition and terms components of Home Economics Programmes Approaches and procedure used in designing Home Economic Programme. The concepts of evaluation. Evaluation techniques.

### **HEE 331 Fundamental Nutrition**

Food groups and food classes. Description, uses, nutrient composition etc.

- i. Stable food – cereals and cereal products, root and tubers
- ii. Legumes, nuts and seeds
- iii. Fruits and vegetables
- iv. Meat, poultry and fish
- v. Egg and egg products

- vi. Milk and milk products
- vii. Fats and oils

Relationship of food groups to food classes. Uses of recommended dietary, allowance in assessing daily diet. Self dietary analysis and energy expenditure for 3 consecutive days. Modification of diets.

### **HEE 321 Advance Textile Design**

Structural textile designs. Making household furnishing employing crocket, knitting and talling techniques. Self – reliance through skill acquisition use batik and tie an dye fabrics to make articles for the home.

### **HEE 332 Home Administration**

Meaning scope and principles of home administration. Decision – making. Motivation for home administration planning, organization, implementing and evaluation of both human and material resources in the home to meet family needs. Management of time, energy, money work simplification. Economic security of the family. Communication patterns in the family, management of family crisis.

### **HEE 312 Consumer Education**

Overview of consumer education issues in consumption of goods and services. The consumer and the market, market surveying and shopping opportunities. Comparative buying quality, grades and costs. Consumer and food market – population issues in demand and supply (quality and quantity) advertisement and the consumer, the role of mass media. Getting the best for your money. Comparison between commercial and home made foods in relation to cost, time and nutritional value. Consumer issues relation to various areas of home economics. Role of government agencies on consumer education and protection. Family size and clothing budget. Rular population and market economics.

### **HEE 352 Community Nutrition**

Assessment of contemporary food culture in the community. Inventory of food items and examination of inherent values derivable from the various foods listed. Meal management techniques, method of preservation and spicing formula. Involvement of governmental and non – governmental organizations in community nutrition.

### **HEE 334 Industrial Work Experience**

Students should go for industrial attachment to any hotel or food industries, garment manufacturing industry or schools. They should be involved in the analysis of vocational education programme. Programme planning and implementation. Orientation in community based education. Organization of co- operative education programmes on – the – jobs experience.

### **EDP 411 Supervision of School Health Programme**

Practical means of planning and implementing school health and physical education in Nigeria schools. This will include policy making, methods and facilities for the implementing of school health and physical education.

**HEE 411 Basic Designs and Allied Craft**

Element of design, colours, lines, form, style, pattern, texture, utilizing the elements in clothing and housing. Interior decoration. Home furniture, land scaping, flower arrangement. Decorative accessories. Paintings, curtains and blinds. Floor coverings. Indigenous handicrafts, assorted crafts. Students would be required to utilize the elements of design in the production of at least two crafts.

**HEE 431 Drug Education 11**

Knowledge and understanding of factors which affect health in Nigeria. Individuals habits as related to modern social problems of stimulants, depressants and habit forming drugs.

**PHE 431 Adult Fitness Programme**

Relationship between ageing and incidence of degenerative and hypogenetic disease (low back pain, hypertension, myocardiac infarction and mobility problems) will be discussed. Programming for physical fitness for the adult and benefits of such a programme are to be studied.

**HEE 451 Applied Nutrition**

Study of foods and food habits of people of different groups. Knowledge of different customs. Traditions and ceremonies to appreciate the historical background of some traditional Nigerian dishes. Disorders of malnutrition – protein – calorie – malnutrition. Nutritional anaemia, obesity, beriberi, rickets and osteopath, kerato – malacia, and xerophthalmia. Discussion should include description, prevention and dietary treatment. Quantitative and qualitative analysis of food requirement of subjects of these disorders. Nutritional education.

**EDH 499 Research Project**

Independent investigation of topics pertinent to the development of vocational/practical aspects of education Nigeria. A report of the study is required.

**EDU 421 Seminar in Home Economics**

Identification and study of some of the major issues currently facing Nigeria education and its authorities regarding the role and nature of home economics education in the nation's school system. Managerial and instructional problems of home economics teachers. Students problems in choosing careers in the home economics occupation. Student would be expected to carry out independent study and do oral presentation of such study.

**EDM 402 Prevention of Accident**

Analysis of the importance and relevance of safety programme in schools. Safety approach to environmental hazards. The critical need for safety and what the school can do to improve safety conditions. Community and industrial safety will be briefly analysed.

**HEE 311 Food Preservation**

Food microbiology, food spoilage, food poisoning, food preservation and conservation to enhance quality of life. Role of government in quality control and food production. Students class project. Production of marmalade, yoghurt etc.

**HED 412 Development of health attitudes and Current Trends in Health Education**

Assessment of contemporary theories about the learning and development of health attitudes. Relationship between socio – cultural patterns and people’s attitudes towards a particular health construct.

**HEE 432 Laundry Work**

The course is designed to enable students gain further insight into the properties of different fibres, effect of fort and perspiration on textiles, familiarization cleaning students, laundry accessories, laundry equipment, stains and stain removal, laundry of different fabrics and social treatment of fabrics. The need for laundry work among students in secondary school and adults at home. Detergent and soap making.

## 2.3 B.A. (Ed) ARTS AND HUMANITIES RELATED PROGRAMMES:

### i) **BACHELOR'S DEGREE IN EDUCATION IN ENGLISH LANGUAGE & LITERATURE B.A. Ed. OR ENGLISH AND LITERARY STUDIES)**

#### **General:**

This is a discipline area where students study education and English Language and literature leading to a bachelor's degree in Education and English language and literature.

#### 2.3.1 **Philosophy and Objectives:**

The programmes philosophy is in line with the national philosophy of Education in the country. The programmes however, aims and objectives are:

- i) To inculcate the basic skills in the study of oral and written language and literature
- ii) To acquaint students with the basic structures of English language sentence, clause and phrase.
- iii) To inculcate proficiency in the use of English language for communicative purposes.
- iv) To expose students to the basic genres of literature within and outside Nigeria. (i.e Prose, Poetry and Drama). The teaching of
- v) To prepare students for the teaching of language, and literature in the school system of Nigeria.

#### 2.3.2 **Basic Admission requirements and the expected duration of the programme.**

##### a) **UME:**

Five year Degree programme. Five credits at the senior secondary school certificate including English language and literature or Merit in 5 relevant subject at the Teachers Grade II Certificate.

##### b) **Direct Entry**

Four year programme 3 or 2 credits in NCE teaching subjects in addition the general requirements of Credit in English Language and Literature.

#### 2.3.3. **Learning Outcomes**

##### a) **Regime of Subject Knowledge**

The scope and depth of knowledge required in the study of English Language as an academic subject should cover the following areas:

- Language skills knowledge: - These are the basic skills of reading and comprehension, and writing.

## b) **Competence and Skills**

It should be emphasized that it is not enough for students of the English Language to know that all the components of knowledge itemized under section 4.1. exist in English. It is important for them to acquire demonstrable competence and skills in those aspects that are taught in the programme. The following are a few examples:

- Demonstrable competence and skill in the recognition and use of stress in the pronunciation of words in English involve knowledge of the rules of stress placement in particular groups of words and the ability to pronounce those words correctly in their different contexts of occurrence, e.g. All derived words which end in -tion or -sion are stressed on the penultimate syllable (a'ddition, vari'ation, ro'tation, exami'nation, di'vision, con'clusion).
  
- Demonstrable competence and skill in the English of business communication involve knowledge of elements and features of the English of letter writing, report writing, news reports, as well as the ability to produce well-written business letters, different types of reports, or well structured news reports.

## c) **Behavioural Attributes**

The qualities of precision, conciseness, politeness, elegance and style are some of the major behavioural attributes associated with a good grounding in the study of the English Language. Students of English should be able to demonstrate these qualities in their oral and written communication in English in all domains.

Other behavioural attributes should derive from knowledge of the general functions of language and their application in our daily acts of communicative interactions. Some of these functions impose considerable demands on the competence of both the speaker and hearer.

- The informative function of language involves the passing of information from one individual to another, from government to the governed, and from one organization to another. Good language lies at the root of effective communication of information at all levels;
  
- The use of language to establish rapport, social contact, and to extend politeness to one's interlocutor is a behavioural function;
  
- The expressive function of language involves the use of language to express ones internal feelings and emotions and so the choice of words and expressions do sometimes have emotive connotations;
  
- The recognition of the tone of language is very important because tone of language relates to how the listener or reader perceives the effect of the speaker's or writer's choice of words and the tone of delivery (e.g. friendly, aloof, considerate, critical, condescending, rude, polite, etc.)

### 2.3.4 Attainment Levels

The level of attainment expected in this subject should reflect the quality of knowledge and skill demonstrated by graduating students. Competence in the theory component and skill in the practical components should form the basis for determining attainment levels.

### 2.3.5 Resource Requirements

- a) **Academic and Non-Academic Staff:** - (In the ratio 1 lecturer to 10 students) well trained English Language scholars with M.A., M.Phil. or Ph.D. qualifications in English language or linguistics with English as the language of exemplification. Language laboratory technicians and attendants to handle the technical aspects of laboratory use.
- b) **Physical Spaces and Equipments:**
  - i) Adequate lecture rooms, functioning and well-equipped language laboratories and sound-proof rooms and studios, and audio-visual rooms.
- c) **Equipment:**
  - Language laboratory equipment with facilities for console control and adequate number of booths for students;
  - Tape Recorders/Players;
  - Public Address System;
  - Computer Units/IT facilities.
- d) **Library and Information Resources:**
  - Well stocked English Language books in the library;
  - Internet connectivity facilities.

### 2.3.6 Course Contents And Description

#### Year One

#### General

Code	Course Title	Units
GST 111	Communication in English I	2
GST 113	Citizenship Education/Nig. People and Culture	2
GST 121	Use of Library Study Skills and ICT	2
GST 112	Philosophy, Logic and Human Existence	2
GST 122	Communication in English II	2
		<u>12 Units</u>

#### Education (Core/Compulsory Courses)

EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Education	



(Philosophy, History and Sociology) 2

### English Language And Literature Courses

ENG 101	English Language I	2	
ENG 102	Practical English Grammar	2	
ENG 103	Spoken English	3	
LIT 101	Int. to Literary Studies	2	
LIT 102	Int. to Fiction in English	2	
LIT 104	Origins of Nigerian Literature in English	2	} Either of these
LIT 105	Introduction to Nigerian Literature in English I	2	
LIT 106	Introduction to Drama and Theatre in English	2	
			<u>33 Units</u>

### Year II

#### Education Core Courses

EDU 211	Educational Psychology	2
EDU 212	Educational Administration	2

#### General Courses

EPS 201/GST223	Entrepreneurship Studies I (Theory)	2	
GST 211	History and Philosophy of Science	2	
GST 212	(CMP 301) Application of Computers II	2	
GST 222	Peace Studies and Conflict Resolution	2	
			<u>12 Units</u>

### English Language And Literature Courses

ENG 202	Advanced English Syntax	3	
ENG 205	Advanced English Composition I	3	
ENG 206	Advanced English Composition II	3	
ENG 208	The African Novel	3	
ENG 211	English Morphology	3	
LIT 201	Survey of Epochs in Literature in English	3	
LIT 202	Introduction to English Poetry	3	
			<u>33 Units</u>

### Year III

#### General Courses

EPS 301	Entrepreneurship Studies II	2
---------	-----------------------------	---

#### Education Core Courses

EDU 311	Test and Measurement in Education	2
EDU 323	Elements of Adult Basic Education	2
EDU 302	ICT in Education (or its equivalent)	2
EDU 312	Special Methods I (or its equivalent)	2
EDU 321	Curriculum and Instruction	2
EDU 313	Educational Technology	2

**Courses In English Language And Literature**

LIT 302	Written African Fiction	3
LIT 303	Written African Poetry	3
LIT 304	Written African Drama	3
ENG 302	Phonology of English	3
ENG 304	Introduction to Semantics	3
ENG 305	The English Language in Nigeria	3
ENG 306	Discourse Analysis	<u>3</u>
		<u>32 Units</u>

**Year IV****Core Education Courses**

EDU 401	Research Methods and Statistics	3
EDU 413	Guidance and Counselling	2
EDU 411	Curriculum and Instruction II	2
EDU 412	Special Methods II (Micro Teaching/School visit)	2
EDU 422	Special Education	2

**English Language And Literature Courses**

ENG 401	New Trends in Syntax (or equivalent)	3
ENG 405	English for Special Purposes	3
LIT 421	Stylistics	3
LIT 401	Literary Theory and Criticism	3
LIT 403	Afro-American and Caribbean Literature	3
LIT 405	Studies in Fiction (or The English Novel)	<u>3</u>
		<u>33 Units</u>

**Year V****Core Education Courses**

EDU 500	(Teaching Practice) (One Semester)	4
EDU 599	Research Project	6
EDU 502	Special Methods (Post TP Evaluation and Remediation)	3
LIT 408	(LIT 508) Special Author (Shakespeare, or one African author)	3
LIT 427	(LIT 521) Folklore in African Literature	3
LIT 402	(LIT 502) Commonwealth Literature	3
LIT 409	(LIT 509) Literature and Society	3
ENG 407	(ENG 607) Language and National Development	3
ENG 404	(ENG 504) Multilingualism	<u>3</u>
		<u>31 Units</u>

## b) **Course Descriptions**

### **ENG 101: English Language I**

This course provides a general basic introduction to English Language studies. It will briefly examine its origins from Anglo-Saxon times, sound system, grammar, morphology, meaning system, functions, varieties, and its current status as an international language in different parts of the world today.

### **ENG 102: Practical English Grammar**

This course practically explores the salient features of English grammatical structure. Particular attention will be paid to basic sentence phrase structures, clause types and inter-sentential relations, among others. The aim is to improve the students' proficiency in English by indirectly highlighting their areas of difficulty and helping to sharpen their sense of grammatical correctness vis-à-vis communicative effectiveness.

### **ENG 103: Spoken English**

A single semester course, this will concentrate on classroom and language laboratory exercises on conversational English, using relevant phonological materials [e.g. tapes, record, video films, etc.] to enhance the students spoken English.

### **ENG 104: The Origins of Nigerian Literature in English**

This course explores the origins of Nigerian literature in English. It focuses, in particular in its oral background in poetry, prose and fiction. Early authors such as Amos Tutuola will be examined.

### **ENG 105: Introduction to Nigerian Literature in English**

This course introduces students to the major literary genres of Nigerian literature and the Socio-political conditions that have influenced their development. Attention will also be drawn to the changes in scope and the preoccupations of the Nigerian artists involved over the years.

### **ENG 106: Introduction to Drama**

This course is to focus on the nature of drama and its various elements, forms and artistic features. Selected African and non-African plays will be studied in detail to illustrate these.

### **ENG 107: Theatre Workshop**

This is to be a practical course through which the student can acquire the practical skills of theatre: Speech and voice training, techniques of improvisation, acting and stage construction.

### **ENG 202: Advanced English Syntax**

Using one particular model, e.g. the systemic functional model, this course will involve an in-depth study of the syntactic structure of English.

(Prerequisite: ENG 201)

### **ENG 205: Advanced English Composition I**

This course deals with more specialized composition writing than the essay, e.g. Reports, Long Essays, Minutes of Meetings, Various types of letters, Invitations, Public Announcements,

Speech Writing, writing feature articles, writing for magazines, etc. Attention will be paid to correct language use and other technical matters connected with these kinds of writing.

### **ENG 206: Advanced English Composition II**

This course extends the discussions in ENG 205.

### **ENG 302: Phonology of English**

To study in detail the segmental and non-segmental phonemes of English and their organization in concrete discussion. This will be supplemented with appropriate practical exercises with a view to improving the students' perception and production of these sounds. Students are also to be introduced to various approaches to the description of English phonology [phonemic, prosodic, generative].

### **ENG 304: Introduction to Semantics**

To concentrate on sense properties and sense relations, problem of word. vs. sentence meaning, semantic markedness, etc. and situate the course within the general framework of linguistic semantics. Basic semantic theories such as componential analysis, meaning postulates, transformational generative semantics, etc. will also be introduced.

### **ENG 305: The English Language in Nigeria**

The course is designed to study the history of English in Nigeria, the consequent emergence of virile local varieties and changes leading to the evolution of a Nigerian standard. Also to study the language in relation to the distinctive properties of some Nigerian Languages and how these may affect performance in standard English.

### **ENG 306: Discourse Analysis**

Introduction to the principles and practice of discourse analysis. Emphasis to be on practical analysis study and description of relevant textual materials such as advertisements, obituaries, cartoons, complements, greetings, etc.

## **b) Course Description**

### **LIT 101 Introduction to Literary Studies**

This is a general course to introduce students to fundamental elements of literary art, its aesthetic principles, genres, approaches to critical evaluation and appreciation and the interface of literature and allied arts.

### **LIT 102 Introduction to Fiction in English**

This course will introduce students to the major forms of prose fiction, their characteristic features, and the major techniques employed by fiction writers.

### **LIT 104: Introduction to Drama and Theatre in English**

An introductory course on the nature, form and characteristics of drama and theatre. Students are guided to acquire the tools and techniques of drama analysis through selected plays.

**LIT 201      Survey of Epochs in Literature in English**

This course is to introduce students to trends and periods in world literature written in English with emphasis on themes, socio-cultural background and use of language.

**LIT 202      Introduction to English Poetry**

A study of English poetry from the Romantics to the 20<sup>th</sup> century. Works of representative authors will be chosen to illustrate the various themes and stylistic nuances.

**LIT 302      African Written Fiction**

A study of the novels by African (and expatriate) authors dealing with African themes, life and experience. The course will cover the major regions of the continent, the representative novelists of each region, and their works.

**LIT 303      African Written Poetry**

A study of the origin and development of written poetry in various parts of Africa. The pioneer poets will be studied with a view to showing how their approach to poetry differs from that of the younger generation of African poets. Emphasis will be given to the work of the major poets in East, West and South Africa.

**LIT 403      African-American and Caribbean Literature**

The course will present a comprehensive survey of the literature produced by writers of the Black diaspora in North America (USA and Canada) and the English-speaking Caribbean. Lectures will focus on the literary response to the history, socio-economic and political movements during the last three hundred years and in more recent trends in Afro-American and Caribbean literature.

## 2.3.2 AFRICAN LANGUAGES AND LITERATURE (IBO, YORUBA, HAUSA, EFIK ETC)

### B.A. EDUCATION IN AFRICAN LANGUAGES

#### **General:**

This is a discipline area where students study education and Languages leading to a bachelor's degree in Education languages.

#### 2.3.2.1 **Philosophy and Objectives:**

The programmes philosophy is in line with the national philosophy of Education in the country. The programmes however, aims and objectives are:

- i) To inculcate the basic skills in the study written languages.
- ii) To acquaint students with the basic structures of English languages.
- iii) To inculcate proficiency in the use of languages for communicative purposes.
- iv) To expose students to the basic genres of Languages within and outside Nigeria.
- v) To prepare students for the teaching of languages, in the school system of Nigeria.

#### 2.3.2.2 **Basic Admission requirements and the expected duration of the programme.**

For the five year Degree programme, candidates must have five credit passes at the senior secondary school certificate including English language and literature or Merit in 5 relevant subject at the Teachers Grade II Certificate.

#### 2.3.2.3 **Learning Outcomes**

##### a) **Regime of Subject Knowledge**

The scope and depth of knowledge required in the study of English Language as an academic subject should cover the following areas:

Language skills knowledge: - These are the basic skills of reading and comprehension, and writing.

##### b) **Competence and Skills**

It should be emphasized that it is not enough for students of the English Language to know that all the components of knowledge itemized under section 4.1. exist in English. It is important for them to acquire demonstrable competence and skills in those aspects that are taught in the programme. The following are a few examples:

- Demonstrable competence and skill in the recognition and use of stress in the pronunciation of words in English involve knowledge of the rules of stress placement in particular groups of words and the ability to pronounce those words correctly in their different contexts of occurrence, e.g. All derived words which

end in -tion or -sion are stressed on the penultimate syllable (a'ddition, vari'ation, ro'tation, exami'nation, di'vision, con'clusion).

- Demonstrable competence and skill in the English of business communication involve knowledge of elements and features of the English of letter writing, report writing, news reports, as well as the ability to produce well-written business letters, different types of reports, or well structured news reports.

### c) **Behavioural Attributes**

The qualities of precision, conciseness, politeness, elegance and style are some of the major behavioural attributes associated with a good grounding in the study of the English Language. Students of English should be able to demonstrate these qualities in their oral and written communication in English in all domains.

Other behavioural attributes should derive from knowledge of the general functions of language and their application in our daily acts of communicative interactions. Some of these functions impose considerable demands on the competence of both the speaker and hearer.

- The informative function of language involves the passing of information from one individual to another, from government to the governed, and from one organization to another. Good language lies at the root of effective communication of information at all levels;
- The use of language to establish rapport, social contact, and to extend politeness to one's interlocutor is a behavioural function;
- The expressive function of language involves the use of language to express ones internal feelings and emotions and so the choice of words and expressions do sometimes have emotive connotations;
- The recognition of the tone of language is very important because tone of language relates to how the listener or reader perceives the effect of the speaker's or writer's choice of words and the tone of delivery (e.g. friendly, aloof, considerate, critical, condescending, rude, polite, etc.)

#### 2.3.2.4 **Attainment Levels**

The level of attainment expected in this subject should reflect the quality of knowledge and skill demonstrated by graduating students. Competence in the theory component and skill in the practical components should form the basis for determining attainment levels.

#### 2.3.2.5 **Resource Requirements**

- a) **Academic and Non-Academic Staff:** - (In the ratio 1 lecturer to 10 students) well trained English Language scholars with M.A., M.Phil. or Ph.D. qualifications in English language or linguistics with English as the language of exemplification. Language laboratory technicians and attendants to handle the technical aspects of laboratory use.

b) **Physical Spaces and Equipments:**

- i) Adequate lecture rooms, functioning and well-equipped language laboratories and sound-proof rooms and studios, and audio-visual rooms.

c) **Equipment:**

- Language laboratory equipment with facilities for console control and adequate number of booths for students;
- Tape Recorders/Players;
- Public Address System;
- Computer Units/IT facilities.

d) **Library and Information Resources:**

- Well stocked English Language books in the library;
- Internet connectivity facilities.

2.3.2.6. **Course Contents and Descriptions**

a) **Course Contents**

**Year I**

**General Courses**

<b>CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
GST 111	Communication in English	2
GST 113	Citizenship Education/Nig. Peoples and Culture	2
GST 122	Communication in English	2
GST 112	Philosophy, Logic and Human Existences	2
GST 121	Use of Library, Study Skills and ICT	2

**Core Courses**

EDU 111	Introduction to the Teaching Profession	2
EDU 112	Foundations of Education	2

**14**

Take 18 credit units from relevant courses in African Languages

**200 Level**

**General Courses**

GST 211	History and Philosophy of Science	2
GST 212	Application of Computer	2
GST 222	PEACE Studies and Conflict Resolution	2
EPS 201	Entrepreneurialship Education	2

**8**



**Core Courses**

EDU 211	Education Psychology	2
EDU 212	Educational Administration	2

**Specialization**

Take 18 credit units from relevant courses in African Languages

**Total Units** **30**

**Year III****General**

<b>EPS 301</b>	Entrepreneurship Education Practice	2
----------------	-------------------------------------	---

**Core Courses**

EDU 311	Test and Measurements	2
EDU 313	Educational Technology	2
EDU 302	ICT in Education	2
EDU 321	Curricular and Instruction	2
EDU 312	Special Methods 1	<u><b>12</b></u>

**Specialization**

Take 18 credit units from relevant courses in African Languages

**400 Level****Core Courses**

EDU 401	Research Method and Statistics	3
EDU 413	Guidance and Counselling	2
EDU 411	Curriculum and Instruction II	2
EDU 412	Special Methods	2
EDU 422	Special Education	2
		<u><b>11</b></u>

**Specialization**

Take 20 units from relevant Languages area.

**500 Level****Core Courses**

EDU 500	Teaching Practice	6
EDU 599	Research Project in French	4
EDU 502	Special Method III (Post Teaching Practice, Evaluation/Remediation)	2

**Specialization**

Take 18 courses from Language subject area.

**Electives**

Any four (4) unit

## 2.3.3 **BACHELOR’S DEGREE IN EDUCATION/ FRENCH** **B.A Ed French**

### **General**

In this discipline area, students study education and French for the award of the degree of Bachelor in Education and French. The degree programme is known as Education French and the degree in view is B.Ed/French.

#### 2.3.3.1 **Philosophy and objectives of the discipline**

The programmes Philosophy is in line with the national philosophy of education in the country while its objectives are as follows:

- a) To prepare graduates who are proficient in the four language skills of listening, speaking, reading and writing in the French language, and their use in the day to day communication within and outside the country (especially in the French speaking countries).
- b) To prepare graduates who are conversant with the literature and culture of the French speaking communities especially in West Africa and generally in the French speaking world.
- c) To prepare graduates who will be able to provide teaching services in French within schools and colleges in Nigeria.

#### 2.3.3.2 **Basic Admission requirements and expected duration of the programme**

As in other language programmes. However, a credit in French will be required for entry into the programme in addition to other relevant.

#### 2.3.3.6 **Course Contents and Descriptions**

##### **a) Course Contents**

##### **Year I**

##### **General Courses**

<b>Code</b>	<b>Course Title</b>	<b>Units</b>
GST 111	Communication in English	2
GST 112	Philosophy, Logic and Human Existence	2
GST 113	Nigerian Peoples and Culture	2
GST 122	Communication in English	2
GST 121	Use of Library and Study Skills and ICT	2

##### **Core Courses**

EDU 111	Introduction to the Teaching Profession	2
EDU 112	Foundations of Education	2

### **Specialization**

FRE 111	Corrective French Grammar I	2
FRE 113	Introduction to French Literary Genres	2
FRE 115	Introduction to Composition Writing in French	2
FRE 117	Practical French I	2
FRE 118	Oral and Aural Comprehension I	2
FRE 121	Corrective Grammar II	2
FRE 123	Introduction to French Lit. Genres II	2
FRE 125	Composition Writing	2
FRE 127	Practical French II	2
FRE 128	Oral and Aural Comprehension	<u>2</u>
		<b><u>32</u></b>

### **Year II**

#### **General**

GST 211	History and Philosophy of Science	2
GST 212	Application of Computer	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Introduction to Entrepreneurial Studies	<u>2</u>
		<b>8</b>

#### **Core Courses**

EDU 211	Philosophy of Education	2
EDU 221	Educational Psychology	<u>2</u>
		<b>4</b>

#### **Specialization**

FRE 210	Translation: Theory and Practice	2
FRE 211	French Grammatical Structures	2
FRE 215	Creative Writing in French I	3
FRE 217	Advanced Practical French I	3
FRE 221	Introduction to French Phonetics and Phonology	2
FRE 225	Creative Writing in French	2
FRE 227	Advanced Practical French	3
CMP 202	Application of Computers to Arts	2
	Take 4 units from subject areas not covered in the programme.	<b>19</b>

### **Year III**

#### **General**

EPS	Entrepreneurship Studies	2
-----	--------------------------	---

#### **Core Courses**

EDU 311	Test and Measurements	2
EDU 313	Educational Technology	2

EDU 312	Special Methods	2
EDU 302	ICT in Education	2
EDU 321	Curriculum and Instruction	<u>2</u>
		<b><u>12</u></b>

### **Specialization**

FRE 310	Translations I	
FRE 311	Advanced Studies in French Phonetics	2
FRE 313	Advanced Studies in French Language Structures	2
FRE 315	Advanced Formal and Informal Writing in French	2
FRE 317	Oral Communication Skills in French	2
FRE 319	Comparative Study of Nigeria and French Civilization and Cultures	2
FRE 335	Introduction to African Literature in French	2
FRE 320	Translation II	2
FRE 329	Comparative African Lit. in English and French	2
FRE 348	Introduction to Project Writing in French	<u>2</u>
		<b><u>18</u></b>

### **Year IV**

#### **Core Courses**

EDU 413	Guidance and Counselling	2
EDU 422	Special Education	2
EDU 411	Curriculum and Instruction II	2
EDU 412	Special Methods II	2
SED 402	Research Method and Data Processing	2
EDU 401	Research Methods and Statistics	2
		<b><u>10</u></b>

#### **Specialization**

FRE 411	Linguistics Applied to the Teaching of French	2
FRE 410	Advanced Translation	2
FRE 431	Cultures and Civilization of member countries of Francophone	2
FRE 432	20 <sup>th</sup> Century French Literature – Drama & Poetry	2
FRE 421	Linguistics applied to Language teaching	2
FRE 446	Multilinguism and language cultures	2
FRE 448	Nigerian Literature in French	<u>2</u>
		<b><u>14</u></b>

Take 6 units from areas not covered in the subject.

### **Year V**

#### **Core Courses**

EDU 500	Teaching Practice	6
EDU 599	Research Project in French	4
EDU 502	Special Method III (Post Teaching Practice, Evaluation/Remediation)	2
		<b><u>12</u></b>

**Specialization**

Take any 6 elective courses from teaching subject/education are not General 12

**Electives**

Any two (2) unit courses 4  
28

**b) Course Descriptions****FRE 111: Corrective French Grammar I**

In this course, emphasis is laid on basic correct French grammatical structures through exercises, practice of structural forms and dictation.

**FRE 113: Introduction to French Literary Genre: Prose**

This course introduces students to the literary genres in French, using simple French Prose texts particularly from the “Français’ Facile” series.

**FRE 115: Introduction to Composition Writing in French**

This course provides students with the basic skills in the practice of writing French, on topics related to the students, their lives, families, societies and academic environment.

**FRE 117: French Conversation I**

In this course, emphasis is laid on the use of French and Francophone documents (songs, short plays, etc) to help the students to communicate and express themselves freely. This will also enable them to increase their vocabulary.

**FRE 121: Corrective French Grammar II**

This course deals with the characteristics of separate units which can be used as elements of a sentence structure. The course will focus on the verb, noun, adjective and prepositional phrases.

**FRE 123: Introduction to Literary Genre II**

Using simple poems and plays, the student will be introduced to the main elements of the poetry and drama as literary genres.

**FRE 125: Advanced Composition Writing in French**

Informal and formal writing with practice in the writing of letters and reporting of simple events. This course enables students to use the various registers of the written French Language.

**FRE 127: Practical French**

This course will increase the span of students’ lexical acquisition and the fluency level of their spoken French.

**FRE 102: Introduction to a Second Foreign Language II**

This course is designed to improve and increase students’ grasp of their chosen second foreign language mounted in the department.

**FRE 210: Translation: Theory and Practice**

Students are introduced to basic translation theories and guided to translate simple sentences and passages in Modern English and French form and to each of the two languages.

**FRE 211: French Grammar**

In this course, a normative approach will be adopted and special emphasis will be laid on the practice and identification of verbal forms, sentence structures and grammatical functions.

**FRE 215: Creative Writing in French I**

The course will enable students to use various registers of the French Language to write simple imaginative stories and report on events taking place around them.

**FRE 217: Practical Advanced French I**

Students are encouraged to speak on various issues, and using the various registers, tenses, sentences structures etc.

**FRE 221: Introduction to French Phonetics and Phonology**

This course introduces students to a systematic description of French sounds, both at the phonetic and phonological levels.

**FRE 225: Creative writing in French I:**

More work beyond what would have been done in FRE 215.

**FRE 227: Advanced Practical French II**

This is a follow-up to FRE 217.

**FRE 310: Translation I**

This course is designed to equip students with more skills and techniques of translation from French into English and vice-versa, through practical exercises.

**FRE 311: Advanced Studies in French Phonetics I**

The aim of this course is to bring students to a very high level of French in sound production and discrimination, through oral exercises and Laboratory work.

**FRE 313: Advanced Studies in French Language Structure I**

The aim of this course is to bring students to a very good level of fluency and understanding of the French language, through intensive exercises in the production and comprehension of complex sentence patterns.

**FRE 315: Advanced Formal and Informal Writing in French**

The course provides the students the techniques to have more practice in the writing of letters, reports, commentaries etc.

**FRE 317: Oral Communication Skills in French I**

This course introduces students to oral communication skills in French. These are to be developed with the aid of laboratory work, films, slides, games, songs and constant practice.

**FRE 319: Comparative Study of Nigerian and French Civilisation and Cultures**

Salient aspects of Nigerian and French social, cultural and traditional lives are carefully identified and compared with one another.

**FRE 335: Introduction to African Literature Written in French**

This course deals with definition and nature of African literature written in French as well as the factors that contributed to its birth and that determine its themes, tone, style and specificity.

**FRE 320: Translation II**

In this course, students are to translate from and into French more complicated texts. They will also be initiated into the analysis of translation errors.

**FRE 329: Comparative African Literature in English and French**

With the careful study of the representative works of major Anglophone and Francophone African writers, students will be guided to appreciate the essence of comparative literature.

**FRE 348: Introduction to Project Writing/Research**

The course draws the students' attention to how to write projects: documentation, paragraphing, logical development, punctuation, referencing, table of contents etc.

**FRE 410: Advanced Translation I**

Translation from English into French and vice versa at an advanced level.

**FRE 411: Linguistics Applied to the Teaching of French language I**

Applied linguistics will be used to teach students how to understand and analyse any problem related to the sound, prosody, communicative and grammatical structures of the French language.

**FRE 431: Cultures and Civilisations of Members of the Francophonie**

The 52 member countries of the Francophonie will form the focus of this course. The different cultures, traditions and different ways of life in these countries shall be carefully examined.

**FRE 432: 20<sup>th</sup> Century French Literature**

This course involves a study of the representative works of French poets and playwrights.

**FRE 420: Advanced Translation II**

More work on translation, as a follow-up to FRE 410.

**FRE 421: Linguistics Applied to the Teaching of French Language II**

In continuation with FRE 410, applied linguistics will be used to acquaint students with the socio-pedagogical context of learning lexis, vocabulary and understanding the various problems raised by stylistic forms.

**FRE 446: Multilingualism and Language Contacts**

The definition and manifestations of multilingualism shall be identified. These shall focus in particular on the contact of French with other languages.

**FRE 448: Nigerian Literature in French**

Representative texts of Nigerian writers who have written in French: Osaji, Ajiboye, Balogun etc. shall be studied, with emphasis on the themes and use of French by the writers.



## 2.2.4 **BACHELOR DEGREE IN ARABIC EDUCATION** **B.A. Ed ARABIC**

### **General**

In this discipline area; students study education and Arabic leading to the award of the B.Ed degree in Education/Arabic.

#### 2.2.4.1. **Philosophy and Objectives.**

The programmes philosophy is in line with the National Philosophy of education while the objectives of education are as stated below:

- a) Graduates should have acquired competent in the spoken and written Arabic Language and developed full awareness of the social cultural, economic and military background of its speakers.
- b) Graduates should be familiar with the contribution of Nigerians to scholarship in this language.
- c) Graduates should develop adequate ethical skills in the appreciation of Language and literature in Arabic.
- d) Graduates should be adequately equipped to undertake and teaching assignments in the education system.

#### 2.2.4.2 **Basic admission Requirements and course duration:**

As for other Arts courses provided that candidates obtain a credit pass in Arabic at the senior secondary school certificate.

#### **Programme Status:**

The degree programme in this subject will be based on the following courses throughout the five years.

#### 2.2.4.6 **Course Contents And Descriptions**

##### a) **Course Contents**

#### **Year I**

#### **General Courses**

<b>Code</b>	<b>Course Title</b>	<b>Units</b>
GST 111	Communication in English	2
GST 122	Communication in English II	2
GST 112	Philosophy, Logic and Human Existence	2
GST 113	Citizenship Education	2
GST 121	Use of Library, Study Skills and ICT	2
		<b>10</b>

## Core Courses

EDU 111	Introduction to the Teaching Profession	2
EDU 112	Foundations of Education	2
		<b>4</b>

## Specialization

ARA 1010	Grammar	2
ARA 1020	Language Drills I	2
ARA 1030	Study skills	2
ARA 1040	Introduction to Arabic Literature	2
		<b>8</b>

## Year II

### General

GST 211	History and Philosophy of Science	2
GST 212	Application of Computer	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Entrepreneurship Studies I (Theory)	2
		<b>8</b>

### Core Courses

EDU 211	Education Psychology	2
EDU 212	Educational Administration	2
		<b>4</b>

### Specialization

ARA 2010	Grammar II	2
ARA 2020	Language Drills II	2
ARA 2030	Texts from Pre-Islamic and Early Islamic Lit.	2
ARA 2040	Introduction to Arabic Morphology	2
ARA 2510	Grammar III	2
ARA 2520	Morphology of Verbs	2
ARA 2530	Arabic Literature in the Pre-Islamic era	2
		<b>26</b>

## Year III

### General

EPS 301	Entrepreneurship Studies II	2
---------	-----------------------------	---

### Core/Compulsory Education Courses

EDU 311	Test and Measurements	2
EDU 323	Elements of Adult Basic Education	2
EDU 302	ICT in Education	2
EDU 312	Special Methods	2
EDU 321	Curriculum and Instruction I	2
EDU 313	Educational Technology	2
		<b>12</b>

## Specialization

ARA 3010	Grammar IV	2
ARA 3040	Arabic Literature in the Umayyad Period	2
ARA 3050	Arabic Literature in the Abbasid Period	2
ARA 3060	Intro. To Arabic Literature in W/Africa	2
ARA 3100	Qur'anic Texts	2
ARA 3180	Hadith Texts	2
ARA 3180	Phonetics and Phonology	2
ARA 3210	Translation	2
		<b>16</b>

2 more elective courses

## Year IV

### Core Courses

EDU 401	Research Method and Statistics	3
EDU 413	Guidance and Counselling	2
EDU 411	Curriculum and Instruction II	2
EDU 412	Special Methods II Micro Teaching/School Visits	2
EDU 423	Continuous Assessment (or Equivalent)	2
EDU 422	Special Educaion	2
		<b>13</b>

### Specialization

ARA 4010	Grammar	2
ARA 4020	The writings of Nigerian Ulama	2
ARA 4040	Modern Arabic Poetry	2
ARA 4050	Modern Arabic Prose	2
		<b>8</b>

## Year V

### Core Courses

EDU 500	Teaching Practice (One whole Semester)	6
EDU 502	Special Method III (Post Teaching Practice,	2
EDU 599	Research Project in Arabic Studies Education	4
		<b>12</b>

### Specialization

ARA 5160/4160	Modern Arabic Literature	2
ARA 5030/4030	Substitution Morphology	2
ARA 5100/4100	Selected Topics in Arabic Grammar	2
ARA 5110/4110	Introduction to Arabic Lexicography	2
		<b>8</b>

## b) Course Descriptions

### **ARA 1010: Grammar I**

This course entails the study of basic Arabic Grammar including such aspects as types of sentence, some elements and factors that affect the word order therein, as well as the subjunctive (al-Mansubat and Appositives (at-Tawabic).

### **ARA 1020: Language Drills I**

The course consolidates various aspects dealt with in ARA 1010. It will also entail extensive reading as well as comprehension exercises.

### **ARA 1030: Study Skills**

The course is intended to expose students to the areas of reading, note-taking, note-making summarizing, using the library, as well as using the dictionary. Intensive exercise will be given for illustration and testing the level of comprehension.

### **ARA 1040: Introduction to Arabic Literature**

The course is intended to introduce students to the basic concepts of literature, with emphasis on the basic components (such as imagery and music), literary creation and literary appreciation. Relevant Arabic texts will be used for illustration. The course will also dwell on the division of Arabic Literature into different literary periods, as well as the most outstanding characteristics of and literary figures in each period. Relevant texts will be used for illustration.

### **ARA 2010: Grammar II**

This course is intended to give historical background to Arabic Grammar in addition to the study of some grammatical features related to nouns and verbs, such as the primary and secondary signs of declension (Calamat al-Icrab) as well as the Dual and its concomitants. It will also involve the study of nominative and accusative nouns, such as subject and predicate, the Agent, the Vocative, Specification and Adverbs.

### **ARA 2020: Language Drills II-3 Credits**

This course is designed to consolidate aspects dealt with in ARA 2010. It is also designed for the acquisition of advanced reading and writing skills.

### **ARA 2030: Texts from Pre-Islamic and Early Islamic Literature**

The course is intended to be a textual study of selections from such literary genres as poetry, proverbs, wise saying, folktales, soothsayers' rhymed prose and sermons/ addresses.

### **ARA 2040: Introduction to Arabic Morphology -**

This course is designed to be a study of basic Arabic Morphology, treating the structural formations and composition of words. Emphasis will be placed on such aspects as the morphological measure, the naked and compound forms and the defective verbs. The course will also involve the study of morphology of nouns.

### **ARA 2510: Grammar III -**

The course will deal with a developmental survey of Arabic Grammar, in addition to some grammatical aspects such as Declinables and Indeclinables, Active and Passive Voices, Nominal and Verbal sentences, Pronouns, Relative Particles, Proper Nouns and Verbal emphasis.

**ARA 2520: Morphology of Verbs -**

This course is intended to give a detailed Arabic verbal morphological analysis. Such aspects as the naked and compound forms as well as the particles of augmentation will be dealt with in a detailed manner.

**ARA 2530: Arabic Literature in the Pre-Islamic and Early Islamic Period**

The course is intended to give a general overview of the literature of the two periods, with some emphasis on the literary genres and figures. It will also involve a detailed study of one of the seven codes, some short poems from such collections as Mufaddaliyat, Hamasa AND Jamharah. A lot of relevant, representative texts will also be used for illustration.

**ARA 3010: Grammar IV -**

The course deals with a study of certain grammatical features such as Numbers, Pronouns, types of declension, the Jussive Mood, Verbs of Approximation, Intensification of Imperfect and Inflection of Defective Verbs.

**ARA 3040: Arabic Literature in the Umayyad Period -**

This course exposes students to the representative works of the Umayyad period, in addition to a historical survey, which is intended to facilitate the comprehension and appreciation of the works further.

**ARA 3050: Arabic Literature in the Abbasid Period -**

In addition to giving a historical background to this literary period, the course also exposes the students to the study of selections from the works of the representative poets and writers of the period such as Bashshar, Abu Tamman, Abu, Nuwas, al-Mutanabbi, Ibn al-Muqafia' and Sahl b. Harur.

**ARA 3060: Introduction to Arabic Literature in West Africa**

The course is designed to give a historical survey of the sub-region, as well as its contact with Islam and Islamic learning. It will also deal with the study of various Arabic selections from the works of some West African scholars, including as-Sa c di, Ahmad Baba and Shaykh Jibril.

**ARA 3100: Quranic Texts**

In addition to surveying the contributions of the Qur'an to the development of Arabic language and literature, this course will develop in students a literary appreciation of the Qur'an through a textual study of some selections of verses.

**ARA 3180: Phonetics and Phonology I**

The course is designed to introduce students to the study of phonetics and phonology of the Arabic Language. Among others, such aspects as morphemes, allomorphs, phonemes, as well as the sound system of Arabic will be treated.

**ARA 3210 Comparative Arabic Literature**

The course is designed to expose students to the development of comparative literature and its establishment in Arabic studies. Some basic ideas in comparative literature such as Arabic-Western Literary relations, the influence of Arabic on other literary traditions, translation theory, thematology, Literature and Religion, Literature and the other Arts etc will be surveyed.

**ARA 4010: Grammar V**

The course is designed to expose students to modern critical approaches to traditional Arabic Grammar as contained in such works as Ibrahim Mostapha's Ihyá an-Nahw, Makhazoúmi's 'an-Nahw al-c Arabi: Naqd wa Tawjih' and Ibn Mada's 'Al-Raddc alá al-Nuhát. It also aims at giving a detailed study of some selected topics of Arabic Grammar, such as the Construct, the Appositives, Exception, the Adverb of Condition, the Theory of the Agent, the Vocative, the Verbs of Wonderment, the Verbs of Preeminence and Nomen Relativum.

**ARA 4020: The Writings of Nigerian Ulama**

This course is essentially based on a textual study of some selections from literary works of Nigerian authors such as Usman B. Fodio, Abdullahi B. Fodio, Muhammad Bello, Wazir Junaid and Abubakar C. Atiq for analysis, appreciation and comparison with similar works in the Arab World.

**ARA 4040: Modern Arabic Poetry**

This is a more advanced course designed to survey the development of major modern schools of poetry and expose the students to their representative selections.

**ARA 4050: Modern Arabic Prose**

The course will survey the growth and development of the modern Arabic prose. It will also expose the students to the representative selections from the works of novelists, playwrights and essayists.

## **BACHELOR’S DEGREE IN EDUCATION ISLAMIC STUDIES**

### **General:**

This is a discipline area where students study education and Islamic studies leading to the award of bachelor’s degree in Education Islamic studies.

### 2.3.5.1 **Philosophy and objectives of Islamic Studies.**

The programmes philosophy is in line with the national philosophy of education in the country. However, the programme aims and objectives of Bachelor of Arts degree in Education Islamic Studies should be:

- i) To acquaint the student with the broad outlines of Islam as a religion and a ways of life.
- ii) To prepare the student to understand Islam as a culture and civilization.
- iii) To describe Islam to the student according to its own original sources (particularly the Qur’an and the Sunnah of the Prophet).
- ci) To maintain a rigorous scholarly approach to the problems of contemporary Muslim communities with particular reference to Nigeria.
- cii) To place Islam in the context of other world religious traditions especially those the relate to Nigeria.
- ciii) To prepare candidates that would adequately serve the staffing needs of schools and colleges in Nigeria.

### **Programmes and Degree in View**

The programme is known as Education Islamic Studies and the degree in view is B.A. (Ed). Islamic Studies.

### 2.3.5.2 **Basic Admission requirements and expected duration of the Programme.**

Candidates must satisfy the following basic admission requirements:

#### a) **UME: 5 Year Degree Programme**

Five credits at the Senior Secondary School Certificate, one of which must be in Islam Religious knowledge or Grade II Teacher’s Certificate with five Merits in the relevant subjects including Islamic studies.

#### b) **Direct Entry: 4 Year Degree Programme**

University diploma whose duration is three years may be considered for entry into four Year Degree Programme.

- c) In addition, all candidates must obtain credit in English at the Senior Secondary School Certificate Level or its equivalent.

### 2.3.5.3 **Learning Outcome:**

#### a) **Regime of Knowledge**

The programme is to provide students with the:

- i) the knowledge of Islam as a religion and a way of life;
- ii) knowledge of Islam as a culture and civilization;
- iii) knowledge of the origin of Islam and Islamic resources;
- iv) knowledge of contemporary Muslim communities worldwide with particular reference to Nigeria.
- v) Knowledge of Islam tradition in relation to other world religious traditions particularly those in Nigeria.

#### b) **Competencies and skills**

Islamic studies at this level is to provide students with the:

- i) competency in identifying and solving the problems of contemporary Muslim communities particularly in Nigeria.
- ii) Competency in comparing Islam with other religious particularly in Nigeria.
- iii) Teaching skills and methods

#### c) **Regime of Behavioral attitudes**

The programme is to provide students with:

- i) appreciation of Islam as a religion like other religions
- ii) need to develop the attitude of tolerance particularly in their relationship with other religions' adherent
- iii) positive inter-personal attitudes and behaviour.
- iv) Moral uprightness in general living.

#### d) **Attainment levels**

As in section 1.6 for Arabic Studies

#### e) **Resource Requirement for Teaching and Learning**

As applicable to Islamic Studies.



b) **Course Contents and Descriptions:**

a) **Course Contents**

The degree programme in this subject will be based on the following courses throughout the 5 years.

**The five years B. A. (Ed) Islamic Studies  
Course Structure:**

<b>Code</b>	<b>Course Title</b>	<b>Units</b>
EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Education	2

**Specialization**

ISL 1010	Early History of Islam and Jahiliyyah	2
ISL 102	Studies on the Qur'an	2
ISL 103	Studies on the Hadith	2
ISL 104	Iimal-Tawhid	2
ISL 105	The basic Islamic thought and Civilisation	1
		<b>13</b>

**General**

GST 211	History and Philosophy of Science	2
GST 212	Application of Computer	2
GST 222	Peace Studies and Conflict Resolution	2
GST223	Entrepreneurship Studies I (Theory)	2

**Core Courses**

EDU 211	Education Psychology	2
EDU 212	Educational Administration	2

**Specialization**

ISL 201	History of Islam from Al-Khulafa al-Rashidun to the fall of Umayya dynasty	3
ISL 202	Textual studies of the Qur'an Hadith	2
ISL 203	Ibadat (Rituals)	2
ISL 204	The Sources and Development of Islamic Law	2
ISL 250	Iimal-Kalam and the development of Muslim Firaq	2
		<b>23</b>

**General**

EPS 301	Entrepreneurship Education Practice	2
---------	-------------------------------------	---

**Specialization**

ISL 301	Islam in Africa	2
---------	-----------------	---

ISL 302	Islamic Law of Mu'amalat	2
ISL 303	Islamic family Law	2
ISL 304	Studies on the Qur'an	2
ISL 305	Studies on Hadith	2
ISL 311	Interaction in Living	3
		<b>13</b>

### **General**

#### **Core Courses**

EDU 413	Guidance and Counselling	2
EDU 411	Curriculum and Instruction II	2
EDU 412	Special Methods II	2
EDU 422	Special Education	2
EDU 421	Seminar in Islamic Studies	2
ISL 401	Islam in Nigeria	2
ISL 402	Islam Law of Inheritance	2
ISL 403	Laws of Wasiyyah and Wagf	2
ISL 404	Islamic Education	3
ISL 414	Islamic Education	3
		<b>23</b>

### **Year V**

#### **Core Courses**

EDU 500	Teaching Practice (one whole semester)	6
EDU 502	Special Method III (Post Teaching Practice Evaluation/Remediation)	2
EDU 599	Research Project in Islamic Studies	4

#### **Specialization**

ISL 502	The contribution of West African Scholars to Islam	3
ISL 512	Islam in Kanem-Borno	2
ISL 522	Islam and the West	2
		<b>19</b>

2 credit Units Courses in Sociology of Religion or Economics

## b) **Course Descriptions**

**General Studies Courses:** The descriptions of all general Studies (GST) Courses are the same are found under General Studies of section of this document.

### **ISL 101: Early History of Islam and Jahiliyyah to the Death of the Prophet.**

The Course exposes students to learning in the following areas:

1. Arabia during the days of Jahiliyyah.
1. A brief survey of the contemporary world of early Islam.
2. Prophet Muhammed at Makkah
4. Prophet Muhammed at Madinah.

### **ISL 102: Studies on the Qur'an.**

- i) The revelation, compilation and the arrangement of the Qur'an in detail.
- ii) The Makka and Madinan Suwar (Chapters).
- iii) The essence of the Aur'anic Message.
- iv) Selections from al-Aur'an:
  - a) Surat Al-Muzzammil – Chapter 73
  - b) Suratul – Muddaththir – Chapter 74
  - c) Surat Al-Calaq – Chapter 96

Selections are to be done from the different chapters of the Qur'an from year to year.

### **ISL 103: Studies on the Hadith**

- i) The definition of Hadith and Hadith and Sunnah and their importance in Muslim life.
- ii) The development of Hadith from forgery, fabrication and method of sifting Hadith jarh wal-ta' dil.
- iii) Selection from Hadith – 20 Hadith to be taken from Buhkari and Muslim

### **ISL 104: IIM AL-Tawhid**

- i) The meaning and scope of Kalimat al-Tawhid
- ii) Belief in Allah (His Existence, Unity and attribute).
- iii) Belief in the Prophets of Allah
- iv) Revealed scriptures
- v) The Angels
- vi) Pred estiration and free will
- vii) Resurrection

### **ISL 105: The basic Islamic Thought and Civilization**

- a) A survey of the original sources of Islamic thought.
  - i) The essence of Islamic though and Philosophy
  - ii) A survey of contacts of Islamic civilization
  - iii) Concept, nature and scope of Islamic civilization.

**ISL 201: History of Islam from al-khulafa al Rashidion to the fall of Umayya dynasty**

- i) Al-Khulafa Al-Rashidun, Abu bakr al-Saddiq, Umar ibn al-khattab, Uthman ibn Affan and achievements.
- ii) Ummayad dynasty: administration, achievements and the causes of their downfall.
- iii) Abbasid dynasty

**ISL 202: Textual studies of the Qur'an Hadith students will be exposed to studying and learning in the following areas:**

- i) Salat
- ii) Zakat
- iii) Sawm
- iv) Hajj.

**ISL 203: Ibadat (Rituals)**

A comprehensive and detailed study of all Islamic rituals and their roles in character building:

- 1. Salat
- 2. Zakat
- 3. Sawm
- 4. Haji

**ISL 204: The Sources and Development of Islamic Law.**

- i) Definition and scope and Islamic Law
- ii) Sources of Islamic Law
- iii) Development of Islamic Law during the time of the prophet and companions
- iv) The period of Ijtihad and Taglid.

**ISL 205: Iim al-Kalam and development of Muslim Firqah**

- i) Emergence of Firqah in Islam
- ii) The general introduction of the main Muslim **Firqah** and their teachings: Khawarijites, Shi'-ites, Murji'ite.
- iii) Rise and development of Iim al-Kalam with particular reference to al kindj and his school, al-Farabi, Ibn Sina, Ibn.

**ISL 301: Islam in Africa**

The Course will deal with the following areas: spread of Islam in North, East and West African

- i) The development of Islamic Institutions in those regions.

**ISL 302: Islamic Law of Mu'amalet**

- i) Introduction to the Law of Mu'amalt, the essential requisites of valid contracts and the modes of making Sighah.
- ii) Doctrines of Majlis al-aqd-meeting place for formulation of contract, contracting parties and subject matter of contract.
- iii) Consideration and the scope of Islamic Law of contract.
- iv) Specific contracts and dispositions:
  - 1. Aqd al-Bai
  - 2. Ijarah/al-kira
  - 3. Al-Salam
  - 4. Qard
  - 5. Hibah
  - 6. Ji'alah
  - 7. Musara'ah
  - 8. Musaqah
  - 9. Ariyah
  - 10. Muzabanah
  - 11. Wadi'ah
  - 12. Rahn
  - 13. Kafalah
  - 14. Hawalah
  - 15. Sharikah

**ISL 303: Islamic Family Law (2 credits)**

- i) Preliminaries of marriage, marriage contract and the constituents of valid marriage.
- ii) Impediments to marriage and invalid marriages.
- iii) Concept of polygamy, family planning and birth control in Islam.

**ISL 304: Studies on the Qur'an**

- i) Studies of the traditional and intellectual types of tabor
- ii) Aspects of the Sunni, Shiah and Mutazilah tafsir.

**ISL 305: Studies on Hadith**

- i) the study of the terminology of Hadith and Method of its classification – Mustahabi al-Hadith.
- ii) Studies of the six authentic Hadith collections.
- iii) The attitude of the Muslim Firaq towards Hadith.

**ISL 311: Interaction in Living**

Introduction to Judaism, Christianity and Islam

The sources of the three religions with special reference to the history of the texts of:

- The Old Testament
- The New Testament
- The Gospel of Barnabas
- Al-Qur'an.

**ISL 401: Islam in Nigeria**

- i) The spread and development of Islamic Institutions in Nigeria.
- ii) Islam under colonial rule especially a comparative study of the penal systems in Islam (hudud) and the penal code in Northern Nigeria.
- iii) A comparative study of the basic themes with special reference to:
  - 1. Faith
  - 2. Worship
  - 3. Ethics
  - 4. Contribution to human progress especially in the field of thought and science.
- iv) Impact of both Islam and Christianity in Nigeria (especially on Education).
- v) The place of African traditional religion.
- vi) A survey of the comparative studies of religions in Islamic thought e.g. Abu-Hassan al-Amiri and al-Biruni.

**ISL 402: Islamic Law of Inheritance**

- i) Definition, significance and rationale behind the Law of succession.
- ii) Elements of succession (Arkan al-Mirath) and Impediment of inheritance
- iii) Rights and liabilities in the estate and its distribution.
- iv) Legal heirs.

**ISL 403: Laws of Wasiyyah and Wagf (2 credits)**

- i) Wasiyyah (Wills), Definition, formation, legality and conditions of validity.
- ii) Effects of death-sickness on the validity of wills.
- iii) Waqf: Definition, significance, conditions of validity and its administration.
- iv) Terms of Guarantor (Shurut al-Waqif), its legal personality and its Liquidation.

**ISL 404: Studies on the Qur'an (2 credits)**

Comprehensive study of surat al-Ahzab – chapter 33.

**ISL 414 – Islamic Education (3 credits) Special Honours Course**

- i) The Concept of Education in the Qur'an
- ii) The birth and development of Islamic Education under the Prophet's guidance.
- iii) The contribution of Sahaba and Tabi'un to Islamic Education.
- iv) The subsequent history and the development of Islamic Education.
  - a) Institutions: Mosque (Masjid). Madrass including **Nizamaiyyah**, Cordova, Azhar.
  - b) Literature: al-Muhasibi, al-Mawardi and al-Ghazali
- v) Influence of Maghribi writers e.g.
  - a). Ibn al-Hajj

- b) Shawshawi
- c) The Jihad educational Literature

- v) **Islamic Education in West Africa**
  - a) The Qur'anic School
  - b) The islamiyyah and the 'Ilm School
  - c) Islamic Higher Education in Nigeria.

**ISL 502: The contributions of West African Scholars to Islam (3 credits).**

- i) Early beginning and introduction of Islam to West Africa.
- ii) The contact with North Africa.
- iii) Al-Maghili and the Junta 'Ulama'
- iv) Abdullahi Suka, Dan Marina and Danmasani
- v) The Borno 'ulama, Shaykh Muhammad Abdulkrahman al-Barnawi etc.
- vi) The rise of Shaykh Uthman Ibn Fudi and his School.
- vii) Shaykh Umar al-Futi and Al-Bakhai.

**ISL 512 Islam in Kanem-Borno (2 credits)**

- i) The introduction, spread and development of Islam in Kanem-Borno
- ii) Islamization, Islamic Scholarship and Learning
- iii) Origin, development, nature and scope of Islamic Literature in Borno.
- iv) Manuscripts and scope for research.

**ISL 522: Islam and the West**

- i) The attitude of Islam to Ahi al-kitab in:
  1. Al-Qur'an
  2. Al-Sunna
  3. Islamic Law.
- ii) The early relationship and the consequent conflict with the West: i.e. Conquests of Roman Empire, Spain and the encounter with the Crusaders.
- v) The influence of Islam on the West especially in the fields of philosophy and science.
- vi) Western imperialism and the Muslim World:
  - i) The Missionaries
  - ii) The Orientalists
  - iii) The invasion, colonialization and exploitation of the Muslim World in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
  - iv) The cooperation between the West and Zionism against Islam (especially the Palestinian question).
- v) The impact of the West on the Muslim Societies especially in the field of secular education, law, economics and politics.
- vi) The Muslim reactions against the West, with special reference to the reactions of the revivalist and revolutionary movements e.g. al-Sanusiyyah, Jama'ate Islam, al-Ikhwan al-Muslimum, Islamic Revolutions in Iran and Libya.

## **BACHELOR'S DEGREE IN EDUCATION RELIGIOUS STUDIES**

### **General:**

In this discipline area where students study education and Religious Studies for the award of bachelor's degree in Education and Religious Studies.

The degree programme is known as Education Religious Studies and the degree in view is B.A. (Ed). Religious Studies.

2.3.6.1      **Philosophy and objectives of the discipline.** The programmes philosophy is in line with the national philosophy of education in the country while the aims and objectives of Bachelor of Arts degree in Education Religious Studies should be:

- i) To prepare and produce graduates of education who are knowledgeable in the major religious traditions commonly practiced in Africa, namely Christianity, Islam and Traditional Religion and other world religions.
- vi) To equip the products of the programme with knowledge and skills in preparation for employment as teachers of Religious Studies within the Nigerian Education System.

2.3.6.2      **Basic Admission Requirements and expected course duration.**

As in other Education Arts programme. However, a credit pass in Religious studies at the Senior School Certificate is required in addition to other requirements.

2.3.6.3      **Learning Outcomes**

a)      **Regime of Subject Knowledge**

The scope and depth of knowledge required in the study of Religious Studies as an academic subject should cover the following:

- i) Theoretical and hermeneutic study of subjects: detailed historical, systematic and logical progressive discussions of the subject as very essential.
- ii) Various theories and methods of the study of religions in a scientific vein should be employed. The modern hermeneutic and inculturation approach should also be employed.

b)      **Competence and Skills**

Students of Religious Studies should be competent in the analysis and demonstration of the effect of the knowledge acquired in their various learning process to the effect that their life pattern would be affected and so molded.

c)      **Behavioural Attributes**

As a follow up to 4.2 above, the expressive function of Religious Studies should enable the student to function both internally and publicly in accordance with the



tenets of the religious contents. His behavioural attributes should be sharpened and oriented with qualities of precision, politeness, ethics and good morals.

#### 2.3.6.4 Attainment Levels

The level of attainment expected in this subject should reflect the quality of knowledge and skills demonstrated by graduating students. Competence in theory and skill in the practical components would be put into consideration.

#### 2.3.6.5 Resource Requirements for Teaching and Learning

i) **Academic Staff:**

(In the ratio of 1 lecturer to 10 students) well trained Religious Studies Scholars with M.A; and Ph.D qualifications.

ii) **Non Academic Staff**

Departmental Secretary who would be Computer literate, Staff Assistant, (Messenger) and Cleaner; Laboratory technicians to handle the technical aspects of the language laboratory and the Departmental driver and the Clerical Officer.

iii) **Physical Space**

Adequate Lecturers offices and classrooms, functional and well equipped language laboratory and sound-proof rooms and studios, and audio-visual rooms.

iv) **Equipment**

Tape recorders/players  
Public address system  
Computer units/IT facilities

v) **Library and Information Resources**

Well stocked Religious Studies books, journals, reference books in the main and departmental libraries and internet connectivity facilities.

#### 2.3.6.6 Maintenance of Curricula Relevance

i) There should be a regular monitoring of developments in theory and application of the subject.

ii) There should be workshop, seminars, symposia and braintrusts involving employers of labour, lecturers, students and graduates to assess the performance of the products of the course. This will enable the programme to update the contents of the course to make it relevant and develop an effective.

iii) There should be a vibrant structured external assessment system to monitor and maintain curricular relevance.

iv) There should be a research to be carried out to assess the relevance of the curricular from former graduates and use their perceptions to improve upon the programme.

- v) A virile Departmental Alumni Association is to be put in place to monitor former graduates in their employment prospects and the value of their study to their current employment.

### 2.3.6.6 Course Contents And Descriptions

#### a) Course Contents

<b>Year I</b>		<b>Unit</b>
<b>General</b>		
GST 111	Communication in English	2
GST 112	Philosophy, Logic and Human Existence	2
GST 113	Citizenship Education/Nig. Peoples and Culture	2
GST 121	Use of Library Study Skills and ICT	2
GST 122	Communication in English II	2
 <b><u>Core Course</u></b>		
EDU 112	Foundations of Education	2
<b>Specialization</b>		
CRS 101	Source of Christianity	2
ATR 102	Survey of African Traditional	2
ISS 103	Source of Islam	2
REL105	Religion and Human Values	2
CRS 106	Pauline Epistles	2
ISS 107	The Sunnah and the Haddith Project	2
		<b>24</b>
 <b><u>Year II</u></b>		
<b><u>General</u></b>		
GST 211	History and Philosophy of science	2
GST 212	Application of Computers	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Entrepreneurship Studies I (Theory)	2
 <b><u>Core/Compulsory Courses</u></b>		
EDU 211	Educational Psychology	2
EDU 212	Educational Administration	2
 <b><u>Specialization</u></b>		
ATR 201	Introduction to Comperative	3
CRS 202	Introduction to the Gospels	3
ISS 203	Introduction to the Glorious Qur'an	3
ATR 206	African Traditional Religion	3
REL. 207	Introducing Philosophy of Religion	3

IES 208	The Compilation of the Glorious Qur'an	3
		<b>30</b>

### **Year III**

#### **General Courses**

EPS 301	- Entrepreneurship studies II	2
---------	-------------------------------	---

#### **Core/Compulsory Education Courses**

EDU 311	Test and Measurement in Education	3
EDU 323	Elements of Adult Basic Education	2
EDU 302	ICT in Education	2
EDU 312	Special Methods	2
EDU 321	Curriculum and Instruction I	2
EDU 313	Educational Technology	2

#### **Specialization**

CRS 301	The Gospel of St. Matthew	3
ISS 302	The four or the dox Caliphs of Islam	3
CRS 303	History of the Reformation	3
REL 304	Research Methods	3
		<b>25</b>

### **Year IV**

#### **Core Education Courses**

EDU 401	Research Methods and Statistics	3
EDU 403	Teaching Christian Religious Methods	2
EDU 413	Guidance and Counseling	2
EDU 411	Curriculum and Instruction	2
EDU 412	Special Methods	2
EDU 422	Special Education	2
EDU 423	Continuous Assessment (or Equivalent)	2

#### **Specialization (CR)S**

REL 307	History of Religion	3
REL 308	Religion and Human Values II	3
CRS 309	The Gospel of Mark	3
REL 310	Religion Research Methods	3
CRS 401	The Writing of the Old Testament Hailageshiche	3
REL 402	Ethics	3
		<b>33</b>

#### **Year V Core Education Courses**

EDU 500	Teaching Practice (One whole Semester)	4
EDU 599	Research Project in Religious Studies Education	2
EDU 502	Special Method III (Post Teaching Practice Evaluation/Remediation)	2

## **Specialization**

ISS 403	The Science of Islamic Theology	3
CRS 404	The Nigeria Christian History (1880 – 1960)	3
REL 408	Religion of the Nigferian Nation	3
CRS 409	A study of the Book of Acts	3
ISS 410	Contemporary Islamic groups	3
REL 411	Theodicy	3
		<b>26</b>

### **b) Course Descriptions**

#### **CRS 101: Source of Christianity**

This course traces the prophecy about the coming Messiah in the Old Testament and which finds its fulfillment in the birth of Jesus Christ.

#### **ATR 102: Survey of African Traditional Religion**

This is a general survey of the main features of African Traditional Religion across Africa, West, East and Central. It is to acquaint students with the main contents of traditional religion for the first time.

#### **ISS 103: Source of Islam**

This is a brief treatment of the economic, social and political situations in Arabic before revelation came to Prophet Muhammed. A brief statement in the life history of Prophet Muhammed and how he gathered the first companions around him.

#### **REL 105: Religion and Human Values I**

This course emphasizes human dignity as opposed to whatever technological advantages man may accrue, important as these are. The population of religious traditions, oral or written which sanction this emphasis. Ethnic Chauvinism and Human Rights.

#### **CRS 106: Pauline Epistles**

St. Paul wrote before the Gospels were written. Paul's conversation and the main contents of his letters.

#### **ISS 107: The Sunnah and the Hadith of the Prophet**

Explanation of the Sunnah and the Hadith is given. Their importance in the formulation of Islamic Theology is pinpointed.

#### **ATR 201: Definitions of Religion: A variety**

The course treats the various definitions of religion and analyses them.

#### **CRS 202: Introduction to the Gospels**

In broad outlines, this course seeks to give aims and objectives to the first four books of the New Testament as centred on the Lord Jesus Christ.

#### **ISS 203: Introduction to the Glorious Qur'an**

The nature, the purpose and the main contents of the Qur'an are given.

**ATR 206: African Traditional Religion and Culture**

This course seeks to establish a correlation between religions and cultures. Specific instances where one evolves from the other and vice versa are given.

**REL 207: Introducing the Philosophy of Religion**

The task of philosophy is given. The course seeks to answer the main questions raised against religious themes as well as understanding these philosophical objections.

**ISS 208: The Compilation of the Glorious Qur'an**

The manner and the ways in which revelation was received by Prophet Muhammed are treated. The importance of the Kara' and the final versions of the Qur'an.

CMP 300 & 301 up to 6 Credit Units

**CRS 301: The Gospel of St. Matthew**

The purpose, date, author and contents of the Gospel is given. Special attention is paid to the Sermon on the Mount (for Luke it is sermon on the Plain).

**ISS 302: The Four Orthodox Caliphs of Islam**

The succession of the caliphate is traced from the Prophet to Ali with a life history of each caliph. Attention is given to the controversy of succession that arises after the fourth caliph.

**CRS 303: History of the Reformation**

The course is introduced with a reflection on the condition of the Catholic (Universal) Church, the Renaissance and then it dwells on the contribution of Martin Luther and its consequences since then.

**REL 304: Research Methods**

The student is exposed to various methods employed for the various disciplines, the course then makes a distinction between the empirical and the numinous where even within the numinous there are differences in the science of interpretation (compare this harmonic and the usual). Method of proper documentation oral or written.

**REL 307: History of Religions**

Based on REL. 204, the course goes deeper into exploring thematically what the various religions seek to reveal to the world and how these various themes control man's existence.

**REL 308: Religion and Human Values II**

Based on REL 105: the course probes further and raises such important questions to human healthy existence as honesty, care for the needy, integrity; mutual respect, good name as opposed to ill-gotten wealth, hardwork, egotism and what effects these have on the immediate society and the nation at large.

**CRS 309: The Gospel of St. Mark**

The purpose, date, author and the main contents of the Gospel. Consider the priority of Mark over the other synoptic Gospels. Introduce the synoptic problem.

**REL 310: Religious Research Methods**

Based on REL 204 Special Methods of obtaining religious information are explored. A definite method of documentation (whether MLA or Macmillan or any other type) should be adopted by the Department.

**CRS 401: The Unity of the Old and New Testaments:**

Heilsgeschichts

This course considers in detail the unity of the Holy Bible through the control means of salvation history: Heilsgeschichts.

**REL 402: Ethics**

The course begins by defining ethics generally and then adopts some of the central themes as pertaining to the biblical material.

**ISS 403: The Science of Islamic Theology**

The course examines in details the various issues which guide the formulation of Islamic Theology. It also considers methods of recognizing false Islamic doctrines.

**CRS 404: The Nigerian Church History: 1864-1960**

This is a study of the Missionary activities and churches in Nigeria of the 19<sup>th</sup> and 20<sup>th</sup> centuries. It discusses these activities as they took place in the South and North of the Country with a word about their contribution to the development of Nigeria.

**REL 408: Religion and the Nigerian Nation**

This course is designed to expose the student to the problems of religion and state. The contributions of religion to national ethical values. Positive and negative contributions of religion to state and the world.

**CRS 409: A study of the Book of Acts of the Apostles**

The course treats the questions of authorship, date, audience, purpose and contents of the book. Historical links are made with Paul's letters where possible.

### 2.3.7. **BACHELOR'S DEGREE IN EDUCATION/HISTORY/ INTERNATIONAL STUDIES (B.A. Ed History)**

#### **General**

In this programme, students study History, Current Affairs, Foreign Policy and Internal Relations leading to the award of B.Ed History and International Studies.

#### **2.3.7.1 Philosophy and Objectives of the degree programme.**

a) The subject matter of History, distinguishing it from other Humanities and Social Sciences, consists of the attempts of human beings in the past to organize life materially and conceptually, individually and collectively, while the object of studying these things is to widen students' experience and develop qualities of perception and judgment. History provides a distinctive education by providing a sense of the past, an awareness of the development of differing values, systems and societies and the inculcation of critical yet tolerant personal attitudes. History's reciprocal relationship with other disciplines can have an important influence on the experience of the student of the subject.

#### **b) Objectives of the Programme**

- i) To provide students with advantages usually associated with historical training, viz: critical and analytical faculty and balanced judgement.
- ii) To give students, especially in our content, a thorough understanding of Nigerian History and Historiography planted firmly in the context of African History and Historiography.
- iii) To educate students on historical movements of global importance from other continents to enable them to acquire a better knowledge of the world and thus promote world peace.
- iv) To make students comprehend the historical forces and developments which have shaped and are still shaping the lives of the peoples of Nigeria, Africa and the world entirely.
- v) To develop a sense of commitment and capacity to consciously relate to these forces and developments in such a way that Nigerian and African unity, independence and prosperity can be achieved.

#### **2.3.7.2 Basic Admission Requirements**

The admission requirements are basically the same as general faculty requirements. Credits in English language and in History or Government at Senior Secondary School Certificate level or equivalents are required.

The degree programme has a 5-year (10 Semester) duration in the case of SSCE holders and lasts 4-year (8 Semesters) for those who enter with NCE and 'A' level qualifications or equivalents.

### 2.3.7.3 Learning Outcomes

#### a) **Regime of Subject Knowledge**

The study of History at the undergraduate level is characterized by a diversity of periods, cultures, methodologies and conceptual assumptions but there are a number of central requirements which can be specified. These are: time frame, geographical range, contemporary sources, reflexivity, diversity of specialisms and on extended piece of written work.

#### b) **Competencies and Skills**

It should be taken as axiomatic that students must progress and that well-designed programmes facilitate their progression. History programmes do not impart knowledge and skills to be passively absorbed: reading, discussion and writing, and engagement, exploration and discovery are essential. But the importance of historical knowledge must be stressed. The historian's skills and qualities of mind are developed through the processes of acquiring, evaluating and discussing historical knowledge in the courses and the independent study that History degree programmes demand.

The learning outcomes of a History degree programme have to be seen in terms of particular pieces of student work – either written or spoken – in which crucial tests are understanding texts and marshalling an argument. Accordingly, the ability to deploy ideas and information, to show conceptual grasp and to shape argument becomes difficult to separate in assessment practice from the ability to display appropriately relevant, wide and diverse historical knowledge.

The generic skills acquired through the study of History, in addition to those items for Education disciplines as a whole, are:

- i) Self-direction and initiative;
- ii) Ability to work with others, and have respect for others' reasoned views;
- iii) Ability to gather, organize and deploy evidence, data and information; and familiarity with appropriate means of identifying, finding, retrieving, sorting and exchanging information;
- iv) Analytical ability, and the capacity to consider and solve problems, including complex problems in the school and outside;
- v) Ability to impart knowledge to the learners which is capable of transforming them;

#### c) **Behavioural Attributes**

Statement on the minimum acceptable ethics and other behavioural attributes consistent with the particular discipline and with the tenets of a liberal education.



All graduates in Education History should show evidence of the following:

- i) custody of a substantial body of historical knowledge;
- ii) the ability to develop and sustain historical arguments in a variety of literary forms, formulating appropriate questions and utilizing evidence;
- iii) an ability to read, analyse and reflect critical and contextually upon historical texts;
- iv) an understanding of the varieties of approaches to understanding, constructing, and interpreting the past; and, where relevant, a knowledge of concepts and theories derived from the Humanities and Social Sciences; and other source materials;

#### 2.3.7.4 Attainment Level

Statement on the minimum levels of the attainment of cognitive and skill competencies for the award of different classes of degrees where applicable.

The study will be judged on the combination of coursework and project (long essay) attainment in the usual categories of Excellent (First Class), Very Good (Second Class Upper Division), Good Enough (Second Class Lower Division), Fair (Third Class).

#### 2.3.7.5 Resource Requirement for Teaching and Learning in the Programme

Statements on the minimum expectations of resource capacity to enable effective teaching and learning in respect of:

**a) Academic Staff**

Each Department should have a good mix of teachers in the various aspects of the discipline of History.

A staff/student ratio of 1:10 is recommended for effective teaching and for a more vigorous and result-oriented tutorial system, a heritage from the 'Oxbridge' tradition that should be cherished. The present ratio of 1:20 or in some cases 1:25 is considered too high.

**b) Non-Academic Staff**

Inevitably, in our new computer age, the number of typists and other non-academic staff will get as the years move on. Essential laboratory and administrative personnel will continue to fulfill vital functions within the Department.

**c) Academic and Non Academic Spaces**

Adequate spaces must be provided for lectures, seminars and tutorials.

**d) Academic and Administrative Equipment**

Relevant equipment such as maps and charts and listening/watching audio-visual materials must be provided.

e) **Library and Information Resources**

Adequate and up-to-date books, journals, audio tapes, video tapes, video-discs, etc, should be provided for both the teacher and the taught.

A Departmental Library or a Departmental section of a Faculty Library would be an advantage.

2.3.7.6 **Course Contents And Descriptions**

a) **Course Contents**

**5 Year Programme**

**Year I**

**General Courses**

<b>Code</b>	<b>Course Title</b>	<b>Units</b>
GST 111	Communication in English	2
GST 112	Philosophy, Logic and Human Existence	2
GST 113	Citizenship Education/Nig. Peoples and Culture	2
GST 121	Use of Library, Study Skills and ICT	2
GST 122	Communication in English	2

**Core Courses - Education**

EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Education (Philosophy, History And Sociology)	2

**Specialization**

HIS 101	Nigeria from the 1500 to 1800 AD	3
HIS 103	History of West Africa from 1500 to 1800 AD	3
HIS 102	History of Africa from 1500 to 1800 AD	3
HIS 106	Islamic Revolutions in West Africa	3
HIS 105	Introduction to Economic History	3
HIS 108	Major World Civilizations	3
		<b>32</b>

**Year II**

**General Courses**

GST 211	History and Philosophy of Science	2
GST 212	Application of Computer II	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Entrepreneurship Studies I (Theory)	2

## Core/Compulsory Courses - Education

EDU 211	Educational Psychology	3
EDU 222	School and Society (Sociology of Education)	3
EDU 212	Educational Administration	3
EDU 203	Adult Basic Education	3

### Specialization

HIS 201	Nigeria from 1800 – 1900	3
HIS 202	Economic History of Nigeria in the 19 <sup>th</sup> Century	3
HIS 203	History of Southern Africa from Circa 1400 to the present Eastern Europe	3
HIS 204	History of Latin America from 15 <sup>th</sup> Century to the 20 <sup>th</sup> Century	3
		<b>31</b>

## Year III

### General

EPS 301	Entrepreneurial Education II (Practical)	2
---------	--	---

### Core Courses

EDU 311	Test and Measurement	2
EDU 313	Educational Technology	2
EDU 312	Special Methods	2
EDU 302	ICT in Education	2
EDU 321	Curriculum and Instruction I	2

### Specialization

HIS 301	Nigeria from 1900	3
HIS 302	History Research Methodology I	3
HIS 303	Nigeria during the Inter-War period	3
HIS 304	USSR from 1905-1950	3
HIS 305	Economic History of the USA in the 19 <sup>th</sup> Century	3
HIS 306	Comparative Industrial Growth USA, USSR, Japan, China and Britain	3

### Elective

HIS 310	Japan from the Tokugawa to the Meji Restoration	3
HIS 312	Capitalism, Communism and Mixed Economy	3
		<b>36</b>

## Year Iv

EDU 413	Guidance and Counselling	2
EDU 422	Special Education	2
EDU 411	Curriculum and Instruction II	2
EDU 401	Research Method and Statistics	2
EDU 412	Special Method II	2

### **Specialization**

HIS 401	Nigeria from 1970 to the present	3
HIS 402	History Research Methodology II	3
HIS 403	Economic History of Nigeria in the 20 <sup>th</sup> Century	3
HIS 404	OAU a study of African International Relations	3
HIS 405	Comparative Parliamentary Studies (Nigeria, Britain, France and India)	3
HIS 407/307	History of the Commonwealth	3
HIS 408/308	Africa and the outside world in the 20 <sup>th</sup> century	3
HIS 409/309	Problems and Prospects of Regional Economic Development in West Africa	3
		<b>34</b>

### **Year V**

#### **Core Courses**

EDU 500	Teaching Practice (One whole Semester)	6
EDU 599	Research Project in History Education	4
EDU 502	Special Method III (Post Teaching Practice Evaluation/Remediation)	2

#### **Specialization**

HIS 506/406	Contemporary History of the Middle East	3
HIS 508/408	War and Peace in the 20 <sup>th</sup> Century	3
HIS 511/411	Land and Labour in Africa 1850-1950	3
HIS 512/412	Philosophy of History	3
HIS 513/413	Modern African Political Thoughts	3
		<b>27</b>

#### **NOTE**

Students should be guided to take the required courses related to History taught in the Secondary Schools and Colleges of Education.

#### **b) Course Descriptions**

##### **HIS 101: Nigeria from 1500 to 1800**

The course is to highlight historical developments in the Nigerian region from about 1500 to 1800 A.D. including state formation and inter-group relations in the areas of political, religious, economic and socio-cultural activities.

##### **HIS 102: History of Africa From 1500 to 1800 AD**

The course examines some of the internal and external factors of change and reactions to such changes in the Northern, Western, Eastern and Southern regions of Africa.

##### **HIS 103: History of West Africa from 1500 to Present**

The course highlights historical developments of the West African kingdoms and empires, the internal factors of change such as politics, agriculture, industry, trade and inter-group relations,

as well as external factors of the Arabs and the Europeans, including the role and impact of Islam, Christianity, trade, colonialism, independence and the current struggle for survival.

**HIS 104: North Africa from the first Conquest of Egypt to 1500 A.D.**

A discussion of Egypt and the beginnings of civilization, its occupation by foreign powers including Libya, the Greeks and the Romans. The spread of Islam, the North African States, and their relations with West Africa will also be examined.

**HIS 105: Introduction to Economic History**

An examination of the general relevance of economic motivation and economic explanation for political and socio-cultural historical activities.

**HIS 106: Islamic Revolution In West Africa**

A general discussion of the state of Islam, its stages of development in West Africa as a religion of aliens, the traders, the rulers and the militant Scholars and Masses. The jihads of the Futas, Hausa land, Masinne and the Tukulors.

**HIS 107: Archaeology of the Nok, Benin, Oyo and Igbo-Ukwu Areas**

Archaeology, its meaning, development and methods. An exploration of the general principles and techniques of the discipline, the relevance of inter-disciplinary approach to the study of history, reconnaissance, excavation, artifact study and museums.

**HIS 108: Major World Civilizations**

A general survey of some of the major world civilizations and some of their major contributions to historical developments e.g. the Egyptians, the Arabs, the Greeks, the Romans, the Chinese and the Europeans.

**HIS 109: Europe to the Age of Revolution**

A survey of European history highlighting fundamental developments such as the early economic and social institutions, feudalism, the Renaissance, Reformation in the Christian Church, the Age of Discoveries, Mercantilism, the New Scientific views of the world, the Age of Enlightenment, the American and French Revolutions.

**HIS 110: Blacks in the Diaspora**

This is a study of the dark communities found outside Africa in other areas of the world, the factors of their dispersal and their role in contemporary world affairs.

**HIS 111: History of Africa from 1000 – 1500 A.D.**

The course examines the old empires and kingdoms that existed during this period in the Western Sudan, West Africa, North Africa, East Africa and Southern Africa; and the significance of trans-Saharan and post trans-Saharan contact and impact on the people.

**HIS 201: Nigeria from 1800 – 1900**

The course examines some major developments, including internal and external factors which brought the Nigerian communities into a nation state.

**HIS 202: Economic History of Nigeria in the 19<sup>th</sup> Century**

A survey of the major units and institutions of production and distribution and their impact. The interaction and interconnection between economic activities and politics.

**HIS 203: History of Southern Africa from C. 1400 to the present**

A survey of internal developments in the South Africa region and the external factor of the Europeans as adventurers/explorers, settlers miners and rulers.

**HIS 204: History of Latin America from 15<sup>th</sup> Century to the 20<sup>th</sup> Century**

The early empires and civilizations: The Incas and the Aztecs (Peru and Mexico); contact with Europe from the times of their explorations, the Spanish and other colonialisms, the struggle for independence including the foreign factors. Developments after independence should also be highlighted, including the railway boom, the French adventure, as well as the 20<sup>th</sup> Century problems of governments in the area: revolutions and instability.

**HIS 205: History of the U.S.A. since 1877**

A survey of historical developments including the background of colonial America, the War for independence, the Civil war, Reconstruction, Discussion of Industrialisation, Migrations, the Emergence of America as a world power, America in World Affairs as influenced by internal and external factors and developments.

**HIS 206: History of Russia in the 19<sup>th</sup> Century**

The course discusses some historical developments in Russia highlighting Russia under Alexander I, Russia and the Ottoman Empire up to the Crimean War, 1853-56 and the effects of the war, Serfdom, and emancipation of 1861 under Tsar Alexander II. The growth of the press and universities and the emergence of a critical intelligentsia and revolutionary Marxism and industrialization in the late 19<sup>th</sup> century will also be discussed.

**HIS 207: Africa and European Imperialism**

This course will examine the internal and external factors and developments which created the setting both in Europe and Africa for European imperialism. It will also highlight its impact on Africa and the world generally.

**HIS 208: History of East and Central Africa since 1800 A.D.**

The course examines efforts of state formation and consolidation in this region analyzing the internal as well as the external factors of warfare and conquests, trade, the Arabs and the Europeans; imperialism, independence movements, regional organizations and the struggle for survival.

**HIS 209: History of the Ottoman Empire and North Africa since 1590**

The course surveys a general history of North Africa and the Ottoman empire since the 16<sup>th</sup> Century using the fall of Constantinople as a background, and highlighting subsequent developments of Ottoman Turkey in international relation to the Treaty of Kutchuk Kainarji 1774, affairs of the 19<sup>th</sup> century, such as the Crimean War, 1853-56 and the other crises, the Young Turks, 1908, the Balkan wars, 1911-1913, the First World War, the Middle East since 1945, the question of Israel, Zier 1956, the Arab League, the Sheiklydoms, Oil and International politics.

**HIS 210: Europe from the French Revolution to 2<sup>nd</sup> World War**

Discussion of the impact of the French Revolution on Europe and the subsequent developments leading to the First World War, the inter-war years and the second World War and their impacts.

**HIS 211: Economic History of West Africa in the 19<sup>th</sup> And 20<sup>th</sup> Centuries**

A general survey of the major economic developments and activities of the West African region in the 19<sup>th</sup> and 20<sup>th</sup> centuries highlighting the motivating factors of demand and supply from within, and the external factors of the Europeans and their industrial revolution, the pattern and nature of trade and the link between economic activities and political developments.

**HIS 301: Nigeria from 1900 – 1970**

A study of 20<sup>th</sup> Century Nigeria, highlighting the increasing role of the European factor in the internal developments of the area, the fall of the indigenous state systems, colonialism, decolonization, independence and the post-independence problems – crises, civil war and survival.

**HIS 302: History Research Methods I**

A detailed discussion of available sources of information, the methods of collecting, analyzing and evaluating historical data.

**HIS 303: Nigeria During the Inter-War Period**

A discussion of colonial Nigeria and her experience as a dependency, especially during the period of depression. Nationalism and development of political institutions will also be examined.

**HIS 304: USSR from 1905 – 1950**

The course examines the Russian Revolution, its antecedents, the roles of social Revolutionaries, Mensteviks and Bolsheviks; Lenin and his leadership; the Revolution of 1917, the Civil War, 1919 – 1920, Stalin and “Socialism in one Country”, Russia in the second world war, and the cold war.

**HIS 305: Economic History of the USA in the 19<sup>th</sup> Century**

A survey of economic development in the USA highlighting the issue of slavery, the civil war, and the reconstruction after 1865 and industrialization in the later 19<sup>th</sup> Century.

**HIS 306: Comparative Industrial Growth U.S.A, USSR, Japan, China and Britain**

This is to examine the different approaches adopted by the various industrial powers of the world, against their different backgrounds and settings, to achieve industrial development. The third world countries can see these approached as examples.

**HIS 307: History of the Commonwealth**

The course examines the process, arguments and activities by which the old British Empire ruled from Whitehall and how it has been transformed into a commonwealth of independent and friendly nations – the Imperial Federation idea, colonial conferences, 1897, 1902, 1887, 1911, the first world war and its effects, Imperial Conference 1917, 1921, 1923, 1926, the Balfour Declaration. 1931 statute of West Minister, the Empire – Commonwealth in the 1930s, World War II and its effects, independence of India, Pakistan, Ceylon, Malaya, Ghana, Nigeria etc. Modern Prime Minister, and other Commonwealth Conferences. The case of South Africa and the Commonwealth.

**HIS 308: Africa and the outside World in the 20<sup>th</sup> Century**

This course examines political and economic development within Africa as well as the international relations within the African countries on the one hand and between the African

States and the outside world on the other. The processes of colonization, independence movements, neo-colonialism are highlighted as well as some of the effects of the African States in regional and continental organizations, to solve the problems of poverty and political instability.

**HIS 309: Problems and Prospects of Regional Economic Development in West Africa**

The course examines the various regional organizations in West Africa which have been set up by the joint efforts of West African States to facilitate economic developments. The problems encountered and the prospects of such efforts are discussed.

**HIS 310: Japan from the Tokugara to the Meiji Restoration**

A survey of the early history of Japan up to the era of Emperor Meiji, 1868 – 1912.

**HIS 311: Problems and issues in African Historiography**

This course examines the Historiography, meaning of History to the African, the written and non-written sources available for historical writing: works of Muslim writers, works of European and African Writers, oral tradition, Archaeology, Linguistics, Anthropology. Inter-disciplinary approach to the study of African history: African history and the Social Science; contemporary African history and politics.

**HIS 312: Capitalism, Communism and Mixed Economy**

This course examines the three types of economic systems of capitalism, communism and mixed economy, highlighting the modes of production and distribution and the problems associated with each type.

**HIS 401: Nigeria from 1970 to the present**

This is a study of contemporary Nigerian history. The course examines the political, economic and social developments since the end of the Civil War; efforts of reconstructions, the oil boom, the second Republic, the military intervention, economic depression and current transition programme.

**HIS 402: History Research Methods II (to be offered in the 1<sup>st</sup> Semester**

A critical analysis of historical source materials and the various methods and approaches to exposition. This should include practical exposure to the Library, the Archives, and Field Work for the collection of Oral tradition.

**HIS 403: Economic History of Nigeria in the 20<sup>th</sup> Century**

The course examines the factors of change and continuity in the patterns of economic activities in Nigeria: The political and economic antecedents, the colonial setting, the new pattern of demand, the infrastructural facilities and the exploitation of agricultural and mineral resources. Manpower needs, training and the issue of labour. The changing patterns of production units including capital accumulation, banking, industries and the role of the entrepreneurs – individuals, companies, multinationals and the government.

**HIS 404: O.A.U. – A study in African International Relations**

The course examines the origins, emergence, organization and the roles of O.A.U at various levels. The problems and prospects are also analysed and evaluated.



**HIS 405: The Development of the Parliamentary Systems (Britain, France and India)**

A comparative discussion of the parliamentary systems as practiced by Britain, France and India: Common trends and distinguishing differences are identified and explained against the varying historical experiences of the communities involved.

**HIS 406: Contemporary History of the Middle East**

This course examines the contemporary history of the Middle East. It highlights the second world war, the creation of Israel and the attendant problems, the Suez crisis, the Arab Leagues, Oil and International politics, the new trends of accord.

**HIS 407: Special Paper**

This is a documentary study of a historical topic selected from a range of options offered by experts in the department.

**HIS 408: War and Peace in the 20<sup>th</sup> Century**

The course examines the major world wars – first and second, the crises in Vietnam, the Middle East, Angola and Southern Africa, the emergence of the world super powers, the Cold War and threat to peace. It also examines the efforts to resolve world crises through international organizations – the League of nations, the United Nations Organisation and its agents and the competing World Block – NATO and the Warsaw Pact. The development of dangerous and expensive weapons by the super-powers against the background of poverty in the third world countries.

**HIS 409: Long Essays**

Original projects based on research. Topics are selected by students guided by their supervisors and approved by the department.

**HIS 410: History of Science and Technology from 1500 – 1980**

This is a survey course highlighting the developments which have taken place in Science and Technology.

**HIS 411: Land and Labour in Africa**

The course examines the issues of land and labour in Africa highlighting the traditional land tenure systems in Africa, the changing patterns of need in response to internal and external dynamics of change, e.g. population explosion, changing agricultural patterns (Plantations and Large holdings instead of small holdings), the European settler problems etc. and the emergence of Landless individuals and communities. It also highlights the history of labour from the stage of self-employment to hired (wage) and organized labour and their unions and government control.

**HIS 412: Philosophy of History**

The course examines the nature of history, its development as a discipline and its relevance to the society.

**HIS 413: Modern African Political Thought**

This course examines the origins, influences on, and the contents of modern African Political thoughts through their selected exponents.

**HIS 414: Post Cold War**

## 2.3.8 **BACHELOR'S DEGREE IN EDUCATION/MUSIC**

### **B. ED MUSIC**

#### **General**

This is a discipline area where students study education and Music, leading to the award of the Bachelor's degree in education and Music.

The degree programme is known as education Music and the degree in view is B.Ed Music.

#### **2.3.8.1 Philosophy and Objectives of the discipline**

The programmes philosophy is in line with the national philosophy of education in the country, while the aims and objectives of the Bachelor of Arts degree in Education Music are as follows:

- a) To prepare and produce graduates of education Music who will be competent in Music both in a global sense and in a continental African sense with an understanding of the art and science of music and a grasp of the tools for the appreciation, analysis and practice of World Music and African Music and an ability to communicate these principles to others.
- b) To prepare students for professions in the practice or teaching of Music at various levels in the field of education, other avenues of private and public use and in entertainment.
- c) To lay a foundation for music students at postgraduate and other levels in Music leading to professions in Music including teaching at the tertiary level.

#### **2.3.8.2 Basic Admission requirements and expected duration of the programme**

**UME:** As in other arts subjects provided Music is one of the required admission subjects. As in other Education Arts programme. However, 5 credit pass in Senior School Certificate is required in addition to other requirements.

The degree programme in this subject will be based on the following courses throughout the 5 years.

#### **2.3.8.3 Learning Outcomes**

##### **a) Regime Of Subject Knowledge**

The graduate of music should be competent in the history, literature and modes of music and should be skilled in music practices in chosen areas.

b) **Competencies and Skills:**

Cognitive abilities and skills: relating to intellectual tasks including problem solving in the specific discipline.

The graduate of Music should have cognitive abilities and skills in the specific area and the ability to appreciate and in appropriate contents create in Music.

Practical Skills: relating to the conduct of laboratory or field work or both in the specific discipline.

The graduate of Music should be either skilled in vocal and/or instrumental performance or in its appreciation.

General skills: relating to non-subject specific competencies, e.g. computer literacy, numeracy, problem-solving, communication skills interpersonal skills, organizational skills, IT skills and life-long learning abilities.

The graduate of Music of our new twenty-first century should take full advantage of technological development especially the computer revolution that has advanced the study of Music. He/she should also be a problem-solver, a good communicator organizer and innovative.

c) **Behavioural Attributes**

The graduate of Music should be able to retire into solitude to reflect and/or create and should be aware of and respect the needs of fellow musicians especially in the tasks of group creations. He/she should encourage creativity and innovativeness in other people.

2.3.8.4. **Attainment Levels**

Statement on the minimum levels of the attainment of cognitive and skill competencies for the award of different classes of degrees where applicable.

The student will be judged by the combination of theoretical and practical attainments appropriate to Music in the usual categories of Excellent (First Class), Very Good (Second Class Upper) Good Enough (Second Class Lower), Fair (Third Class), Just Fair (Pass). No inadequate candidate can be awarded a B.A. Degree in Music.

2.3.8.5 **Resource Requirement for Teaching and Learning in the Programme**

Statements on the minimum expectations of resource capacity to enable effective teaching and learning in respect of the programme.

a) **Academic Staff**

Each Department or Unit should have a good component of teachers of history, form, genres and styles of Music and of vocal and instrumental work.

A staff/student Ratio of 1:10 (or even lower) is recommended for effective teaching and guidance through the intricacies of a complex discipline.

- b) **Non-Academic Staff**  
The need for technologists of Music and of basic laboratory and teaching assistants should always be recognized. Full advantage should be taken of the technological resources of our new computer age. In this regard non-academic staff will inevitably be smaller in numbers as the years roll on.
- c) **Academic Physical Spaces**  
Adequate spaces for classroom, laboratory and rehearsal/performance work should be ensured.
- Equipment**  
Music equipment both in the scientific sector and in the ethnic sectors tend to be expensive but their provision is crucial to the successful teaching of Music.
- d) **Library and Information Resources**  
Adequate and up-to-date books, journals, audio tapes, video tapes, video-discs, etc. should be provided for both the teacher and the taught.

### 2.3.8.6 Course Contents and Descriptions

#### a) Course Contents

#### Year One – 5 Year Programme

<b>General Courses</b>		<b>Unit</b>
GST 111	Communication in English I	2
GST 122	Communication in English II	2
GST 112	Philosophy, Logic and Human Existence	2
GST 113	Citizenship Education/Nig. Peoples and Culture	2
GST 121	Use of Library, Study Skills and ICT	2

#### Core Courses in Education

EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Education	2
		<b>14</b>

#### Specialization

Take 6 Courses in Music and in the Draft BMAS for Arts.

#### Year II

<b>General Courses</b>		
GST 211	History and Philosophy of Science	2
GST 212	Application of Computer II	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Entrepreneurship Studies I	2

**Core/Compulsory courses**

EDU 211	Educational Psychology	2
EDU 212	Educational Administration	2
		<b>12</b>

**Specialization**

Take 6 courses in Music as in the Draft BMAS for Arts.

**Year III****General**

EPS 301	Entrepreneurial Education II (Practical)	2
---------	--	---

**Core Courses**

EDU 311	Test and Measurement	2
EDU 313	Educational Technology	2
EDU 312	Special Methods	2
EDU 302	ICT in Education	2
EDU 322	Curriculum and Instruction I	2
		<b>12</b>

**Specialization**

Take 6 Courses in Music as in the BMAS for Arts

**Year IV****Core Education Courses**

EDU 401	Research Method and Statistics	2
EDU 413	Guidance and Counselling	2
EDU 422	Special Education	2
EDU 411	Curriculum and Instruction II	2
EDU 412	Special Method II	2
		<b>10</b>

**Specialization**

Take 7 Courses in Music as in the Draft BMAS for Arts

**Year V****Core Education Courses**

EDU 500	Teaching Practice (One whole Semester)	6
EDU 599	Research Project in Music Education	4
EDU 502	Special Method III (Post Teaching Practice evaluation/Remediation)	2
		<b>12</b>

## **Specialization**

Take any 6 courses from Music education area as in the BMAS.

### **b) Course Descriptions**

#### **MUS 101: Music as an Art and Science**

An inquiry into Music as a humanistic expression. The creative genius of man through the ages and in various races and cultures, employing the elemental tools of rhythm, melody, harmony and tone colour. A non specialized inquiry into the scientific properties of musical sound (such as frequency and intensity) and their psychological counterparts (such as pitch and volume), and an elementary discussion of musical acoustics.

#### **MUS 111: Rudiments of Music**

Beginning music theory, including notation of rhythms, scales, intervals, chords, and general rudiment of music. Study of musical terms and basic musical forms.

#### **Theory:**

#### **MUS 121: Foundations of Musicianship I**

Ear Training, including notation of rhythms, scales, intervals, and chords. Sight singing and rhythmic coordination of sight and sound. Melodic, harmonic and rhythmic dictation (including African tunes).

#### **MUS 122: Tonal Harmony I**

Elementary diatonic harmony in 2, 3 and 4 parts employing a harmonic vocabulary up to and including the chords of the Dominant 7<sup>th</sup>.

#### **MUS 131: Survey of History of Western Music**

A general survey of the history and development of Western Music and musical forms from the earliest times to the present day.

#### **MUS 141: African Music I**

A survey of the role and function of music among the peoples of black Africa. Traditional music in society, influences by external forces. African musical instruments and performance techniques.

### **Practical Performance**

#### **MUS 151: Basic Piano**

Instruction in basic keyboard skills for beginners. Class piano lessons, with about 4 hours of individual (private) practice per week required of each student.

#### **MUS 161: Elementary Instrument or Voice 1 Unit**

Individual or class lessons, with about 4 hours of (private) practice each week required of the student.

### **Ensemble and Performing Groups**

**MUS 171: University Chorus**

A large (or fairly large) mixed voice chorus performing music by African and Western composers.

**MUS 173: University Glee Club**

A fairly large male voice group singing all kinds of music for male voice, from serious sacred works to Glee's, folk songs (especially those of Africa), and even popular songs.

**MUS 174: University Band/Orchestra**

Routine band (or orchestra) experience employing material suitable for school and community use. Study and performance of works from the repertory of the orchestra and/or concert band.

**MUS 175: African Instrumental Ensemble**

Utilisation of various combinations of indigenous and other African musical instruments in order to achieve authentic and “new” African orchestral sound. Opportunity for improvisation and experimentation under the supervision of the instructor. Traditional and/or choreographed dances may be performed by the group.

**200 Level****Required Course from Outside the Department**

English Language/Literature

Further Linguistics

African (Nigerian) Languages and Literatures

Western European Languages (French, German, Italian)

Philosophy and Aesthetics

Education.

**MUS 221: Foundation of Musicianship II**

Further Ear Training. Higher drills in the coordination of sight and sound. Sight singing and more difficult melodic, harmonic and rhythmic dictation (including African tunes) than in MUS 121.

**MUS 222: Tonal Harmony II**

Practice in homophonic writing employing an increased harmonic vocabulary than MUS 122, including 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup> and 13<sup>th</sup> chords, Suspensions and Modulations.

**MUS 223: Modal Counterpoint I**

Species Counterpoint in 2 or more parts in the five commonly employed ecclesiastical modes. Study of some of the works of 16<sup>th</sup> Century composers, such as Palestrina, Lassus, Morley and Byrd.

**MUS 231: Western Music Before 1750**

The history of Western Music in some detail, including the study of musical forms, from antiquity to the death of Bach and Handel. The course will be divided into sections:

- a) Antiquity and Medieval,
- b) Renaissance, and
- c) Baroque.

**MUS 241: African Music II**

A study of the historical, literary and aesthetic aspects of African music, with particular reference to specific Nigerian culture groups. Similarities and differences among various linguistic and religious groups within Nigeria. Cross-cultural fertilization within and beyond Nigeria. Musical areas, distribution of instruments and performance techniques.

**MUS 242: Music of other World Cultures**

A survey of the music of various cultures of the (non-Western) world, such as American, Indian, Arabic, Chinese, Hebrew, Japanese and Nordic music.

**MUS 251: Basic Piano Studies II**

Further keyboard work, including the introduction of chord drills and harmonisation of melodies using the material of MUS 121-123, in four voice harmony and free style of accompaniment.

**MUS 261: Primary Instrument or Voice**

Individual lessons each week with about 8 hours of private practice per week required of the student. Open only to students with adequate preparation and potential in performance.

**MUS 262: Secondary Instrument or Voice**

Short individual lessons or longer class lessons, with about 4 hours of private practice per week required of each student. Primarily for students who have demonstrated ability on a second instrument or voice, and for those not advanced enough to take MUS 261.

**MUS 271: University Chorus**

**MUS 272: Madrigal Group/Chamber Chorus**

A selected group of 16 to 24 singers capable of performing works of moderate difficulty of all periods. Importance will be attached to a good voice and good sight-singing.

**MUS 273: University Glee Club**

**MUS 274: University Band/Orchestra**

**MUS 275: African Instrumental Ensemble**

**300 Level**

**Required Course from Outside the Department**

**CMP 300: Introduction to Computers**

**CMP 301: Application of Computers to Arts**

**MUS 302: Introduction to Music Technology**

A study of the physical properties of musical instruments and an introduction to the care and maintenance of commonly used musical instruments, including the tuning of the pianoforte.

**MUS 322: Tonal Harmony III**

Practice in homophonic writing employing full harmonic vocabulary, including chromatic harmony. A study of the art of combining voices under the conditions of tonal harmony as observed in works from Bach through the Romantic composers.

**MUS 323: Model Counterpoint II**

Writing for three or more voices in the style of Palestrina and his contemporaries.



**MUS 324: Tonal Counterpoint**

The art of combining vocal and/or instrumental parts with contrapuntal techniques employed from Bach through the Romantic composers, including imitation, canon, invertible counterpoint, augmentation and diminution.

**MUS 327: Analysis of Tonal Music**

The course will through selected works examine the action interaction of harmonic progression, rhythm, metre, motive, and line in a defining and articulating tonal structures. An overview of various methods of musical analysis, with special reference to the works of Tovey and Schenker.

**MUS 331: Western Music, 1750 – Present**

The history and form of Western music in some detail from the death of Bach and Handel to the present. The course will be sub-divided into three main periods: (a) Classical, (b) Romantic, and (c) 20<sup>th</sup> Century.

**MUS 341: African Music III (African Music Theory)**

A study of the quality of the music of the peoples of black Africa, and an analysis of its theoretical peculiarities with special reference to form, rhythm, melody and scales, harmony, and instrumentation. Problems of notation and transcription.

**MUS 342: Afro-American Music**

A survey of the music of the people of African descent in the Caribbean and the continental United States of America. Historical and Sociological factors that led to the fusion of European and African musical forms, and the birth of such styles as Blues, Jazz, Rock and Soul music.

**MUS 351: Elementary Key-Board Harmony**

Chord drills and harmonisation of melodies using the materials of MUS 121-123, 221-223, in four voice harmony and free style accompaniment. Transposition, modulation and improvisation.

**MUS 361: Primary Instrument or Voice**

**MUS 362: Secondary Instrument or Voice**

**MUS 363: Choral Conducting**

**MUS 363: Choral Conducting**

Choir work; manual and baton technique, and the analysis and preparation of vocal scores for performance.

**MUS 371: University Chorus**

**MUS 372: Madrigal/Chamber Chorus**

**MUS 373: University Glee Club`**

**MUS 374: University Band/Orchestra**

**MUS 375: African Instrumental Ensemble**

**MUS 401: Acoustics and Psycho-Acoustic of Music**

The physics of musical sounds and musical instruments, sound waves, vibrations, fractional vibrations. Frequency, amplitude, harmonics and harmonic series, formants, etc. Thresholds, perception of change-pitch, volume, etc. Psychological effects of acoustic features. Mathematical calculations of musical sound productions. Elementary acoustic phonetics.

**MUS 402: Music Technology II**

The art and science of constructing and building musical instruments. Concept and design, tools, materials, storage and maintenance. Actual design and building of “original” instruments under the supervision of the instructor.

**MUS 421: 20<sup>th</sup> Century Compositional Techniques**

A survey of the various processes of musical composition in the present era, using atonality, serialism, 12-tone, chance, electronic and computer techniques, among others. Examination of some works of major composers of this century, such as Bartok, Stravinsky, Schonberg, Berg, Webern, Dallapiccola, etc.

**MUS 423: Fugue**

Application of the techniques of tonal counterpoint to fugal composition.

**MUS 425: Orchestration**

The study of instrumentation with an examination of the possibilities and limitations of the commonly used Western orchestra instruments. Conventions of notation. Scoring and arranging for various ensembles, small and large.

**MUS 427: Analysis and Analytic Method for 20<sup>th</sup> Century Music**

An examination of some contemporary tools of analysis for post-tonal music, including the set complex theory, and the application of computers techniques for the analysis of music in general.

**MUS 429: Composition**

Musical creativity and composition for voices and instruments.

**MUS 431: Special Topic in the History of Western Music**

Topics will include Bach, Haydn and Mozart, Beethoven, Chamber Music, The Symphony, The Concerto, Opera, English Church Music, The Development of the Pianoforte, 20<sup>th</sup> Century Composers, etc.

**MUS 432: Historiography of Music**

A study of the development, systems and techniques of making and documenting the history of music.

**MUS 441: Contemporary African Music**

A study of trends in contemporary African music, including composed art music and popular music. Objectives and techniques employed by African art music composers, and influences leading to the music of today in Africa. Contemporary music makers and their works.

**MUS 442: Projects in African Music**

A research undertaking, under supervision, on an aspect of African music, leading to a fairly long paper or short “thesis”.

**MUS 451: Key-Board Harmony and Accompaniment**

Harmonisation of melodies and free style accompaniment, Accompanying of vocal and instrumental groups and solos. Keyboard skills for the classroom teacher.

**MUS 461: Applied Music Coaching**

Coaching in repertory and recital material for students in their last year of primary instrument or voice.

**MUS 462: Secondary Instrument or Voice**

**MUS 463: Choir Training and Choral Arranging**

Advanced choral conducting. Choral repertory and training of choirs. Elementary phonetic and vocal techniques for the choir director. Arranging of songs for different kinds of vocal combinations-female voices, male voices, mixed voices.

**MUS 471: University Chorus**

**MUS 472: Madrigal/Chamber Chorus**

**MUS 473: University Glee Club**

**MUS 474: University Band**

**MUS 476: Vocal or Instrumental Ensemble**

Participation in a small ensemble of voices and/or instruments, suitable for Chamber Music performances.

**MUS 481: School Music Methods**

A survey of the methods of teaching music in the Primary, Secondary and teacher training institutions, with particular reference to Nigeria.

## 2.3.9 **BACHELOR'S DEGREE IN EDUCATION LANGUAGE AND COMMUNICATION ARTS**

### **General**

This is a discipline area in which students study education and language and communication Arts leading to the award of a B.Ed degree in Communication and Language Arts.

#### 2.3.9.1 **Philosophy and Objectives**

The programme philosophy is in line with the National Philosophy of education while the aims and objectives of the programme are geared towards:

- i) The inculcation of communicative competence in spoken and written English language for adequate self expression.
- ii) The exposure of students to the four legal skills of listening, speaking, reading and writing as tools for further learning and/or oral and written text production.
- iii) The preparation of learners for future profession in journalism, editing, administration etc.
- iv) The preparation of teachers of English Language in order to fill the required gaps in the school system.

#### 2.3.9.2 **Basic Admission Requirements**

a) **UME**

Five Credits at the senior Secondary School Certificate, including English Language and Literature in English or Grade II Teachers Certificate with five Merits in relevant subjects including Literature in English.

b) **Direct Entry**

University diploma whose duration is three years may be considered for entry into the four year degree programme

#### 2.3.9.3 **Learning Outcomes I**

a) **Regime of Subject Knowledge**

As indicated in 1.5 above, flexibility is allowed in drawing up a programme in linguistics to meet the needs of specific institutions. However, there are certain knowledge components that every student of linguistics must be exposed to. These are:

- The history of language.
- The Notions of language and linguistics.

- Language as Human Communication System.
- The Universal Structure of languages.
- The Fundamentals of Linguistic Analysis.
- Writing Systems and Orthography Development

b) **Competencies And Skills.**

At the end of the B.A (Hons) programme in Linguistics, students are expected to possess a wide range of abilities and skills, which may be divided into two categories:

- a. Competency skills: These are basic intellectual skills covering what the students should know. These include;
  - The relationship between various languages.
  - The intricacies of the nature of human language.
  - The role language plays as the major means of human communication.
  - The principle of equality of human languages.
  - The applicability of languages in other fields of endeavour.
  
- b. Performance skills: These are skills related to what individuals can do with their knowledge of linguistics. Performance skills include;
  - Developing writing systems for unwritten languages.
  - Conducting research into (Nigerian) languages.
  - Translating news in the media into various languages.
  - Translating documents from foreign to Nigerian languages and vice-versa.
  - Designing and implementing strategies for language engineering (codification, standardization, modernization, development and reform).
  - Teaching languages and linguistics.
  - Carrying out lexicostatistical analysis of language dialects.
  - Computerizing language programmes.
  - Utilizing linguistic knowledge in information technology.

2.3.9.4 **Attainment levels**

as applicable in Languages and Linguistics students.

2.3.9.5 **Resource Requirement For Teaching And Learning.**

The resource requirement for teaching and learning in linguistics can be subdivided as follows:

i. **Human resources**

a. Academic staff: Trained scholars with Masters and Ph.D. degrees in Linguistics or Linguistics with Nigerian or foreign language as a language of exemplification.

b. **Non – Academic staff:**

- Language laboratory technicians.
- Computer operators.
- Office attendants.

ii. **Material resources**

a. **Physical facilities:**

- Lecture rooms.
- Language laboratory.
- Seminar rooms.
- Studios/ audio – visual rooms.
- Offices.

b. **Academic and Administrative Equipment:**

- Language laboratory equipment (tape recorders, tapes, public address system, television, video, etcetera).
- Computers.
- Vehicles.

iii. **Library and Information Resources:**

- Linguistic books.
- Internet facilities.

### 2.3.9.6 Course Contents and Descriptions

a) **Course Contents**

The Degree Programme in this subject will be based on the following courses throughout the 5 years:

#### **Year I**

##### **General Courses**

<b>Code</b>	<b>Course Title</b>	<b>Units</b>
GST 111	Communication in English I	2
GST 112	Philosophy, Logic and Human Existence	2
GST 122	Communication in English II	2
GST 113	Citizenship Education/Nig. Peoples and Culture	2
GST 121	Use of Library, Study Skills and ICT	2

## Core Courses

EDU 111	Introduction to the Teaching Profession	2
EDU 112	Foundation of Education	2

## Specialization

CLA 101	Introduction to the Study of Reading	3
CLA 102	Introduction the Study of Writing	3
CLA 103	Fundamentals of Speech Communication	3
CLA 104	Introduction to Human Communication system	3
	4 Elective courses from English (100 level)	<b>28</b>

## Year II

### General Courses

GST 211	History and Phylosophy of Scinece	2
GST 212	Application of Computer	2
GST 222	Peace Studies and Conflict Resolution	2
GST 2231	Entrepreneurship Education (Theory)	2

### Core Courses

EDU 212	Educational Administration	2
EDU 222	Sociological Foundation of Education	2
EDU 211	Educational Psychology	2
EDU 223	General Language Teaching Methods	2

### Specialization

CLA 201	Reading for Academic Purposes	2
CLA 202	Integrated language Arts	2
CLA 204	Listening Comprehension Skills	2
CLA 205	Rapid Reading	2
CLA 208	Writing for Specific purposes	2
CLA 209	Writing for General Academic Purposes	2
LIN 241	Production of Speech	<u>2</u>
		<b>30</b>

## Year III

### General Course

EPS 301	Entrepreneurial Studies	2
---------	-------------------------	---

### Core Courses

EDU 311	Test and Measurement	2
EDU 313	Educational Technology	2
EDU 312	Special Method I	2
EDU 321	Curriculum and Instruction	2
EDU 302	ICT in Education	2

**Specialization**

CLA 301	Developmental Reading Skills	3
CLA 302	Developmental Writing Skills	3
CLA 321	Research Methods in Communication and Language Arts	3
CLA 305	Diagnosis and Remediation in Reading	3
CLA 314	Diagnosis and Remediation in Speech	3
	Elective 3 units from English	3
		<b>30</b>

**Year IV****Core Courses**

EDU 412	Special Method II	2
EDU 413	Guidance and Counselling	2
EDU 411	Curriculum and Introduction	2
EDU 401	Research methods and Data Processing	2
EDU 422	Special Education	2

**Specialization**

CLA 401	Speech Consultancy Services	3
CLA 403	Business and Organizational Communication	3
CLA 410	Essentials of Scholarly Writing	3
	13 units from English and other relevant subject areas	13
		<b>30</b>

**Year V****Core Courses**

EDU 500	Teaching Practice (One semester)	6
EDU 599	Research Project in Language Arts	4
EDU 502	Special Methods III Post Teaching Practice Evaluation/Remediation	2
	Take any 6 elective courses from teaching areas not covered in the course	<b>12</b>



## **B.Sc (Ed.) SCIENCE RELATED PROGRAMMES**

### **General**

Science (Physics, Chemistry, Biology and Mathematics education are teacher education programmes meant to produce senior secondary school and college teachers who are knowledgeable in the subject matter areas and methodology of the subjects. They are to have all the relevant skills to succeed in their work. To help them in understanding their students and carry out their work efficiently, they are exposed to relevant general educatory courses such as education curriculum studies etc. They are to also be conversant with industrial application of the subjects.

### **Philosophy and Objectives**

In line with the above philosophy, the objectives of all science and mathematics education programmes are, to:

1. enable students to acquire the various concepts, principles, theories laws and conceptional schemes of their relevant subjects;
2. enable students to acquire necessary teaching and practical skills and other aspects of methodology of teaching their subjects;
3. help students to become effective classroom teachers;
4. expose students to industrial applications of their subjects;
5. acquire the ethics of teaching as a profession;
6. become professional science and mathematics teachers;
7. disseminate information in science and mathematics to the society;
8. develop necessary laboratory skills and;
9. develop positive values and attitudes for efficient discharge of their duty as teachers.

### **Admission Requirements**

- a) **UME**  
Five credit passes in SSCE or equivalents in Biology, Chemistry, Physics, Mathematics and English Language.
- b) **Direct Entry**
  - i) A pass at merit level in relevant Diploma programme (provided the SSCE requirements are met).

- ii) Advanced level passes in 2 relevant subjects with SSCE requirements
- iii) NCE with at least merit pass in 2 relevant subjects or a double major subject with SSCE requirements.
- iv) IJMB passes in 2 relevant subject with SSCE requirements
- c) Any other equivalent qualifications with SSCE requirements.
- d) Any other equivalent qualifications.

### 2.4.3 Graduation Requirements

In addition to the general requirements for graduation at the University, students of the various subjects or programmes must offer and pass courses totaling 150 credit hours for the five years programme or 120 credit hours in case of four years programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.

#### **Learning Outcome:**

##### a) **Regime of Knowledge**

All programmes in science and mathematical science education should equip students with:

- i) Appropriate knowledge of concepts, principles, laws and conceptual schemes.
- ii) Knowledge of scientific and mathematical processes and skills;
- iii) Knowledge of teaching skills and methods.
- iv) Knowledge of problem-solving and research method.
- v) Knowledge of testing and assessing students level of learning.

##### b) **Competencies and skills**

by the end of all programmes in Science and mathematical science education; students would have acquired:

- i) ability to carry out experiments in their relevant subject areas
- ii) competency in problem solving
- iii) competency in educational research
- iv) skill of improvisation
- v) teaching skills through application of the various teaching methods
- vi) skill in information dissemination
- vii) skill in inter personal relations.

##### c) **Behavioural attitudes**

Students of all science and mathematical science education programmes are expected to acquire:

- i) the right societal values
- ii) positive attitudes to life and people
- iii) positive behavioural changes in interpersonal relationship

**Attainment Levels**

As contained in section 1.6 for Science and mathematical science education programmes

**Resource Requirement For Teaching And Learning**

As contained in 1.6 for Science and Mathematical Science Education programmes.

## 2.4.1 BACHELOR OF SCIENCE DEGREE IN EDUCATION BIOLOGY (B.Sc (Ed)/B.Ed Biology)

### Course Contents And Descriptions

#### a) Course Contents

### PROGRAMME STRUCTURES

#### B.Sc (Ed) Biology/B.ED (Biology) 5 Year Biology Education Programme.

##### General Year I

GST111	Communication in English I	2
GST112	Philosophy, Logic and Human Existence	2
GST113	Nig. Peoples and Culture	2
GST121	Use of Library, Study Skills and ICT	2
GST122	Communication in English II	2

##### Core Courses

EDU111	Introduction to the Teaching Profession	2
EDU112	Foundations of Education	2

##### Specialization

BIO111	General Biology I	3
BIO122	General Biology II	3

##### Elective Restricted

CHM111	General Chemistry I	3
PHY101	General Physics I	3
MTH111	General Mathematics I	3
PHY152	Laboratory Phy I	2
CHM122	General Chemistry 2	3
PHY112	General Physics 2	3
MTH132	General Mathematics II	3
		40

##### General Year II

GST 211	History and Philosophy of Science	2
GST 212	Application of Computer	2
GST 223	Entrepreneurship Education (Theory)	2
GST 222	Peace Studies and Conflict Resolution	2

##### Core Courses

EDU212	Education Administration	2
EDU211	Education Psychology	2
SED214	History and Philosophy of Biology	2

**Specialization**

BIO211	Genetics I	2
BIO212	General Physiology I	2
BIO211	Introductory Ecology	2
ZOO211	Lower Invertebrates	2
ZOO212	Chordates	2
MCB211	General Microbiology I	3
BIO213	Cell Growth and Dev.	2
BOT221	Seedless Plant	2
BOT222	Seed Plant	2
MCB222	General Microbiology	3
BIO241	Biological Techniques	2

**Electives (Restricted)**

MTH192	Statistics for Biological and Agricultural Sc.	2
PHY211	Computer Programming	2
	<b>Total Current Unit</b>	<b>37</b>

**General Year III**

EPS301	Entrepreneurship Education II (Practice)	2
--------	--	---

**Core Courses**

EDU311	Test and Measurement	2
EDU313	Educational Technology	2
EDU312	Special Methods	2
EDU302	ICT in Education	2
EDU321	Curriculum and Instruction I	2
SED324	School Science Laboratory	2

**Specialization**

BIO311	Genetics II	2
BCM381	General Biochemistry I	2
BCM382	General Biochemistry II	2
BOT313	Plant Physiology	2
ZOO312	Animal Physiology	2
BIO252	Basic Entomology and Pest Control	2
BIO321	Evolution	3
ZOO321	Parasitology	3
ZOO323	Animal Ecology	3
BOT321	Plant Ecology	3

**Electives (Restricted)**

Students to Choose any two elective courses	21
	<b>42</b>

**Year IV****General****Core Courses**

EDU413	Guidance and Counseling	2
EDU422	Special Education	2
EDU421	Seminar in Biology Education	2
EDU411	Curriculum and Instruction II	2
SED413	Science, Technology, Society	2
EDU401	Research Methodology and Processing	2
EDU412	Special Method II (Micro Teaching and School Visits)	2

**Specialization**

BIO411	Population Ecology	2
BIO412	Conservation of Natural resources	2
BOT413	Soil Science	2
BOT414	Plant Pathology	2
BTH411	Principles of Biotechnology	2
BOT423	Plant Reproduction	2
BOT482	Plant Tissue	2
BIO412	Hydrobiology	2
BIO452	Development Biology	2
ZOO413	Comparative Vertebrate Embryology.	2

**Electives (Restricted)**

Take additional course from the cognate area	<u>2</u>
--	----------

**Total Credit Unit****36****Year V****General****Core Courses**

EDU500	Teaching Practice (One whole semester)	2
EDU599	Research Project in Biology Education	2
EDU502	Special Method III (Post Teaching Practice Evaluation and Remediation)	2

**Specialization**

Take any 6 elective courses from teaching subject/education area not covered	2
--	---

**Electives (Restricted)**

Any two – 2 Unit courses	<u>4</u>
--------------------------	----------

**Total Credit Unit****28****b) Course Description**

**CHM111 General Chemistry I**

Atoms, Molecules and Chemical reactions, chemical Equation and Stoichiometry. Atomic Periodic table and periodic properties. Modern electric theory of atoms, structure of solids, Radioactivity theory of atoms, structure of solids.

Solutions of solid, liquid and gases in liquid; colligative properties of solution. Equilibria and thermodynamics, chemical kinetics; Introductory Electro-chemistry.

**CHM121 General Chemistry II**

Historical Survey of the development and importance of organic compounds; Homologous Series functional groups; isolation and purification of organic. Qualitative and quantitative organic chemistry: Stereochemistry. Determination of structure of organic compounds; Electronic Theory in organic chemistry; saturated hydrocarbons. Unsaturated hydrocarbon and their reactions. The chemistry of selected metals and non-metals. Qualitative analysis.

**MTH111 Mathematics I**

Sets, Union and Intersection, the empty and universal sets, compliments, subject, Venn diagram.

**MTH121 Mathematics II**

CALCULUS - Differentiation of Simple algebraic and trigonometric functions. Application to rates of change maxima and minima, definition and indefinite integral; application to areas, volumes of rotation and lengths.

**BIO111 General Biology I**

Cell Structure and organization; functions of cellular organelles; diversity, characteristics and classification of living things, general reproduction, inter-relationship of organisms, heredity and evolution, elements of ecology and types of habitats.

**BIO121 General Biology II**

A generalized survey of the plant and animal kingdoms based mainly on study of similarities and differences in external features; ecological adaptations of their forms.

**BIO 211 Genetics I**

Heritable and non-heritable characteristics, probability and test of goodness of fit. Quantitative inheritance, variation in genome structure, introduction to population genetics.

**BIO212 General Physiology I**

Physical and Chemical processes in animal and plant physiology.

**BIO212 Introduction Development Cell Biology**

DESCRIPTION: History and present trends in cell biology. Reproduction in cell division. Cell differentiation and growth of cells. A brief study of the molecular basis of cell structure and development, Organelles proteins and nuclei acids.

**BIO221 Biological Techniques**

Microscope preparation of microscope slides photometry, colorimetry, chromatography and conductometry.

**BIO222 Introduction to Ecology**

Concepts and definition of Ecosystems.

**BIO311 Genetic II**

Aspect of human genetics, pedigree analysis. Further consideration of and various deviations of basic principles. Gene interactions, mutation, population genetics.

**BIO312 Field Course**

Sampling techniques in habitat, assessment by report.

**BIO 412 Conservation and Development of Natural Resources**

Exploitation and conservation of natural resources, forestry, wild life and fisheries. Development of forest and game reserve.

**MCB221 General Microbiology**

An introduction to bacteria fungi, algae-green, algae and eukaryotic algae. Major difference between prokaryotes. The Morphology reproduction and life cycles of some representatives of each group and their possible inter-relationship, their distribution in nature, beneficial and harmful effect on man and animals. Laboratory methods involved in the isolation, culture characterization and identification of micro-organism of medical and industrial importance.

**STA223 Bio Statistics**

Use of statistical methods in biology and agriculture. Frequency distributions Laros of probability. The binomial poison and normal probability distributions. Estimation ad tests of hypothesis. Design of simple agricultural and biological experiments. Analysis of variance and converiance; simple regression and correlation; contingency tables, some parametric tests.

**BOT211 Seedless Plant**

Morphology and reproduction of algae, fungi, bryophytes including fossils. At least 3-2 representative examples (one lower, the other higher) from each group to be treated.

**BOT221 Seed Plant**

Morphology and reproduction in gymnosperms of cycas cringke and Gnetum; as well as study of angiosperm, leaf, flower, reproduction seeds and fruit (with examples from monocots and Dicots, treated comparatively).

**BOT311 Plant Taxonomy**

Taxonomy and its significance, principles and concepts in plant taxonomy. Construction and use of taxonomic keys. Taxonomy of Thallophyta, Bryophyta, Pteridophyta, Gynosperms, Classification of selected angiosperm families. Herbarium method and organization. Experimental taxonomy with special emphasis on cytosaxonomy and chemotaxonomy.

**BOT313 Plant Physiology**

Plant water relation, the following is added to the minimum course description: - mechanism of uptake and utilization of mineral, Transpiration; Stomatal movement especially concerning the influence of light, water and carbon dioxide. Photosynthesis respiration, growth and growth regulation, flowering dormancy, seed germination, senescence; physiological aspect of crop yield.



**BOT321 Plant Ecology**

Study of various plant communities and their ecological framework; Nigerian vegetation, desert and semi-desert plant productivity, Modern concepts in ecology Pre-requisite – BIO 221

**BOT413 Soil Science**

Classification and characteristics of soil. Soil genesis; influence of soil parent material on complex and nutrient composition. Chemical analysis of modern relation to plant tissue. Plant soil water relationship.

**BOT414 Plant Pathology**

Principles and concepts in plant pathology. The concept of disease, infection, pathogenesis with specific examples in viral, fungal, bacterial and nematode diseases. Hostpathogen relationship. Methods and theory of biological and chemotherapy.

**BOT422 Plant Reproduction**

Development trends of sexual reproduction.

**ZOO211 Lower Invertebrates**

A detailed study of the organization systematics biology and evolutionary trend of a oleleomate and psuedocoelomate invertebrates, cnidaria, ctenophore, platyhelminthes and Aschelminthes as well as the following pseudocoelomate groups rotifera, endoprocta, gustroicha, priapilida, nematomorpha and acanthocephalan.

**ZOO221 Coelomate Invertebrate**

Detailed comparative study of coelomate invertebrates organization systematic, structure and function an evolutionary trends using examples from groups within the following phyla, Anallids, Anthropoda, Onychophora, the lesser prostostomes, the lopophora mollusa, Echinocloemata, and the lesser deuterostomers.

**ZOO311 Chordates**

Major differences between invertebrates and vertebrates animals: Morphology form and function, reproduction and life histories of representatives of named groups of chorates; Branchiostoma (acephalochordate), scolindon (an elasmobranchi) Tilapia (a taleost), Bufo ( an amphibian).

Agama (a reptile) a bird, rat, rabbit/guinea pig (a mammal)

**ZOO312 Animal Physiology**

Introduction to physiology Homeostasis, Chermoregulation of blood sugar, salt and water contents, osmoregulation comparative physiology of invertebrate and vertebrates viz nutrition, circulation respiration, excretion, nervous and endocrine systems. Growth and reproduction.

**ZOO321 Parasitology I**

Introduction to parasitology. Types of association between animals viz. forests, commensalisms, mutualism parasitism. A study of the life cycle, mode of transmission, pathogenecity epidemiology, control and economic importance of common human and animal protozoan parasites such as entomobae, Giardia, Trichomona, Leishamania, Trypanosoma, Babesia and the Platyhelminth parasites Trematodes, Schistosoma, fasciola, Cestodes viz Taenia, Echinococeus, Diphyidium

**ZOO 322 Basic Entomology**

A comprehensive study of

- (a) The external and internal structure of insects,
- (b) Insect development and metamorphosis
- (c) Insect physiology

A study of taxonomy of insects and the biology of selected orders of insects i.e. Ephemeroptera, Odonata, Nemiptera, coleoptera, sephonaptara, Diptera, Lediptera, Hymonoptara, economic importance of insects to man, adaptability of insect to man, adaptability of insect to the environment.

**ZOO 413 Comparative Vertebrate Embryology**

Reproductive methods, sexual and asexual hormonal regulation of reproductive cycles. Gametogenesis and fertilization. Anomalies of gametogenesis. Mechanism of development and growth. Comparative study of the development of the embryo of amophioxus, frog, chick and rabbit. Cleavage, gastrulation and organogenesis. Embryonic membranes, regeneration, parental care, viviparity, sexual behaviour, teratogenesis.

**ZOO 423 Nigerian Animals**

A general survey of local invertebrates (mullusc, arthropod) and vertebrates. Distribution of these animals in other parts of Nigeria. Veterinary, medical and economic importance of the animals.

**ZOO 323 Animal Ecology**

Definition of ecology; sub – divisions of ecology, levels of ecological organization.

Habitats and environment. The concept of ecosystem. Food chains and webs, ecological dominance indices. Ecological succession. Terrestrial biomes equatorial rainforest, savanna and tropical hot deserts. Aquatic biomes, freshwater (lakes, ponds and streams), marine and brackish water biomes. Abiotic and biotic factors affecting the biomes. Organisms of these biomes and the adaptability.

**SED 315:**

The Nigerian primary and secondary school science and mathematics curricula. Objectives of primary and secondary science mathematics curricula: organization of each curriculum and suggested methods of treatment. Treatment of selected topics and activities. An evaluation of the implementation of the curricula.

2.4.2

**B.Sc. (ED) CHEMISTRY B.ED (CHEMISTRY)****Course Contents And Descriptions****A) Course Contents****5 YEAR PROGRAMME****YEAR I**

	<b>General</b>	<b>Units</b>
GST 111	Communication in English I	2
GST 112	Philosophy, Logic and Human Existence	2
GST 113	Nigerian People and Culture	2
GST 121	Use of Library Study Skills and ICT	2
GST 122	Communication in English II	2
	<b>Core courses</b>	
EDU 111	Introduction to teaching profession	2
EDU 112	Foundations of Education	2
	<b>Specialization</b>	
CHM 111	General chemistry I	3
CHM 122	General chemistry II	3
	<b>Electives (restricted)</b>	
BIO 111	General Biology I	3
BIO 122	General Biology II	3
PHY 111	Introductory Physics I	3
PHY 112	Introductory Physics II	3
PHY 113	Laboratory Physics	2
PHY 122	General Physics	2
PHY 123	Laboratory Physics II	3
MTH 111	General Mathematics I	3
MTH 132	General Mathematics II	3
	<b>Elective Unrestricted</b>	
	<b>Total Credit Units</b>	<b>45</b>

**Year II**

	<b>General</b>	<b>Units</b>
GST 211	History and Philosophy of Science	2
GST 212	Application of Computer	2
GST 222	Peace Studies and Conflict Resolution	2
EPS 223	Entrepreneurship Education	2
	<b>Core Courses</b>	
EDU 211	Educational Psychology I	2
EDU 212	Educational Administration	2

SED 214	History and Philosophy of Chemistry	2
	<b>Specialization</b>	
CHM 201	Introduction Chemistry	2
CHM 211	Inorganic Chemistry II	3
CHM 212	Analytical Chemistry II	3
CHM 221	Physical Chemistry I	3
CHM 222	Organic Chemistry II	3
CHM 223	Structure and Bonding	2
	<b>Electives (Restricted)</b>	
MTH 211	Mathematics Methods I	2
MTH 213	Linear Algebra I	2
PHY 211	General Physics III	3
PHY 212	General Physics VI	3
PHY 228	Laboratory Physics	2
MTH 221	Mathematical Method	2
MTH 224	Linear Algebra II	2
	<b>Elective Unrestricted</b>	
	One – 2 Unit Course	2
	<b>Total Credit Units</b>	<b>48</b>

### YEAR III

	<b>General</b>	<b>Units</b>
EPS 301	Entrepreneurship Studies II (Practice)	2
	<b>Core courses</b>	
EDU 311	Test and Measurements	2
EDU 313	Educational Technology	2
EDU 312	Special Methods	2
EDU 302	ICT in Education	2
EDU 321	Curriculum and Instruction	2
	<b>Specialization</b>	
CHM 311	Physical Chemistry II	3
CHM 312	Inorganic Chemistry III	3
CHM 361	Practical Inorganic/Physical Chemistry	3
CHM 311	Polymer Chemistry I	2
CHM 313	Atomic and Molecular Structure and Symmetric	2
CHM 321	Organic Chemistry III	3
CHM 322	Instrumental Method of Analyses	2
CHM 321	Environmental Chemistry	2
CHM 326	Practical Organic Chemistry	3
CHM 326	Organometellic Chemistry	2
CHM 323	Carbohydrate chemistry	2
	<b>Electives (restricted)</b>	
SED 324	School science laboratory	2
SED 315	Nigerian primary/secondary school science curricula	2

	<b>Elective unrestricted</b>	
	One – 2 unit course	2
	<b>Total Credit Units</b>	<b>45</b>

#### Year IV

	<b>General</b>	<b>Units</b>
	-	
	<b>Core courses</b>	
EDU 413	Guidance & Counseling	2
EDU 422	Special Education	2
EDU 411	Curriculum and Instruction II	2
EDU 423	Seminar in Chemistry Education	2
EDU 412	Special Method II	2
SED 401	Research Method and Data Processing	2
	<b>Specialization</b>	
CHM 411	Reaction kinetics	3
CHM 412	Co-ordination chemistry	2
CHM 413	Analytical chemistry II	2
CHM 414	Nuclear and radio-chemistry	2
CHM 415	Electrochemistry	2
CHM 421	Statistical thermodynamics	2
CHM 422	Chemistry of lanthanides/actinides	2
CHM 423	Organic synthesis	2
CHM 456	Industrial chemical process	3
CHM 451	Fats and oils	2
	<b>Electives (restricted)</b>	
	<b>Total Credit Units</b>	<b>34</b>

#### Year V

	<b>General</b>	<b>Units</b>
	-	
	<b>Core courses</b>	
EDU 500	Teaching Practice (One whole semester)	6
EDU 599	Research Project in Chemistry Education	4
EDU 502	Special Method III (Post Teaching Practice Evaluation/Remediation)	2
	<b>Specialization</b>	
	Take any 6 elective courses from teaching subject/education area not covered	12
	<b>Electives</b>	
	Any two – 2 unit courses	4
	<b>Total Credit Units</b>	<b>28</b>

b) **Course Descriptions**

**CHM 111: General Chemistry 1**

Atoms, molecules and chemical reaction, chemical equations and stoichiometry. Atomic structures, periodic table and periodic properties. Modern electronic theory, atoms; properties of gases, liquids and solids, solutions of solids, liquids and gases in liquids; colligative properties of solutions. Equilibria and thermodynamics; chemical kinetics, introductory electrochemistry.

**CHM 122: General Chemistry II**

Historical survey of the development and importance of organic chemistry; nomenclature and classes of organic compounds; homologous series; functional groups; isolation and purification of organic compounds; qualitative and quantitative organic chemistry; stereochemistry. Determination of structure of organic compounds; electronic theory in organic chemistry; saturated hydrocarbons; unsaturated hydrocarbons and their reactions. The chemistry of selected metals and non-metals. Quantitative analysis.

**CHM 201: Introduction Chemistry**

Chemistry of first row transition metals.

Introduction to coordination chemistry including elementary treatment of crystal field theory. Comparative chemistry of the following elements:

- (a) Ga, In, Tl;
- (b) Ge, Sn, Pb;
- (c) As, Sb, Bi;
- (d) Se, Te, Po.

Elementary introduction to organometallic chemistry.

Role of metals in biochemical systems.

**CHM 212: Analytical Chemistry**

Theory of errors, statistical treatment of data;

Theory of sampling. Chemistry methods of analysis including volumetric (acid-base, oxidation-reduction, precipitation and compleximetry); physicochemical methods (optical methods of analysis – UV/V), separation methods. pH notation and buffer solutions. Gravimetry, solubility product and its application to separation of metals.

**CHM 221: Physical Chemistry 1**

Kinetic theory of gases, behaviour of real gases; the laws of thermodynamics, entropy and free energy, reactions and phase equilibrium; reaction rate and reaction rate laws for gases where the concentration of the reactions are the same. Mechanism and theories of unimolecular reactions.

**CHM 222: Organic Chemistry II**

Factors affecting structure and physical properties of organic compounds; factors affecting availability of electrons; stereochemistry; energy of activation and free radical substitution reactions in alkenes. Functional group chemistry. Electrophilic and nucleophilic substitution reactions. Aromaticity. Various types of organic reactions e.g. addition, free radical, elimination and substitution reactions.

**CHM 223: Structure And Bonding**

Idea of quantum states, orbital shape and energy, simple valence theory, electron repulsion theory; atomic spectra. The structure and chemistry of some representative main group element compounds.

**CHM 311****Physical Chemistry II**

Introduction of key thermodynamic concepts, examination of some equations of state for gases. Thermodynamic functions and applications. First, second and third laws heat thermodynamics, internal energy of a system; the carot heat engine; the concept of entropy and the criteria for spontaneity and equilibrium for physical and social processes including single and multiple comparism system.

The concepts of reversibility and irreversibility, free energy derivations, Maxwell relations, Gibb's functions.

Equilibrium thermodynamic as (ideal solutions and vapour fugacity concepts). Properties of electrolytes (colligative properties). Phase rule. Introduction to statistical thermodynamics.

**CHM 321: Environmental Chemistry**

Natural ecosystem. The concepts of elementary cycles.

The atmosphere sources, types and effects of environmental pollution; rural and industrial effluent, composition of domestic waters and disposal methods. environmental pollution cycle. Historical records of pollution problems. Water and waste water treatment. Instrumentation in environmental chemistry.

**CHM 311: Polymer Chemistry I**

Concepts of Polymers. Polymer Nomenclature. Sources of raw materials for polymers. Polymerization processes: condensation and addition polymerization reactions; details of step polymerization processes etc. Polymer properties; solubility and solution properties; structure and properties of molar mass distribution curves. Transition temperatures, conformation and configuration. Uses of polymers: plastics, fibre and elastomers.

**CHM 411: Reaction Kinetics**

Pre-requisite CHM 313 Review of first, second and third order rate equations. Rate constants, and equilibrium constant. Collision theory, transition state theory, reaction coordinates. Unimolecular reaction theory, bimolecular reaction mechanisms; chain reaction mechanisms; catalysis and heterogeneous reactions. Photochemical reactions mechanisms.

**CHM 412: Coordinator Chemistry**

Definition, recognition and applications of coordination compounds. Nomenclature, coordination formula and isomerism in complexes. Stereochemistry of complex molecules. Theories of structure and bonding. Physical methods of structural investigation. Magnetic properties. Absorption and vibration spectra. The petrochemical series. The Nephelauxetic series and the Jahn Teller effects. Stabilization of unusual oxidation states by complex formation. Thermodynamic stability complex compounds,

the stability constant, the chancel effect. Preparation and reactions of complexes, principles and mechanism.

**CHM 413: Analytical Chemistry II**

Theory of error-significance and correlation tests.

Potentiometric and pH titrations. Conductometric methods electrolytic methods; radiochemical methods.

Chromatography calorimetry.

**CHM 414: Nuclear And Radiochemistry**

Natural radioactivity, fusion, fission, decay processes, nature of radiation. Nuclear models, energetic of nuclear reaction. Principles and measurement of radioactivity. Applications of radioactivity.

Radiation hazards.

**CHM 415: Electrochemistry**

Electrical double layer, potential at zero charge; polarisable and non-polarisable interphase; mass transport, concentration polarisation, Fick's laws, levic equation. Polarography. Electronics.

**CHM 421: Statistical Thermodynamic**

Microstates and ensembles; probability and distribution functions; the Boltzman distribution; statistical thermodynamics of gases; the calculation thermodynamic equilibrium constants from partition functions; statistical thermodynamics of monatomic solids; introduction to Fermi-Dirac and Bose-Einstein statistics.

**CHM 422: Chemistry of Lanthanides and Actinides**

The elements and the position of the two series in the periodic table. Comparison of the two. The electronic configuration on their sequences on the oxidation states, size relationship, magnetic properties and colour. Chemical properties and structure of the elements and their compounds. Recovery and separation of the elements.

**CHM 423: Organic Synthesis**

Critical view of important reactions, reagents and methods including the mechanisms. Application of synthesis of important and complex organic compounds.

**SED 315: The Nigerian Primary And Secondary School Science/Mathematics**

Curricula Objectives of Primary and secondary school science/mathematics curricula. Organization of each curriculum and suggested method of treatment. Treatment of selected topics and activities implementation of the curriculum (an evaluation).

**CHM 312: Inorganic Chemistry III**

The noble gases. Hydrogen, electronic structure and general properties and comparative study of Group IA and Group IIA elements. Chemistry of Boron; carbon and silicon, nitrogen and phosphorus, oxygen and sulphur. The halogens, transition and elements, separation of metals coordination chemistry. Ligand and crystal field theories. Introduction to radiochemistry radioactivity and the periodic table.



**CHM 313: Atomic And Molecular Structure And Symmetry**

Schrodinger equation. Helium atom, ground and excited states, spin and Pauli principles. hydrogen molecule, comparison of molecular orbital and valence bond theory; concepts of resonance and configuration orbital for historic molecules. Simple pie lector theory, Huckel theory, Walsh rules. Rotational, vibration bond lengths and angles. Brief mention of other methods. atomic spectra, Russel Saunder's coupling, orbital and spin angular momentum. Use of symmetry in chemistry. Heat capacities of solids.

**CHM 321: Organic Chemistry III**

Alcohols and their reactions. Ethers and epoxides.

Carboxylic acids and their derivatives. Aldehydes and ketones. Carbanion I and B – unstated compounds.

Carbonion II – Amines, aromatic and alicyclic chemistry.

Polyfunctionals compounds. Heterocyclic chemistry.

**CHM 322: Instrumental Methods of Analysis**

Spectroscopic techniques. Physicochemical optical, flame and X-ray methods. Fluorescence method, magnetic resonance and electron spin resonance. Referchemistry and interferometry. Polarimetry. Polarography calorimetry.

**CHM 323: Carbohydrate Chemistry**

Classification, structure and nomenclature of carbohydrates. Sugars, general reaction, preparations and reaction mechanisms. Configurations. Epimerisation.

**CHM 326: Organometallic Chemistry**

Classification of organometallic compounds. Preparation, structure and reactions including abnormal behaviour of organometallics. Generation and detection of free radicals from organometallic compounds

**MTH 111: Elementary Mathematics I**

Description: A set theory. Sets, union and intersection, the empty and universal sets, complements, subsets, Venn diagrams. (Algebra of real numbers) indices, logarithm, surds: Theory of quadratic equations, simultaneous equations; simple inequalities; polynomials and their factorization; the remainder theorem, rational functions and partial fractions. Permutation and combinations, the binomial theorem, sequences and series, summation of finite series, A.P. and G. P.. Trigonometry. Basic trigonometric functions and their properties; trigonometric identities and equations; application to solution of triangles. Trigonometric functions of angles. Trigonometric functions of angles of any magnitude, addition and function formula.

**MTH 121: Elementary Mathematics II**

Calculus differentiation of simple algebraic and trigonometric functions; application to rates of change, maxima and minima; definite and indefinite integrals; application of areas, volumes of rotation, and arc length.

### Statistics

Organization and presentation of data; measures of location and dispersion. Basic concepts of probability, conditional probability of events, independent, tree diagrams.

### **MTH 211: Mathematical Methods I**

Real valued functions of a real variable. Review of differentiation and their applications. Mean values theorem. Real valued functions of two or three variables. Partial differentiation, total derivatives and linear approximation, implicitly functions, change of variables, Taylor's Theorem, maxim minima of functions of two variables. Lagrangian multipliers. Elementary vector calculus; the operators grad, div and curl in Cartesian coordinates. Evaluation of line and multiple integrals.

### **MTH 213: Linear Algebra I**

Vector space, over the real field, subspace, linear independence, basis and dimension. Linear transformations and their representation by matrices, range, null space, rank. Singular and non-singular transformations and matrices. Algebra of matrices.

### **MTH 221: Mathematical Methods II**

Ordinary first order differential equations; separable, homogeneous, exact, linear equations; use of integrating factor. Orthogonal and oblique trajectories existence and uniqueness. The general solution of differential equation, complementary functions, particular integral, superposition theorems. Second order linear differential equations with constant coefficients; general theory of 2<sup>nd</sup> order linear equations. Selection of initial value problems by Laplace transformation method; use of the operations D. Simultaneous first order differential equations with constant coefficients. Application of ordinary and partial differential equations to life. Physical and social science problems.

### **MTH 224: Linear Algebra II**

Systems of linear equations, change of basis, equivalence and similarity. Eigen value and eigen vectors. Minimum and characteristic polynomials of linear transformation (matrix) Cayley-Hamilton theorem. Bilinear and quadratic forms, orthogonal diagonalisation. Canonical forms.

### **BIO 111: General Biology 1**

Cell structure and organisation: functions of cellular organelles; diversity, characteristics and classification of living things, general reproduction, inter-relationship of organisms; heredity and evolution; elements of ecology and types of habitats.

### **BIO 121: General Biology II**

A generalized survey of the plant and animal kingdoms based on study of similarities and differences in external features; ecological adaptations of these forms.

### **SED 413: Science, Technology And Society (2 Credit Hrs)**

Socio-political aspects of science and technology. Health and disease. The effects on the environment of fuels, food, water, waste disposal.

Applications of science and technology to everyday life; basic scientific principles involved in the design and functioning of everyday appliances, devices, systems and phenomena. Relevance of the school science curricula to societal needs.

## BACHELORS DEGREE IN PHYSICS B.Sc (ED) (PHYSICS)

### Course Contents And Descriptions

#### a) Course Contents

#### 5 Year Programme

##### Year I

	<b>General</b>	<b>Units</b>
GST 111	Communication in English	2
GST 112	Philosophy, Logic and Human Existence	2
GST 113	Citizenship Education/Nig. Peoples and Culture	2
GST 121	Use of Library, Study Skills and ICT	2
GST 122	Communication in English II	2
	<b>Core Courses</b>	
EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Educational Psychology	2
	<b>Specialization</b>	
PHY 111	General Physics I	2
PHY 112	General Physics II	2
PHY 113	Laboratory Physics I	2
PHY 121	General Physics III	2
PHY 122	General Physics IV	2
PHY 123	Laboratory Physics II	2
PHY 124	Introduction to Fluid Mechanics	2
	<b>Electives (Restricted)</b>	
	All courses from	
	General Chemistry	4
	General Biology	4
	General Mathematics	4
	General Geology	4
	<b>Total Credit Units</b>	<b>44</b>

##### YEAR II

	<b>General</b>	<b>Units</b>
GST 211	History and Philosophy of Science	2
GST 212	Applications of Computers	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Entrepreneurship Education I (Theory)	2
	<b>Core Courses</b>	
EDU 212	Educational Administration	2
EDU 211	Educational Psychology	2
SED 214	History and Philosophy of Physics	2

	<b>Specialization</b>	
PHY 211	Modern Physics	3
PHY 221	Vibration and Waves	2
PHY 213	Electricity and Magnetism	2
PHY 261	Properties of Matter	2
PHY 201	Mechanics	2
PHY 222	Electricity Circuits and Electronic	3
PHY 223	Atomic Physics	2
PHY 215	Laboratory Physics III	2
PHY 225	Laboratory Physics IV	2
	<b>Electives (Restricted)</b>	
MTH 211	Mathematics I	3
MTH 212	Mathematics II	3
PHY 224	Geometrical and Physical Optics	2
	<b>Total Credit Units</b>	<b>42</b>

### YEAR III

	<b>General</b>	<b>Units</b>
EPS 301	Entrepreneurship Education II (Practice)	2
	<b>Core Courses</b>	
EDU 311	Test and Measurement	2
EDU 313	Educational Technology	2
EDU 321	Curriculum & Instruction I	2
EDU 302	ICT in Education	2
EDU 312	Special Methods I	2
	<b>Specialization</b>	
PHY 311	Classical Mechanics	3
PHY 312	Electronics I	2
PHY 314	Nuclear Physics I	2
PHY 333	Heat and Thermodynamic	3
PHY 372	Computer Physics	2
PHY 322	Energy Physics	2
PHY 323	Electrodynamics	2
PHY 332	Electromagnetic Field and Waves	2
PHY 315	Laboratory Physics V	2
PH 325	Laboratory Physics VI	2
PHY 324	Solid State Physics I	2
	<b>Electives Restricted</b>	
SED 324	School Science Laboratory	2
MTH 311	Mathematics I	2
MTH 312	Mathematics II	2
	<b>Elective Unrestricted</b> (Anyone course)	
	<b>Total Credit Units</b>	<b>42</b>

**YEAR IV**

	<b>General</b>	<b>Units</b>
	<b>Core Courses</b>	
EDU 413	Guidance & Counseling	2
EDU 422	Special Education	2
EDU 421	Seminar in Physics Education	2
SED 413	Science, Technology and Society	2
EDU 411	Curriculum and Instruction II	2
EDU 412	Special Methods II (Micro Teaching and School Visits)	2
	<b>Specialization</b>	
PHY 411	Quantum Mechanics I	4
PHY 451	Statistical Physics	2
PHY 412	Instrumentation and Experimental Technique	2
PHY 413	Mathematical Methods in Physics	2
PHY 421	Quantum Physics II	2
PHY 427	Workshop Practice	3
PHY 442	Nuclear Physics II	2
PHY 461	Solid State Physics II	2
PHY 432	Environmental Physics	2
PHY 429	Material Physics	2
	<b>Electives Restricted</b>	
	Take 3 courses from Cognate area	6
	<b>Total Credit Units</b>	<b>34</b>

**YEAR V**

	<b>General</b>	<b>Units</b>
	<b>Core Courses</b>	
EDU 500	Teaching Practice (one whole semester)	6
EDU 599	Research Project in Physical Education	4
EDU 502	Special Method III (Post Teaching Practice Evaluation and Remediation)	2
	<b>Specialization</b>	
PHY 411	Take any 6 elective courses from teaching subject/education area not covered	12
	<b>Electives</b>	
	Any two – 2 Unit Courses	4
	<b>Total Credit Units</b>	<b>28</b>

## b) Course Descriptions

### **PHY 111: General Physics I – Mechanics**

Physical quantities, units and dimensions, space and time, frames of reference, vectors and scalars, kinematics – straight line, line motion, vertical motion, circular motion, deviation. Dynamics – Equilibrium, work and energy, mass and momentum, laws of inertia, rotational motion, simple harmonic motion, conservation laws, simple machines, fundamental laws of statics and dynamics, Galilean invariance.

### **PHY 112: General Physics II – Heat, Light, Sound (30 15 0)**

**Heat:** Heat and temperature, work and heat, heat capacities, thermal expansion of solids, liquids and gases, latent heat, gas laws, heat transfer, isothermal and adiabatic changes, laws of thermodynamics. Simple kinetic theory of gases, the van der Waals gas.

**Light:** Basic concepts and properties of waves, types of waves, wave nature of light, Geometrical optics – mirrors, Lenses and prisms, optical instruments.

**Sound:** Propagation of sound waves, properties of sound waves, velocity, pitch and resonance, overtones in strings and air columns, Boats, Applications.

### **PHY 113 Laboratory Physics I**

Selected experiments on topics covered in PHY 111 and PHY 112. Application of a variety of simple experimental techniques with emphasis on quantitative measurements, experimental errors and graphical analysis.

### **PHY 121 General Physics III (Electricity & Magnetism)**

Electrostatics – electric charges, forces between electric charges, static electricity, conductors and currents, dielectrics, heating effects of Currents-Joule and Peltic effects with practical applications. Magnetic fields – fields due to a flat Coil, Solenoid and infinitely long straight wire, forces between current-carrying conductors, Ammeters, electrolysis and ion velocities, voltmeters. Practical application of electrolysis, Magnetic induction, Maxwell's equation, electromagnetic oscillations, waves and applications.

### **PHY 122: General Physics IV (Properties of Matter)**

Classification of matter into (solids, liquids and gases, forces between atoms and molecules, molecular theory of matter, elasticity, plasticity, Hook's Law, Young's Shear and bulk Moduli) Crystalline and non-crystalline materials, Hydro-statics-pressure, buoyancy, Archimede's Principle, Hydro-dynamics-Stream lines, Bernoulli and continuity equations, turbulence, Reynold's number, Viscosity, laminar flow, Poiseuille's equation, surface tension, adhesion, cohesion, capillary, drops and bubbles.

### **PHY 123: Laboratory Physics II**

Selected experiments on topics covered in PHY 121 and PHY 122 with emphasis on application of a variety of simple experimental technique, quantitative measurements, experimental errors and graphical analysis.

**PHY 213: Electricity And Magnetism**

Electrostatics and Magnetostatics, Coulombs law and applications, Field concept, Electric potential, Gauss's Law, Laplace's equation and Boundary Value problems, Multiple expansions, Electric fields in Vacuum and near conductors, induced charges, image charges, Dipole, current and magnetic field, Biot-Savart and Ampere's Laws, Electromagnetic induction – induced EMF, self and mutual inductances, potential energy and charge distribution, Energy localization in electric and magnetic fields. Faraday's law, A. C. Circuits, Time varying magnetic and electric fields, Lorentz covariance and special relativity, Electromagnetic waves – Gauss's theorem, Green's theorem, Maxwell's equations, Dielectrics, polarization of dielectrics Field in dielectrics, Magnetic Materials.

**PHY 215/225 Laboratory Physics III & IV**

Selected experiments on topics covered in PHY 211, PHY 212 and PHY 213 with emphasis on application of a variety of experimental techniques, quantitative measurements, experimental errors and graphical analysis.

**PHY 221: Thermal Physics**

Foundation of classical thermodynamics, Definition of temperature; Zeroth and First Laws of thermodynamics, work, heat and internal energy, thermodynamics equilibrium, Equation of State, Carnot Cycle, Second Law of thermodynamics, Entropy, Reversible and irreversible processes, Kelvin temperature, Thermodynamic potentials, Maxwell relations, phase transitions, Third Law of thermodynamics, ideal and real gases, Kinetic theory of gases, Equation of State, Boltzman Law, Maxwell – Boltzman law of distribution of velocities, equipartition theorem. Application of thermodynamic laws.

**PHY 222 Electric Circuits And Electronics**

D.C. Circuits, Kirchoff's Law, Source of EMF and current lumped network, network analysis and circuits, theorems, A. C. Circuits, Inductance, capacitance, the transformer, sinusoidal wave-forms, rms and peak values, power and energy in A. C. Circuits, impedance and admittance, RLC Series Circuit, Q circuit theorems, filters, A. C. bridges, filters and transmission lines, Natural response of linear networks, Motors and Generators.

Electronics: Semiconductors, 'the pu-junction, Field Effect transistors, bipolar transistors, characteristics and equivalent circuits, amplifiers, feedback, oscillators.

**PHY 223 Atomic Physics**

Theory of Atomic Structure: Atomic Models of Rutherford and Bohr, Thomson's Model, Scattering of alpha particles, size of the nucleus, Atomic spectra, Wilson-Sommerfield quantization rules, Hydrogen spectrum and energy levels, ionization potentials, photon absorption, Discreteness of charge and mass, wave-particle dualism, photo-electric effect, Broglie hypothesis, Bohr's postulate, Davison and Germer experiment, wave groups, Fourier analysis, Helsenberg uncertainty principles, double slit-experiment. Wave mechanics: The wave function, operators and the use of operators, one dimensional square well of finite and

infinite depth, eigen functions and eigenvalues, Barrier penetration, Harmonic oscillator, parity, two-body problem in wave mechanics, schroedinger equation in spherical coordinates, Magnetic moment of atoms, intrinsic spin of electron, orbital and total angular momentum. Fine structure and hyperfine structure of hydrogen atom. Many-Electron Atoms: the helium problem, Pauli's exclusion principle, symmetry. Many electron atoms the periodic table. L-S coupling, Atomic spectroscopy, Zeeman effect, Hyperfine structure.

X-rays and Crystallography – Discovery, production and nature of x-rays, Diffraction in Crystals, Mechanism of X-ray production, characteristic x-radiation, x-ray spectra of elements, Atomic number, x-ray absorption, pair production Diffraction gratings, Radiation Units X-ray Crystallography. Miller Indices.

**PHY 312      Electronics I**

Semi-conductor diodes, Amplification and bipolar transistor, the field effect transistor, Thermionic emission and the cathode ray tube. Negative feedback, impedance matching Amplification at high frequencies, low frequency signals, Differential amplifier, power supplies and control, Time constants, Integrated circuits, positive feedback circuits and signal generators, Logic counters and timers, operational amplifier.

**PHY 331:      Classical Mechanics II**

Vector Calculus, Newtonian mechanics. Frames of reference. Motion of a particle in one to three dimensions. Work, energy, power. Conservative forces. Potential energy, conservation laws of linear momentum and energy. Angular momentum, dynamics of a system of particles: centre of mass. Two-body system-reduced mass. Two-body collisions. Elastic and inelastic collisions in laboratory and C.M. frames of reference. Gravitation. Small oscillations. Rigid body motion. Motion under central conservative forces (attractive and repulsive). Inverse square forces: Kepler problem and scattering. Generalized forces. Kinematics of a moving fluid. Velocity field. Equation of continuity. Convective derivative. Stream line flow, vorticity. Navier-stokes and Bernoulli's equations. Special theory of relativity.

**PHY 332:      Electromagnetic Fields And Waves**

Vector, electrostatic fields, dielectric materials, Laplace's and Poisson's equations, Magnetic fields, Induced electromotive force and magnetic energy, Maxwell's equations and electromagnetic potentials. The wave equation, propagation of plane waves, reflection and refraction, transmission lines, wave guides and resonant cavities, radiation, geometrical optics, interference of waves. Diffraction.

**PHY 314:      Nuclear Physics I**

Basic nuclear concepts, nuclear structure, nuclear binding energy, nuclear models, radioactivity, interaction of nuclear radiation with matter, nuclear forces, nuclear reactions, fission, and fusion, thermonuclear energy, nuclear properties, nucleon-nucleon scattering complex nuclei, collective motion, excited states, reaction mechanisms and cross sections. Charge symmetry and independence.



**PHY 315: Laboratory Physics V**

Selected experiment on topics covered in PHY 311, PHY 312, PHY 313 and PHY 314 with emphasis on application of a variety of simple experimental techniques, quantitative measurements, experimental errors and graphical analysis.

**PHY 311: Classical Mechanics I**

Variation principle and canonical equations, least action principle for conservative systems. The integral of action. Equations of motion in generalized coordinates. Invariance of action with various transformations and laws of conservation. Hamilton-Jacobi Theory: Hamilton Canonical equations (Hamiltonian function; phase space; generalized momentum = impulse; physical interpretation; canonical transformations; invariance of canonical transformations; Hamilton-Jacobi equation. Lagrange and Hamilton formulations. Applications. Vibrations of a system having one and more degrees of freedom: The linear harmonic oscillator. Solution of equations of motion and superposition. Force harmonic oscillator, resonance. Q-factor for a resonant system. Normal coordinates.

**PHY 322: Energy Physics**

Conventional and non-conventional energy sources. Renewable and non-renewable energy sources. Nigerian resources and reserves; prospects. Consumption and conservation. Costs, fossil fuel energy. Fossil fuel. Oil and gas. Cable drilling and rotary drilling. Mining of coal. Coal conversion technology. Environmental pollution. Health and safety problems. Nuclear fission as energy source: fission chain reactions. Fission chain reactions and nuclear criticality. Suitable fuels, nuclear power generation. Principles; costs, capacity and storage. Nuclear reactor safety. The nuclear fuel cycle. Fast breeder reactors. Environmental impacts of nuclear power plants. Alternative energy sources: prospects of fusion reactors. Plasma. Solar energy. Geothermal energy. Hydroelectric power generation. Wind energy. Prospects and problems.

**PHY 323: Electrodynamics**

Basic properties of electrostatic fields; E-field and potential, electric flux; Gauss's law; Poisson's and Laplace's equations. Conductors in an electrostatic field. Field and potential problems for a given charge distribution; boundary conditions; uniqueness of solutions. Dielectric sphere in homogenous field. Capacitors field energy for a system of charges. Field for moving charges and radiation. Averaging of fielding equations. Work during variation of a field. Law of conservation of energy. Magnetic field and electromagnetic induction: basic equations – Maxwell's equations: scalar and vector potentials; pointing vector. Magnetic susceptibility; field energy. Energy of a current in a magnetic field. Electromagnetic waves in isotropic and conducting media; basic equations. Plane monochromatic waves in a homogenous medium. The skin effect. Reflection and refraction of waves at an interface. Index of refraction for a model of an oscillator. Normal and anomalous dispersions. Phase and group velocity. Principle of waves in wave guides and in resonators.

**PHY 324: Solid State Physics I**

Crystal lattice, planes and directions. crystal structure. Waves in periodic structures, crystal diffraction. Diffraction by a crystal lattice. Reciprocal lattice

and brillouin zones. Experimental diffraction methods. X-rays, electrons and neutrons. Atomic scattering factor. Geometric structure factor. Debye Waller factor. Crystal binding. Cohesive energy. Effect of periodic potential. Lattice vibrations. Thermal conduction. Debye approximation. Conductivity at low temperatures. Defects and dislocations in slides. The free electron mode.

The fermi gas. Energy bands in solids. Fermi surfaces in states. Thermal excitation of carriers. Hall effect cyclotron resonance. Super-conductivity.

**PHY 325: Laboratory Physics VI**

Selected experiments on topics covered in PHY 321, PHY 322, PHY 323, PHY 324 with emphasis on application of a variety of simple experimental technique, quantitative measurements, experimental errors and graphical analysis.

**PHY 327: Workshop Practice**

Introduction to workshop: safety at work, classification of materials; ferrous metals, non-ferrous metals, non-metallic materials. Layout of work; tools and applications, bench work instruments; filling, chipping, sawing, screw sheet, metals processing, principles of soldering, brazing and welding. The glass cutter and the cutting of soda and pure glass. Flame polishing. Joining two glass rods together. Construction of melting and boiling pints tubes as well as dropping pipettes. Design and construction of simple apparatus using wood, metal and glass. Fabrications of simple electronic circuits. Elements of engineering drawing.

**PHY 411: Quantum Physics I**

Basic propositions of quantum mechanics. Experimental basis. Experimental evidence of discrete energy levels. The particle and wave aspects of matter. Crithogonality and completeness of energy eigan functions, expansion theorem; degeneracy. Harmnic oscillator. H-atom; separation into radial and angle parts. Solution of radial equation. Solution of angular equation. One—dimensional potential barrier. One-and three-dimensional square wells of finite length. W.K. B. approximations. Interpretations of quantum mechanics: One observable; eigenstates and eigenvalues; dispersion; computing observable compatibility, etc. illustrations. Non-commuting observable; observable: uncertainty principle and complementarily, illustrations matrix form of O. M. as particular representation of schrödinger theory, angular momentum. Spin, addition of angular momentum. Many-particle systems; angular momentum, exclusion principle.

**PHY 412: Instrumentation And Experimental Technique**

Principles of experimental: systematic errors and their detection. Drift and noise. Data treatment, estimation of errors. Curve fitting. Examples of measuring methods in different fields. Elementary ideas of information theory. Electronics – feedback circuits including (Mathematically) complex feedback paths-miller integrator etc. Response of circuits to pulses and steps. Shaping circuits. Including (Mathematically) complex feedback paths-miller integrator etc. response f circuits to pulses and steps. Shaping circuits. Two state circuits-multibrator and derived circuits. Transistor. Millimicroscod methods. electrical measurements, galvanometer, D.C. amplifiers. Optical instruments; intensity and guidance.

Photometry radiation detection and their limitations. Guidance in the design and construction of apparatus and measuring equipment.

**PHY 413: Mathematics Methods In Physics 1**

First and second order differential equations. Application of linear differential equations; vibratory motion of mechanical system electronic circuit problems; vertical oscillation of a box floating in liquid. Method of series and numerical solution of differential equations. Taylor series; picard method of iteration; Runge's and Runge-Kutta method; Kuta-Simpson method. Matrices and their diagonalisations: Matrix eigen value method for system of linear differential equations. Determinations. Fourier series. Fourier transforms. Special functions. Basel's differential equation; Hermite differential equation; Laguerre's differential equation. Green's function.

**PHY 421: Quantum Mechanics II**

Stationary perturbation theory. First order (including degeneracy), second order; applications. Variation methods. Time-dependent perturbation theory; transition probabilities (also for radiation). Symmetry, constants of motion, selection rules (with illustrations from atomic and for nuclear spectroscopy and reactions). Scattering theory. Cross-section. Form approximations (time-dependent treatment) coulomb scattering. Purse-shift analysis. Examples (e.g. hard spheres).

**PHY 432: Environmental Physics**

The Earth, the earth's history, the earth's interior, continental drift, weathering and erosion, ground water, ecology, the earth's atmosphere's structure of the earth's atmosphere. Weather and impact of weather on man, environmental pollution; the solar system, gravitation, the planets, the moons, comets and meteors, the universe.

**PHY 429: Material Science**

Molecular bonding and types bonds. Crystals structure, crystallographic parameters. Electron theory of metals. Magnetism. Diamagnetic and paramagnetic materials. Curie's law. Ferromagnetic; ferities, magnetization curves for ferromagnetic materials. Temperature dependence of magnetization. Magnetostriction. Dialectics, ferroelectrics. Semiconductors – atomic theory. Elastic properties of continuous media; types of elastic deformation. Elastic deformation energy. Absorption by metals (Fe, Al, Cu). Materials testing with X-rays. Hall and pettier effect of sample solids. Electrical conduction. Methods of measuring electrical magnetic and optical properties of materials. Alloys-equilibrium phase diagrams. Properties of steel, brass, and cements. Poluymers Long chain molecules. Thermosetting and thermoplastic polymers. Mechanical properties. Elastomer.

**CHM 111: General Chemistry 1**

Atoms, molecules and chemical reaction. Chemical equations and stoichiometry. Atomic structure, periodic and periodic properties. Modern electronic theory of atoms; structure of solids; radioactivity; chemical bonding; properties of gases, liquids and solids. Solutions of solids, liquid and gases in liquids, colligative

properties of solutions. Equilibria and thermodynamics; chemical kinetics, introductory electro-chemistry.

**MTH 111: General Mathematics 1**

MTH 111, 121, 211, 221, AND 311. Course descriptions. See Mathematics department.

**SED 324: School Science Laboratory**

An examination in the concept of the school science laboratory as an instructional facility. Objectives of school science teaching achievable through the use of the laboratory. Laboratory design, organization and management, safety in the laboratory skills description in aspects of laboratory work and construction of basic teaching resources.

**SED 413: Science, Technology And Society**

Socio-political aspect of science and technology, health and disease, the efforts on the environment of fake, food, water, waste disposal. Application of science and technology to everyday life. Basic scientific principles involved in the design and functioning of everyday appliances devices, system and phenomena, relevance of the school science curricula to societal needs.

## 2.4.4 B.Sc (B.Ed) SCIENCE AND MATHEMATICS EDUCATION

### Course Contents And Descriptions

#### a) Course Contents

### 5 – Year Programme

#### Year 1

General	Units
GST 111: Communication in English	2
GST 112: Philosophy, Logic and Human Existence	2
GST 113: Nigerian People & Culture	2
GST 121: Use of Library, Study Skills and ICT	2
GST 122: Communication in English II	2
<b>Core Courses</b>	
EDU 111: Introduction to teaching profession	2
EDU 112: Foundations of Education	2
MTH 111: General Mathematics I	3
MTH 112: General Mathematics II	3
MTH 122: General Mathematics III	3
STA 121: Statistics for Physical Sciences	3
<b>Elective (Restricted)</b>	
PHY 111: General Physics I	3
PHY 112: Laboratory Physics I	2
PHY 122: General Physics II	3
CHM 111: General Chemistry I	3
CHM 122: General Chemistry II	3
Elective Unrestricted Any one course	2
<b>TOTAL</b>	<b>44</b>

#### Year II

General	Units
GST 211: History and Philosophy of Science	2
GST 212: Application of Computer	2
GST 223: Entrepreneurship Education I (Theory)	2
GST 222: Peace Studies and Conflict Resolution	2
EDU 211: Educational psychology	3
EDU 212: Educational Administration	2
MTH 211: Mathematical Methods I	4
MTH 211: Introduction to Algebra	3
MTH 213: Linear Algebra I	3
STA 213: Probability I	3

MTH 221: Mathematical Methods II	3
MTH 222: Real Analysis I	3
MTH 223: Introduction to Numerical Analysis	3
MTH 224: Linear Algebra II	3
STA 222: Probability	3
CSC 212: Elements of Computer programming	3
<b>Elective (Restricted)</b>	
SED 214: History and Philosophy of Mathematics	2
Elective Unrestricted Any one course	2
<b>TOTAL</b>	<b>45</b>

### Year III

<b>General</b>	<b>Units</b>
EPS 301: Entrepreneurial Education II (Practical)	2
EDU 311: Test and Measurement	2
EDU 313: Educational Technology	2
EDU 312: Special Methods	2
EDU 302: ICT in Education	2
EDU 321: Curriculum & Instruction I	2
<b>Core Courses</b>	
MTH 311: Mathematical Methods III	3
MTH 312: Abstract Algebra I	3
MTH 313: Advance Calculus	3
MTH 314: Complex variable I	2
MTH 315: Real Analysis I	3
MTH 316: Introduction to Mathematical modeling	3
MTH 321: Matric Space Topology	3
MTH 322: Advanced Calculus II	3
MTH 323: Abstract Algebra II	3
MTH 324: Complex Variable II	3
<b>Elective (Restricted)</b>	
SED 315: Mathematical Curricula	2
SED 324: School Science Laboratory	2
Elective Unrestricted Any one course	2
<b>TOTAL</b>	<b>45</b>

## Year IV

<b>General</b>	<b>Units</b>
EDU 413: Guidance & Counseling	2
EDU 422: Special Education	2
EDU 411: Curriculum and Instruction II	2
EDU 421: Seminar in mathematics education	2
SED 413: Science, Technology and Society	2
EDU 401: Research Methods and Data Processing	2
EDU 412: Special Methods II	2
MTH 411: Ordinary Differential Equation I	3
MTH 412: Partial Differential Equation	3
MTH 413: General Topology	3
MTH 421: Functional Analysis	3
MTH 427: Ordinary Differential Equation II	3
MTH 414: Labesque Measure and Integration	3
<b>Elective (Restricted)</b>	
Take 2 additional courses from the cognate area	4
<b>TOTAL</b>	<b>36</b>

## Year V

	<b>Units</b>
EDU 500: Teaching Practice (One whole semester)	6
EDU 599: Research Project in mathematics Education	4
EDU 502: Special Methods III (Post Teaching Practice Evaluation and Remediation)	2
Take any 6 elective courses from teaching subject/education areas not covered	12
<b>Elective (Restricted)</b>	
Any two – 2 Unit courses	4
<b>TOTAL</b>	<b>24</b>

### **MTH 122: Elementary Mathematics Iii Complex Numbers:**

Algebra of complex numbers; geometric properties of complex numbers, the complex plane, De Moivre's Theorem. Matrices and Determinants:

Matrix algebra for  $axn$  matrices,  $(M, n 3)$  singular and non-singular matrices, inverse of a matrix.

### **MTH 211: Mathematical Methods I**

Real-valued functions of a real variable. Review of differentiation and integration and their applications. Mean values theorem. Real valued functions of two or three variables. Partial differentiation, total derivatives, increments and linear approximations, implicit functions,

change of variables, Tylor's Theorem, maxima and minima of functions of two variables. Agregian multipliers elementary vector calculus; the operators div and curl in Cartesian coordinates. Evaluation of Line and Multiple Integrals.

**MTH 212: Introductory Algebra Theory:**

Binary operations, mapping, binary relations, equivalence relation, binary logic, methods of proof.

**MTH 221: Mathematical Methods I**

Ordinary first order differential equations; separable, homogenous, exact, linear equations; use of integrating factor. Ortcuogonal and oblique trajectives; existence and uniquenesses. The general solution of a differential equation, complementary functions, particular integral, superposition theorems, second order linear differential equations with constant coefficients; General theory of 2nd order linear equations. Solution of initial value problems by Laplace transfer method, use of the operator D. Simultaneous linear first order differential equations with constant coefficients. Application of ordinary and partial differential equations to life, physical and social science problems.

**MTH 222: Real Analysis**

Properties and functions of mappings. Limits of a function and a sequence. Sequences include monotone sequences, Cauchy sequences; the theorem of rested intervals. The mean value Theorem and L'Hospital's rule, Tieman Integration. Completeness of the reals and incompleteness of rations.

**MTH 223: Introduction To Numerical Analysis**

Principles and practice of computation and tabulation of functions; curve fitting; error analysis; polynomial approximation to tabulated functions. Numerical solution of algebraic and transcendental equations, numerical differentiation and integration. Numerical solution of systems of systems of linear equations. Initial value problems for ordinary differential equations.

**Mth 213: Linear Algebra I**

Vector space over the real field, subspace, linear independence, basis and dimension. Linear transformations and their representation symatices, range, nul space, rank. Singular and non-singular transformations and matrices algebra of matrices.

**MTH 224 Linear Algebra Ii**

System of linear equations, change of basis, equivalence and similarity. Figenvalues and eigenvectors. Minimum and characteristic polynomials of linear transformation (matrix). Cayley-Hamilton Theorem. Bilinear and quadratic forms, or thogonal diagonalization. Canominal forms.

**MTH 215: History Of Mathematics**

Ancient and contemporary history of mathematics.

**MTH 322: Abstract Algebra I**

Definition, examples including permutation groups, sub-groups, rings of polynomials and matrices. Integral domains fields: Polynomial Rings: factorization; Euclidean algorithm for polynomials, H.C.F. and L. C. M. of polynomials.



**MTH 321: Metric Space Topology**

Metric spaces; open and closed balls, open sets, neighbourhoods, closed sets, adherence points, closure of a set. Continuity of maps. Homeomorphisms, separability, completeness, dense sets, compactness, fixed points, contract contraction operators, normed spaces, Hilbert space, Brach space.

**Mth 311 Mathematical Methods III**

Existence and uniqueness of solutions operational methods of solution of linear equations. Sturm-Liouville Theory. Series solution Green Function.

**Special Function:**

Legendre and Bessel function. Expansion in Bessel and Pourier – Lendre functions.

**Partial Differential Equations:**

Solution of boundary problems of partial differential equations; separation of variables (transform techniques). Sturm-Liouville theory; Greens function methods of characteristics.

**MTH 313 Advanced Calculus**

Functions of several variables: Partial differentiation, Jacobians, Fourier series. Fourier and Laplace transforms, convolution properties and applications including linear integral equations with displacement Kernels. Euler-Lagrange equation for one dependent variable, first integral of the equation for one depedent variable, first integral of the equation.

**MTH 314 Complex Variable I**

Functions of complex variables. Limits and continuity of functions of a complex variable. Derivation of such Cauchy-Riemann equations. Analytic functions. Bilinear transformations, conformal mapping, contour integrals. Cauchy's theorem; and its main consequences. Convergence of sequences and series of functions of a complex variable.

**MTH 324 Complex Variable Ii**

Expansions. Isolated singularities and residues; theorem; calculus of residue and application to evaluation of integrals and to the summation of series.

Maximum modulus principles. Argument principle. Rouché's theorem. The fundamental theorem of algebra.

**MTH 323 Abstract Algebra**

Normal subgroups and quotient groups. Mono inomorphism theorems Cayley's theorems. Direct products. Groups of small order. Group acting on sets. Sylod theorems ideal and quotient rings. Enclindean rings principle ideal domains (P.I.D. "S"); Irreducibility field extensions, degree of an extension, minimum polynomial. Algebraic and transcendent extension. Straightged and compass constructions.

**MTH 321 Advanced Calculus 11****VECTOR FIELD THEORY**

The operations grad, div and curl in our linear coordinates. Integal theorems, Gausa, Stoke's and Green's theorems. Vector into grals, line surface and volume units integrals. Tensor products of vector spaces. Tensor algebra symmetry. Cautosian equations of curves and surface.

**MTH 411 Ordinary Differential Equations**

Existence and uniqueness of solutions; dependence on initial conditions and parameters. General theory of linear differential equations coefficients, equations with periodic coefficients. The two point Sturm-Liouville boundary value problem, self-adjointness Sturm theory, stability of solutions of non-linear equations, phaseplane analysis.

**MTH 412 Partial Differential Equations**

Theory and solutions of first order equations second order linear equations; classification; characteristics; canonical forms; Cauchy problem.

**ELLIPTIC EQUATION**

Laplace's and Poisson's equations; Green's function Poisson's formula properties of harmonic functions.

**MTH 421 Functional Analysis**

Lyapunov's second method for second and their order ordinary differential equations. Qualitative theory of systems of non-linear ordinary differential equations. Dini derivatives; differential equations and comparison theorems. Definition and examples of functional differential equations.

## **B.Sc (Ed) B.Ed AGRICULTURAL EDUCATION**

### **General**

Agricultural Education is a vocational education programme like Business education. However, it is a science education programme as well as since the requirements for admission is mostly science subjects.

It is a teacher education programme for producing teachers of Agricultural science for secondary schools and colleges. Apart from knowledge of Agricultural science, students are expected to acquire relevant skills, methods and values to succeed. To help them in understanding their students and carry out their work efficiently, they are exposed to the relevant general education courses such as educational psychology, foundations of education, curriculum studies, etc. They are also to be conversant with the industrial applications of Agricultural science.

#### **2.4.5.1 Philosophy And Objectives**

In line with the above philosophy, the objectives of Agricultural Education Programme are, to:

1. acquire knowledge of basic Agricultural Science concepts, principals, theories, laws and conceptional schemes;
2. enable students to acquire necessary teaching and practical skills and other aspects of teaching methodology of their subject;
3. help students to become effective classroom teachers;
4. expose students to industrial science;
5. help students to acquire the ethics of teaching as profession and hence become professional Agricultural Science education;
6. develop positive values and attitudes for efficient discharge of their duty as teachers; and
7. help students disseminate information in Agricultural Science and related areas.

#### **2.4.5.2 Admission and Graduation Requirements**

##### **a) UME:**

Five credit passes in SSCE or equivalent in Biology/ Agricultural Science, chemistry, economics, physics, English language and mathematics.

##### **b) Direct Entry**

- a) A pass at merit level in Agriculture or related subjects provided the SSCE requirements are met.
- b) Advanced level passes in 2 of Biology, Agricultural Science and chemistry. The SSCE, equivalent requirements must be met.

- c) NCE with at an overall pass at merit level in Agricultural Science as a double major or in combination with relevant subject.
- d) IJMB passes in 2 of Biology, Agricultural Science and Chemistry with the SSCE requirements satisfied

C. Any other equivalent qualifications

In addition to the general requirements for graduation at the University, students of Agricultural Education must offer and pass courses totaling 150 credit hours for the five years programme or 120 credit hours in case of four years programme. They must also complete and receive a pass grade in Teaching Practical and a research project report on a topic approved by the Department.

2.4.4.3 **Learning Outcome**

As contained in section 1.6 for all Education programmes.

2.4.4.4 **Attainment Levels**

As contained in section 1.6 for all Education programmes.

2.4.4.5 **Resource Requirement for Teaching And Learning**

As contained in section 1.6 for all Education programmes.

2.4.4.6 **Course Content and Descriptions**

a) **Course Contents**

**Year I**

GST 111	Communication in English I	2
GST 112	Philosophy, Logic and Human Existence	2
EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Education	2
BIO 111	Introduction to Biology	2
MTH 111	General Mathematics I	2
CHM 111	Introduction to Chemistry	2
GST 113	Citizenship Education/Nig. People and Culture	2
GST 122	Communication in English II	2
GST 123	Use of Library, Study Skills and ICT	2
AED 121	Introduction to Agriculture	2
AED 122	Practical Farm Work I	2
AED 123	Farm Biometrics	2
		<b>26</b>

**Year II**

GST 211	History and Philosophy of Science	2
GST 212	Application of Computer	2

EDU 211	Educational Psychology I	2
ITE 211	Introduction to Vocational Education	2
AED 212	Principle of Farmstead	2
AED 213	Economics of Agricultural Education	2
AED 214	Introduction to Soil Education	2
AED 215	Forest Management Education	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Entrepreneurial Studies	2
EDU 212	Education Administration	2
CHM 221	Organic Chemistry	2
AED 222	Anatomy and Physiology of Farm Animals	2
AED 223	Introduction to Agricultural Economics	2
AED 224	Techniques of Non-Ruminant Animal Prod.	2
AED 225	Techniques of Vegetable Crop Production	2
AED 226	Farm Tools Equipment	2
		<b>34</b>

### **Year III**

EPS 301	Entrepreneurship Education II (Practice)	2
EDU 313	Educational Technology	2
EDU 312	Special Methods I	2
EDU 301	ICT in Education	2
EDU 314	Horticulture Education	2
AED 312	General Mathematics I	2
AED 314	Field Crop Production	2
AED 315	Fish Farming and Management	2
EDU 321	Curriculum and Instruction I	2
EDU 311	Test and Measurement	2
AED 321	Poultry Production II	2
AED 322	Ruminant Production	2
AED 323	Agricultural Marketing	2
AED 324	Technology of Breeding Crop and Animals	2
AED 325	Farm Business Management Education	2
AED 326	Introduction to Animal Breeding	2
AED 327	Tree Crop Production	2
		<b>34</b>

### **Year IV**

EDU 411	Curriculum and Instruction II	2
EDU 401	Research Methods and Statistics	2
EDU 412	Special Teaching Method (Micro Teaching)	2
EDU 413	Guidance and Counselling	2
EDU 422	Special Education	2
EDU 421	Water and Land Conservation Education	2
EDU 423	Husbandry of Ruminant Animals	2
EDU 423	Vocational Guidance	2
EDU 424	Farm and Garden Management	2
		<b>18</b>

<b>Year V</b>		
EDU 500	Teaching Practice	6
EDU 599	Research Project	4
EDU 502	Special Method III (Post TP Seminar)	2
AED 522	Wild Life Conservation	2
VTE 523	Livestock Health Education	2
AED 524	Forestry Education	2
VTE 525	Livestock Nutrition Education	2
		<b>20</b>

b) **Course Descriptions**

**AED 121 Introduction To Agriculture**

Fundamental concepts in Agriculture including importance of Agriculture in Nigeria economy, areas of agriculture, system of land ownership, farming systems, problems of agricultural development and roles of government in agricultural development.

**AED 122 Practical Farm Work 1**

Practical approaches to acquisition of skills needed in the production of crops including land preparation pre-planting operations, collection of weeds, identification and preservation of specimens of plant pest and diseases.

**AED 123 Farm Biometrics**

The basic Mathematical concepts that have uses in agricultural education including measurement in agriculture, seed rate, percentages, area, volume, simultaneous and geometry, graphs, and their mathematical application in agriculture.

**VTE 211 Introduction To Vocational Education**

The study of the conceptual issues and historical development of vocational education in Nigeria. These include meaning purpose, goals, values, image, and objective of vocational education as well as the historical trends in the development of vocational education in Nigeria.

**AED 212 Principles Of Farmstead Planning**

Introduction to the concept of school land survey, farm survey and farmstead planning including tools and equipment involved, problems and prospects of land surveying and factors to consider when planning a school farm layout.

**AED 213 Economics Of Agricultural Education**

**AED 214 Introduction To Soil Education**

**AED 215 Forest Management Education**

**AED 211 Organic Chemistry**

**AED 222 Anatomy And Physiology Of Farm Animals**

**AED 223 Introduction To Agricultural Economics**

**AED 224 Techniques Of Non-Ruminant Animal Production**

- AED 225      Techniques Of Vegetable Crop Production**
- AED 226      Farm Tools Equipment**
- AED 311      Farmer Education And Rural Sociology**

An introduction to the sociology of rural farming communities including the social groups, organizations, instructions, values and their impacts on farming practices.

**AED 312      Horticulture Education**

The study of the principles and practices of horticulture including the concepts, classification, and cultivation of leaf, fruit, and root vegetables. Establishment of ornamental garden and principles of landscaping.

**AED 313      Poultry Production Education I**

Students are exposed to the theory and theoretical contents to cover concepts, scope and purpose, system of production, equipment and management practices involved in growers, broilers, breeders and layers production.

**AED 314      Field Crop Production**

**AED 315      Fish Farming And Management**

Importance of fish in human nutrition. Types of common fish in the ecological environment, their characteristics, types of fishing; fishing gears, type of environment suitable for the school fish pond and its characteristics. How to construct and manage fish farm, harvesting and preservation of fish.

- Aed 322      Ruminant Production**
- AED 323      Agricultural Marketing**
- AED 324      Technology Of Breeding Crop And Animals**
- AED 325      Farm Business Management Education**
- AED 326      Introduction To Animal Breeding**
- AED 327      Tree Crop Production**
- AED 421      Water And Land Conservation Education**
- AED 422      Husbandry Or Ruminant Animals**
- AED 424      Farm And Garden Management**

**AED 523      Livestock Health Education**

The study of the principles of livestock health including etiology, symptoms, effects, prevention and control of diseases of the parasites of the following livestock: poultry, cattle, sheep, goat, pig and rabbits.

**AED 524      Forestry Education**

Education on forestry production with focus on the consent and importance of forest I national economy, Nigerian vegetation and forest zones, principles of forest crop production, forest protection, harvesting, processing and marketing of timber and other forest produce.

**AED 525      Livestock Nutrition Education**

The study of livestock nutrition including importance, sources, deficiency symptoms of the following classes of livestock feed: water carbohydrate, protein, vitamins, minerals, fat/oil, nutritional requirements of livestock, their measurement, type of ratio formulation to be treated.



## **B. Ed. Computer Science/Statistics**

### **General**

The Programme is undergraduate degree in Computer Science with degree in view: B. Sc/B. Tech (Computer Science).

#### **2.4.7.1 Philosophy Aims and Objectives**

The purpose, aims and objective of bachelors honours degree programme in computer science should include:

To create in students the awareness of and enthusiasm for computer science and its capabilities.

To involve the students in an intellectually stimulating and satisfying experience of learning and studying

To provide a broad and balanced foundation in computer science knowledge and practical skills.

To develop in students through an education in computer science a range of transferable applicable skills of information technology to all aspects of human endeavours.

To generate in students an appreciation of the importance of computer in an industrial, economic, technological and social context.

To provide students with knowledge and skills base for further studies in computer science or multi-disciplinary studies involving computer science.

#### **2.4.6.2 Admission and Graduation Requirements**

As contained in B.Ed Biology (UME and Direct Entry).

In addition to the general requirements for graduation at the University, students of the various subjects or programmes must offer and pass courses totaling 150 credit hours for the five years programme or 120 credit hours in case of four years programme. They must also complete and receive a pass grade in teaching practice, and a research project report on a topic approved by the Department.

#### **2.4.7.3 Learning Outcomes**

##### **a) Regime of Subject Knowledge**

Each institution providing degree programmes in Computer Science is free, within the context of university autonomy and academic freedom to decide on the content, nature and organization of its courses and modules. However, it is

expected that all programmes will ensure that students are conversant with the following main aspects of computer science:

- Discrete Structures
- Programming Fundamentals
- Data Streamlines Algorithms
- Algorithms and Complexity Analysis
- Programming Languages
- Operating Systems
- Computer Architecture and Organization
- Software Engineering
- Information Management
- Intelligent Systems
- Computational Science and Numerical Methods
- Net-Centric Computing
- Graphic and Visual Computing
- Human Computer Interaction
- Social and Professional Issues
- Modelling and Simulation
- Computer Construction
- Formal Methods

b) **Competence and Skills**

by the end of all programmes in Science and mathematical science education; students would have acquired:

- g) ability to carry out experiments in their relevant subject areas
- h) competency in problem solving
- i) competency in educational research
- j) skill of improvisation
- k) teaching skills through application of the various teaching methods
- l) skill in information dissemination
- m) skill in inter personal relations.

c) **Behavioural attitudes**

Students of all science and mathematical science education programmes are expected to acquire:

- i) the right societal values
- ii) positive attitudes to life and people
- iii) positive behavioural changes in interpersonal relationship

2.4.7.4 **Attainment Levels**

As contained in section 1.6 for Science and mathematical science education programmes

## 2.4.7.5 Resource Requirement For Teaching And Learning

As contained in 1.6 for Science and Mathematical Science Education programmes.

## 2.4.7.6 Course Contents And Description

### a) Course Contents

#### YEAR I

<u>Courses</u>	<u>Title</u>	<u>Units</u>
GST 111:	Communication in English	2
GST 112:	Philosophy, Logic and Human Existence	2
GST 113:	Nigerian People & Culture	2
GST 121:	Use of Library, Study Skills and ICT	2
GST 122:	Communication in English II	2
EDU 111:	Introduction to teaching profession	2
EDU 112:	Foundations of Education	2
CSC 101	Introduction to Computer Science	3
CSC 102	Introduction to Problem Solving	3
MAT 101	General Mathematics I	3
MAT 102	General Mathematics II	3
MAT 103	General Mathematics III	3
PHS 101	General Physics I	3
PHS 102	General Physics II	3
PHS 105	General Physics III	1
BIO 101	General Biology I	3
CHM 101	General Chemistry I	3
GES 101	Use of English	2
LIB 101	Library Skills	1
		<b>50</b>

#### Electives

6 Units to be selected from Mathematics and Physics Courses.

#### Year II

<u>Courses</u>	<u>Title</u>	<u>Units</u>
GST 211:	History and Philosophy of Science	2
GST 212:	Application of Computer	2
GST 223:	Entrepreneurship Education I (Theory)	2
GST 222:	Peace Studies and Conflict Resolution	2
	<b><u>Core Courses</u></b>	
EDU 211:	Educational psychology	3
EDU 212:	Educational Administration	2
CSC 201	Computer Programming I	3
CSC 202	Computer Programming II	3

CSC 218	Foundation of Sequential Program	3
CSC 204	Fundamentals of Data Structures	3
CSC 205	Operating Systems I	3
CSC 208	Discrete Structure	3
CSC 212	Computer Hardware	3
CSC 218	Foundations of Sequential Programme	3
MAT201	Mathematical Methods	3
PHS 201	Electronics	3
CSC 299	Industrial Training	3
EPS I	Entrepreneurship Studies I	2
GES 201	Communications Skills	2
		<b>50 Units</b>

### Electives

8 Units to be selected from MATH 204, Linear Algebra I (3 units)  
MATH 205, Linear Algebra II (3 units)  
PHS 201 Modern Physics (3 units)  
and Statistics courses

### Year III

<u>Courses</u>	<u>Title</u>	<u>Units</u>
EPS 301:	Entrepreneurial Education II (Practical)	2
EDU 311:	Test and Measurement	2
EDU 313:	Educational Technology	2
EDU 312:	Special Methods	2
EDU 302:	ICT in Education	2
EDU 321:	Curriculum & Instruction I	2
CSC 301	Structured Programming	3
CSC 302	Object-Oriented Programming	3
CSC 310	Algorithms and Complexity Analysis	3
CSC 305	Operating Systems II	3
CSC 314	Architecture and Organization I	3
CSC 315	Architecture and Organization II	3
CSC 304	Data Management I	3
CSC 316	Compiler Construction I	3
CSC 321	Systems Analysis and Design	3
CSC 332	Survey of Programming Language	4
CSC 333	Computational Science & Numerical Methods	3
CSC 308	Formal Methods and Software Development	3
CSC 399	Industrial Training II	3
EPS 301	Entrepreneurship Studies II	2
		<b>52 Units</b>

### Electives

6 Units from CSC 331 – Operations Research - 3  
CSC 334 – Numerical Analysis - 3  
CSC 335 - Statistical Computing - 3  
CSC 306 – Theory of Computing - 3

**Year IV**

<u>Courses</u>	<u>Title</u>	<u>Units</u>
<b>General</b>		
EDU 413:	Guidance & Counseling	2
EDU 422:	Special Education	2
EDU 411:	Curriculum and Instruction II	2
EDU 401:	Research Methods and Data Processing	2
EDU 412:	Special Methods II	2
CSC 403	Software Engineering	4
CSC 404	Data Management II	3
CSC 421	Net-Centric Computing	3
CSC 401	Organization of Programming Languages	3
CSC 411	Artificial Intelligence	3
CSC 441	Human Computer Interface	2
CSC 423	Computer Networks/Communications	3
CSC 499	Project	6
		<b>48</b>

**Year V**

<b>General</b>	<b>Units</b>
EDU 500: Teaching Practice (One whole semester)	6
EDU 599: Research Project in mathematics Education	4
EDU 502: Special Methods III (Post Teaching Practice Evaluation and Remediation)	2
Take any elective courses not cover from the list above	12

**b) Course Description****CSC 101: Introduction To Computer Science:**

History of Computer Science and their generations. Computer Hardware; functional components  
Modern I/O units

Software: Operating Systems, Application Packages

Program: Development; Flow charts and algorithms; Program Objects  
BASIC or VISUAL BASIC Fundamentals.

**CSC 102: Introduction To Problem Solving:**

Problem solving strategies, Role of algorithm in problem solving process, implementations  
strategies, concepts and properties of algorithm.

**CSC 201: Computer Programming I**

Introduction to problem solving methods and algorithm development, designing, coding,  
debugging and documenting programmes using techniques of a good programming language  
style, programming language and programming algorithm development. A widely used  
programming language should be used in teaching the above. E.g. FORTRAN 92

### **CSC 202: Computer Programming II**

Principles of good programming, structured programming concepts, Debugging and testing, string processing, internal searching and sorting, recursion. Use a programming language different from that in CSC 201. e.g. C-Language

### **CSC 204: Fundamentals Of Data Structures:**

Primitive types, Arrays, Records Strings and String processing, Data representation in memory, Stack and Heap allocation, Queues, TREES. Implementation Strategies for stack, queues, trees. Run time Storage management; Pointers and References, linked structures.

### **CSC 205 Operating System I**

Overview of O/S: Role & Purpose, Functionality Mechanisms to Support Client- server models, hand-held devices, Design Issues influences of Security, networking, multimedia, Windows.

O/S Principles: Structuring methods Abstraction, processes and of recurses, Concept of APIS Device organization interrupts.

### **CSC 208 Discrete Structure**

Basic Set Theory: Basic definitions, Relations, Equivalence Relations Partition, Ordered Sets. Boolean Algebra & Lattices, Logic, Graph theory: Directed and Undirected graphs, Graph Isomorphism, Basic Graph Theorems, Matrices; Integer and Real matrices, Boolean Matrices, Matrices med m, Path matrices. Adjacency Vectors/Matrices: Path adjacency matrix, Numerical & Boolean Adjacency matrices. Applications to counting, Discrete Probability Generating Functions,

### **CSC 212 Computer Hardware:**

Computer circuits; diode arrays, PIAs etc, Integrated circuits fabrication process. Use of MSI, LSI and VLSI IC' hardware Design. Primary and Secondary memories; core memory, etc. Magnetic devices; disks, tapes, video disks etc. Peripheral devices; printers, CRT's, keyboards, character recognition. Operational amplifiers; Analog-to- digital and Digital-to-analog converter. Analog computers.

### **CSC 218 Foundations Of Sequential Program:**

The relationships between H/L languages and the Computer Architecture that underlies their implementation: basic machine architecture, assembles specification and translation of P/L Block Structured Languages, parameter passing mechanisms.

### **CSC 299 Industrial Training I:**

Require 3 months of Industrial Training. Students experience will be documented and presented in a Seminar.

### **CSC 301 Structured Programming:**

Structured Programming elements, structured design principles, abstraction modularity, stepwise refinement, structured design techniques. Teaching of a structured programming language etc.

### **CSC 302 Object-Oriented Programming:**

Basic OOP Concepts: Classes, Objects, inheritance, polymorphism, Data Abstraction, Tools for developing, Compiling, interpreting and debugging, Java Programs, Java Syntax and data objects, operators. Central flow constructs, objects and classes programming, Arrays, methods.

Exceptions, Applets and the Abstract, OLE, Persistence, Window Toolkit, Laboratory exercises in an OOP Language.

### **CSC 304 Data Management I**

Information storage & retrieval, Information management applications, Information capture and representation, analysis & indexing, search, retrieval, information privacy; integrity, security; scalability, efficiency and effectiveness.

Introduction to database systems:

Components of database systems DBMS functions, Database architecture and data independence use of database query language.

Text:

### **CSC 305 Operating System Ii:**

Concurrency: States & State diagrams Structures, Dispatching and Context Switching; interrupts; Concurrent execution; Mutual exclusion problem and some solutions Deadlock; Models and mechanisms (Semaphones, monitors etc.)  
Producer – Consumer Problems & Synchronization.  
Multiprocessor issues.

### **Scheduling & Despatching**

Memory Management:Overlays, Swapping and Partitions, Paging & Segmentations Placement & replacement policies, working sets and Trashing, Caching.

### **CSC 310 Algorithms And Complexity Analysis:**

Basic algorithmic analysis: Asymptotic analysis of Upper and average complexity bounds; standard Complexity Classes Time and space tradeoffs in algorithms analysis recursive algorithms. Algorithmic Strategies:

Fundamental computing algorithms: Numerical algorithms, sequential and binary search algorithms; sorting algorithms, Binary Search trees, Hash tables, graphs & its representation.

### **CSC 314: Computer Architecture I And Organization I**

Fundamental building blocks, logic expressive immunization, sum of product forms. Register transfer notation, Physical considerations. Data representation, and number bases, Fixed and Floating point systems, representation memory systems organization and architecture.

Text:

### **CSC 315: Computer Architecture And Organization II**

Memory system, general; characteristics of memory operation. (Technology-magnetic recording semi-conductor memory, coupled devices, magnetic bubble). Memory addressing, memory hierarchy, virtual memory control systems. Hardware control, micro programmed control, Asynchronous control, i/c control. Introduction to the methodology of faulty tolerant computing.

### **CSC 316: Compiler Construction I:**

Review of compilers assemblers and interpreters, structure and functional aspects of a typical compiler, syntax semantics and pragmatics, functional relationship between lexical analysis, expression analysis and code generation. Internal form of course programme. Use of a standard compiler (FORTRAN<COBOL/PL) as a working vehicles. Error detection and recovery. Grammars and Languages: the parsing problem. The scanner.

**CSC 321: Systems Analysis And Design:**

System Concept; System Development Life Cycle

Analysis: Fact gathering Techniques, data flow diagrams, Process description data modeling.

System Design: Structure Charts, form designs, security, automated Tools for design.

**CSC 333: Computational Science And Numerical Methods**

Operations research, Numerical Computation, Graphical computation, Modeling and simulation, High performance computation

**CSC 332: Survey Of Programming Languages**

Overview of programming languages: History of programming languages, Brief survey of programming paradigms (Procedural languages, Object-oriented languages, Functional languages, Declarative – non-algorithmic languages, Scripting languages), the effects of scale on programming methodology; Language Description: Syntactic Structure (Expression notations, abstract Syntax Tree, Lexical Syntax, Grammars for Expressions, Variants of Grammars), Language Semantics (Informal semantics, Overview of formal semantics, Denotation semantics, Axiomatic semantics, Operational semantics); Declarations and types: The concept of types, Declaration models (binding, visibility, scope, and lifetime), Overview of type-checking, Garbage collection; Abstraction mechanisms: Procedures, function, and iterations as abstraction mechanisms, Parameterization mechanisms (reference vs. value), Activation records and storage management, Type parameters and parameterized types, Modules in programming languages; Object oriented language paradigm; Functional and logic language paradigms.

**CSC 399: Industrial Training Ii**

Student’s Industrial work experience of 3 months duration. Students reports will be presented in a seminar.

**CSC 401: Organization Of Programming Languages:**

Language definition structure. Data types and structures, Review of basic data types, including lists and tress, control structure and data flow, Run-time consideration, interpretative languages, lexical analysis and parsing. Pre-requisite – CSC 201, 202, 304, 302.

**CSC 403: Software Engineering:**

Software Design: Software architecture, Design Patterns, O. O. analysis & Design, Design for re-use.

Using APIS: API programming Class browsers and Related tools, Component based computing.

Software tools and Environment: Requirements analysis and design modeling Tools, Testing tools, Tool integration mech.



### **CSC 404: Data Management II**

Rational Databases: Mapping conceptual schema to relational Schema; Database Query Languages (SQL) Concept of Functional dependencies & Multi-Valued dependencies.

Transaction processing; Distributed databases.

Text: CJ Date.

### **CSC 405 : Special Topics In Software Engineering**

(L30 : P 45)

Topics from process improvement ; software re-engineering configuration management ; Formal spécification, software cost – estimation, Software Architectue, Software patterns, Software Reuse and Open source development.

### **CSC 406 Queuing Systems: (L 30: P0: T 0)**

Introduction; Birth-death queuing systems; Markovian queues, the queue M/GI bounds, inequalities and approximations.

### **CSC 407 : Special Topics In Software Engineering**

Topics from process improvement; software re-engineering configuration management; Formal spécification, software cost – estimation, Software Architecture, Software patterns, Software Reuse and Open source development.

### **CSC 408: Computer System Performance Evaluation**

Measurement techniques, simulation techniques; techniques, workload characterization, performance evaluation in selection problems, performance evaluation in design problems, evaluation of programme performance.

### **CSC 411: Artificial Intelligence:**

Introduction to artificial intelligence, understanding natural languages, knowledge representation, expert systems, pattern recognition, the language LISP.

### **CSC 416: Compiler Construction II**

Grammars and languages, recognizers, Top-down and bottom-up language Run-time storage Organization, The use of display in run-time storage Organization. The use of display in run time storage allocation. LR grammars and analysers. Construction of LR table. Organisation of symbol tablets. Allocation of storage to run-time variables. Code generation. Optimisation/Translator with systems.

### **CSC 421: Net-Centric Computing**

Distributed Computing, Mobile & Wireless computing, Network Security; Client/Server Computing (using the web), Building Web Applications.

### **CSC 422: Project Management**

Team Management, Project Scheduling, Software measurement and estimation techniques, Risk analysis, Software quality assurance, Software Configuration Management, Project Management tools.

### **CSC 423: Computer Networks/Communication**

Introduction, waves, Fourier analysis, measure of communication, channel characteristics, transmission media, noise and distortion, modulation and demodulation, multiplexing, TDM FDM and FCM Parallel and serial transmission (synchronous Vs asynchronous). Bus structures and loop systems, computer network Examples and design consideration, data switching principles broadcast techniques, network structure for packet switching, protocols, description of network e.g. ARPANET, etc.

### **CSC 432: Distributed Computing Systems**

Introduction: Definitions, Motivation; Communication Mechanisms: Communication Protocols, RPC, RMI, Stream Oriented Communication; Synchronization: Global State, Election, Distributed Mutual Exclusion, Distributed Transactions; Naming: Generic Schemes, DNS, Naming and Localization; Replication and Coherence: Consistency Models And Protocols; Fault Tolerance: Group Communication, Two-And Three-Phase Commit, Check pointing; Security: Access Control, Key Management, Cryptography; Distributed File Systems: NFS, Coda etc.

### **CSC 433: Computer Graphics And Visualization**

Hardware aspect, plotters microfilm, plotters display, graphic tablets, light pens, other graphical input aids Facsimile and its problems Refresh display refresh huggers, changing images, light pen interaction. Two and three dimensional transformation, perspective Clipping algorithms. Hidden line removal bolded surface removal. Warnock's method, shading, data reduction for graphical input. Introduction to hand writing and character recognition. Curve synthesis and fitting. Contouring. Ring structures versus doubly linked lists. Hierarchical structures. Data structure: Organization for interactive graphics.

### **CSC 441: HUMAN-COMPUTER INTERFACE (HCI) (2 Units) (L30: P0)**

Foundations of HCI, Principles of GUI, GUI toolkits;  
Human-centred software evaluation and development;  
GUI design and programming.

### **CSC 452 Formal Models Of Computation**

Automata theory: Roles of models in computation Finite state Automata, Push-down Automata, Formal Grammars, Parsing, Relative powers of formal models. Basic computability: Turing machines, Universal Turing Machines, Church's thesis, solvability and Decidability.

### **CSC 482: Computer Simulations**

Basic Definitions and Uses, Simulation Process, Some basic statistic Distributions Theory, Model and Simulation. Queues; Basic components, Kendall notation, Queuing rules, Little's Law, Queuing networks, Special/types of queues. Stochastic Processes; Discrete state and continuous state processes, Markov processes, Birth-Death Processes, Poisson Processes. Random Numbers; types of Random Number Exercises.

### **CSC 492: Special Topics In Computer Science**

Special topics from any area of computer science considered relevant at given time. Topics are expected to change from year to year. Apart from seminars to be given by lecturers and guests, students are expected to do substantial readings on their own.

### **CSC 499: Project**

Students should embark on work that will lead to substantial software development under the supervision of a member of staff.

## 2.4.8. BACHELORS DEGREE IN TECHNICAL EDUCATION & INDUSTRIAL TECHNOLOGY EDUCATION B. Ed.

### General

There is a demand on the day Technical Education Teachers to be competent in teaching a variety of courses at the Secondary school level. The programme is to produce competent teachers who can cope with the teaching of Introductory Technology course for the Junior secondary school and be competent in at least three of the senior secondary school subjects namely:

- Applied Electricity
- Wood/Building technology
- Metal Technology
- Auto Mechanics
- Electrical/Electronics

### 2.4.8.1 Philosophy and Objectives

The Faculties of Education in most Universities, Colleges of Technology and Colleges of Education where Industrial Technology Education is expected to be taught have very few qualified and committed teachers to teach all the identified courses. This paucity of personnel in terms the need for adequately trained Industrial Technology teachers for such position.

Beside, with current emphasis on self-reliance and job creation for the teeming population, this programme is expected to make significant contribution to the Nigerian Education Industry.

Therefore the students are expected to:

- ✓ Develop high level skill in the design, production, improvisation of various instructional Technology resources.
- ✓ Acquire teaching skills and appropriate methods needed in importing knowledge in their field of specializations.
- ✓ Demonstrate competency in the handling of various hardware to achieve maximum result for a wide variety of target audience.
- ✓ Gain insights on maintenance of Industrial materials, tools, machines and facility.
- ✓ Develop problem solving and creative thinking abilities.
- ✓ Develop safety consciousness, creativity and good judgment over the use of technology.

### 2.4.8.3 Admission and Graduation Requirements

Admission into the programme will be through.

- a) **UME**

- ✓ 5 credit passes in senior secondary school certificate (SSCE) or its equivalent including physics, mathematics, English language and or Technical drawing.
- ✓ A pass at least merit level in relevant diploma programme (provided the SSCE requirement are satisfied).
- ✓ Advanced level passes in 2 relevant subjects with SSCE requirements.
- ✓ NCE with at least overall pass at the merit level.
- ✓ Any other equivalent qualification.

b) **Direct Entry**

- ✓ N.C.E. with an overall merit pass or above, provided the candidate also has at least five credits or its equivalent including credit passes in Mathematics and English.
- ✓ Diploma in any area of education provided the candidate also has at least five credits at ‘O’ level including English Language and Mathematics.
- ✓ Holders of N.C.E./Diploma will spend four academic years while all others will spend five and 6 years respectively

In addition to the general requirements for graduation at the University, students of this programme must offer and pass courses totaling minimum of 150 credit hours for the five year programme or 120 credit hours for the 4 year programme. They must also compete and pass in SIWES teaching practice (EDU 500) and research project in Education

2.4.8.5 **Resource Requirement**

The 20%, 35% and 45% staff mix requirement for professors, senior lecturers and lecturers respectively apply here:

The staff/student ratio of 1:30 as provided for in the guidelines apply.

A systematic staff development strategy should be adopted to train and retrain academic staff. All staff both academic and non-academic should be exposure to modern ICT use.

a) **Space and Physical facility Requirements**

Most lecture spaces and workshops are shared. These should be increased in number to provide conducive learning environment. For large class sizes public address system should be provided.

- b) The following materials and equipment are required:
- Overhead projector

- Functional chalkboard strategically fixed
- Computer system and Internet facilities
- Charts
- Functional library resources of current text books, journals.

#### 2.4.8.6. Course Contents and Description

##### a) Course Contents

##### Five Year Programme

##### Year I

AUT 111	Introduction to Automobile Technology	2
BUD 111	Introduction to Building Technology	2
EET 111	Introduction to Electricity	2
MWT 111	Introduction to Metal Working	2
WWT 111	Introduction to Wood Working Technology	2
TCD 111	Introduction to Technical Drawing	1
WKS 110	Workshop Practice	1
EDU 111	Introduction to Teaching Profession	2
MAT 111	Algebra and Trigonometry	3
PHY 113	Mechanics	2
CHE 112	Inorganic Chemistry	2
GST 122	Communication in English	2
		<b>23</b>

AUT 121	Auto Tech. Fundamental & Transmission System	2
BUD 121	Building Construction I	2
EET 121	Introduction to Electronics	2
MWT 121	Metal Workshop Practice	2
WWT 121	Woodwork Technology I	2
ITE 121	Industrial Safety	1
TCD 121	Technical Drawing I	1
MAT 121	Differential and Integral Calculus	1
PHY 123	General Physics	2
CHE 122	Organic Chemistry	2
CPT 121	Introduction to Computer Science	2
CMP	Communication in English I	2
GST 121	Use of Library Studies skill ICT	2
EDU 111	Communication in English	2
GST 113	Nigerian Peoples and culture	2
		<b>27</b>

##### Year II

GST 211	History and Philosophy of Science	2
AUT 211	Auto Engines	2
BUD 211	Building Construction II	2
EET 211	Principles of Electricity	2

MWT 211	Metal Work Technology I	2
WWT 211	Woodwork Technology II	2
ITE 211	Introduction to Technology Education	1
EDU 211	Philosophy Education	2
ITE 212	Teaching Intro. Technology	2
TCD 211	Technical Drawing II	1
EDU 212	Educational Administration	2
AUT 221	Engine Lubrication and Cooling System	2
BUD 221	Land Surveying	2
EET 221	Electrostatics/Electromagnetic	2
MWT 221	Metal Workshop Practice	2
WWT 221	Wood Science Technology II	2
ITE 221	Material Technology I	2
CHE 221	Organic Chemistry	2
EDU 221	History of Education	1
GST 222	Peace Studies and Conflict Resoulution	2
CPT 121	Introduction to Computer Science	2
GST 223	Introduction to Entrepreneurial Skills (Practice)	2
ITE 222	SWEP	2
EDU 211	Educational Phscology	2
		<b>45</b>

### **Year III**

#### **Core/Compulsory**

		<b>Units</b>
EDU 311	Test and Measurements	2
EDU 302	ICT in Education	2
EDU 312	Methods of Teaching Indust. and Tech. Education	2
ITE 313	Engineering Drawing	2
TCD 311	Technical Drawing II	2
EDU 313	Educational Psychology	2
GST 321	Curriculum and Instruction I	2
		<b>14</b>

#### **Options**

##### **Automobile Technology**

AUT 311	Fuel System and Carburation	2
AUT 312	Auto Shop Safety and High Way Code	2

##### **Building Technology**

BUD 311	Building Construction III	2
BUD 312	Building Materials	2

##### **Electrical/Electronics Technology**

EET 311	Measuring Instrument and Testing	2
EET 312	Semi Conductor Devices	1
EET 313	Circuit Theory	2

### **Metal Work Technology**

MWT 311	Metal Fabrication Processes	2
MWT 312	Machine Tool Processes	2

### **Woodwork Technology**

WWT 311	Introduction to Upholstery	2
WWT 312	Woodwork Practice	2

### **Electives**

CPT 211	Introduction to Comp. Programming	2
ITE 314	Improvisation of Lab. Equipment	2

### **Core/Compulsory**

		<b>Units</b>
ITE 321	Micro Teaching Practice	2
ITE 322	Occupational Analysis	2
ITE 323	Material Technology II	2
ITE 324	Project in Special Area	2
ITE 325	Introduction to Industrial Economics	2
EDU 321	Research Methods and Data Processing	2
EDU 322	Educational Admin. and Planning	2
EDU 323	Measurement and Evaluation	2
GST		
		<b>16</b>

### **Options:**

#### **Automobile Technology**

AUT 321	Compression and Ignition Engines	2
AUT 322	Braking, Steering and Suspension System	2

#### **Building Technology**

BUD 321	Building Construction Superstructure	2
BUD 322	Building Environment and Man	2

#### **Electrical/Electronics Technology**

EET 321	Electrical Power and DC machines	2
EET 322	Electronics Communication	2



## **Metal Work Technology**

MWT 321	Welding Processes	2
MWT 322	Foundry Processes	2

## **Woodwork Technology**

WWT 321	Structural Fittings and Fixtures	2
WWT 322	Wood Finishing	2

## **Year IV**

EDU 413	Guidance and Counselling	2
EDU 411	Curriculum and Instructions II	2
EDU 412	Special Methods	2
EDU 401	Research Methods and Statistics	2
EDU 422	Special Education	2
ITE 411	Teaching Practice (1 semester)	
ITE 421	Student industrial work experience Scheme (SIWES) 6 months industrial attachment	

## **Year V**

### **Core/Compulsory**

EDU 500	Teaching Practice	6
EDU 502	Special Methods	2
EDU 599	Research Project	4
ITE 512	Basic Principles of Curriculum Development	2
ITE 513	Quality Control	2
ITE 514	Appropriate Technology	2
EDT 511	Computer Aided Instruction	2
GST 104	Introduction to Economics	2

## **Options**

### **Automobile Technology**

AUT 511	Power Engines	2
AUT 512	Thermodynamics	2

### **Building Technology**

BUD 511	Building Services	2
BUD 512	Architectural Drawing	2

### **Electrical/Electronics Technology**

EET 511	Radio and Television	2
EET 512	Workshop practice	2

## **Metal Work Technology**

MWT 511	Machining Tool Processes II	2
MWT 512	Mechanical Engineering Drawing II	2

## **Woodwork Technology**

WWT 511	Maintenance of Woodwork Equipment	2
WWT 512	Wood Design and Construction	2

## **Year V**

### **Core/Compulsory**

ITE 512	Project II (Practical)	3
ITE 522	Introduction to Financial Management	2
ITE 523	Emergent Problems in Industrial and Tech. Edu.	2
ITE 524	Workshop Organisation and Management	2
ITE 525	Environmental Health Education	2
ITE 526	Course Construction for Technology Education	2
ITE 527	Industrial materials and manufacturing Processes	2
		<b>15</b>

### **Options**

#### **Automobile Technology**

AUT 521	Auto Workshop practice	2
AUT 522	Auto Electrical System and Air Conditioning	2

#### **Building Technology**

BUD 521	Building Finishes	2
BUD 522	Building Site Practice	2

#### **Electrical/Electronics Technology**

EET 521	Electrical Drafting	2
EET 522	Digital Electronics	2

#### **Metal Work Technology**

MWT 521	Mechanical Engineering Design	2
MWT 522	Metal Stamping	2

#### **Wood Work Technology**

WWT 521	Tools and Devices	2
WWT 522	Forestry Studies	2

## b) **Course Description**

### **EDU 112 Introduction to Teaching Profession**

#### **EET 111 Definition of Electricity**

Description: Nature of electricity, Electrical Units, Resistance and calculations-Ohms's Law, Voltages and current in series /parallel circuits. Electric power insulators and conductors resistively, cells.

#### **WWT 111 Title: Introduction to Woodworking Technology**

Description: The course is designed to familiarize students with the nature of wood; chemistry of wood; classification of wood into soft and hard wood; wood defects; hand tools, care and maintenance; annual rings and wood grains.

#### **TCD 111 Title: Introduction to Technical Drawing**

Description: Introduction to drawing instruments, paper size, scale, freehand sketching and visualization. Line work and lettering, geometrical construction. Introduction to pictorial drawing and dimensioning.

#### **MAT 111: Algebra and Trigonometry**

Sets, Union and intersection, the empty and universal sets, complements, subjects, Venn diagrams (algebra of real numbers). Indices, logarithms, surds. Theory of quadratic equations, simultaneous equations; simple inequalities; Polynomials and their factorization, the remainder theorem, rational functions and partial fractions. Permutation and combination, the binomial theorem, sequences and series, summation of finite series.

#### **AUT 111 Introduction to Automobile Technology**

Description: The basic principles of automobile engines; its power source, transmission and compression.

#### **BUD 121 Building Construction I**

Principles of design and foundation selection; design concepts and development. Constituents and properties of concrete and mortars. Building materials – rocks, stones, soils and clay products. Structural detailing.

#### **EET 121 Introduction to Electronics**

Thermonic values, semiconductor diodes, Power supplies – Rectification, filters, Amplification, Oscillators, Multivibrators, Radio Transmission and Receptions.

#### **AUT 121 Auto Tech. Fundamental and Transmission System**

Evaluation and design of the modern automobile with emphasis on design operation and maintenance of the automobile engine, drive train, frame and suspension.

#### **MWT 121 Metal Workshop Praticce I**

Basic Workshop processes including measuring, cutting, filing, fitting and drilling.

#### **MAT 121: Differential and Integral Calculus**

Differentiation of simple algebraic and trigonometric functions; application to rates of change, maxima and minima, definite and indefinite integrals; application to areas, volumes of rotation

and arc lengths. Organisation and presentation of data; measures of location and dispersion. Basic concepts of probability: conditional probability of events, independence, tree diagrams.

**WWT 121 Woodwork Technology I**

Furniture upholstery. Furniture covering and recovering practical work on the techniques of furniture designing and re-designing upholstery; tools used in upholstery work. The techniques of soiling installation, stuffing, trimming, sewing, blind stitching and fabric selection.

**ITE 121 Industrial Safety**

Consideration of unsafe acts and conditions in the school workshop. Accident causation and prevention. Safety regulations and enforcement strategies.

**PHY 123 General Physics**

Historical survey of the development and importance of organic chemistry, nomenclature and classes of organic compounds; Homologous series; Functional groups; Isolation and purification of organic compounds; electronics theory in organic chemistry; saturated hydrocarbons; Unsaturated hydrocarbons.

**CHM 112 Inorganic Chemistry**

The course includes basic principles of inorganic chemistry involving Atomic structure, chemistry bonding, states of matter, stoichiometry, solutions and descriptive chemistry of several elements.

**ITE 212 Teaching Introductory Technology Students**

Identification of appropriate teaching methods for teaching introductory Technology in the Junior Secondary Schools including demonstration, playway, field trips and project methods.

**TCD 211: Technical Drawing II**

Fundamental concepts of pictorial, Isometric and oblique drawings; the characteristics and general application. Orthographic projection in first and third angles, multi-views and dimensioning.

**AUT 211 Auto-Engines**

Principles of automotive technology. Various types of automobile engines. Types and construction of vehicle chassis and engines. Types of engine cylinder arrangement. Differentiation of petrol and diesel engine, air and water cooled engines. Clutch and gearbox component and operating mechanisms. Functions of propeller shaft and universal joints.

**BUD 211 Building Construction II**

The course is designed to provide the students with the basic knowledge and skills in construction and finishing of simple building. The course will include the basic principles and methods of construction of foundation, methods of wall, floor, roof and stairway constructions.

**EET 211 Principles of Electricity**

Measuring Instruments – Moving Iron, moving coil insulation resistance tester, Bells, Extension of Instrument ranges, Direct current generators and motors alternating current generators and motors, starting and control – losses, fault finding I.E.E Regulations.

**ITE 211 Introduction of Technology Education**

The role of technology and its impact on educational development. Introduction to technology culture, requirements and expectations. The need for technology education for individual survival in the modern competitive world.

**CHM 122 Organic Chemistry**

The course is designed to include the structures, physical properties, synthesis, and typical reactions of the various series of aliphatic, alicyclic, and aromatic compounds and are studied with attention to reaction mechanism. In the laboratory representative carbon compounds are synthesized with emphasis on basic laboratory techniques.

**ITE 221 Material Technology I**

The course is designed to enable the students acquire basic knowledge of engineering materials and to apply the knowledge in the selection and use engineering materials. Knowledge of various sources and properties of ceramics, rubbers and glass; methods of producing ceramics, rubbers and glass from their different sources known, the different constituents of glass and their different functions.

**ITE 421 Students Industrial Work Experience Scheme (SIWE)**

Organisation of on-the-job training experiences. Maintenance of good working habits and attitude, including practical application of human relation at work places. Emphasis is on development of effective manpower.

**EDU 312 Methods of Teaching Industrial and Technology Education**

The course is designed to explore a variety of teaching methods with emphasis on demonstration, discussion, project method, field trips and assignment methods. Questioning strategies, how to handle students' questions and answers. The utilization of in-school and community laboratories.

**Options : Automobole Technology****311 Fuel System and Carburation**

A study of the fundamentals, operating principles and construction of the various types of diesel and petrol engines and related fuel, lubrication, cooling, charging and starting systems; maintenance and testing procedures of fuel injection pumps.

**AUT 312 Auto Shop Safety and highway code**

Fundamentals of automobile shop safety to include good and safe auto jacks, free air movement, control of used engine oil on the shop floor. Road signs and highway codes. Attention to manuel and electrical signals when driving, proper over taking and parking. Road communication and courtesy.

**BUD 322 Building Environment and Man**

The course is designed to equip the students with the necessary knowledge and skills that will enable them to teach and undertake the construction of simple buildings and the values of building environment to man including the aesthetics, convenience and the comfort that buildings provide. This will include planning, organization and preparation of site for simple projects.

**WWT 322 Wood Finishing**

Various types of wood finishing materials; methods of wood finishing such as rough and smooth sanding, application of sanding, sealers, staining spray painting, waxing and polishing.

**ITE 325 Introduction to Industrial Economics**

Consideration of industrial production economic factors and parameters for productivity.

**ITE 324 Project in special Area**

This course is designed to motivate students to undertake special project in related areas specialty with major features to be emphasized for the solution of such problems.

**BUD 311 Building Construction III**

Principles of design and foundation selection, design concepts and development. Constituents and properties of concrete and mortars. Building materials – rocks, stones, soils and clay products. Structural detailing.

**WWT 311 Woodwork Technology**

The course is designed to cover upholstering materials, equipment and tools, techniques of furniture covering and overall relation between carpentry and upholstering. The importance of upholstering for human comfort.

**EET 511 Radio and Television**

Electronic Communication systems, modulation and demodulation, RF & IF amplifiers, Transmission and propagation of electromagnetic waves AM & FM receivers, television fundamentals, pictures transmission colour standards trouble-shooting and servicing of radio and television receivers.

**BUD 311 Building Technology Option at 300**

The course is designed to enable the students to appreciate the form and design of structural elements in buildings, including computation of forces and framed structures; determining moments and shearing force; the basic principles of design of re-inforced concrete structures.

**BUD 312 Building Materials**

The course is designed to cover properties and weight of materials in the building industry. The course will include classification, properties and uses of rocks, stones and soils in the building industries; use of plastics, glass, bituminous materials, putties and mastics; application of mortars and rendering.

**WWT 511 Maintenance of Woodwork Equipment**

Emphasis on safety regulation in machine wood working workshop. Requires of different types of woodworking machines and their component parts. Changing of belts cutter plates and related maintenance tasks.

**AUT 522 Electrical System and Air Conditioning**

Technical information and laboratory experience in engine design, maintenance and cooling systems. Auto engine lubrication schedules.

**MWT 521 Tools and Devices**

Technical information on types of machine tools, their construction speeds, methods of work and tool holding and motion transmission principles, laboratory experience includes machine alignment tests, machine controls and maintenance.

**EET 522 Digital Electronics**

The number system, logic symbols, functions and conventions; basic Boolean operations; integrated logic circuits, flip-flops and latches; counters, shift register, and shift register counters, computer arithmetic; interfacing. Industrial visitation is one of the requirements to earn a grade in this course.

**ITE 421 Students Industrial Work Experience Scheme (SIWES)**

On the job attachment experience to relevant job sites, for 6 months.

**ITE 512 Industrial System and maintenance Schedules**

Individual research project in any area of industrial technology education depending on students' interest.

**EDT 511 Computer Aided Instruction**

Utilization of computer software to aid in instruction delivery.

**ITE 514 Appropriate Technology**

Factors affecting and considerations for the choice of technology in industry in Nigeria. The conflict of Technology Utilization and Youth unemployment. Appropriate Technology and Industrial profitability.

**ITE 513 Quality control**

Interpretation of drawings made in orthographic projections reading of working and machine drawings from industry. Sectioning and dimensioning.

**ITE 524 Workshop Organization and Management**

Principles and practices involved in the planning and organizing of facilities in the Technology Education Laboratory for effective skill training. This includes responsibility for selecting, procuring, storing and dispensing tools, materials and supplies for training etc.

**ITE 525 Environmental Health Education**

Environmental Health hazards including air pollution, noise pollution, water pollution and land degradation. Strategies for promoting environmental health government and non-governmental programmes to promote environmental health.

**ITE 526 Course Construction for Technology Education**

Procedures and techniques of constructing course materials for teaching and evaluation of each subject in. technology education to include the objectives, content (cognitive psychomotor and affective), operations, instructional materials and evaluation procedures.

**ITE 527 Industrial Materials and Manufacturing processes**

A complete review of industrial materials including wood, metal and plastic based materials with their production processes.

**ITE 522 Introduction to financial management**

Industrial management principles to include planning, organization, supervision, co-ordination and evaluation. Analysis of manufacturing input, process and output variables and financial management strategies for industrial viability.

**BUD 512 Architectural Drawing**

The course covers standard practices in architecture. Drafting materials and equipment. Basic principles of design-preliminary sketches – design and production drawing.



## 2.5.1 **BACHELOR OF SCIENCE DEGREE IN EDUCATION SOCIAL SCIENCE POLITICAL SCIENCE/GOVERNMENT**

### 2.5.1 **(B Sc. Ed POLITICAL SCIENCE/GOVERNMENT)**

#### **General**

The subject matter of Political Science is the study of society and the combination of economic, political and social factors which impact upon society and determine the design of public policy and governance systems. Political science is also concerned about how power is acquired and utilized and the different social forces that define the dynamics of society. It seeks to understand the allocation of resources and the utilization of such resources, the institutional framework for managing society and the ideology that defines public policy.

#### 2.5.1.1 **Philosophy and Objective of the Programme**

The philosophy and mission of political science discipline is to produce graduates with a critical mind, requisite ability and skill to analyse, comprehend, predict and influence the factors that shape and mold power relationships in an ever-changing socio-political environment in a globalizing world.

##### a) **The Objectives of A Degree Programme in Political Science**

The main objectives of a degree in Education Political Science are:

- i. to provide training in the principles of political science and their application to the classroom practice.
- ii. stimulate the students intellectually through the programme, in such a way that they appreciate social problems.
- iii. to provide a solid foundation of knowledge about the workings of society and its institutions and develop the skills for the constructive use of such knowledge.
- iv. to develop in students, the ability to apply the knowledge to the resolution of societal problems and conflicts.
- v. to develop in students, such skills and competency that would allow them to be self reliant and entrepreneurial.
- vi. to imbue in the students a deep appreciation of the political dynamics of society and the impact of this on wider socio-economic development and societal well being.

#### 2.5.1.2 **Admission Graduation Requirements**

There are two levels of admission into the Political Science Programme. These are UME and Direct Entry.

a) **UME:**

Candidates for admission into the five year degree programme should possess a Senior Secondary School Certificate or General Certificate of Education or their equivalents with at least five Credit passes of which three must be Government or History plus English Language and Mathematics.

b) **Direct Entry:**

Candidates for direct entry into the degree programme in political science should possess five credit passes in the General Certificate of Education and Senior Secondary School Certificate or their equivalents, three of which shall include Government or History, English Language and Mathematics. In addition, candidates must possess credit passes in three relevant subjects at the advanced level in the General Certificate of Education or its equivalent.

### 2.5.1.3 **Learning Outcomes: Regime of Subject Knowledge**

The Political Science programme should have the following components:

- i. provide a coherent core of the history of political thought, political science principles and concepts and theories including issues like basic principles guiding the development of ideologies, philosophy and processes of governance. The process of acquisition of power, the process of public administration, the inter-relationship between the different levels of government and between different national governmental agencies and between one nation and the other, the process of national wealth creation, economic production and national development, the value of institution building, the problem of security, the process of national integration and international organization.
- ii. equip the students with knowledge and understanding of the different methods of data collection and analysis.
- iii. enable the students to possess appropriate computing skills and adequate for functioning effectively in the digital age.
- iv. equip the students with adequate statistical and quantitative skills and the ability to apply them to the analysis of socio-economic and political issues and policies.
- v. knowledge and understanding of political science methods
- vi. knowledge and ability to discuss and analyse public policies generally.

b) **Competencies And Skills**

The product of political science training should have the following competencies and skills:

- i. general and specific intellectual skills including literary information processing skills.
- ii interpersonal skills such as communication skills.
- iii conceptual framework skills that help in good decision-making.
- iv. competence in the use of Information Technology.
- v. subject-specific and transferable skills which allows for the pursuit of wide range of careers after graduation.
- vi. reasonable level of competence in statistical and quantitative methods.

c) **Behavioural Attributes**

A graduate in Political Science who has achieved the threshold level should be able to demonstrate:

- i. Knowledge of political science principles and concepts.
- ii Knowledge of political science theory.
- iii. Knowledge of appropriate research methods.
- iv. Reasonable and appropriate computing skills.
- v. Knowledge of political science data and the appropriate methodology for analyzing them.
- vi. General knowledge in critical areas of political science.
- vii. Creativity in appreciating socio-economic and political problem, because social problems can usually be solved in a variety of ways and
- viii Apply critical Political Science reasoning to problem solving.

2.5.1.4 **Attainment Levels**

In addition to what is applicable to all education programme, graduates in Education Political who attained the three should:

- a) demonstrate skills and ability of relating theoretical concepts to classroom practice.
- b) Demonstrate competency in standardizing the content methods of instruction and behavioural outcome.

### 2.5.1.5 **Resource Requirements for Teaching and Learning in the Programme**

For the programme to achieve its objectives, critical resource support is required. In the first place, there is need for adequate resource allocation. In addition to that, the following areas require special support:

a) **Academic and Non-Academic Staff**

i. **Academic staff**

There is need for increase in the number of academic staff and their quality. The established staff-student ratio should be met, while guidelines for training and retraining of academic staff should be rigorously pursued. A programme of academic staff exchange between universities should be introduced to enhance and enrich the faculty. All academic staff should have computing skills.

ii. **Non-Academic Staff**

In the digital age, technology is expected to play more important roles in administration. All administrative, secretarial and clerical staff should have computing skills.

b) **Academic and Non – Academic Physical Spaces**

Academic lecture spaces are shared generally. It is essential however to increase the number of such lecture theatres and rooms and at the same time make them conducive. Where necessary, public Address systems should be introduced. Class sizes should be reduced, to conform with lecture room space. Adequate sitting arrangements should be provided. More effective blackboard, lectern and related facilities like lighting should be provided in the lecture rooms.

c) **Academic and Administration Equipment**

In addition to what is applicable to education programme

The following equipment are required:-

- television
- power point projectors
- video
- audiotape radios
- computers
- Internet facilities

d) **Library and Information Resources**

Library resources should be constantly updated to include, up-to-date textbooks and current topical literature, professional journals and representative materials from the popular press. The library should also acquire on a regular basis, published government documents and related materials.

## 2.5.1.6 Course Contents And Descriptions

### a) Course Contents

#### Year I

GST 111	Communication in English	2
GST 112	Logic, Philosophy and Human Existence	2
GST 113	Nigerian Peoples and culture	2
GST 121	Use of Library, Study skills and information communication Technology	2
GST 122	Communication in English II	2

#### Education Core Courses

EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Education	2

#### Specialization

POS 101	Introduction to Political Science	3
POS 102	Introduction to African Politics	3
POS 111	Nigerian Constitutional Development	3
POS 112	Organization of Government: the Citizenship	3
One elective of 2 credit unit outside		2

**30 Units**

#### Year II

GST 211	History and Philosophy of Science	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Introduction to Entrepreneurship skills	2

#### Education

EDU 211	Educational Psychology	2
EDU 212	Educational Administration	2

#### Specialization

POS 201	Nigerian Government and Politics	2
POS 212	Introduction to Political Analysis	2
POS 211	Foundations of Political Economy	3
POS 222	Introduction to International Relations	3
POS 221	Introduction to Public Administration	3
POS 232	Introduction to Local Government	3

**26 Units**

### **Year III**

#### **General**

EPS 301	Entrepreneurial Studies II	2
---------	----------------------------	---

#### **Education**

EDU 311	Test and Measurement	2
EDU 313	Educational Technology	2
EDU 302	ICT in Education	2
EDU 321	Curriculum and Instruction I	2
EDU 312	Special Methods	2

#### **Specialization**

POS 301	History of Political Thought	2
POS 302	Political Behaviour	2
POS 311	Public Policy Analysis	3
POS 312	Contemporary Political Analysis	3
POS 321	Politics of development and under-development	3
		<b>28 Units</b>

### **Year IV**

EDU 401	Research Methods and Statistics	3
EDU 413	Guidance and Counselling	2
EDU 411	Curriculum and Instruction II	2
EDU 422	Special Education	2
EDU 412	Special Methods	2

#### **Specialization**

POS 401	Civil – Military Relations	3
POS 402	Politics and Law in Africa	3
POS 421	Nigerian Foreign Policy	3
POS 412	Government and Politics of Nigeria	3
		<b>23 Units</b>

### **Year V**

EDU 500	Teaching Practice (one whole semester)	6
EDU 502	Special method (Post Teaching practice Evaluation)	2
EDU 599	Research Project.	4

#### **Specialization**

POS 502:	Nigerian Local Government	3
POS 512:	Nigerian Foreign Policy II	3
		<b>18</b>

b) **Course Descriptions**

**POS 101 Introduction To Political Science**

This course introduces students to the nature of politics and how it is played. It emphasizes the issues of political discourse and practice. It also introduces students to the language and basic concepts of Politics. The student is later introduced to the methods of Political Science.

**POS 102 Introduction To African Politics**

The Nature of African society before colonialism; establishment of colonial rule in Africa; different systems of colonial administration and economic policies. The problem of neo-colonialism and dependency; contemporary problems in Africa-Political crises, famine, structural adjustment and debt crisis in African.

**POS 111 Nigerian Constitutional Development**

The student is taken through Nigerian Constitutional Development in a chronological and sequential order. In this course, emphasis is on topics like colonization, the Richards Constitution, the McPherson Constitution, the Littleton Constitution, the Independence Constitution, The Republican Constitution, the 1979 Constitution.

**POS 112 Organisation Of Governments**

The various ways of organizing governments into Legislature, Executive and Judiciary. The theory of the separation of powers. Forms of political and administrative systems, i.e. Unitarism, Federalism, Confederalism. Forms of government like Presidentialism, Parliamentaryism; instrumentalities of political interaction like political parties, pressure groups, interest groups, etc.

**CORE COURSES**

**POS 212 Introduction To Political Analysis**

The nature of politics, political systems and the structure of government, political representation institutions of different regimes. The relationship between regime types and political efficiency, citizen's participation and political culture.

**POS 211 Foundations Of Political Economy**

Relationship between politics and economics. Economics as determinants of politics. Class analysis and political power relations. Production and politics with emphasis on the material basis of political action.

**POS 201 Nigerian Government And Politics**

The Federal arrangement and Division of Powers, Critical Issues in Nigerian Politics i.e. Census, Elections, Education, Representation and Representative- ness, Ethnic Relations, etc.

**POS 222 Introduction To International Relations**

The organization of the International Society. Theories of International Relations; linkage politics, theories of Coalitions and Alliances, Balance of power Theory. Impact of the emergence of the Third World.

**POS 221 Introduction To Public Administration**

The rationale of public administration, the Ecology of Public Administration. The Politics of Administration. The Administrative Actor, Delegation of power, Administrative Audit and Control Elements of Administrative Law.

**POS 232 Introduction To Local Government**

Theory, Principles and forms of local government, decentralization, delegation, decentralisation principles. Local government mechanisms for community mobilization and development at the grass roots.

**POS 301 History Of Political Thought**

Examination of selected classical and modern political thinkers, such as Plato, Aristotle, Machiavelli; Locke, Marx, Fanon, Senghor, Nkrumah, etc. with special emphasis on the germination and impacts of their ideas.

**POS 302 Political Behaviour**

The study and measurements of various determinants of political behaviour; political socialization, political culture, political participation and apathy. Electoral behaviour, public opinion, and political communication.

**POS 312 Contemporary Political Analysis**

Contending paradigms in contemporary political analysis, their philosophical and ideological roots, as well as evaluation: elite approach, group theory, functional systems and communications theory, basic concepts and elements of game theory and political gaming, structural analysis, theories of political development; the new political economy.

**POS 412 Government And Politics Of Nigeria**

Course exposes students to the general politics, economic and social frameworks within which Nigerian politics and governmental institutions develop and function, treated within a historical perspective.

**POS 321 Politics Of Development And Under-Development**

A systematic and theoretical study of the political and socio-economic context of the problems of development and under-development; dependency and international and



internal economic structures; analysis of profound change; agents of change and constraints and problems contingent on rapid socio-economic change, with specific reference to post-colonial African states but also in comparison with Latin American and Asian countries, among others.

**POS 311      Public Policy Analysis**

Concepts and strategies of planning, programming and budgeting systems (PPBS); basic techniques of network construction and analysis examined descriptively and from the perspective of administrative systems; cost-effectiveness analysis and critique.

**POS 401      Civil- Military Relations**

Interdependence of civil and military types; the military in the foundation of states; impact of social structures and ethnic or class conflicts upon military organizational procedures and behaviours; the problem of civilian control of the military; the role of armies in revolution; the phenomenon and definition of the “military-industrial-complex”, ubiquity of military extractive tendency; explaining the stability or instability of civil-military relations in a comparative setting.

**POS 421      Nigerian Foreign Policy I**

A study of dominant trends in Nigerian foreign policy since independence, showing both the domestic setting, the international environment; the impact of the civil war, Nigeria’s relative economic status and commitments as a regional power in Africa. Problems of relations with immediate neighbours are also examined.

**POS 512      Nigerian Foreign Policy II.**

This course proposes to cover the following topics: The Internal setting of Nigeria’s foreign policy – pressure groups; domestic schisms; consensus building process etc. Nigeria’s neighbours and the wider African setting; and international environmental policy processes and issues during civilian and military regimes; the effects of the civil war on Nigeria’s foreign policy; the changing pattern of Nigeria’s non-aligned policy; Nigeria’s foreign policy; issues and problem of foreign policy making since 1976 and Nigeria’s pan-African role.

**POS 402      Politics And Law In Africa**

The course is a comparative examination of the inter-relationships between law and politics in different African Countries by studying the political significance of the judicial process during the colonial and independence periods. The first section deals with the concept of law, what it is, how law arises and how it becomes institutionalized. The second part deals with the judicial process, specifically, the systems of criminal justice which translate the abstract concerns of law into concrete institutions and policy are analysed in terms of who benefits and who does not.

## 2.5.2 BACHELOR OF SCIENCE DEGREE IN EDUCATION ECONOMICS

### B. Sc. Ed. ECONOMICS

#### General

Economics is the study of the factors that influence income, wealth and well-being. From this perspective, it seeks to inform the design and implementation of economic policy. Its aim is to analyze and understand the allocation, distribution and utilization of scarce resources at both the individual (micro) and the aggregate (macro) levels. The study of Economics requires an understanding of resources, agents, institutions and mechanisms existing at the national and international levels since virtually no economy operates in isolation.

#### 2.5.2.1 Philosophy Aims, and Objectives

The philosophy and mission statement underlying the Economics programmes of Nigerian Universities is to produce graduates equipped with critical skills and abilities to: abstract using simple subject matter relates with other subject areas such as Psychology, Politics, Sociology, Anthropology, Geography, History and Law.

Identified models that identify the essence of a problem; analyze and reason – both deductively and inductively.

Provide training in the principles of economics and their application appropriate to the type of degree concerned: single, joint and combined studies;

Stimulate students intellectually through the study of economics and to lead them to appreciate its application to a range of problems and its relevance in a variety of contexts;

Provide a firm foundation of knowledge about the workings of an economy and to develop the relevant skills for the constructive use of that knowledge in a range of settings;

Develop in students the ability to apply the analytical tools, knowledge and skills acquired to the solution of societies' economic problems.

Equip students with appropriate tools of analysis to tackle issues and problems of economic policy;

Develop in students, through the study of economics, a range of transferable skills that will be of value in employment and self-employment;

Provide students with analytical skills and the ability to develop simplified frameworks for studying the real world;

Provide students with the knowledge and skill base, from which they can proceed to further studies in Economics, related areas or in inter-disciplinary areas that involve Economics; and

Generate in students and appreciation of the economic dimensions of wider social and political issues.

#### 2.5.2.2 **Admission and Graduation Requirements**

- a) Candidates for admission into the four-year Economics degree programme in any university in Nigeria should possess at least five credits of which two shall be English Language and Mathematics in their Senior Secondary School Certificate, General Certificate of Education, National Examination Council or their equivalent. In addition, candidates must have acceptable passes in JME.
- b) Candidates for Direct Entry admission shall possess at least five credit passes in the General Certificate of Education or its equivalent of which at least two shall be at the advanced level NEE or four credit passes of which at least three shall be at the advance level NCE provided that English Language and Mathematics are among such passes and are not counted at both levels of the examinations.

#### 2.5.2.3 **Learning Outcomes**

##### a) **Regime of subject knowledge:**

- i) A coherent core of economic principles whose understanding might be verbal, graphical and mathematical. These principles should cover the micro-economic issues of decision and choice, the production and exchange of goods, the interdependency of markets and economic welfare. They should also include macroeconomic issues, such as employment, national income, balance of payments and the distribution of income, inflation, growth and business cycles, money and finance as well as trade policy issues.
- ii) Relevant quantitative methods and computing techniques. These are likely to cover mathematical and statistical methods, including econometrics and computer application skills. Students should have some exposure to the use of such techniques on actual economic, financial and social data.
- iii) A knowledge and appreciation of economic data, both quantitative and qualitative, students should also have the appropriate skills needed to structure and analyse such data.

##### b) **Competencies And Skills**

###### ***Cognitive Ability:***

To produce graduate teachers and librarians who

- demonstrate competence in their areas of specialization;
- effect positive and desirable changes in the cognitive, affective and psychomotor behaviors of learners;
- show creative imagination in teaching by applying varied methods and innovative approaches;
- demonstrate skills in the organization and management of learning resources;

- motivate learners through their professional and personal qualities to aspire to excel;
- demonstrate ability in solving life problems; and
- exhibit effective skills and competencies.

***Practical Skills:***

To produce graduates who can demonstrate practical skills in

- keeping school records, e.g. registers, diaries, etc.;
- organizing and managing learning resources;
- organizing learning environments, e.g. classrooms, field trips, laboratories, studios, etc.;
- conducting practical in science laboratories, studios, etc.;
- writing proper and clear curriculum guides, curriculum models, lesson plans, and lesson notes, etc.;
- collecting, assembling, analyzing and writing reports on simple school research.

***General Skills:***

Teachers should be able to demonstrate ability in:

- appreciating the ever-growing significance of computers to education;
- sending and accessing computer information, in all its ramifications;
- learning how to learn;
- Cooperating meaningfully with colleagues and other members of the society.
- Entrepreneurship in at least one venture.

**C) Behavioural Attributes**

To produce graduate teachers and librarians who

- motivate learners to acquire and develop positive attitude to life;
- demonstrate interest/enthusiasm in participating in community projects and programmes that can promote growth and progress.
- Exhibit acceptable social behaviours when interacting with others;
- Exhibit acceptable behaviour by:
  - appreciating the cultural and religious diversity among Nigerians when interacting with pupils/students, colleagues, and others;
  - showing a high sense of responsibility in accepting and performing assignments;
  - respecting the views of others;
  - basing judgments on proper evaluation of issues and information available;
  - attending staff meetings and other official functions always and punctually;
  - contributing positively to discussions in staff meetings and other official school functions;
  - showing maturity on all issues.

**2.5.2.4 Attainment Levels**

In addition to what are applicable to education graduates, graduates in Education Economics who has attained the threshold level should:

- a) Demonstrate knowledge of economic concepts and principles
- b) Demonstrate knowledge of economic theory and modeling approaches
- c) Discuss how to apply economic reasoning to policy issues etc.

**Maintenance of Curricula Relevance**

As applicable to all education programmes in 1.5.5.

**Performance Evaluation Criteria**

As applicable to all Education programme in 1.5.6.

2.5.2.5 **Resource Requirements**

- a) **Personnel:**  
Academic and Non-Academic staff. As applicable to all Education programmes as in 1.6.1.
- b) **Physical Facilities:** Spaces and Equipment. As applicable to all education programme in 1.6.2.
- c) **Library and Information Resources**  
As applicable to all Education programmes

2.5.2.6 **Course Contents And Description**

- a) **Course Contents**

**Year I**

<b>Code</b>	<b>Courses Title</b>	<b>Units</b>
<b>General</b>		
GST 111	Communication in English I	2
GST 122	Communication in English II	2
GST 112	Philosophy, Logic and Human Existence	2
GST 113	Nigeria Peoples and Culture	2
GST 121	Use of Library, Study skills and ICT	2
<b>Education Core Courses</b>		
EDU 111	Introduction to Teaching Profession	2
EDU 112	Foundations of Education	2
<b>Specialization</b>		
ECN 101	Principles of Economics I	2
ECN 102	Principles of Economics II	2
ECN 103	Introduction to Maths for Economist	3
ECN 104	Introduction to Statistics I	2
ECN 105	Introduction to Accountancy	2
ECN 106	Introduction to Statistics II	2
ECN 107	Introduction to Management	3

**Electives**

Two Elective of 2 credits 1 from the Economics and 1 from outside Education 4

**Year II****General**

GST 211	History and Philosophy of Science	2
GST 212	Application of Computer	2
GST 222	Peace Studies and Conflict Resolution	2
GST 223	Entrepreneurship Education (Theory)	2

**Education Core Courses**

EDU 211	Educational Psychology	2
EDU 212	Educational Administration	2

**Specialization**

ECN 201	Introduction to Micro Economics I	2
ECN 202	Introduction to Micro-Economics II	2
ECN 203	History and Structure of the Nigerian Economy	2
ECN 204	Mathematics for the Economics	3
ECN 205	Applied Economics	3
ECN 206	Principles of Finance	3

**Electives**

2 Electives from outside departments of Economics

**Year III****General**

EPS 301	Entrepreneurship Education Practice	2
---------	-------------------------------------	---

**Education Core Courses**

EDU 311	Test and Measurement	2
EDU 313	Educational Technology	2
EDU 302	ICT in Education	2
EDU 321	Curriculum and Instruction I	2
EDU 312	Special Methods	2

**Specialization**

ECN 301	Intermediate Micro-Economics	3
ECN 302	History of Economics Thought	3
ECN 303	Introduction to Econometrics	3
ECN 304	Economics at Development	3
ECN 305	Public Sector Economics	3
ECN 306	Financial Institutions	3

#### **Year IV**

<b>Education Core Courses</b>		<b>Units</b>
EDU 413	Guidance and Counselling	2
EDU 422	Special Education	2
EDU 411	Curriculum and Instruction II	2
EDU 401	Research Methods	2
EDU 412	Special Methods II (Micro Teaching and School Visit)	2

#### **Specialization**

Take four of the following:

ECN 401	Advanced Micro-Economics	3
ECN 402	Economic Planning	3
ECN 403	Comparative Economic System	3
ECN 404	Problems and Politics of Development	3
ECN 405	Economics of Production	3
ECN 406	Taxation and Fiscal Policy	3
ECN 407	Petroleum Economics	3

#### **Year V Education Core Courses**

EDU 500	Teaching Practice (one whole semester)	6
EDU 502	Special method (Post Teaching practice Evaluation)	2
EDU 599	Research Project.	4

#### **Specialization**

ECN 500:	Theories of Economic Development	3
ECN 502:	Labour Economics	3
ECN 503:	Financial Management	2

### **b) Course Descriptions**

#### **ECN 101 & ECN 102 Economic Principles I & II**

An introduction to the various issues, the nature of economic science, the methodology of economics, major areas of specialization in economics, stressing historical development of ideas, major findings in the various areas of specialization, elementary principles of micro and macro-economics, current issues of interest and probable future developments.

#### **ECN 104 Introduction To Statistics**

Definition and scope of statistics, use of statistics in everyday life. Levels of measurement in social sciences. Distributions and comparisons. Types and techniques of data presentation. Sources and nature of published statistical data in Nigeria and their uses and limitations. Methods of collecting data – census and surveys. Population and sample. Measures of central

tendency and dispersion. The Unit Normal Distribution. Simple tests of hypotheses. Simple regression analysis. Index numbers.

### **ECN 103 Mathematics For Economists I**

Mathematical concepts in the social sciences. Set theory, factors and exponents, logarithms, trigonometry, equations, functions, progressions. Co-ordinate geometry. Trigonometric functions and their inverse. Inequalities. Matrix algebra, differentiation, introduction to calculus, exponential and logarithmic functions, Economic applications, implicit functions, differential. Permutations and combinations etc.

### **ECN 105 Introduction To Accounting**

The nature, scope and purpose of accounting. Basic financial statements. Accounting conventions. Theory and mechanics of double-entry book-keeping. Books of original entry. The cash book and the ledger, classification, recording and summary of business transactions. The revenue accounts and balance sheets of business concerns. The valuation of assets and measurement of business income. The interpretation of accounts; significant accounting ratios. Sources and application of funds statements.

### **ECN 201 Introduction To Micro-Economics**

Micro-economic theory, problem of scarce resources and allocation of resources in product and factor markets with application to Nigerian and other economies, equilibrium concept, possibility of disequilibrium, partial equilibrium and general equilibrium analyses. Supply and demand theory, Cobweb theory, Introductory dynamics. Consumer behaviour. General equilibrium of exchange. Production theory. Cost curves. Pricing and output under perfect competition, imperfect competition, monopoly and monopolistic competition. Pricing of production factors. The theory of comparative costs.

### **ECN 202 Introduction To Macro-Economics**

Macro-economic theory, national income accounting, macro-economic aggregates, the classical system, the Keynesian system, the monetarist system, domestic economic stabilisation, monetary and fiscal policies, price control and inflation.

### **ECN 205 Applied Statistics**

The role and significance of statistics in Social Science research. The logic and basis of inferential statistics (sampling design and selection); sampling distribution, point and interval estimates of parameters. The logic of hypothesis testing. Tests of significance for nominal, ordinal level, interval and ratio level, measures of association for nominal, ordinal, interval and ratio levels.

### **ECN 204 Mathematics For Economists I & II**

The derivatives of trigonometric functions; sequences and series; expansions, and Taylor's theory. Mathematical analysis of basic theories of economics. Partial and total derivatives. Differentials and difference equations. Applications of partial derivatives. Maxima and minima.



Lagrange multiplier, Linear algebra. Matrix algebra. Inverse matrix. Simultaneous linear equations. Introduction to linear programming. Input – output analysis etc.

### **ECN 203 History And Structure Of The Nigerian Economy I & II**

Analysis of development in the pre-colonial and post-colonial periods with regard to the development of economic and social organizations, role of agriculture, industry monetization and banking, and international trade in Nigerian economic development. Growth of income, employment, wages and prices. Public development institutions, National income and expenditure. Monetary and fiscal policies. Monetary institutions. Trade and Transport systems, contributions of sectors of the Nigerian economy to national output, relationship between these sectors. Role of national institutions. Economic development and social change.

### **ECN 301: Intermediate Micro-Economic Theory**

More advanced and mathematical treatment of micro-economic theory with incorporation of linear programming advanced price and output determination under perfect competition, oligopoly, monopoly; exchange theory, offer curves, and contract curves; introduction to capital theory and types of production functions.

### **ECN 302. History Of Economic Thought I& II**

Comparative survey and assessment in economic thought. Ideas of the early Christian Fathers, Islamic Ideas on economic activity. Classical economics, neo-classical school of thought, positive and welfare schools of economic thought, institutional economics, Keynesian School of Economic thought, evolution and contemporary development of Marxian School of Economic thought. Contemporary state of development in economics and future prospects. Marginalists and modern schools of economic thought. African economic ideas and future prospects.

### **ECN 305 Public Policy/Public Sector Economics**

The concept of the public sector. Pricing, investment and financing of public sector enterprises. The public sector and economic development. Analysis of selected public policies.

### **ECN 401 Advanced Micro-Economics**

Fundamental quantitative relationships. General equilibrium and disequilibrium. Dynamic analysis, value theory production functions, duopoly, oligopoly, bilateral monopoly and monopsony. Theories of determination of wages, rent, interest and profit. Optimisation in theories of consumption and production. The notion of economic efficiency. Efficiency and equity. Externalities. Social and private costs. Pareto optimum. Social welfare functions.

### **ECN 402 Economic Development/Planning**

The rationale for planning. Planning origins, types and performance. Planning machinery. The planning process. Planning decision models. Planning data. Objectives and policy formation. Plan implementation. Development planning in Nigeria. Development and under-development. Economic and non-economic factors in development experience. Survey of development

theories. Natural endowments. Human resources. Structural transformation. Trade and aid costs prices.

### **ECN 403 Comparative Economic Systems**

Classification and analysis of economic systems-communalism, slavery, feudalism, capitalism, communism. Systems in transition; features of under-developed countries.

### **ECN 500 Theories Of Economic Development**

Distinction between development and growth, development and underdevelopment, theories of development, classical, Marxian, Schumpeterian and Harrod – Domar, Characteristics of a developing country, obstacles to development and strategy to remove them, dualism, balanced and unbalanced growth, resource of technology, international trade and aid policy issues and case studies.

### **ECN 502 Labour Economics**

Nature of labour problems in developing countries, labour force, definition and concepts, determinations of size and composition of labour force; concepts of unemployment; industrial and occupational distribution of labour force. The informal sector and the modern sector, labour market theories, economics of wage determination, features of the Nigerian labour market, manpower development.

### **ECN 503 Financial Management**

Finance management decision-making in the insurance industry, portfolio analysis and management, insurance company profitability analysis, interpretation of insurance company accounts, measurement of liquidity and profitability, capital structure analysis of insurance companies, effects of inflation on premiums and profits, analysis of investment behaviour of insurance companies, measurement of pension performance, corporate fiancé planning and control and inter-company comparisons.

## 2.5.3 BACHELOR OF SCIENCE DEGREE IN EDUCATION GEOGRAPHY (B. Sc (.Ed) GEOGRAPHY)

### **General**

As applicable to all Education Programmes in section 1.0. However, the degree programme trained students in education geography for the award of Bachelors of Science Degree in Education.

#### 2.5.3.1 **Philosophy, Aims and Objectives**

- a) The philosophy underlying the Geography degree programme is to produce a crop of graduates equipped with appropriate knowledge to make effective contributions to the development of Nigeria, Africa and the global community having been exposed to a broad foundation of knowledge in the field of Social Sciences in general and in the various sub-fields of Geography in particular.

#### **Aims & Objectives**

- (i) To instil in students a sound knowledge of Geography, an appreciation of its applications in different socio-cultural contexts and to involve the students in an intellectually stimulating and satisfying experience of learning and studying the workings of society.
- (ii) To provide students with broad and well balanced knowledge of geographical theories and methods.
- (iii) To cultivate in students the ability to apply their geographical knowledge and skills to the understanding and solution of societal problems in Nigeria and elsewhere.
- (iv) To provide students with relevant knowledge and skill base from which they can proceed to further studies in special areas of Geography or multi-disciplinary areas involving Geography.
- (v) To instill in students an appreciation of the importance of Geography in spatial and environmental contexts.
- (vi) To develop in students a range of useful competencies in public, private or self-employment.

#### 2.5.3.2 **Admission and Graduation Requirements**

Candidates who wish to study geography must in addition to making the requirements for the faculty must obtained a credit in mathematics and Geography.

Candidates for direct entry admission shall possess five credit passes in the NECO, GCE or their equivalent; of which at least two shall be at advanced level, or four credit passes of which at least three shall be advanced level provided that such passes are not counted at both levels of the examinations.

### 2.5.3.3. **Learning Outcomes:**

#### **a) Regime of subject knowledge**

While each University offering a Bachelors Honours degree programme in Geography is free to decide on the content, nature and organization of its courses or modules, it is expected that all programmes will ensure that students become conversant with the following main aspects of Geography.

- (i) Major aspects of the history of geographical thought, the development of Geography as a spatial subject, the development of various branches of Geography including physical, human and other techniques.
- (ii) Core theories and concepts in all branches of Geography.
- (iii) Geographical methods of data collection and processing both qualitative and quantitative.
- (iv) Models and Maps in geographical analysis.
- (v) Statistical methods in geographical analysis.
- (vi) Appropriate information technology that is adequate in the digital age.

#### **b) Competencies and Skills**

A graduate of Geography at the bachelors honours level should have the following competencies and skills :

- (i) Ability to demonstrate adequate knowledge and understanding of the essentials in all the subject knowledge areas identified above.
- (ii) Ability to apply such knowledge and understanding to the solution of social problems.
- (iii) Ability to recognize and analyze new problems and plan strategies for their solutions .
- (iv) Communication skills in presenting geographical scientific research materials and arguments clearly and correctly, both orally and in writing to a range of audiences.

- (v) Competence in statistical and qualitative data processing skills relating to spatio-temporal data using the computer.
- (vi) Competence in the use of information technology such as word processing, Internet communication, information retrieval through on-line computer searches etc.
- (vii) Subject-specific and transferable skills which allow for the pursuit of a wide range of careers after graduation.

c) **Behavioural Attributes**

**A graduate in Geography should be able to demonstrate:**

- i) Knowledge of geographical concepts, theories and models.
- ii) Knowledge of a wide-range of geographical research methods.
- iii) General knowledge in the various branches of Geography.
- iv) Adequate and appropriate computing skills.
- v) Ability to function entrepreneurially in wide range of choices.
- vi) Study skills needed for further studies, and to.
- vii) Apply critical geographical reasoning to problem solving.

2.5.3.4. **Attainment Levels:**

As applicable to all education Social Science Graduates.

- a) Maintenance of Curricular Relevance as applicable to all education Social Science Graduates.
- b) Performance Education Criteria.  
As applicable to all education Social Science Graduates.

2.5.3.5. **Resource Requirements For Teaching And Learning In Geography**

a) **Academic and Non-Academic Staff**

A key to achieving success in the programme, is adequate resource allocation and appropriate utilisation. The following areas are important and should to be supported in such a way as to make effective, any resource allocated to the Department.

a) **Academic Staff**

- The established staff/students ratio of 1:30 for the Social Sciences should be met.
- Training and retaining of academic staff and students should be pursued vigorously.
- All academic staff should have computing skills.
- 75% of the academic staff should possess Ph.Ds.
- At least 20% of the academic staff should be professors / readers and 35 % senior lecturers.
- A new department should be headed by a professor to have a good and solid foundation, such a professor could be on sabbatical.

Promotion should be strictly on merit, and that no promotion should be made beyond Lecturer I for those without Ph.Ds.

The Department should aim at an equitable gender balance.

b) **Non-Academic Staff**

The Academic –Non-Academic staff ratio in the University should be 1: 2 maximum.

All administrative, secretarial and clerical staff should have computing skills.

c) **Physical Facilities**

Adequate class rooms and class room sizes should be provided to avoid overcrowding.

Laboratories for all the various aspects of the discipline e.g. Met. Station, GIS Lab: fully equipped with the computers hardware, peripherals and software packages, Cartography lab/Map Room, Physical: Soil/Hydrological lab, Field Course vehicle.

- Adequate sitting arrangement should be provided.
- More effective chalk board and other facilities such as public address system, flipchart, dusters and lighting should be provided.
- A computer room should be provided.

d) **Equipment** for Geography programmes. The required equipment for teaching Geography are found in Appendix I.

At least 10 PCs for the departmental office.

At least 10 Pcs for teaching students in a computer room with Internet facilities and laptops.

Each academic staff should have a PC in his / her office with Internet facilities.

Surveying equipment: Theodolite, Chain, Dump/Abney level, Compass etc

Overhead and multimedia projectors.

Audio-tape recorders (at least 4).

Video recorder.

A video player.

A Television.

Senior lecturers and above should have telephone and GSM as part of working tools.

e) **Library and Information Resources**

There is a need for a departmental library for each Geography Department. Current and up-to-date Geography and Geography related textbooks, and professional journals.

(f) **Attainment Levels**

As applicable to all social science graduates.

i) **Maintenance of Curricular Relevance**

As applicable to all social science graduates.

ii) **Performance Evaluation Criteria**

As applicable to all social science graduates.

2.5.3.6. **Course Contents and Descriptions**

a) **Course Contents**

**Year I**

	<b>General</b>	<b>Units</b>
GST 111	Communication in English I	2
GST 122	Communication in English II	2
GST 112	Logic, Philosophy and Human Existence	2
GST 113	Nigerian Peoples and Culture	2
GST 121	Use of Library, Study Skills and ICT	2
	<b>Core Courses</b>	
EDU 111	Introduction to Teaching Profession	2
EDG 112	Foundations of Education	3
	<b>Specialization</b>	
GRP 101	Introduction to Elements Physical Geography (I & II)	4
GRP 112	Introduction to Elements of Human Geography (I	4

	& II)	
GRP 121	Introductory Practical Geography	3
GRP 131	Elementary Land Surveying	3
GRP 122	Introduction to Environmental Science	2

## Year II

	General	Units
GST 211	History and Philosophy of Science	2
GST 222	Peace Studies and Conflict Resolution	2
EPS 223	Introduction to Entrepreneurial Skills	2
	<b>Education Core Courses</b>	
<b>EDU 211</b>	Educational Psychology	2
EDU 212	Educational Administration	2
		2
	<b>Specialization</b>	
GRP 201	Spatial Organization of Society	3
GRP 211	Introduction to Population Geography (I & II)	6
GRP 221	Regional Geography of Nigeria & West Africa (I & II)	4
GRP 231	Introductory Geomorphology & Soil Geography	3

## Year III

	General	Units
EPS 301	Entrepreneurship Education II (Practice)	2
	<b>Core Courses</b>	
EDU 311	Test and Measurement	2
EDU 302	ICT in Education	2
EDU 321	Curriculum and Instruction I	2
EDU 312	Special Methods	2
EDU 313	Educational Technology	2
	<b>Specialization</b>	
GRP 301	Geographical Methodology	2
GRP 311	Advanced Quantitative Techniques (I & II)	4
GRP 321	Regional Geography of Africa	2
GRP 332	Economic Geography	2
GRP 331	Biogeography	2



**Year IV**

	<b>General Studies Courses</b>	<b>Units</b>
	<b>Core Courses</b>	
EDU 413	Guidance and Counseling	2
EDU 422	Special Education	2
EDU 411	Curriculum and Instruction II	2
EDU 412	Special Methods	2
EDU 401	Research Method and Statistics	2
	<b>Specialization</b>	
GRP 401	Systematic Geography of Nigeria (I & II)	4
GRP 411	The Developing world	2
GRP 412	Vegetation Studies	2
EED 421	Population Geography	2

**Year V**

	<b>General</b>	<b>Units</b>
	<b>Core Courses</b>	
EDU 500	Teaching Practice (One whole semester)	6
EDU 599	Research Project	4
EDU 502	Special Methods III (Post T. Evaluation/Remediation)	2
	<b>Specialization</b>	
GRP 502	Demography	2
	One elective from Environmental Studies	2

**b) Course Description****GRP 101 & 102 Man's Physical Environment**

Introduction to Elements of Physical Geography. The composition and structure of the lithosphere, atmosphere and hydrosphere. Nature, distribution, evolution and significance of the First Order Relief Forms of the earth. The earth's radiation, atmospheric and oceanic circulation systems. Introduction to the cycling of matter and energy in eco-systems.

**GRP 111 & 112 Man, Location And Resources****Introduction to Elements of Human Geography**

The scope of human geography and its relation to physical geography. World population: is distribution and patterns of growth/demographic characteristics of selected populations. Human settlements: evolution; patterns and functions. Inter-relationships between urban and rural settlements. Environmental resources; the concept of resources: types of resources and their global distribution; relationship between resources and tertiary activities; impact of

human activities on the environment at varying levels of technology and population densities. The role of movement and flows of people, goods, energy and ideas.

**GRP 121      Introductory Practical Geography**

Map reading: location; map scale; conventional signs; representation of relief and recognition of relief forms; analysis and interpretation of relief forms on maps; analysis and interpretation of cultural features on maps. Graphical and map presentation of geographical data; isoline maps; choropleth maps; dot maps; flow maps; etc.

**Local Field Studies**

Class field studies for familiarization of students with their local environments, and for practicalising classroom lectures in both human and physical geography.

**GRP 122      Introduction To Environmental Science**

Energy systems in the atmosphere, biosphere, hydrosphere, and lithosphere. Current environmental issues, including air pollution and other natural hazards; erosion, drought, earthquakes, hurricanes, floods etc.

**GRP 131      Elementary Land Surveying:**

Introduction to Land Surveying types, Basic principles: Coordinate, Circumvention of obstacles, Erecting and Dropping of perpendicular lines, Instruments, Field Codes and Ethics, Open and Closed Traverse, Compass Survey: Booking and Plotting, Levelling etc.

**GRP 201      Spatial Organisation Of Society**

Some basic concepts of spatial organization: principles of classification of geographical phenomena; growth and special distribution of population. Production systems; typology and distribution; location, spacing and growth of settlements; movements over space and transport networks. Land-use; typology, patterns and interaction.

**GRP 211 & 212      Introduction To Population Geography**

Examination of population data sources. Population growth and components. Migration processes and consequences. The Nigerian population structure, distribution patterns and their implications.

**GRP 231      Introductory Geomorphology And Soil Geography**

The meaning and scope of Geomorphology. Rock types, their origins and characteristics. Nature and origin of Second Order Relief Forms of the

continents. Structural landforms. The meaning and scope of soil geography. Factors of soil formation. Zonal soils; azonal soils and intrazonal soils.

### **Introductory Climatology And Biogeography**

The general circulation of the atmosphere – scales and laws of motion. Forces that drive the atmosphere. Major features and models of the circulation, weather-producing systems – air masses and fronts, frontal and non-frontal depressions; tropical systems. Climatic classifications and global systems of climate. Man's influence on the atmosphere. Basic structure and dynamics of plant communities, factors influencing plant growth. Survey of characteristics, distribution and controlling factors of principal or zonal vegetation types. Man's influence on vegetation.

### **Elementary Statistics For Geographers**

The place of statistics in geography; Data description and characteristics; Discrete and continuous variables, Data Scales, Frequency distributions and graphic presentation; Measures of central tendency and variability. Methods of sampling; spatial sampling, description of point patterns; nearest neighbour analysis, etc.

### **Introductory Cartography**

History of map making. Techniques of map making. Cartographic processes, types of maps, design and construction of physical and economic maps. Basic contour compilation, profiles, flow maps, pie graphs and bar graphs. (Map) projection and lettering techniques.

### **Introduction To Geographical Information Systems**

Remote Sensing systems, Imageries across the spectrum, Image Acquisition, Image Restoration and Enhancement, Image Processing and Interpretations, Image Storage and Retrieval Formats; applications in Agriculture, Environmental Resources Management, Monitoring and Change detection, Urban planning etc.

### **Geographical Thought, Theory And Methods**

History of geography; Philosophical issues in Geography, history of development in America, Europe and Africa, Quantitative revolution; The role of theory in science and geography. Methods in natural and social science; Nature of problems in geographic research.

## **GRP 321 Regional Geography Of Africa**

Geography of Africa, dealing with the peoples, their culture, history, systems of resource utilization, population patterns and processes and spatial aspects of development.

## **GRP 311 Quantitative Methods In Geography**

Matrices; Binary number systems, Integration and Differentiation, statistics; and spatial analysis. The statistical part will deal with; nature of raw data; calculation and use of deviations and variability. Probability theory and methods of sampling. Comparison of samples; non-parametric and parametric tests. Regression and correlation. Time series analysis. Spatial sampling, Point patterns; etc.

### **Cartographic And Research Methods**

Basic draughtsman ship; conception, design and execution of map projections. Map interpretation and Air photo-interpretation. Computer Cartography, elementary land surveying. Introduction to research methods in geography.

### **Field Course**

Eight to ten days intensive field studies designed to illustrate the application of theories, concepts and techniques of geographical analysis.

## **GRP 331 Biogeography**

Vegetation types; factors affecting floral and fauna distribution at various scales. The concept of the ecosystem. The structure and functioning of terrestrial and aquatic ecosystems. Vegetation changes through time: adoption, succession and climax.

## **GRP 301 Contemporary Philosophy And Methodology In Geography**

Current methodology of geographical research, including: recent paradigm shifts within scientific approach to geographical research, quantification and classification in geography; theories and models in geography; systems analysis in geography.

### **Advanced Cartographic Methods**

Scope and limitations of the visual presentation of statistics; sources and manipulation of statistics for visual presentation; criteria of significance and choice of technique; critical review of cartographic, graphic and diagrammatic techniques; scale and error factors; map design. Cartography as a communication system. The use of mechanical, optical and photographic aids in cartography. The logic of conceptual diagrams, including systems diagrams.

## **GRP 322 Economic Geography**

Supply and demand; factors of production; comparative advantage; economies of scale; economic rent and global trade and movements; etc.

**GRP 401      Systematic Geography Of Nigeria**

A thematic approach to the geography of Nigeria focusing on a range of physical and human phenomena: spatial patterns: ecological zones; growth and distribution of population; natural resources base; agricultural production and marketing systems; industrialization: transport development; internal and external exchange. Concepts and models; river basins; city and community regions; migration flows, urban systems; modernization; development strategies.

**GRP 411      The Developing World**

The nature of underdevelopment in the Third World. Poverty and income distribution, production systems and links with the international economy. Geographical distribution of natural resources, human resources and technology. Development strategies: agriculture; industrialization, education, and manpower development. The population problem, international trade and transfer of resources.

**GRP 422      Population Geography**

Population data as vital statistics. Procedure and problems of population data collection including censuses. Historical outline of world population growth. Patterns of population distribution and trends of change. Theories and concepts of population. Determinants and spatial aspects of mortality, fertility and migration.

**GRP 502      The Developed World**

Differentiation of the developed world from the developing world. Distribution of incomes and standards of living. Social, economic and political frame-works of the capitalist and centrally planned states. The historical evolution of the developed economies. Geographical bases of the economics of Western Europe. U.S.A. and U.S.S.R. (Russia) growth and performance of agriculture, manufacturing and services. International trade and implications for the world economy.

**GRP 502                      Demography**

Definition of Terms. Demographic Data Evaluation: assessment of demographic data, detection of errors in population census and vital registration data and methods of reducing these errors. Demographic Estimation: the use of the stable, stationary and quasi-stable models in obtaining demographic parameters. Brass and other techniques for computing fertility and mortality, methods of constructing life tables. Population Projections, Population theories, Population trends and Policies.

**Original Research Project**

Research essay/dissertation based on field and/or library research at the end of the final year.

2.6. **BACHELOR'S OF DEGREE IN EDUCATION AND LIBRARY INFORMATION SCIENCE/RESOURCE MANAGEMENT (B.L.S./B.A. (L.S) B.Sc. LIBRARY SCIENCE, B.Sc. Ed (LIS/RM)**

**General**

In addition to general information for all education programmes, this programme exposes students to the training and learning in Library and Information Science, Resource Management, and their utilization at the class room level for the award of Bachelors Degree in Education and Library and Information Science/Resource Management.

2.6.1 **Philosophy and Objectives**

The philosophy of education for Library and Information Science is based on the national objectives, as contained in section 1, paragraph 1 of the National Policy on Education:

- (a) A free and democratic society
- (b) A just and egalitarian society
- (c) A united, strong and self-reliant nation
- (d) A great and dynamic economy
- (e) A land of bright and full opportunities for all citizens.

To make the philosophy functional, the National Policy on Education (Sections 5 and 9) provides details of these goals under Higher Education. The provisions as contained in section 5, are as follows:

- (a) The acquisition, development and inculcation of proper value-orientation for the survival of the individual and society.
- (b) The development of the intellectual capacities of the individual to enable him/her understand and appreciate his/her environment.
- (c) The acquisition of both physical and intellectual skills which will enable the individual to develop into a useful member of the Community.
- (d) The acquisition of an objective view of local and external environments.

Education for Library and Information Science is expected:

- (a) to produce Library and Information professionals for all types of libraries, information and documentation centers.
- (b) to equip the products of the programme with relevant theoretical knowledge, practical skills and techniques to develop and enhance their job performance.
- (c) to encourage the spirit of enquiry and creativity among the Library and Information professionals so that they are capable of understanding the emerging

concepts on the role of information in a complex multi-cultural, multi-ethnic and largely non-literate society like Nigeria.

- (d) To provide prospective Library and Information professionals with the intellectual and professional background adequate for their assignments and to make them adaptable to any changing situation.
- (e) To provide an understanding of the role of the new communications technology (e.g. Internet) in the handling of information.

### 2.6.2 Admission and Graduation Requirements

There are two modes of entry to the Bachelor of Library and Information Science Degree Programmes.

**a) UME (5 – year degree programme).**

Credit passes in the Senior Secondary Certification Examination (SSCE) or its equivalent in five (5) subjects at not more than 2 sittings in addition to acceptable pass in the University Matriculation Examination (UME).

**b) Direct Entry (4 – year degree programme):**

Any one of the following qualifications is admissible:

- (a) A pass at least at Merit level in a relevant Diploma Programme (provided the University’s English Language requirement has been satisfied).
- (b)
  - (i) Two (2) passes in relevant subject areas at Advanced Level with SSCE/GCE ‘O’ level credit passes in three other subjects in not more than two (2) sittings, or
  - (ii) Three (3) passes in relevant subject areas at Advanced Level with SSCE/GCE ‘O’ level Credit Passes in two other subjects in not more than two (2) sittings
- (c)
  - (i) At least Merit in two (2) major subjects in relevant areas in the NCE with SSCE/GCE ‘O’ Level Credit or its equivalent in three (3) other subjects.
  - (ii) Two (2) Passes at the IJMB (Interim Joint Matriculation Board) examination or of Basic Studies Terminal Examinations in International Baccalaureate) from a recognized institution with Senior Secondary School Certificate Credits or Equivalent in three other subjects (Subject to University requirements).
  - (iii) Three (3) Passes in C (ii) above with a Senior Secondary School Certificate Credit or its equivalent in two other subjects.

### **English Language and Mathematics Requirements**

In all cases, whether by Direct Entry or UME, the following shall apply:

A Credit in English Language and Mathematics at the Senior Secondary School level or its equivalent are required of all students.

### **Course Requirements**

Courses for the Bachelor's degree in Library and Information Science may be categorized into the following:

#### **Core/Compulsory Courses**

- (i) Core courses are central to the degree programme in view.
- (ii) Core courses are normally offered by the Department offering the degree.

#### **Cognate Courses**

Cognate courses are prescribed course units from related fields which are required for an understanding and appreciation of the student's major field.

#### **Restricted Electives**

- (i) Restricted electives are optional courses taken from defined areas from which students are to choose specific courses.
- (ii) Restricted electives are normally offered by the departments within the same faculty.

#### **Unrestricted Electives**

- (i) Unrestricted electives are courses which are opted for by the student in accordance with his or her own interest.
- (ii) Unrestricted electives are normally offered from outside the Faculty.
- (iii) The status of the unrestricted elective course taken by a student shall be determined by the Faculty.

#### **Pre-requisite Course**

A course is said to be pre-requisite to another if without passing it, the subsequent course may not be understood and therefore cannot be offered.

Each programme will define its own restricted and unrestricted electives.

#### **Course Credit Unit**

A credit unit is the equivalent of one lecture/tutorial hour per week per semester.

#### **Existing Degree Programmes And Courses**

The following variety of degree programmes being run by Department of Library and Information Science has been identified:

- (i) Bachelor of Library and Information Science (B. LIS), in which Library and Information Science is taken along with some other academic subjects in the Humanities, Social Sciences or the Sciences.



- (ii) Bachelor of Arts (Library and Information Science) (B.A. LIS), Bachelor of Science (Library and Information Science) (B. Sc. LIS) in which Library and Information Science is taken along with other academic subjects in the Humanities, Social Sciences or the Sciences.

### **Core/Compulsory Courses**

All students will be required to take the following core/compulsory courses.

	<b>Units</b>
i. Libraries in its social and cultural setting	3
ii. Introduction to Libraries and Information Resources	3
iii. Bibliography	2
iv. Organisation of Knowledge I	3
v. Historical Development of Libraries in Nigeria	2
vi. Organisation of Knowledge II	3
vii. Collection Development	2
viii. Reference and Information Sources and services	2
ix. Technical Services in Libraries	2
x. Introduction to Information Science	2
xi. Management of Libraries and Information Centres	2
xii. Indexing and Abstracting	2
xiii. Automation in Library Services and Information Centres	3
xiv. Library and Information Services to Rural Communities	2
xv. Research and Statistical Methods	3
xvi. Research Project	4
xvii. Field Experience (SIWES)	<u>6</u>
	<b><u>46</u></b>

### 2.6.5 **Resource Requirements**

- a) **Academic and Non-Academic Staff**  
As applicable to all education programmes. In addition staff and students must be computer literate.
- b) **Academic and Non-Academic Spaces**  
Applicable to all education programmes.
- c) **Academic and Administrative Equipment**  
As applicable to all education programmes.
- d) **Library and Information Resources.**  
As applicable to all education programmes.

## 2.6.6 Course Contents and Descriptions

### a) Course contents.

#### Year I

<b>General Courses</b>	<b>Units</b>
GST 111: Communication in English I	2
GST 112: Philosophy and Logic and Human Existence	2
GST 122: Communication in English II	2
GST 113: Nigerian Peoples and Culture	2
GST 121: Use of Library Study Skills and ICT	2
EDU 111: Introduction to the Teaching Profession	2
EDU 112: Foundation of Education	2
<b>Electives (Restricted)</b>	
LIS 104: Library and Information Centres Visits	2
Three – six credits in other academic disciplines (Arts, Social Science)	6
<b>Electives Unrestricted:</b> Two Credits from an academic programme in the University at the 100 level preferably in any one of the following Language Departments French/German/Hausa/Ibo/Yoruba/Arabic. Goal: to provide a reading knowledge.	2
<b>Minimum Credit Load</b>	32

#### Year II

<b>General Courses</b>	<b>Units</b>
GST 211: History and Philosophy of Science	2
COMP 211: Introduction to Computers	2
GST 222: Peace Studies and Conflict Resolution	2
GST 223: Entrepreneurial Studies	2
<b>Education Core Courses</b>	
EDU 211 Educational Psychology	2
EDU 212 Educational Administration	3
LIS 201: Bibliography	2
LIS 202: Organisation of Knowledge I	3
LIS 203: Library and Information Services to the Rural Community	2
LIS 204: Management of Libraries and Information Centres	2

<b>Electives (Restricted)</b>	2
LIS 205: Literature for Children and Adolescents	
LIS 206: Serials Management	2
LIS 207: The Information User	2
LIS 208: Media Resources	2
LIS 209: Oral Tradition and Cultural Literature	2
LIS 210: Computers and Data Library services to children and Adolescents	2
(Minimum Credit Load)	32

### Year III

<b>General</b>	<b>U</b>
EPS 301: Entrepreneurial Studies II	2
<b>Education Core Courses</b>	
EDU 311 Test and Measurement	2
EDU 302 ICT in Education	2
EDU 312 Special Methods	2
EDU 321 Curriculum and Instruction I	2
EDU 313 Educational Technology	2

<b>Specialization</b>				
LIS 301: Organisation of Knowledge II	3			
LIS 302: Collection Development	2			
LIS 303: Reference and Information Services	2			
LIS 304: Technical Services in Libraries and Information Centres	2			
LIS 305: Introduction to Information Science	2			
LIS 306: Research and Statistical Methods	3			
<b>Electives (Restricted)</b>				
LIS 307: National and Public Libraries and Information Centres	2			
LIS 308: School Libraries and Media Resources Centres	2			
LIS 309: Academic and Special Libraries and Information Centres	2			
LIS 310: Information Technologies	2			
LIS 311: Preservation and Conservation of information sources Take at least any two (2 units) course	2			
LIS 312: Internet and Electronic Libraries				
(Minimum Credit Load)	24			

## Year IV

<b>General Courses</b>		<b>Units</b>
EDU 401	Research Method and Statistics	3
EDU 411	Curriculum and Instruction I	2
EDU 412	Special Methods	2
EDU 413	Guidance and Counselling	2
<b>Core/Compulsory Courses</b>		
LIS 403:	Indexing and Abstracting	2
LIS 404:	Automation in Libraries and Information Centres	3
<b>Electives (Restricted)</b>		
LIS 405:	Government Publications	2
LIS 406:	Archives and Records Management	2
LIS 407:	Publishing and Book Trade	2
LIS 408:	Bibliography and Literature of the Social Science	2
LIS 409:	Bibliography and Literature of Humanities	2
LIS 410:	Bibliography and Literature of Science and Technology	2
LIS 411:	Book Production and Publishing	2
LIS 412:	Information Network	2
LIS 413-421:	Entrepreneurship in Information Services	2
	Take at least any 5 Unit Courses (i.e. 10 Units).	2
(Minimum Work Load 30 Credits)		34

## Year V

	<b>General Courses</b>	<b>Units</b>
<b>Education Core Courses</b>		
EDU 500	Teaching Practice (One whole semester)	6
EDU 502	Special Method II (Post Teaching Practice)	2
EDU 599	Research Project	4
<b>Specialization</b>		
LIS 502	Field Experience (SIWES)	
Take any 6 courses in any restricted elective		6

### b) Course Descriptions

#### **LIS 101: Libraries and Society**

Factors determining the establishment and patterns of library services in society with particular reference to developing countries; library as medium of communication and its relationships with other information and communications systems; functions of different types of libraries; oral traditions, illiteracy and libraries; intellectual freedom and censorship; the profession and professional responsibility.

- LIS 102: Introduction to Library and Information Resources**  
Books; (References, textbooks, government publications, fiction and non-fiction, periodicals, newspapers, magazines etc.)
- Non-book; (AV software and hardware); cartographic materials (globes, maps, atlases etc); electronic publication (CD-ROM, INTERNET)
- LIS 103: History of Libraries and Information Centres (Emphasis Nigeria)**  
Outline history of Libraries of the Western World from antiquity to the present. Evolution of Nigerian Libraries from pre-colonial to post-Independence period; Islamic scholarship and growth of Arabic collections; forces in the emergence of modern libraries in Nigeria; development of Nigerian libraries by types, legislation; library associations; international organizations and other external agencies in Nigeria's Library development.
- LIS 104: Library and Information Centre Visits**  
Study visits to libraries, information centers, publishing houses, printing presses and allied organizations and institutions to acquaint students with the structure and management of information profession. Submission of written reports at the end of the visits.
- LIS 201: Introduction to Bibliography**  
History and concept of bibliography; types of bibliography and uses; compilation; criteria for evaluation; role of modern technology in bibliography.
- LIS 202: Organisation of Knowledge I**  
Standard techniques of identification and description of bibliographic units through descriptive cataloguing using ACCR 2; subject cataloguing and classification; using Sear's List of Subject headings and Dewey Decimal Classification; filing rules.
- LIS 203: Library and Information Services to Rural Communities**  
The Nigerian rural setting; occupation and recreation; needs assessment; library and information programmes and resources; identification of and cooperation with other change agents and local power elites.
- LIS 204: Management of Library and Information Centres**  
The concepts of management as applied to libraries with reference to the Librarian's roles, powers and responsibilities; delegation of authority; staff committee; Library Committee; evaluation; setting goals and developing action plans; budgeting; reporting library activities; managing resources, time, people and money.

- LIS 205: Literature and Library Service to Children and Adolescents**  
 Characteristics, needs and interests of children and adolescents, children's literature, selection and materials; types of programmes; school – public library relationships; role of the library and teacher in promoting reading habits of children and adolescents.
- LIS 206: Serials Management**  
 Definitions; role of serials in information dissemination; selection, acquisition, organization and storage of serials in print and microforms; problems of bibliographic control; user access via indexing and abstracting services.
- LIS 207: The Information Users**  
 Kind of information users and their work environment; a users' information seeking behaviour patterns; users of information; user studies; user education.
- LIS 208: Audio Visual Resources**  
 A – V material as means of communication; educational functions and users of various types of non – print media (e.g. slide films, opaque, over head and motion picture projectors, audio recording photography; etc) selection and acquisition, organization, storage and evaluation of A – V materials, bibliographic control; maintenance of media centers.
- LIS 209: Oral Tradition and Cultural Literature**  
 Definition of oral literature; oral knowledge of the history and culture of a people; oral literature as source materials for research; problems and prospects of preservation; storage and retrieval; role libraries in collection, transcription and documentation.
- LIS 210: Computer and Data Processing**  
 Basic knowledge about how to operate a computer, input data, out-put data, conduct searches on databases (e.g. CDROM).
- LIS 301: Organisation of Knowledge II**  
 Cataloguing of non-book materials LC, UDC and other special classification schemes, faceted classification; application of computers to cataloguing with special emphasis on the MARC formats and on-line catalogues. LC subject cataloguing.
- LIS 302: Collection Development**  
 Criteria and responsibility for the selection of library materials; book selection tools, the role of subject specialists; censorship; weeding and discarding stock revision and evaluation of collections problems of acquisition of Africana.
- LIS 303: Reference and Information Services**  
 Evolution, theory and objectives of reference services; reference questions; techniques of literature searching; abstracting and indexing services; current awareness; SDI and translation services; reference and information services in

different types of libraries; organization and evaluation of reference services; status of reference and information services in Nigerian Libraries.

**LIS 304: Technical Services in Libraries and Information Centres**

Emphasis on management aspects of Library acquisition; circulation; order routines; acquisition of foreign publications binding; storage and preservation of materials in tropical countries; cataloguing and processing; automation of technical operations; reprography.

**LIS 305: Introduction to Information Science**

Scope of the field and definition of basic terminology, problems of growth of knowledge especially in scientific and technological fields; information needs and information gathering techniques; role of computers in information storage and retrieval; principles of designing information system.

**LIS 306: Research Methodology**

Nature and purpose of research in Library and Information Science; types of research; survey, historical/documentary and experimental; steps in research; statement of problem; review of literature, data collection and analysis; conclusion and recommendation. Also introduction to basic statistical concepts and calculations of descriptive statistics. Application of quantitative techniques in Library and Information Management.

**LIS 307: National and Public Libraries and Information Centres**

Their concept, history, development, objectives and functions; administration, finance, staffing, clientele, collection and services, functions of some major National Libraries and the National Library of Nigeria, role of public library in mass library, adult education, National development; application of modern technology.

**LIS 308: School Libraries And Media Resource Centres**

Structure and functions of Nigerian primary and secondary education, functions of school libraries, problem of their development in Nigeria; evolution of media resource centers; standards; personnel collection; services; development and problems of school libraries and media resource centers in Nigeria.

**LIS 309: Academic and Special Libraries and Information Centres**

Nature, role and objectives of libraries in higher institutions and special organizations; their administration, collection; clientele and special services; personnel budgeting, building and equipment; development and problems of academic and special libraries in Nigeria; application of modern technology.

**LIS 310: Information Technologies**

Contemporary technologies in libraries and information centers, concept of multi-media information system; non-book communications technology; network and

networking and use of technologies like the internet for E-Mail, electronic publishing etc.

- LIS 311: Preservation and Conservation of Library Materials**  
Everyday care of library resources and equipment; history of paper making; causes of and prevention of damage to paper; preservation processes and repairing of damage to paper and library resources; special storage facilities.
- LIS 312: Internet and Electronic Libraries**  
Characteristics of the internet and electronic libraries; search engines; access to internet and electronic libraries; cost implications of accessing internet.
- LIS 401: Research Project**  
A topic on any aspect of Library and Information Science selected by a student and written under the supervised direction of a staff member. Students should demonstrate their understanding of research and statistical/methods, through use of collection, analysis and interpretation techniques. An annotated bibliography or the construction of an index or thesaurus may also be accepted.
- LIS 402: Field Experience (SIWES)**  
At least twelve weeks of supervised field experience in any approved library and information centre in Nigeria, undertaken during the long vacation.
- LIS 403: Indexing and Abstracting**  
Concepts and methods of indexing and abstracting; design and updating of thesaurus; types of indexes and abstracts; indexing and abstracting services including electronic data bases; evaluation of indexes and abstracts; practice application.
- LIS 404: Automation in Libraries and Information Centres**  
Definition; planning; automation of library processes such as serial control acquisitions, circulation, cataloguing, reference services, national and international examples of successful automated bibliographic systems and library automation in developing countries; status of library automation in Nigeria. Hands-on application of appropriate software (e.g. CDS/ISIS).
- LIS 405: Government Publications**  
Definition, nature and uses of Government Documents; types of documents; bibliographic control of Government publications; international organizations (e.g. UN and UN bodies, AU, ECOWAS); their publication; acquisition; control and organization in libraries.
- LIS 406: Archives Administration & Records Management**  
Definition and development of archives; principles and techniques of organization of archival materials, creation of records and the needs for records management; the National Archives of Nigeria: origin, development and services.



- LIS 407: Publishing and Book Trade**  
Problems of books publishing in Africa (Nigeria); books for various categories of readers, the multi-national publishers; indigenous publishing; government and individuals as publishers; bookshops and bookselling; problems of marketing and distribution.
- LIS 408: Bibliography and Literature of the Social Sciences**  
Nature and scope of the Social Sciences; characteristics and structure of social science literature; bibliographic organization and control; programmes and services of national and international institutions and organizations.
- LIS 409: Bibliography and Literature of the Humanities**  
Growth, characteristics and structure of the Humanistic literature; bibliographic organization and control; sources of National and International institutions and organizations.
- LIS 410: Bibliography and Literature of Science and Technology**  
Scope, growth, characteristics and structure of scientific and technical literature; bibliographic organization and control; electronic literature searching and information retrieval processes; International cooperation in the organization and dissemination of scientific information.
- LIS 411: Book Production and Publishing**  
A brief outline history of printing and publishing from the earliest times to the present day; Manuscript development and editing; author-publisher and publisher printer relationships; marketing and promotion techniques; intellectual property laws; use of new technologies in publishing; problems of publishing in Nigeria.
- LIS 412: African Bibliography**  
Definition and Scope of African studies; sources of African Studies, bibliographical organization, control services; legal deposit; international organizations concerned with documentation relating to Africa; UBC, UAP.
- LIS 413: Entrepreneurship in Information Services**  
Concepts of entrepreneurship and their application to the management of libraries and information services.